

Developing Courses in Languages for Specific Purposes

edited by

Jonathan Trace, Thom Hudson, & James Dean Brown

published by



© 2015 Jonathan Trace

Some rights reserved. See: <http://creativecommons.org/licenses/by/4.0/>

The contents of this NetWork were developed under a grant from the Department of Education (CFDA 84.229, P229A100001). However, the contents do not necessarily represent the policy of the Department of Education, and one should not assume endorsement by the Federal Government.

Table of Contents

Chapter 1: <i>An Overview of Language for Specific Purposes</i>	
Jonathan Trace, Thom Hudson, & James Dean Brown -----	1
Part 1: Language for Medical Purposes	
Chapter 2: <i>Mandarin for Nursing Students</i>	
Wei Lai -----	24
Chapter 3: <i>Basic Arabic for Healthcare Professionals</i>	
Sara Hillman -----	35
Chapter 4: <i>Polish for Health Personnel</i>	
Anna Szawara -----	48
Chapter 5: <i>Home Care Worker Training for ESL Students</i>	
Kendi Ho -----	65
Part 2: Language for Business Purposes	
Chapter 6: <i>Developing Business Korean Curriculum for Advanced Learners in an American University</i>	
Hee Chung Chun -----	88
Chapter 7: <i>Mandarin Chinese for Professional Purposes for an Internship Program in a Study Abroad Context</i>	
Kunshan Carolyn Lee -----	100
Chapter 8: <i>English for Specific Purposes for Overseas Sales and Marketing Workers in Information Technology</i>	
Youngmi Oh -----	115
Chapter 9: <i>Business Chinese for Advanced Learners</i>	
Jia Yu -----	128
Chapter 10: <i>An Online Elementary Business Japanese Course for Working Professionals in Michigan</i>	
Mariko Kawaguchi -----	142
Chapter 11: <i>Business Chinese for Local Businesses</i>	
Chun-Yi Peng -----	166
Chapter 12: <i>Chinese for Working Professionals: A Textbook for Intermediate-High to Advanced Learners</i>	
Yi Zhou & Haidan Wang -----	176

Chapter 13: <i>Developing a Business Chinese Reader</i>	
Haidan Wang & Jing Wu-----	185
Part 3: Language for Alternative Purposes	
Chapter 14: <i>Curriculum Development of Korean Language for Diplomacy</i>	
Yeonhee Yoon -----	195
Chapter 15: <i>Hawaiian for Indigenous Purposes to Sustain Hawai‘i’s Rich Culture and Language</i>	
Trixy ‘Iwalani Koide Tasaka -----	211
Chapter 16: <i>Legal Arabic for Courts and Ethics</i>	
Abeer Aloush-----	218
Chapter 17: <i>Russian for Law Enforcement, Intelligence, and Security</i>	
Rachel Stauffer -----	227
Chapter 18: <i>Preliminary Guidelines for Designing an LSP Mandarin for Business and Tourism Course for Beginners</i>	
Carl Polley-----	240
Chapter 19: <i>Korean for Specific Purpose Program for Students of Hospitality</i>	
Jason Bumyong Sung -----	251
Part 4: Conclusion	
Chapter 20: <i>Looking Ahead in Languages for Specific Purposes</i>	
Jonathan Trace-----	270
References -----	286

CHAPTER 1

An Overview of Language for Specific Purposes

Jonathan Trace, Thom Hudson, and James Dean Brown

University of Hawai‘i at Mānoa

1 What is Language for Specific Purposes?

Norris (2006, p. 577) states that the goals of most foreign language (FL) instruction in higher education within the United States are built around three main components: (a) the acquisition of the knowledge of language skills for general communication use; (b) exposing learners to other cultures and ideas; and (c) fostering an appreciation of differences in cultures and ways of thinking. While each of these are certainly noble outcomes and likely meet the needs of the majority of university level FL learners, they remain quite broad in terms of what it is a learner will actually be able to do with the language once they have left the classroom. This is especially true for those of us faced with learners who have specific and sometimes immediate

language needs that require more than generalized or dispositional knowledge alone. For these learners, *Language for Specific Purposes* courses provide an invaluable alternative or supplement to general language courses.

Language for specific purposes (LSP) courses are those in which the methodology, the content, the objectives, the materials, the teaching, and the assessment practices all stem from specific, target language uses based on an identified set of specialized needs. Common examples of LSP include courses like Japanese for Business, Spanish for Doctors, Mandarin for Tourism, or English for Air-traffic Controllers. In each of these cases, the content and focus of the language instruction is narrowed to a specific context or even a particular subset of tasks and skills. Importantly, the context and the people involved (e.g., learners, professionals in the field) drive LSP curriculum—unlike general purposes language instruction, which is often driven by theory alone (Widdowson, 1983).

LSP does not have an overly long or detailed history in the literature of applied linguistics, and while we can certainly presume that LSP instruction, in some form or other, has existed for as long as language instruction itself, few direct references are made to its practice before Strevens (1977). Even then, much of the research has been solely in the realm of English for Specific Purposes (ESP) instruction (see Johns & Dudley-Evans, 1991). Indeed, the definition of LSP that we favor actually comes from a definition of ESP put forth by Strevens (1988). According to Strevens, the essential characteristics of specific purpose instruction are that it:

Consist of [teaching] which is: designed to meet specified needs of the learner; related in content (i.e., in its themes and topics) to particular disciplines, occupations, and activities; centered on the language appropriate to those activities, in syntax, lexis, discourse, semantics, etc; (1988, pp. 1-2)

In other words, LSP (or ESP) incorporates both linguistics and content area knowledge that is specific to a particular context based on the needs of the learners.

Another way to approach LSP is to contrast it against what it is not; specifically, LSP is often positioned as the opposite of language for general purposes (LGP), or the more ominous Language for no Obvious Purpose (LNOP). Even Strevens' (1988) definition of ESP above notes that specific purpose instruction is distinct in that it is "in contrast with 'General [language]'" (p. 2). While LGP refers to common approaches in higher education FL instruction, particularly in the United States, LNOP is most often associated with traditions in English instruction and the perhaps more familiar acronym of TENOR (Teaching English for no Obvious Purpose, Abbot, 1981). TENOR is well known in the field of curriculum development as a way of describing a still widespread problem in many second or foreign language programs that teach English around the world for no other reason than as a reaction to the elevated status of English as an international or global language. Given the negative connotations attached to both LNOP and TENOR, LSP is often seen as a solution or remedy to ensuring that language instruction has purpose, and therefore value.

Widdowson (1983) reminds us, however, that all language is purposeful, or at least intends to be so, and in considering what it is that makes LSP different from other kinds of language instruction, maybe it will help to think of *purpose* as being on a continuum.¹ Rather than an either/or conceptualization of purpose, if we think about purpose as a continuum, then LSP would be at one end and LNOP or TENOR would fall at the opposite end, with general purpose language somewhere in between. In other words, even LSP is not a single concept, but rather is one that comes in many flavors and has many possible foci, depending on the purpose.

1.1 Differences from ESP

As we have already seen, the similarities between ESP and LSP are numerous enough that it is difficult to talk about one without mentioning the other, and definitions of ESP tend to resemble (or in fact inform) definitions of LSP. ESP certainly seems to be more widely explored than LSP, perhaps because of the dominant role that English plays globally and the relatively large number of second-language users of English around the world compared to other languages. The historical reasons behind this trend have been well documented and are beyond the scope of this volume (for a more detailed account, see Hutchinson & Waters, 1987; Mackay & Mountford, 1978; Johns, 2013), but nevertheless, this rise has placed considerable value on ESP as a field of study, and as such, the majority of research on LSP has been carried out in English learning contexts. For example, there are at least two prominent academic journals devoted to ESP (*English for Specific Purposes* and *The Journal for English for Academic*

¹ While Douglas (2000) originally suggested this idea in relationship to assessment and purpose, it applies equally to LSP as a whole.

Purposes), both of which have relatively high impact factors among peer-reviewed academic journals, while the only current journal devoted to LSP appears to be *Iberica*, which is comparatively less well known in the academic community.

ESP as we know it today began in part as a reaction to the notion of TENOR as a way for curriculum developers to respond to the call for English education internationally in a way that was manageable and sensible for learners in EFL/ESL contexts (Abbot, 1981; Carver, 1983). Beyond that, however, many English learners had direct needs for learning English that went beyond the traditional language learning outcomes of general or dispositional knowledge alone, many of which were often high-stakes (e.g., as a requirement to coordinate with international companies, for promotion or advancement purposes, or even for employment in an L1 speaking context). While not all L2 learners of English have such specific needs, and indeed alternative curriculum designs such as English as an International Language (EIL, see Brown, 2012a) have also arisen in part to address this fact, nevertheless, the need for ESP has been undeniable (Mackay & Mountford, 1978).

Within ESP, several branches of study have emerged over the years, the best known and most frequently researched of these are English for Academic Purposes (EAP), English for Science and Technology (EST), and to a lesser extent, English for Occupational Purposes (EOP). While much has been said about EAP and EST in the literature (e.g., Swales, 2000), the focus is often limited to English alone, with very little attention paid to other languages in the realm of academic or science/technology purposes. This is not terribly surprising, given that English is the

de facto language of academia and science. LSP and ESP do seem to come together in the area of language for occupational purposes, though even in this area there appears to be a key difference in focus between English and other languages when they are taught for occupational purposes. EOP seems particularly relevant for international businesses, where English is used as the medium of communication between two different cultures. In FL for occupational purposes contexts, however, the language is used to function within a (mostly) homogenous community, where the language and culture are shared. Because of this, learning the culture as well as the language is often crucial in LSP. This will be explored further in the final chapter, but it is worth considering here as we try to define and identify just what LSP is.

2 What are the Steps to Designing an LSP Course?

It is something of a misconception to view the development of an LSP course as different from the development of any other kind of language course. Certainly there are different challenges and areas of focus, but it is our belief that LSP curriculum development, to a great extent, involves the same kinds of processes as any other language course, in that it should be systematic, justifiable, and begin with an understanding of the needs of those involved with the course. To that end, the proposals included in this collection all follow a model put forth by Brown (1995) in his work on developing curriculum for language teaching.

The approach described in Brown (1995, p. 20) details six core steps in the development of curriculum: (a) needs analysis; (b) goals and objectives; (c) assessment; (d) materials selection and development; (e) teaching; and (f) program evaluation. From this model, each component of

the curriculum is developed in interaction with all other components, creating a fluid, yet systematic design that takes into account the ever-evolving nature of curriculum. In other words, while we might typically begin with a needs analysis as a way of identifying potential objectives, upon which assessments, materials, and teaching practices can be developed, the model also recognizes that this is not a purely linear process, and at any stage in the development of the curriculum, it might be necessary to go back and gather more information, create new objectives, or otherwise revise and adjust. As you will see in the studies included in this book, each of which follows this model, the relationship between every component and the others is apparent and helps to present a clearly interwoven and consistent picture of a complete curriculum. Before that, however, let us explore the idea of needs analysis in greater detail, as this is often the starting point and main component that is directly associated with LSP.

2.1 Needs Analysis

Every LSP course, regardless of language or purpose, begins with a recognition that the curriculum, and indeed the course, is a reflection of some kind of need. This may be a need on the part of the learners, the community, the language program itself, the university, international trends, or any number of other factors, or indeed, a combination thereof. While this may be true (or at least should be true) of any kind of learning, needs and specific purposes seem to go hand in hand, and indeed historically the notion of needs analysis or needs assessment in education has been linked with the very beginnings of LSP (Halliday, McIntosh, & Stevens, 1964).

Brown (1995, p. 36) defines needs analysis in the following way:

The systematic collection and analysis of all subjective and objective information necessary to define and validate defensible curriculum purposes that satisfy the language learning requirements of students within the context of particular institutions that influence the learning and teaching situation.

In more detail this definition means that the process of gathering information about the needs of a particular program or course requires that this information come from several different sources and perspectives (e.g., different stakeholders, such as potential or past learners, instructors, administrators, employers) and that this information should be gathered using a variety of complementary methods (e.g., interviews, surveys, document analysis, focus groups). Underlying this information gathering process is the need for the results to be valid and representative of the actual needs of the program in order to be used to create a defensible and justifiable curriculum.

The use of needs analysis has been well documented in the literature (e.g., see Brown, 2009; forthcoming). Focusing instead on LSP, Upton (2012, p. 14) describes four important movements in needs analysis that have arisen in LSP research. Early needs analyses were primarily interested in *language* needs alone, in terms of the specific, specialized language and grammar that learners needed to acquire in the particular LSP (Halliday et al., 1964). This reflected early trends in LSP curriculum where the focus was on teaching structures and vocabulary alone. Following this, as LSP curriculum turned to more discourse-based approaches, needs analysis also shifted to focus on identifying the particular reasons why learners needed LSP as well as on an early version of identifying target language uses (Stevens, 1977). As

genre-based approaches to LSP came into favor (Swales, 1990), needs also shifted to looking both at language uses but also at the learners themselves (Dudley Evans & St. John, 1998), which is where needs analysis remains today.

From needs analysis, the other components of curriculum design tend to fall into place. Once needs are identified, learning outcomes or objectives can be stated to reflect what those needs are and what the learners will be able to do by the end of instruction. In order to measure the degree to which those outcomes are achieved, assessments can be designed, and from those, syllabuses, materials, and teaching methods can be decided that facilitate and prepare students for those assessments. Concurrently with each of these steps and throughout the implementation of the course and beyond, evaluation takes place in the form of gathering information about the effectiveness of the curriculum (e.g., mid-semester conferences, student evaluation surveys, outcomes-assessments, see Brown, 1995; Patton, 2008; Norris, 2006). Again, while needs analysis is found at the beginning of this process, each of these pieces affect one another and will always be, to some degree, a work in progress rather than a completed project.

3 What are some Common Issues or Potential Limitations to LSP?

Several limitations or issues have been recognized in the study and development of LSP curriculum. While the proposals in this collection will discuss in more detail the individual limitations faced by specific authors, it is worthwhile here to consider some of the larger issues currently facing the field of LSP. Recent literature seems to have identified three major areas that need to be addressed moving forward: (a) the level of specificity/specialization of the language

taught; (b) the methods and focus of instruction; and (c) the role of power and values in LSP instruction.

Questions about specificity in LSP are not new by any means. There has been an ongoing debate about the how specific the language instruction should be in LSP for decades (Johns & Dudley-Evans, 1991). The crux of the problem is the degree to which LSP should be restrictive in terms of linguistic features and strategy instruction (Johns & Dudley-Evans, 1991; Upton, 2012; Jordan, 1997). Narrower views of LSP believe that the curriculum should be focused upon a fixed and limited set of language uses and features (Hyland, 2002; Johns & Dudley, 1980), fearing that a wider scope places LSP too close to general purposes curriculum and thus defeats the purpose of qualifying it at specific in the first place. Wider views of LSP believe that narrow views inherently limit the functionality of language and thus demotivate or de-authenticate the language for learners (Hutchinson & Waters, 1980; Spack 1988). This view follows the idea that LSP can utilize a common core of specific language and strategy instruction that can apply to multiple fields while still not being so broad as to be indefinable. This kind of instruction is typically found in EAP contexts, where learners come from a broad spectrum of academic fields, though they are brought together into the same classroom.

Another criticism of specificity is that because LSP curriculum contains both linguistic instruction as well as content instruction, and teachers are rarely experts in both, the level of instruction will ultimately suffer (Anthony, 2011; Huckin, 2003). As is always the case,

however, support for a more moderate position that recognizes the benefits of both narrow and wide views has started to gain support among researchers (see Belcher 2006).

The second issue brought up in regards to LSP is that of methodology, and in particular the relationship between the target language uses and the linguistic content (e.g., materials, tasks) of the course. Over time, the content of LSP (and ESP) has shifted from a primarily language-related focus to language use in context (Swales, 2000; Upton, 2012). Early views of LSP curriculum were centered on linguistic aspects from a more structural and lexical viewpoint (Halliday et al., 1964). This fell out of favor with the introduction of discourse-based approaches (Stevens, 1977), which had a more usage-based, communicative approach, but was limited to rhetorical structures and functions. Discourse-based approaches were later replaced by genre-based approaches (Swales, 2000, 1990), which again prioritized language use as it is situated within different texts. Genre-based approaches remain common, especially in EAP contexts.

In non-English LSP contexts, where international communication is not the focus but rather some form of integration into the L2 context or culture on the part of the learner, more recent developments in LSP curriculum have embraced a stronger view of contextualized language use. This view utilizes task-based, strategy-based, and sociocultural methodologies to account for both linguistic and extra-linguistic needs (Northcott, 2013; Belcher, 2009, 2006). While these methods are certainly also found in ESP contexts, the shift towards a broader integration of both language and content knowledge seems clearly related to the specific needs of LSP.

The final issue raised by some authors in regards to LSP deals with the notion of critical LSP, or rather the apparent lack of critical pedagogy in relation to LSP (Belcher, 2006; Upton, 2012). The main concern from a critical perspective is that the learners and their needs be accurately reflected in a way that empowers learners rather than disenfranchises them. The example used by Tollefson (1991) is whether or not in proposing a course in something like language for use in hospitality services teachers are limiting learners to low-paying service jobs by teaching only what is necessary to succeed at one level, compared to providing them with the tools and skills to advance in their prospective careers. Likewise, in assessment terms, a study by Elias and Lockwood (2014) showed that while an LSP course assisted learners in gaining the skills to pass their interviews and secure employment, it lacked a connection to other tasks in the workplace and thus limited their ability to be successful at their jobs.

These kinds of issues require us to consider curriculum development from a values- and power-based perspective. When conducting a needs analysis or creating objectives, as LSP curriculum designers, we must consider what it is that is being valued and whether or not this is reflecting the needs of the learners as well as the program, administrators, and other stakeholders (Upton, 2012). There is always a question as to the extent to which our learners are reliable or capable enough to define their needs, but as teachers and developers, it is our responsibility to consider this issue during the design phase and take the necessary precautions to ensure that the learners are not, in a sense, forgotten (Benesch, 2001).

4 What Does this Book Contribute to Our Current Knowledge of LSP?

Johns and Dudley (1991) claimed 24 years ago that ESP was the path of the future given the expanding use of English around the world, and certainly the literature has reflected this growth. Unfortunately, this trend has also led to specific purpose instruction in other languages, (especially less commonly taught languages, or LCTL) being overlooked and perhaps even undervalued relative to English and ESP. Yet there are many areas where LSP is needed and valued, especially when we approach more locally defined contexts, such as multicultural neighborhoods where the shared language of the community is perhaps different from the surrounding context.

While the current trend in most fields seems to be moving in an international direction, our view is that this movement should not come at the expense of the local context. Hence, this collection is an attempt to provide teachers and curriculum developers with the necessary information and tools to design and create their own LSP courses by providing examples from a variety of languages, purposes, and contexts. We hope, as well, that this collection of proposals will help to create a space for language teachers interested in LSP to network and expand the existing community. It might also serve as a useful place for materials developers to see what is possible and what has been done before in the area of LSP, where again the amount of published work is considerably limited in comparison to ESP.

5 Overview of Chapters

This collection contains 16 LSP course proposals and two materials proposals spread across a variety of languages and purposes. These projects came out two summer institutes on

LSP at the University of Hawai‘i at Mānoa (UHM) sponsored by the National Foreign Language Resource Center and the National Resource Center East Asia at UHM. The summer institutes were designed for foreign language instructors from American universities, colleges, and community colleges from both Hawai‘i and the mainland, with the intention of supporting their work in developing LSP courses for their respective contexts. Through lectures, hands-on activities, and collaborative discussion among the participants and facilitators, the following proposals were created.

5.1 Part 1: Language for Medical Purposes

This section contains four proposals related to language for medical purposes courses. As medical language is typically only found in hospitals, clinics, and doctor’s offices—places that are very much tied to their local communities—it should not be surprising that this form of LSP is very aware of the relationship between language and the local context, and indeed these studies exemplify this relationship through their discussion of needs and organization, as well as in their limitations.

In Chapter 2, Wei Lai presents a proposal for a Mandarin Chinese course for nursing students at a community college, designed to address the needs of the local Mandarin-speaking community. The 16-week course is situated within a highly regarded nursing program in a community college in New York City and developed for low-beginner learners of Mandarin. While Lai comments that there are very clear needs from an institutional and community

perspective, because of the community college context, one of the biggest challenges is meeting the varied and changing needs of the students.

Chapter 3 presents a study by Sara Hillman that describes the development and needs analysis of Arabic for Healthcare Professionals situated in Michigan, where there is a large Arabic-speaking community. Designed for in-practice healthcare professionals with no previous knowledge of Arabic, the course is structured to both introduce basic language for nurses and doctors as well as cultural knowledge of Arabic speaking countries, specifically in terms of medical traditions and belief systems. One of the major challenges identified by Hillman is that because of the nature of Arabic as a difficult language for native speakers of English to learn, limited contact hours, low starting proficiency for the learners, and the variety of dialects and variations make this a very difficult course to construct and teach from a linguistic perspective.

In Chapter 4 Anna Szawara presents a study for a Polish for Health Personnel course for university students and in-practice professionals in Chicago. Chicago is host to a large Polish-speaking community, and this class was designed in part to meet the needs of local hospitals and clinics that have a large number of Polish-speaking patients. Because of the mixed population of learners, this course is a good example of the kind of flexibility in scheduling that can be very beneficial for some LSP situations, though the author notes that Polish, like Arabic, is considered a difficult language for true beginners, and the limited contact hours of instruction will be a challenge in designing the final curriculum and meeting the objectives of the course.

Chapter 5 is one of two ESP proposals (the other is Chapter 8) included in this collection, though unlike many ESP courses, this one is still contextualized within the local community, as a course for home-care workers in Honolulu, Hawai‘i. This proposal by Kendi Ho centers around a detailed and thorough needs analysis at an adult community center certification course in Home Care. This study looks in particular at identifying the needs of L2 learners of English participating in the program from the perspectives of the instructors, the L2 learners, and the native speakers of English in the program. Despite the careful planning and use of multiple sources of information, the author reports that gaining access to participants for her needs analysis and balancing different perspectives presented her with an unexpected but very crucial trial to overcome.

5.2 Part 2: Language for Business Purposes

The largest section of this collection is devoted to Language for Business Purposes, with eight individual proposals, all situated within Asian language business contexts. Unlike the previous section, many of the LSP for business studies presented here have more far-reaching contexts, though even in the field of business there are still local applications as seen in Chapters 10 and 11.

The proposal detailed in Chapter 6, by Hee Chung Chun, describes an existing, two-semester Korean for Business Purposes course that is being revised based on Brown’s (1995) model of curriculum development, beginning with a detailed needs analysis. The program, located in upstate New York, is primarily for university students interested in someday working

for companies associated with or located within Korea. Before this proposal, Chun states that the curriculum was mostly developed based on intuition alone, and so this study presents a more systematic approach to needs, objectives, materials, assessment, and evaluation. The one major limitation Chun notes, however, is that despite the course being offered to intermediate learners of Korean, there are still a wide variety of student backgrounds (e.g., heritage learners) that make identifying a clear set of needs challenging.

Chapter 7 is a proposal by Carolyn Lee that describes a Mandarin course for university students preparing for a study abroad program with a business-oriented university in Mainland China. The course presented is an eight-week intensive Chinese language summer program meant to take learners with low-beginner knowledge of Mandarin to intermediate or higher levels necessary to function in a business university setting in China. This program is unique in that it is an intensive LSP program with a very high-stakes and specific set of objectives. Because of this, however, Lee also notes that one of the biggest challenges for this program is in matching the objectives of the course with the expectations of the target institution in China.

Chapter 8 details an ESP proposal by Youngmi Oh, which looks at the development of an ESP course for Information Technology workers in Korea. Rather than a university context, this business purpose course is designed to be adopted by businesses in Korea wanting to provide specialized English instruction for their employees. The course itself is designed to be different from other business English courses in that it focuses on a combination of linguistic, content-based, and pragmatic knowledge. While the author acknowledges that these components are

likely to be more closely associated with target language uses than typical business English classes, she also recognizes that it may be difficult for learners, who are working professionals, to adjust to a style of learning they are unfamiliar with, and the needs analysis and materials development attempt to take this into consideration.

In Chapter 9, Jia Yu presents a proposal of a Business Chinese course aimed at advanced university learners to address student interest in interning or working for businesses in mainland China. Because the program is located in rural Pennsylvania, however, Yu mentions that one of the major challenges of the program is accessing authentic materials and making the content and instruction relevant outside the classroom, where direct opportunities to use and practice the language are limited.

Chapters 10 and 11 provide a slightly different take on the usual LSP business course in that both are targeted at local business contexts. Chapter 10 presents a study by Mariko Kawaguchi for an online Elementary Business Japanese course for working professionals in the automobile industry in Michigan. Unlike most of the business courses discussed in this section, this course is aimed primarily at working professionals as a way to introduce cross-cultural and language knowledge for people working for local Japanese companies. Interestingly, Kawaguchi has created the class to function entirely in an online environment in order to meet the restricted time schedules of working professionals. While the online context provides many benefits for this LSP context, Kawaguchi also notes that the design of the website and materials creates several potential limitations and time constraints upon the developer.

In Chapter 11, Chun-Yi Peng describes a Chinese for Business Purposes course that is aimed at Chinese learners working in local Chinese businesses and communities (e.g., Chinatown in New York City), where business language is less formal or situated within a corporate setting and more about daily communication in the workplace. This course is designed to meet the needs of immigrants studying Chinese as a second language at a community college in New York. Peng notes that this class is unique in that it is aimed at both native English speakers as well as L2 speakers of English seeking to learn Chinese. As might be expected, this also makes identifying the varied needs of the learner a challenge.

Lastly, Chapters 12 and 13 are devoted to the creation of materials for Business Chinese courses, specifically the creation of textbooks to be used for intermediate advanced learners (Chapter 12) and a general business reader for multiple levels of proficiency (Chapter 13). Both of these studies utilize needs analysis as a way of setting objectives, structuring the materials, designing assessments, and suggesting evaluations for use in multiple Chinese L2 contexts.

Yi Zhou and Haidan Wang, in Chapter 12, put forth a proposal for a textbook designed for learners interested in working in Chinese business contexts, or those who are already professionals in the field and want to improve their language skills. One of the unique aspects of the proposed materials is that it attempts to present very current trends in business, such as e-commerce and social media, though the authors also bring up concerns about keeping the material relevant given the ever-changing landscape of business.

The text proposed in Chapter 13, by Haidan Wang and Jing Wu, is one that is focused on the skill of reading Chinese for business purposes and is presented as a potential supplemental resource to be used in other Chinese for Business purposes courses. The main goal is to provide a selection of authentic and culturally rich texts for learners in multiple contexts. As with any materials development, however, the authors express concerns about how much content will be needed and how to make it accessible to multiple types of Chinese learners while maintaining its authenticity and value.

5.3 Part 3: Language for Alternative Purposes

The final section details six proposals that range outside the more common topic areas discussed in the above two sections. These include language for diplomacy, indigenous purposes, legal purposes, and hospitality. Unlike language for medical or business purposes, this section provides examples of just how wide-reaching and varied LSP can be, while still having a specific purpose. Because these are some of the first documented proposals of their kind, however, the authors are quick to identify certain challenges in regards to gathering information, finding materials, and having access to content experts, which is a real concern when trying to develop a new kind of curriculum.

Chapter 14 is a proposal for Korean for Diplomacy Purposes created by Yeonhee Yoon. Designed for university students with intermediate-advanced proficiency in Korean, this course would prepare learners to function in a variety of Foreign Service contexts with materials that

incorporate issues related to politics and international relations with Korea. In particular, this study provides a great example of how language and culture can fit together within LSP.

In Chapter 15, Iwalani Tasaka presents a similarly unique view of LSP by proposing a Hawaiian for Indigenous Purposes course, which starts from the premise of supporting and sustaining the Hawaiian language and culture for the local community. She states that this course is in part a Hawaiian for Academic Purposes course, though the primary focus is on presenting Hawaiian to community college students through a culturally sensitive lens that allows learners to connect with the rich history of the language.

The studies described in Chapters 16 and 17 both center on LSP in a legal context. Abeer Aloush, in Chapter 16, proposes a Legal Arabic for Courts and Ethics course, which is designed for law students who are also learning Arabic. One of the more interesting components of this course is that it will rely upon the use of recent legal documents and court cases to reflect the current legal and socio-political changes happening in many Arabic speaking countries. In contrast, Chapter 17 presents a very different legal context in a Russian for Law Enforcement, Intelligence, and Security course by Rachel Stauffer. This course is aimed at university learners interested in pursuing a degree in law enforcement at the local or national levels within the United States. While certainly not a typical kind of LSP course, this proposal reflects many features of the local context, including the learner population and the proximity of the university to several government intelligence agencies in the U.S.

Finally, Chapters 18 and 19 describe two Language for Hospitality/tourism courses, both situated within the context of Honolulu, Hawai‘i. In Chapter 18, Carl Polley describes a Mandarin for Tourism course, while Chapter 19 presents a proposal by Jason Sung for a Korean for Hospitality purposes course. Both courses are aimed at community college learners or current professionals in Honolulu interested in working within the local hotel or tourism industry. As Hawai‘i is a major tourism destination for East Asian countries, these courses are responding to a clear need in the local community.

5.4 Conclusion

The final chapter of this collection presents a reflection on the varied proposals presented in this volume and touches on some of the recurring themes that appear throughout and how they contribute to our understanding of LSP moving forward. In particular, the final chapter describes how LSP presents different challenges and viewpoints as compared to ESP and how LSP is in many ways more culturally and contextually sensitive than other forms of language instruction. Learners in LSP are typically not experts in the language already, and, because of this, different approaches need to be considered in the curriculum development process, especially in terms of balancing linguistic, cultural, and content-area instruction. Ultimately, the argument will be made that all language is indeed purposeful (Widdowson, 1983), but that those purposes can vary and differ greatly depending on the local needs of the program.

Part 1: Language for Medical Purposes

CHAPTER 2

Mandarin for Nursing Students

Wei Lai

Queensborough Community College

1 Introduction

This proposed language for specific purposes (LSP) course is designed for nursing students in a two-year nursing degree program at a community college. Within this LSP context, the course is tailored to train foreign language learners to apply their professional knowledge and skills within their specialized field in the target language. The course therefore aims to train students with limited knowledge of Chinese to be able to communicate with and to provide timely assistance for Chinese-speaking patients in a medical setting.

Limited staff in nursing and health care professionals in developed English-speaking countries (e.g. the U.K., Australia, and the U.S.) has increased the demand of English for Specific Purposes (ESP) courses such as “English for nursing” or “English for health care professionals” (“Nursing Shortage”, n.d.), and an abundant amount of ESP textbooks, dictionaries, and web resources for health care professionals have been developed to meet this

need. For most ESP courses for nurses, the target learners are immigrant nurses working in an English speaking environment, and the topics are centered on acculturation—to teach the immigrant nurses how to better communicate with their colleagues and the patients in the mainstream culture. For this project, however, the target learners of this proposed LSP course are English-speaking nursing students who work in an English-speaking environment but regularly interact with second language speakers of English. To that end, the objective of this course is to train future nurses to communicate with Chinese patients in the patients’ language.

While there are many well-established ESP programs to satisfy English as a Foreign or Second Language (EFL/ESL) learners’ communication needs in various professions at different levels, few LSP projects—especially those of less commonly taught languages—are as systematically organized or as long-established as their ESP counterparts. Since LSP projects are inherently need-based, it is not possible to establish a standardized LSP project in a given expertise and then have it to be adopted for any language. The design of any LSP project has to consider all stakeholders’ needs and also has to adjust itself to any change in the specialized field (e.g., learners’ language proficiency, teaching materials, work policies). Although existing ESP courses for health care professionals might share some common ground with this LSP project, the target learners’ social identities in this context may restructure the design and content of the course. In designing this LSP project, several crucial elements such as the difference between the nurses’ and the patients’ culture, the collection of authentic teaching materials, learners’ needs and so on cannot be simply borrowed from similar LSP projects in other languages. Therefore, the present LSP project attempts to illustrate why a project for nurses in Mandarin is necessary despite the fact that there are already many similar ESP projects for nurses in existence.

1.1 Institutional Background

In addition to accommodating the uniqueness of the target language and learners, the proposed LSP project has important implications on the foreign language courses offered at my institution, Queensborough Community College (QCC), as well as the welfare of new immigrants in the community.

Queensborough Community College is a two-year community college under the system of the City University of New York (CUNY), and it confers A.A.S. degrees on nursing majors. Since 2004, the Chinese program at QCC has grown both in size and scope, from 28 students to approximately 450 students today. The demand for language courses is increasing and also becoming more diversified. Many students express their interest in courses such as business Chinese, nursing Chinese, and legal Chinese. The college is also promoting “service learning” courses, which encourage students to apply their professional knowledge in assisting with community affairs. While the need for LSP courses is clear and immediate, currently QCC only has one LSP course, “Business Chinese for Advanced Speakers”.

From the community’s perspective, QCC is located in an Asian immigrant community, with 44.3% of the population being of Asian descent and more than half of those Chinese. Many clinics in the community need health care assistants and/or nurses who can communicate in simple Mandarin. In addition to Chinese immigrants, there are other immigrant groups that call for bilingual or multilingual health care professionals.

The nursing program is regarded as one of the most demanding and top programs at QCC. Although foreign language courses are not required by the nursing program, many nursing students choose to take one or even two semesters of foreign language courses because they believe that knowing a foreign language may enhance their employability. Considering that nursing majors who take foreign language courses would usually take two courses and there are many heritage speakers of Chinese at the college who express interest in learning the heritage language for professional purposes, the proposed course will be designed as an alternative to the second semester of elementary Chinese. The prerequisite of this course is therefore only one semester of elementary Chinese or equivalent.

The objectives of the course have to be consistent with other foreign language courses offered at QCC, that is, students are expected to be able to listen, speak, read, and write the target language at the corresponding level. Likewise, since many nursing majors plan to transfer to a four-year college within the CUNY system, and nursing majors at QCC may take one semester (approx. 16 weeks) of foreign language class (3 or 4 credits) as a liberal arts elective, in order to align with the CUNY's standardized curriculum, the proposed course will be listed as a 3-credit, elective in the course catalogue so that students taking this course can transfer the credits to other CUNY colleges.

The course will be taught in a traditional classroom setting. The instructor(s) will be from the Department of Foreign Languages and Literatures. According to the current student population at QCC, the linguistic profiles of students who will take this course are predicted to be mixed—one-third of the students are likely to be L1 Spanish learners while one-fourth of the

students are likely to be L1 Korean learners. Due to administrative reasons, students of all majors will be allowed to take this course either as an elective or to fulfill their foreign language requirement.

2 Needs Analysis

The needs analysis will be carried out in several ways and gather information about the needs of all possible stakeholders. The first step will be to distribute questionnaires to instructors in the Department of Foreign Languages and Literatures, faculty in the Nursing Department, and the nursing majors respectively. The questionnaire for foreign language instructors will focus on their experiences teaching nursing majors. Job-related questions and/or specific vocabulary or phrases commonly asked for by nursing majors in the foreign language classroom will be a great indicator for future development of teaching materials. The instructors can also provide cultural insights in developing the curriculum and learning outcomes.

The questionnaire for nursing faculty will investigate what aspects of the healthcare system, the medical process, and situations in the workplace would benefit most from language assistance. It will also ask nursing faculty to provide medical terminology and explanations that are most frequently used when nurses provide medical assistance to the patients. While there have been demands from nursing students at QCC that they want to learn “more practical” dialogues and frequently used words in clinics or hospitals, it is not clear how much training and materials are necessary or to what extent the proposed LSP course should provide these to meet the students’ needs. To help answer these questions, a survey will also be given to nursing

majors. In addition, students who work as clinic receptionists or in any medical setting might also provide useful data for needs analysis.

In addition to the questionnaires, several other sources of information will also be used in identifying the needs of the course. The administration's concerns and expectations, such as the numbers of enrollment, mission of the institution, and financial support will also be explored. As well, interviews with Chinese immigrants in the community, especially opinions and feedback from local charity organizations and minority groups, will also be included. Other possible information sources might include interpreters, doctors, in-service registered nurses, and interns who work for local hospitals.

The results will be reported in written form to the chairs of Foreign Languages and Nursing departments, as well as to the Dean of academic affairs. After a consensus is reached at the college, a proposal will be sent to local minority organizations to seek opportunities for external funding.

3 Student Learning Outcomes

Since the needs analysis has not been carried out yet, the design of student learning outcomes (SLOs) is based on the standardized course objectives at the Department of Foreign Languages and Literatures at QCC, similar LSP courses in other languages, feedback from colleagues, and my students majoring in nursing.

As this course is an alternative for the second-semester course in Elementary Chinese, some of the SLOs are designed to be in line with the outcomes for that course, such as:

1. Master the “pinyin” phonetic system, four tones and intonation patterns in Mandarin
2. Provide basic information about themselves, their classmates, family, and hobbies
3. Participate in simple conversations on everyday topics and express preferences

In addition to the above, the course should provide further practice in speaking and listening skills at the elementary level, especially conversations in the medical setting. It will also help students to recognize and write simple medical instructions and signs in Chinese characters. Another important objective of the course is to raise students’ cultural awareness so that they could avoid cultural misunderstanding and understand taboos in the patients’ culture. The following outcomes describe the language skills, performances, and culture competencies that are peculiar to the proposed LSP course. By completing this course, students are expected to be able to:

4. Understand urgent medical needs by recognizing key words and/or phrases in the target language
5. Translate printed or written simple medical instructions from English to Chinese orally
6. Conduct simple conversations in the medical settings, such as checking in patients and acquiring basic information from patients
7. Relay simple information from the doctor to the patients
8. Recognize and understand the interactions patterns in Chinese language and culture

9. Understand beliefs and customs related to the medical setting and situations in Chinese culture

Considering the main goal of the LSP course—to train beginning learners of Chinese to provide timely and basic assistance in the medical setting—the minimum requirement for the learners to achieve the goal is to be able to understand and interpret high-frequency medical terms, which are described in outcomes (4) and (5) above. Outcomes (6) and (7) are extended from the standardized outcomes (2) and (3). Since the students are required to be able to conduct basic conversations and provide information, they are expected to have the proficiency to conduct simple conversations and exchange information in the medical setting as well. It is without any doubt that cultural competence and understanding are an integral part of a foreign language course; the expected learning outcomes (8) and (9) are essential to the LSP course not only because they address the importance of culture but also because cultural sophistication (e.g., taboo in the target culture) may benefit the interaction between the healthcare professionals and the patients.

4 Materials

Since there are not many Chinese language courses for nurses or healthcare professionals, the compilation of course materials must start from scratch. The information collected from nursing professors during the needs analysis might serve as a good source for teaching materials (see above). Field observations will also be conducted in order to collect real-life linguistic samples of nursing Chinese. Through discourse analysis of the collected linguistic samples, I hope to construct a list of sentence patterns, words, and phrases that are frequently used in the

medical setting. English for specific purposes or other LSP textbooks for nurses and healthcare professionals will also be examined for possible adaptation for the course. Forms, signs, posters, and written documents alike from hospitals and clinics can also be used as authentic materials for the course. Lastly, role-play scripts will be prepared with consultation from nursing professors, in-service nurses, doctors, and volunteer patients.

5 Assessment and Evaluation

Since this course is the second course for students of Chinese at the elementary level, it is assumed that the variation in students' linguistic abilities will not be too significant. However, because this course will be offered as the first LSP course for beginning learners at QCC, an early assessment of reading, speaking, and listening knowledge and an evaluation of the course by foreign language and nursing faculty and by the students will be considered after the first month of teaching. The early assessment and evaluation will help ensure learners' needs were properly identified and allow for necessary adjustments to be made appropriately. During the semester, quizzes in the form of short sentence translations and conversations will be used to assess the students' reading, speaking, and listening skills. An achievement assessment in the form of a final exam will be utilized at the end of the course. The assessment might be conducted in the form of controlled role-play situations, translations, and a written test on cultural knowledge. The results of the assessment will be analyzed and incorporated into future revision of the course design.

A post-course survey that investigates the students' feedback will also ask the students to self-evaluate their performance in this course. In addition, class observations will be made by

foreign language professors and nursing professors. The results of the assessments, survey, class observation, and the instructor's teaching log will be reviewed by all engaged members (including sponsors) of the LSP project. If possible, health care organizations and/or schools that offer similar LSP projects will be asked to also help evaluate the course.

6 Conclusion

This LSP project will be a pioneer project at QCC and might be used as a template for other LSP courses offered in the future. It is hoped that this LSP project can be partially applicable to projects in the same area of expertise as well as other LSP projects in Mandarin. The LSP project will increase nursing students' competitiveness in job market and in applications for nursing programs in a four-year college.

Although this proposal tries its best to explore all existing sources and to consider all stakeholders' needs, the outcome is never known until the course materializes. One of the biggest challenges to teach at a community college is that students' learning attitudes and abilities vary to a considerable extent every year. It is often found that the design of a course does not meet students' expectations or the other way around. Another constraint is the college's support. Due to budget cuts, the administration expects high enrollment for every course, which is not easy for a newly offered course. Another possible obstacle is that close collaboration between different departments, units, and teaching faculties might not be easily achieved.

As a foreign language instructor and researcher, designing language courses, writing lesson plans, and assessing students' linguistic performance are familiar to me. However, writing

this project made me realize that factors that may influence the construction and execution of a course are far more than I originally assumed. The development of LSP projects is an ongoing process. Although all LSP projects probably find some common ground in the process of course design and share similar issues, the needs-based and needs-driven characteristics of LSP projects mean that every LSP project is one of a kind.

CHAPTER 3

Basic Arabic for Healthcare Professionals

Sara K. Hillman

Michigan State University

1 Introduction

This article presents the process of developing a Language for Specific Purpose (LSP) course, “Basic Arabic for Medical Professionals.” This course will be offered for the first time through Michigan State University’s (MSU) School of Osteopathic Medicine during the fall of 2014 and may continue to be offered in subsequent semesters. MSU’s School of Osteopathic Medicine has already been offering a Medical Spanish course for three years and wanted to expand its language offerings. Arabic was a logical choice since the Detroit Metropolitan area in Michigan, in particular Wayne County, has the largest percentage of Arab Americans in the United States, and thus health care providers in the eastern part of Michigan’s lower peninsula regularly come into contact with Arabic-speaking patients. Additionally, public and community health organizations and agencies such as the Arab Community Center for Economic and Social Services (ACCESS) in Dearborn, MI regularly hear concerns from Arab clients about their experiences with the Western health system. Despite its high percentage, the Arab community

has been a medically underserved population in many ways (for more information, see Arab Community Center for Economic and Social Services, 1999).

During the fall of 2013, the School of Osteopathic Medicine approached MSU's Arabic staff with the idea of offering a medical Arabic course, and I offered to take on the challenge of developing and teaching such a course. Unlike English for Specific Purpose (ESP) courses, and LSP courses for commonly taught languages like Spanish, there is little offered in terms of Arabic for Specific Purpose courses in the United States and few existing materials. My own background provides an additional challenge. I have a strong academic background in second language acquisition research and pedagogy and five years of experience teaching university Arabic courses, but I have no background in healthcare and know relatively little about such contexts. The School of Osteopathic Medicine preferred to hire an experienced language teacher though, as opposed to an Arabic speaker who worked in the medical field with no training in language teaching. Additionally, those working in the medical field tend to be too busy to be available to teach such a course.

1.1 Institutional Background

The School of Osteopathic Medicine wants the course to follow a similar design to "Medical Spanish" and they plan to make it concurrent with the Medical Spanish course. The Spanish course is designed to teach physicians and medical providers language skills needed to provide basic history and physical examinations, follow-up care, and provide prescription instructions to Spanish-speaking patients. The goals of the course include helping health care providers better communicate with Spanish-speaking patients and providing culturally sensitive

health care services to this growing population. It also prepares students for medical field experience they will complete in a Spanish-speaking country. The course has been offered face-to-face, online via Webinar (Adobe Connect), and broadcast through Polycom TV to students in residency at hospitals in various parts of Michigan. The Medical Spanish course is currently offered for just one hour a week for ten weeks of a regular school semester, usually in the afternoon or evening. Students do not receive a grade for the class, but rather a certificate of completion. Homework is optional, but there is one required final assessment, which students must pass in order to receive the certificate. This makes it easier for medical students, who have heavy course training loads and little free time, to enroll in the course.

Ten contact hours is extremely limited for learning any language, and this is especially true for a language like Arabic, which the Foreign Service Institute of the U.S. Department of State estimates takes 2,200 class hours to achieve language proficiency (National Virtual Translation Center, 2007). One of the first questions I had to ask myself was, what can students take away of value in only ten contact hours? I initially drafted three broad student learning goals for the course: (a) basic spoken Arabic language skills to help put patients at ease; (b) greater knowledge about the Arabic language and the Arab communities in Michigan; and (c) greater cultural competence and sensitivity on issues related to Arab-Americans and healthcare. I chose to name the course, “Basic Arabic for Healthcare Professionals” instead of “Medical Arabic” since it is not focusing on teaching higher-level medical Arabic terminology. The assumption is that the course will be intended for those with no prior knowledge of the language or as a brief review for those with basic knowledge. Although the course will focus on key spoken phrases

and vocabulary useful in clinical settings, the cultural component, focusing on how to provide culturally sensitive healthcare services to Arabic-Americans, will be heavily emphasized.

2 Needs Analysis

Since the College of Osteopathic Medicine did not perform a needs analysis, I have begun to collect various kinds of data in order to help me decide on appropriate student learning outcomes and design the final curriculum for this course. As this is a beginner course, it differs from many ESP courses in that gathering lots of information about what the students need to do with the language is not particularly helpful or necessary. The students obviously need many things from a language perspective, but they will not have time to acquire much beyond the very basics in only ten contact hours. I will, however, select basic vocabulary to teach that is useful in healthcare contexts as opposed to just university contexts. For example, some of the first words my students learn in my regular university beginner Arabic classes include words like “university,” “student,” and “teacher.” In the healthcare course, these would be replaced with vocabulary like “hospital,” “doctor,” and “nurse.”

Given my lack of background in healthcare contexts, it is the cultural aspect of the course that I feel the least prepared and knowledgeable to teach. My first step has been to review books, articles, and lectures related to health care delivery to the Arab American community. My second step will be to interview Arabic-speaking doctors, students in residency, and patients in order to hear their experiences, and speak with some of the public and community health organizations in Michigan. I am also currently developing a questionnaire to send to students who enroll in the course about their experiences with Arabic-speaking patients and their motivations and

expectations for the course. Lastly, I plan to have a discussion/reflection board online while the class is in session where students can post questions or write about experiences they have had or are currently having with Arabic-speaking patients.

It is important to note that Arabic is considered a *diglossic* language and this complicates matters when deciding which variety of Arabic to teach for the course. Diglossia denotes the existence of a higher and a lower register used in semi-exclusive contexts (Ferguson, 1959). For Arabic, the higher register is usually referred to as *fushḥa* or Modern Standard Arabic (MSA) and it is more highly coded. It is the language of newspapers, formal speeches, newscasts, and other kinds of formal writing and speaking. The lower register is usually referred to as colloquial Arabic or dialect, and it is used for more casual everyday interactions, family contexts, movies, sitcoms, as well as in some writing like cartoons and novels (Palmer, 2007). In reality, the diglossic situation is much more complex than the simple higher-lower dichotomy. As Trentman (2011) points out, the situated context, such as the interlocutors, the topic, and the situation, all play a role in determining the register used, and higher and lower registers are often mixed together in complex ways, instead of just using one or the other. Through the data I gather as part of the needs analysis, I hope to come to a final decision about which variety of Arabic to teach. Most likely, it will be a mixture of MSA and the Levantine dialect, since there is a higher percentage of Levantine Arabic speakers in Michigan in comparison to the other dialects.

3 Student Learning Outcomes

Since I was given no program goals or set objectives by the School of Osteopathic Medicine, I drafted student learning outcomes (SLOs) based on my personal experience teaching

elementary level Arabic courses to college students at MSU, while also keeping in mind what phrases and vocabulary would be most useful for the context of clinical settings and the limited contact hours with students. I referenced several elementary level Arabic textbooks as well as textbooks used for Spanish for healthcare professionals. The SLOs may be revised according to the results of the needs analysis, but my draft SLOs currently includes both language-based outcomes as well as culture-based outcomes. Table 1 displays a draft of these outcomes.

Table 1

Student Learning Outcomes for Basic Arabic for Healthcare Professionals

Language-based Outcomes	Culture-based Outcomes
<ul style="list-style-type: none"> • Produce some of the unique sounds of the Arabic alphabet • Greet and introduce themselves and others • Recite numbers 1-10 • Recognize and use names of major body parts • Ask simple questions (biographical, feelings) • Inquire about areas of pain or problems • Use simple verbs in statements and requests • Use and understand pronouns with basic feeling adjectives (e.g., I am sick, Are you cold?) • Talk about family members • Use and understand days of the week and time expressions 	<ul style="list-style-type: none"> • Recite all the countries where Arabic is spoken and locate them on a map • Discuss important aspects of the Arabic language • Identify the major Arab communities in Michigan • Demonstrate knowledge of Arab belief and value systems • Discuss Arab cultural and religious traditions that impact health care

4 Materials and Curriculum

One of the challenges of developing this “Basic Arabic for Healthcare Professionals” course is that there are not many materials already available for use or adaptation, meaning that

much has to be developed from scratch. While Spanish has a number of textbooks and phrase books published for teaching Spanish for healthcare settings, Arabic has none. There are several Arabic-English, English-Arabic medical dictionaries, as well as websites that offer some Arabic medical vocabulary and English-Arabic translation of various health documents. There is also a book, *Arabic for English Speaking Medics* (Zawawi, 2004), but this appears to be nothing more than a phrase book and does not provide a comprehensive curriculum for teaching. The Arabic Institute for Arabic Learning, “Arabi,” has developed a set of course materials for “Arabic for Specific Purposes,” including “Arabic Language for Healthcare Providers,” but their materials are fully in Arabic script, and not useful for beginners of the language (“Arabic language for healthcare providers,” n.d.). The only similar course I have been able to find being offered is a “Basic Arabic for Healthcare Professionals” course at Gulf Medical University in the United Arab Emirates.

Due to the lack of existing materials, most of the materials will be designed by me and posted online. Some of the language and culture content will be adapted and translated from other language for medical purposes materials, and some will be taken and adapted from the popular *Alif Baa: Introduction to Arabic Letters and Sounds* textbook (Brustad, Al-Batal, & Al-Tonsi, 2010). In addition, I am gathering cultural materials from articles such as the, “Guide to Arab Culture: Health Care Delivery to the Arab American Community” (Arab Community Center for Economic and Social Services, 1999), and segments of videotaped lectures on issues related to Arabs/Muslims and healthcare. Additionally, one of the optional texts for my students to buy will be the Google eBook *Medical Point2Arabic: Patient History Interviews & Emergency Medical Services* (Interlingua Publishing, 2009a). This book is useful for healthcare professionals to keep in their offices and pull out if they need to communicate with a patient who

only speaks Arabic. As long as the patient is literate, it allows for a basic medical interview to start right away without the need yet for an interpreter. Healthcare professionals can point to the question they want to ask the patient and the patient can read a translation of the question in Arabic and then point to their answer. The tentative weekly schedule for my course can be seen in Table 2 below.

Table 2

Tentative Course Schedule for Basic Arabic for Medical Professionals

Lesson 1	Arabic greetings and introductions Where is Arabic spoken? Arab populations in Michigan/USA Arabic sounds and transliteration system Discussion of syllabus and motivations for being in the class
Lesson 2	Review More greetings and introductions Arabic subject pronouns Basic feeling adjectives
Lesson 3	Review Demonstrative pronouns Basic medical people, places, and things nouns
Lesson 4	Review Numbers 0-10
Lesson 5	Review Present tense verb conjugation Using simple verbs in statements/requests
Lesson 6	Review Family member vocabulary Possessive pronouns
Lesson 7	Review Question words and simple questions
Lesson 8	Review Parts of the body More simple questions
Lesson 9	Review Days of the week and time expressions
Lesson 10	Review Arab belief and value systems Arab cultural and religious traditions that impact health care

5 Assessment and Evaluation

Since this course is intended for those with no prior knowledge of Arabic language, diagnostic assessment will not be necessary, although I will be collecting data from students through a questionnaire before the first class about their prior experiences with Arabic-speaking patients. I will use a variety of informal quick reviews to conduct assessment of student learning and comprehension at the beginning and end of each class, and I will regularly give informal feedback to students on their output throughout class. Highly motivated students will have the option of taking short weekly review quizzes offered online, and all students will be required to do a final assessment online, which will be developed around the SLOs and whether students have met these learning outcomes. Ideally, I would like this assessment to be more performance-based and have students, for example, work in pairs to create a videotaped skit that demonstrates that they have met the language objectives. While I may have to revise this based on students' time constraints, this would better match my teaching practices since I plan to make most of class time about activating and using the new vocabulary/grammar in some meaningful context.

In terms of the class evaluation, I plan to give the students a short mid-term (week 5) evaluation to complete about the class and their instructor. This will help me to determine the degree to which things like the pace of the class are appropriate and whether or not their needs and expectations regarding the course are being met. I will also give them an evaluation form to complete at the end of week 10, which will help identify which changes/improvements need to be implemented, if necessary, the next time the course is taught. As this will be my first time teaching the course, the course itself will become part of an ongoing needs analysis in

determining which needs were met and which were not, and which materials worked and which did not.

6 Conclusion

There are many potential benefits to offering this “Basic Arabic for Healthcare Professionals” course. Even if students are not able to learn a significant amount of Arabic vocabulary and grammar in this short course, if a nurse or doctor can only remember to say hello and a few other simple phrases Arabic, this may help to put an anxious or hurting patient who does not speak any English at ease and strengthen a positive and trusting relationship. Additionally, the course will be able to provide students with valuable references for where to find medical documents in Arabic or translations of basic medical interviews such as the *Medical Point2* book series. Having these references handy could be life saving at times. Lastly, there is a great need for more sensitivity regarding cultural issues that might arise with Arab patients. This course provides an open and safe place for students to discuss their experiences and ask questions. *In sha allah* (“God willing”, as we say in Arabic) this will lead to more satisfactory experiences between healthcare professionals and their patients in the future.

There are a number of limitations and constraints that have arisen in the development of this LSP course. The biggest is the limited contact hours with the students. Students who are taking the Medical Spanish class typically have already studied Spanish or have some prior exposure to Spanish. There are also numerous cognates between English and Spanish, especially when it comes to medical vocabulary. Therefore, students in a ten-week Spanish class can move at a much quicker pace than an Arabic class. They also have a strong motivation to learn Spanish

since they are getting ready to do medical field work in a Spanish-speaking country. Most of my students will never have studied any Arabic. I will not have time to teach students the Arabic script, so they will have to learn everything through transliteration. This makes correct pronunciation more challenging and it will take time for students to get used to producing some of the unique sounds that Arabic has that are not found in English. They will also not be able to rely on many cognates to remember vocabulary. Moreover, as mentioned earlier, Arabic is a diglossic language, and as a language spoken by more than 300 million people in over 27 different countries, it is a rich language with a lot of regional and stylistic variation. I do not believe that Arabic is difficult but I do think it generally takes a longer amount of time for native English-speaking students to acquire Arabic than a language like Spanish.

Another major limitation is that this is not a course for credit and potential students will already have very full schedules, especially if they are in residency. Acquiring a language takes a lot of time and effort, and it is unclear how capable and motivated these students will be to put in the work that is necessary, particularly if they do not perceive an immediate need. Additionally, I have to conduct the needs analysis and prepare to teach this course in a very short amount of time. This may result in a lot of trial and error the first time this course is taught.

While in the process of developing this course, I attended a weeklong Language for Specific Purposes Summer Institute offered through the University of Hawaii at Manoa's National Foreign Language Resource Center (NFLRC). The institute was useful in numerous ways, but there are two things I learned in particular that I wish to share with others developing or revising LSP courses. First, conducting a needs analysis is a *key* component of developing a

successful LSP course and is really what should be driving the LSP course. I know that I need the input of the prospective students and other stakeholders before I can finalize what the objectives for my course should be. Intuition based on previous teaching experience is not enough, particularly since I am so unfamiliar with the healthcare context. Second, it is extremely helpful to swap and share ideas with colleagues when it comes to curriculum development. Although there were no other colleagues at the workshop who were developing an Arabic for healthcare professionals course like me, many of our basic curriculum concerns and challenges were the same. I received many good ideas from my colleagues and even some new resources for medical Arabic that I had not found before. It's essential to gather as much information as possible before developing a course, and then share and get feedback on the SLOs, materials, and assessments. Furthermore, although it can be time-consuming and humbling at times, the more the evaluation process is utilized to provide feedback, the more likely the LSP course is to be successful.

CHAPTER 4

Polish for Health Personnel

Anna Szawara

The University of Illinois at Chicago

1 Introduction

In Chicago, Language for Specific Purposes (LSP) courses are necessary in Polish, and, eventually, for other Slavic languages such as Ukrainian and Russian, given their large immigrant populations in the city. Polish is the third most commonly spoken language in Illinois, following Spanish and English. Because of this, students and local hospitals have mentioned repeatedly that a Polish LSP course for Health Personnel is needed. It is beneficial and important in our particular community but also a useful resource for health personnel working with Polish native speakers across the United States. Much of our student body at the University of Illinois at Chicago (UIC) is preparing for, or is enrolled in, medical school on our West Campus and have time and again expressed their interest in Polish as a professional need. Being able to create and offer courses such as Polish for Health Personnel will allow us to draw from a large medical community that finds such offerings relevant.

1.1 Institutional Background

The potential learners for this course are quite diverse, including both students at UIC and professionals in the field. Even within these two groups, there is still a wide degree of diversity in terms of medical focus. In surveying class demographics at UIC, students who have enrolled in Polish language courses and who are also enrolled in a medically related field tend to include students from the dentistry program, pre-med students, undergraduate biology, or other science majors.

Students enrolled in UIC's medical or science programs that have had direct client interactions or otherwise have felt the need for Polish for their future career goals, have several time constraints to consider when taking language courses. Science and medical programs for students are typically very demanding in their course loads and do not allow for many elective credits. Beyond that, students can take six courses maximum (i.e., 18 credit hours) per semester without having to pay additional tuition fees. Some students, eager to learn some Polish, have requested to unofficially audit or sit in on language courses for this reason. The result tends to be that a seventh course, at three or four credits (i.e., a three to four hour commitment per week), regardless of how valuable it may seem to them, is too much for them to manage. and those students typically miss a large amount of class meetings, often ceasing to come at all towards the middle and end of the semester.

Another consideration is that many students at UIC also have additional obligations beyond coursework, such as internships, work-study, or other employment. All of these factors make it challenging for medical or science majors to be able to continue Polish language study

for any length of time. However, it is important to note that most undergraduates are required to complete two years of language study at UIC. It is not uncommon, thus, for students to take one year of one language and the second of another. Spanish is the most popular language elective at UIC, and for good reason, since it is also useful for students planning on gaining employment in the Chicago area. It is also the most commonly studied language in high school and the most familiar and approachable for students, especially those who are from the Chicago metro area due to their frequent interaction with the language and its native speakers. It is also common for students at UIC to avoid the two-year language requirement by electing to take a placement test in a language that they have studied in high school or in one that is native to their family in lieu of language classes. As the coordinator for the Slavic Basic Language Program at UIC, the placement test reports reflect that many students who place out of the first two years of language study (i.e., placing into POL 201) do not enroll in the language level they place into, but rather petition for credit to be awarded for meeting their language requirement.

For professional learners, the need for Polish language skills within their profession has already been established by their interaction with clients. These professionals are varied, including medical technicians, nurses, and hospital administrative staff. For these learners, the need is immediate and their time commitments are also limited. They already work either part or full time in their field and have difficulties in regularly attending the language courses we offer at UIC. At UIC, most language courses are offered from the morning through the early afternoon and there are no offerings in the late afternoon or evenings. Working professionals are therefore limited in the amount of time they can contribute to language study (e.g., many only attempt a

one semester course and are not able to continue in a full-year sequence). Finally, they are also unable to devote time outside of the classroom for study or homework.

2 Needs Analysis

The needs analysis (NA) for this proposal will survey a population within the health and affiliated community at UIC and UIC hospitals, for whom the proposed course would be targeting and to whose daily professional life it would be beneficial. The NA will help establish the language needs of health personnel for basic Polish language skills in their daily patient interactions. The NA will also help establish the necessary skills and competencies that the course would aim to deliver to students, as well as to serve as a regular assessment before each such course offering to ensure that course objectives are aligned with learner needs.

The population receiving NA questionnaires would include: (a) current medical students (e.g., pre-med, medical, dentistry); and (b) health personnel (e.g., nurses, technicians, doctors, interns and staff). It will also sample native Polish speakers (i.e., potential clients) because they, too, will contribute valuable information with regards to their needs in hospital-client interactions. Polish language faculty will also be asked to contribute their reflections on the content questions for the questionnaires. It would also be reasonable to contact faculty who teach similar courses in other departments (e.g., Spanish), in order to gain from their experience. The Spanish department has already identified similar learner needs. In fact, they have two courses available, albeit for advanced language learners, with the title “Spanish for Health Personnel I and II.” There is also potential feedback that can be gained from informal conversations with colleagues in the medical field in the Chicago area, who can speak to their professional

experience with Polish speakers and to the value that knowing some Polish adds to their profession. Last, if possible, being able to shadow a nurse or other hospital staff members who regularly interact with native Polish speakers for a few hours would likely be an important factor in being able to accurately reflect on the needs of potential learners. Another potential result of the NA is that language use is necessary not only in instances of client interactions but also in interactions with other hospital staff members who are also native Polish speakers, such as custodians and other support staff.

The NA questionnaires (see Appendix A) will be distributed via email and in-person. A select amount of individual interviews will also be conducted. There will also be an on-site visit to gain first-hand experience of necessary learning outcomes.

3 Student Learning Outcomes

After receiving responses to the NA, the necessary course content will become more clear, although the preliminary course description and features can be mapped out prior to this. One of the most important considerations is the time commitment that interested health personnel can actually contribute to Polish language study. For this reason, the course will be offered once per week, in the late afternoon or evening. This will allow working professionals and students with full schedules to attend. The course will be available for credit (e.g., 1-2 hours), in consideration of those students who cannot enroll for a full three or four credit language course, but would still like to receive some credit as well as having the course reflected on their transcripts or resumes. Alternatively, perhaps a certificate program could be created in the future. The NA questionnaire will better reflect the scheduling needs of health personnel but

it is possible, considering UIC's half and full semester scheduling options, that it can be offered in 8- or 16-week sequences. The course learning outcomes will understandably be limited in scope but will be tailored to the specific language needs expressed in the NA. Predicting the NA results, based on previous feedback and experience, the course will focus on pronunciation, expressions as related to filling out medical charts with client information, and phrases and expressions that serve to solicit client response as well as those that provide instructions to the clients.

This course will be more akin to a survival language course, teaching its students the bare minimum that would be required of them in their professional interaction with Polish native speakers. Considering the limited time that the students are able to commit to during a semester, as well as the limited, if any, time they can spend on study outside of class meetings, the course will be taught in a way that focuses on their specific, communicative language needs. Pronunciation will be the main focus of attention but units such as mock client-health personnel interactions will certainly be included. This course aims at facilitating communication at a basic level between native speakers of Polish and health personnel, minimizing immediate need for interpreters on a daily basis.

The specific learning outcomes for this course are predicted as being a combination of outcomes directly stated in the NA but also will have the overall program goals in mind. For an LSP course such as this, it is expected that it will be quite limited in scope and the amount that learners will be capable of mastering in an eight or 16 week sequence. As such, the learning goals that are outlined for the course should reflect targeted and realistic outcomes that the

students can expect and that the instructor and, by extension, the department, can be held accountable for and can reasonably assess.

In determining the set of learning outcomes that can be reasonably provided, there are a number of considerations that should be addressed. First, keeping in focus that this is a LSP course, the language skills taught must be as closely correlated to those that are most pertinent for the use purposes of the students. In short, this means that, although governed by a complicated case system, a language such as Polish in this type of course cannot be reasonably approached from a grammar-centered perspective. Students do not have the time—inside or outside the classroom—to master the grammatical rules and inventory of exceptions of a Slavic language, nor should they hold any expectation of learning the grammar system through this, essentially, introductory course. The language skills that an LSP course can offer thus need to be focused on phonology and set expressions that the students are likely to encounter or need in their professions. Second, the NA questionnaires need to be administered at the start of each LSP course so that the instructor may gauge and accommodate the various, learner-specific needs each time this course is offered. The umbrella title of *Polish for Health Personnel* is intended to neither discourage nor delimit the possible student population of the course, but it comes with the added expectation that the course builder keep in focus the variety of students for whom this course may be professionally beneficial to. Third, in keeping the learning outcomes modest and realistic, learners will gain confidence in their ability to function within the language, hopefully, propelling them into further language study (e.g., during the regular term, hopefully translating into higher enrollments) or, at least, into further language contact with Polish speaking clients, co-workers, staff, or community members. One additional, and crucial, comment is that

instructors need to know what college advisors are communicating to their students, especially those in medical or science-related fields. As it turns out, at UIC, biology and chemistry students are advised against foreign language study in their first three to four semesters of study, which is most certainly a detriment to the eventual skills that those students can be expected to master. On the contrary, should students have the opportunity to engage in foreign language courses that are not significantly adding stress to their schedules, but are indeed providing useful, albeit basic, language skills, they would surely benefit. Sharing these and other benefits of an LSP course with advisors may also be a step in the right direction, when it comes to getting a new course proposal, such as this one, approved.

The following learning outcomes are a proposed sample for such a course, with students being able to:

- Correctly pronounce the letters of the Polish alphabet and write down Polish names or words, when speakers spell them out or repeat them
- Be able to read from the *Medical Point2 Polish* book
- Pronounce body parts to the patients in the TL
- Instruct patients with basic commands
- Inquire as to the ailing condition of the patient
- Identify patient concerns and report them to the doctor, in translation
- Through the use of supplementary aides, complete patient charts and solicit key healthcare information
- Schedule a follow-up visit for the patient

4 Materials and Curriculum

The course will meet once per week, in the late afternoon or evening, for two hours. It will be a two credit hour course over the 16-week term or a one credit hour course for the 8 week half-term. The syllabus will be blended using functional, situational, and topical approaches, in consideration of responses from the NA as well as the general nature of such a survival-level course, which indicates as its goal the ability for learners to function in specific situations and be able to handle specific topics. Students of this course will need to be able to function in situations that they are most likely to encounter and sequenced as such in the order for the interactions to transfer into their real-life professions. Functional language use is the most realistic outcome of this course, considering its limited scope and realistic timespan.

There is a shortage of readily available materials for such a course, or for medical personnel in general. There is one such digital text available and it will be required for the course: *Medical Point2Polish* (Interlingua Publishing, 2009b), available as an eBook. The strength of this text is that it offers medical vocabulary (e.g., related to body parts and ailments) as well as a side-by-side English and Polish set of questionnaire-type phrases and expressions that may be useful to a variety of health personnel. Most certainly, a course packet will need to be created and made available to students at the campus bookstore, or in iBook format, potentially to be created by the instructor, after the initial NA and, ideally, modified for specific learners' needs each semester. A list of supplementary resources and Internet links will be provided on a course management website such as Blackboard as well as in the course packet (e.g., super55.com, dimensionsofculuture.com, and other relevant websites that already have

created bilingual materials for medical purposes). Finally, as for any language course, a Polish-English Dictionary, for reference (e.g., a digital App), will be recommended to students.

Each course will have repeating units (i.e., phonology, vocabulary and expressions), ensuring that certain linguistic aspects are constantly being practiced, with more emphasis given to profession related content as the course progresses and learners become more proficient in their language use. Below is a proposed 8-week sequence, which could easily be extended to a 16 week sequence:

- Week 1-2: Phonology, Alphabet, Dictation, Basic Expressions
- Week 3-4: Basic Syntax, More Expressions, Numbers 0-10, Months and Days, Body Parts
- Week 5-6: Asking Questions, Giving Basic Instructions
- Week 7-8: Forms and Documents, Basic Translations, Cognates, Cultural Information, as appropriate.

5 Assessment and Evaluation

There is no planned formal diagnostic language assessment for this course. The NA will speak to the needs that the student population has for language skills in their health professions, and students of this proposed course should be true beginners. Achievement assessments throughout the course sequence will be offered for immediate correctness checking but will not receive a quality grade. It is planned that these assessments will be administered at the beginning of each class meeting, so that students can test what they have retained and the instructor can gain a sense of how well the students are mastering the material. Assessments such as these will

correlate to the learning objectives and will be as authentic as possible. For example, if the objective is for students to be able to correctly write down Polish names, there will be audio recordings of native speakers stating their names and spelling them. With certain tasks, such as in-class role-play situations, there will be some artificiality, since these may be scripted, but they will be based on expected situations that are relevant for healthcare personnel.

Reflection in an LSP course will be an integral part of the program for the learners to be able to express if and how their new language skills are applicable to their careers as well as for the instructor to gain constant feedback with regards to content, relevance, and application of the materials. Therefore, journaling on a discussion blog will be encouraged to report on their daily patient interactions (e.g., outside of the classroom) and if what they are learning in class is useful, or if there are gaps that they feel need to be addressed by the course. In-class discussions of the same topics will also be a part of the course. A final, or end-of-term, assessment will include each student interacting with a native speaker, in a mock-clinical situation, where the learning outcomes will be checked (e.g., if a student can correctly solicit and record information, if the student can, at a basic level, report to the doctor what is ailing the patient, and help complete a questionnaire with the patient's medical history). Potential consequences could be that the assessment does not match-up with the actual situations that the students encounter (e.g., they may need more vocabulary, as it pertains to more advanced medical conditions) and the course content will have to be modified in the future. Immediate feedback will be provided during class on all assessments. There will also be opportunity for final feedback at the end of the course. Finally, the course grades will most likely be based on a Pass/Fail, or Satisfactory/Unsatisfactory, basis.

The instructor should also solicit reviews of course materials periodically throughout the term, as to the progress of the course, from the students. Mid-term and end-of-term course evaluations will also be provided, circling back to all stakeholders surveyed during the course planning stages and checking whether the students who took the course previously were able to apply the skills they learned in the course in a way that is relevant to their work environments. Resulting changes and improvements to the course will be applied to modified learning outcomes as well as class assessments and activities during future terms. This will be an on-going process, as there will be a post-course evaluation and pre-course NA required before the start of each subsequent term that the course is offered.

6 Conclusion

There is an expressed need for health professionals in Chicago to speak at least a basic level of Polish due to the large immigrant population. Health professionals and medical students do not have time in their schedules to enroll in a full language class that meets four days per week, thus a once per week course would be a suitable option for them. Success in delivering learning outcomes could prompt health professionals and medical students to pursue further language study, thus boosting program enrollments.

An important quality to LSP courses is that they are adaptable to the specific learners' needs. A NA should be performed before each such course offering. It is possible that, during a given year or semester, the learner demographics, and thus the learning needs and outcomes, will be vastly different for students or professionals interested in such a language course. The best possible outcome of an LSP course, in addition to facilitating professional interaction for

learners, is that it would likely encourage further study in the language. Similarly, offering a LSP course may encourage students who are yet uncertain of their majors to experiment with a course like this one, fuelling their desire to enter a field where such practical knowledge will help them succeed in their professional goals.

This could be a viable course at higher levels of instruction as well. Working with established advanced language courses (such as those within the Spanish Department at UIC), should enough interest arise from LSP courses for advanced language speakers, this would also be a possibility. At the advanced levels, the material would certainly need to be developed with the counsel of a working professional within the field and with those health personnel who require advanced language skills such that they can communicate in the TL with other professionals. A course at this level would be best suited for health personnel readying to travel abroad for work, or those who spend an extensive amount of time in collaboration with personnel from Poland. For instance, in the local Polonia community, there are medical offices that function in the Polish language the majority of the time, not just during client interaction but amongst the staff as well.

Learning Slavic languages is already difficult for many and attempting to do so with true beginners will be a real challenge. The 16 contact hours will have to be managed with a reasonable expectation of content and learner progress. Medical students and staff are already faced with time restraints on additional study and are not able to enroll in a standard language course that meets three to four days per week. Reducing the credit hour to one or two per week and adjusting the course meeting schedule to off-peak hours will be a necessity. Low availability

of teaching and reference resources for this LSP course is another limitation. Most of the materials for this course will have to be created anew, thus requiring extensive preparatory work for the instructor. Finally, there are currently no available funding support sources for such a project proposal, thus the work done in preparation for this course will be additional work for the instructor who chooses to take it on.

It is important to take the process of course proposal one-step at a time and to delimit the scope of LSP courses. On the one hand, a course should not be so restricted in content that it turns away students, but on the other it cannot possibly be designed to be inclusive of all possible student learning needs. Ideally, a successful NA will show the content and skill needs around which a course of this kind could be build. The NA should also speak to the feasibility of the course and whether there is enough interest in the UIC medical community for such a specialized course, that would be designed for their professional purposes, which is why it should be administered each time before the course is offered because the student population is likely to change from year to year.

Appendix A

Sample Needs Analysis Questionnaire

Date:

Please select all applicable answers.

Health Profession (current or planned):

- Medical (Doctor, Nurse, Staff, Student)
- Dentistry (Doctor, Nurse, Staff, Student)
- Student (undergraduate degree-seeking, science major, or other)
- Professional (Administrative Staff, Medical Technician, Other Staff)
- Other (please explain):

Frequency of interaction with Polish speakers:

- Daily
- A few times per week
- Once or two per week
- Rarely
- Other (please explain):

Type of interaction with Polish speakers:

- Client check-in/out (name, personal information, etc.)
- Chart data (reason for visit, ailment identification, etc.)
- Pre/Post-Visit Instructions (giving directions, explaining procedures, medication dosages, etc.)
- Financial/Insurance (soliciting information, explaining benefits, explaining billing/payments, collecting payments or establishing a payment schedule, etc.)
- General Instructions (giving directions or locations, asking or answering questions, etc.)
- Other (please explain):

Appendix A (Continued)

Knowing some Polish would be beneficial to your career:

- Yes
- Maybe/Not sure
- No

What language skills would be helpful to your profession:

How do you communicate with Polish speakers, not knowing the language yourself?

- Regularly use a Polish speaker as an interpreter
- Try to find someone who speaks Polish (other staff or client family member)
- Some set phrases in Polish but mostly in English
- Only in English
- Other (please explain):

Would knowing some Polish help in these client interactions?

- Yes
- Maybe/Not sure
- No

How many hours per week would you be able to contribute to language learning? Please circle the maximum amount of hours.

In-class:	0	1	2	3	4	5
Out-of-class:	0	1	2	3	4	5

What time of day/day of week would most suit your work schedule? Please circle the days.

- Nights (after 7pm) M T W R F
- Late afternoons (after 4pm) M T W R F
- Afternoons (after 12pm) M T W R F
- Mornings (before 12pm) M T W R F
- Weekends Only (please specify time):

Appendix A (Continued)

Would you be interested in a once per week, for credit, Polish language course for health personnel?

- Yes
- Maybe/Not sure
- No

Would you be interested in a once per week, for credit, Polish language course for health personnel that also offers a related language certificate program?

- Yes
- Maybe/Not sure
- No

CHAPTER 5

Home Care Worker Training for ESL Students

Kendi Ho

University of Hawai'i at Mānoa

1 Introduction

From my seven years of teaching at the Adult Community School (ACS) in Honolulu, I have noticed that most students choose employment where linguistic demands are generally low (e.g., food service). Entry-level health careers (e.g., home care workers) can provide opportunities for immigrants as well as meet the growing demand for home care. According to Dr. Robert N. Butler, President and CEO of International Longevity Center-USA in (Schmieding Center for Senior Health and Education of Northwest Arkansas, 2008a), “nearly 40% of American families already need some level of in-home eldercare, and those needs will continue to grow dramatically” (p. ii). In this proposal I will describe the context of a partnership between the Adult Community School and a local Community College, and describe the development of an English for Medical Purposes (EMP) curriculum, beginning with a pilot needs analysis, which will form the beginnings of a healthcare career pathway for second language learners of English.

1.1 Institutional Background

The Adult Community Schools were established by the Legislature in 1945 to meet the educational needs of adults in Hawai‘i through the Department of Education. These schools offer English as a Second Language (ESL), high school remediation, such as General Educational Development (GED) preparatory classes and tests, as well as other classes (e.g. Basic Computing) to meet the life-long learning needs of the community.

The Home Care Worker Training (HCWT), a non-credit certificate course at a local Community College in Honolulu, consists of three modules and an additional module for professional development with a specific elder population. The classes are to be taken in succession, but students can exit to work and re-enter for additional training. The courses are accessible to working adults by being short, affordable, and offered during evenings and weekends (T, Th 5-9:30pm / Sat. 8am – 5pm). Table 1 describes the modules in brief detail.

Table 1

Home Care Working Training Modules

Module	Duration	Cost
Elder Pal	2 weeks	\$170
Personal Care Assistant	2 weeks	\$170
Home Care Worker Assistant	3 weeks	\$220
Professional Development: Alzheimer’s Disease and Dementia	1 week	\$90

I hope to create curriculum for a language support course for ESL students from the Adult Community School while they take the different modules of Home Care Working Training Modules. The proposed course would be taken in the ACS as a bridge course to the non-credit certificate course. Although the ACS runs both ESL and high school equivalency classes, the

majority of students are in ESL. Our immigrant population is placed in Pre-Literacy through Adult Secondary Education (ASE) and then to GED, depending on their language proficiency.

For the purposes of bridging students from the ACS to HCWT, I continued with the recommended levels of (ASE), Low or 9th and 10th grade reading level, which we have used for Long-Term Care Nurse's Assistants (LTCNA). For the HCWT, however, students are deemed eligible through four criteria met at the intake at the Elder Care Training. Students have an oral interview, submit a resume and references, and are not to have any criminal background.

1.2 Micro: Coursework for Elder Pal

The goals, course objectives, and curriculum for the HCWT Elder Pal module were developed by the Schmieding Center for Senior Health and Education of Northwest Arkansas (Appendix A). The course fee includes the Schmieding Student Handbook (2008a), accompanying DVD, and the use of the 7th edition of Mosby's textbook for nursing assistants (Sorrentino, 2008). Lectures and skills training are based on the Schmieding curriculum as well as needs pertinent to Hawai'i's population.

In addition to attending the course with approved absences, satisfactory performance of skills, written homework and assessments are required to earn a certificate. Skills, such as giving a partial bath, are assessed in class. Students need a cumulative score of 80% on written work based on homework (20%) from the Mosby textbook, a True / False quiz (30%), and a written multiple-choice final exam (50%). As a first step, then, it is necessary to find out what language support ELLs need to show satisfactory performance.

2 Needs Analysis

In undertaking a needs analysis of a course other than my own, I have found the definition of a needs assessment as “the systematic collection and analysis of all information necessary for defining a defensible curriculum” (Brown, 2009, p. 269) may need to incorporate more complexities in terms of the human element, as Brown (2009) continues, in “assembling information on the views of different groups of stakeholders and use the information to...” come to an agreement of workable options to resolve concerns and further develop a curriculum (p. 286). In understanding the stakeholders’ perspectives, it was necessary to first decide which people will participate in the assessment.

As the sole analyst of this needs analysis, I was both an insider and outsider. I have worked closely with the Elder Care Training administrators in the ACS’s formal partnership with the Elder Care Training. On the other hand, I have never observed their classes nor have I worked with any of the instructors on identifying language needs for our students.

I initially set out to identify perceived language needs for the target audience, but because of the small number of English language learners (ELLs) interested in taking the course, I decided to include both Native Speakers (NSs) and Non-Native Speakers (NNSs). I also wanted to include past students who might reflect the population of students at the ACS (e.g., GED students and ELLs). To further identify linguistic concerns, I hoped to include students who did not complete the course due to unsatisfactory written or skills work. With this larger pool of perceptions, I hoped to increase the credibility of identified language needs.

Unfortunately, due to a personal emergency, one of the administrators did not release information regarding NNSs and NSs in my target group of graduates. To preserve the goodwill of the partnership, it seemed necessary to focus on those remaining available participants: (a) the head administrator; (b) the two instructors; (c) the secretary; and (d) the 2 NSs and 1 NNS from the ACS. The same administrator, however, also asked me to not survey the students, allowing me to only gather a short personal history from the students during the limited time I had to talk with participants during class (see Appendix B).

2.1 Background Information

Language support classes were a useful means of gathering information from NNSs, and these classes were given to the NNSs during individual meetings on the Fridays before and during the weeks of the Elder Pal instruction (Appendix C). I used a list of high frequency words from the first lesson on the *Role of the Home Care Worker* to see what words were familiar and unfamiliar. I also used the Mosby textbook's multiple-choice questions to assess reading comprehension (Appendix D), since the final exam is also multiple-choice from the same source.

Before the first module began, interviews with the instructor and the NNS student identified some problems to focus on. In an initial conversation with the administrator/instructor, the role of the home care worker was identified as a difficulty for both NS and NNS students. The NNS student also had difficulty making inferences about the role of the home care worker as we discussed the answers to an initial reading comprehension assessment.

In addition, the readability of the materials—the Schmieding Student text, Mosby textbook, as well as a textbook used in the LTCNA course—was assessed using the Flesh-Kincaid formula (as cited in Klare, 1984). In order to give students an entry level to the HCWT, I needed to assess the level of reading of the materials. I chose the chain of infection from the first week of reading from each of the textbooks as well as a random chapter. Appendix E shows that the materials vary in grade level with the Schmieding student handbook ranking from “some high school” needed to “college level needed”. The LTCNA textbook by Dugan appears to be more consistently at the eighth grade level. Both of these sources of information provided excellent background linguistic information about the NNS participant.

2.2 Interview and Observation Data

For most of my data, however, I relied on informal individual interviews and conversations to identify what learners perceived were problems for the NNSs and NSs (Appendix F). I also observed two Saturday classes with field notes and limited audio recording. I could only use the survey for the NNSs and one of the instructors.

After the first two evenings of Elder Pal classes, the NNS student reported problems with the lecture, homework, and using the materials during the lecture. Some of the statements regarding materials reflected a lack of time (“my difficulty, homework, reading pages too much. Only one day”). Other statements about the lecture showed that the student had difficulty with the speed as well as the focus of the materials (“Teacher speed is fast”, “Teacher writing not look whiteboard”, “Is it important? Do I need to catch?”, “Not very clear what Teacher said”). Moreover, the student reported having problems finding the corresponding textbook passage

with the lecture. These concerns were then incorporated into interview questions to the instructors and the NS students.

In contrast to the above self-reported concerns, the NS students did not report any difficulties with the materials or the lecture. These students and the instructor also reported that they did not observe the NNS student having any problems with the lecture or the materials. They observed that the NNS student did not have trouble because she took her time and used her dictionary. The nurse instructor explained that she identified important points as “study points”. However, both instructors commented to me separately that they thought it would be better to have a separate class for ESL students. The nurse instructor noted that the NNS seemed to not follow the informal discussions where students shared their opinions.

As the analyst, I observed language problems that the NNS student reported and more. First, during the lecture, one of the NSs, who used to be an Emergency Medical Technician (EMT), asked for clarification on two vocabulary items during the lecture, *What is Dysphagia*. Additionally, many of the NS students were also aware that the NNS needed prompts in remembering the details of the skills. For example, following the nurse instructor’s lead, the NS students would verify that the NNS did the correct steps in the skill training by asking, “Did you turn on the hot water or cold water first?” Although the NS students did not report observing the NNS as having difficulty, they were making attempts to help the NNS.

For the NNS student during the lecture, I also noticed that she could not follow the gist of the discussions. In contrast to gist problems in listening, with reading, the NNS would often ask

me more detailed questions about general vocabulary (e.g., people in their 40s and 50s). In addition, the NNS student experienced difficulties in producing general terms (e.g., parts of the body as well as slang terms like “down there” and “privates”). However, as the nurse instructor stressed, the students simply needed to find out what terms the elder uses or is familiar with. Finally, there were some linguistic features in the lecture that I perceived might be difficult to understand for NNSs. For example, sociopragmatic features of polite communication were quickly addressed. When confronting an elder regarding an observed change the nurse instructor suggested saying, “I noticed you’re a little under the weather” rather than “Are you depressed?” Also, in trying to help students understand terminology, the nurse instructor often used technical terms to clarify meaning. As mentioned previously, one NS raised a question regarding “dysphagia”. The nurse instructor responded that the prefix “dys-“ means difficulty and “phag” means to swallow. She then explained that white blood cells were phagocytes because they swallow bacteria. The language of the lecture as well as the lack of scaffolding may be a hindrance to NNS.

This needs analysis will ultimately be the basis for an evidence-based course proposal to help our immigrant ESL students transition from ESL courses at the ACS to vocational training at the Community College. Therefore, I hope to share the results with the Elder Care Training administration and staff as well as the ACS administrators. For future study, I hope to talk with current employers of Elder Care Training graduates in order to assess the students’ linguistic and professional performance. This includes both elders in the home as well as elders in the Adult Day Care and administrators.

3 Student Learning Outcomes

The emerging results of this needs analysis have incrementally formed the language support objectives since “objectives are the link that connects the curriculum (i.e., to the materials, testing, teaching, and program evaluation)” (Brown, 2009, p. 284). The goals and objectives here are focused on the areas of discrepancy observed and identified in classroom materials, lecture, and language used in skills.

The following are general statements that have guided the learning activities in the language support class. These goals support the Elder Pal goals and are more language specific for NNSs and may change as the program adapts to learner needs. The goals are as follows:

- Use appropriate communication with elders in activities of daily living
- Apply skills needed for active reading and listening

More specific instructional objectives are as below, with learners being able to do the following by the end of the course:

- Give appropriate and comprehensible instructions, directions, ask for clarification, and negotiate their role with the elder and the family
- Identify the main idea and listen for details in classroom lecture and discussions
- By the end of the course, students will be able to use their textbook effectively to assist in learning material for written assessments and skills

4 Materials and Curriculum

In order to organize the scope and sequence of materials, a functional content-based syllabus was developed. The student will practice cognitive language skills and strategies in the context of caregiving to elders. In a cognitive framework, students need meaningful practice (e.g., task related to their goals) to transition from declarative knowledge to procedural knowledge. Table 2 summarizes the scope and sequence of for the Elder Pal course.

Table 2

Scope and Sequence for the Language Support Class for Elder Pal Course

Course / week	Goal	Activity
Elder Pal/ week 0	a) Use textbook effectively	Needs Assessment Textbook orientation: checklist of skills, vocabulary lists Academic reading strategies Meaning of words in context
Elder Pal / week 1	a) Give appropriate and comprehensible directions and negotiate role b) Identify main idea and details in lectures	I.D. and match parts of body Giving directions for Activities of Daily Living Kinesthetic body positions Active listening for main idea and details in a mini-lecture
Elder Pal / week 2	a) Give appropriate and comprehensible directions and negotiate role	Communication during Activities of Daily Living

In regards to the existing materials used in the HCWT, several adaptations and recommendations can be made. Although the Schmieding Student Book may give a NS a good overview to approach more detailed reading in the Mosby textbook, the Student Book varies in its level of readability from some High School to college level. The Mosby textbook also varies, but at a lower level from 8th to 9th to some High School (Appendix E). For this reason, the intake level should be kept at 9th grade to High School or our ASE Low level. From the NNS's feedback and from my observation, the DVD was helpful in reviewing and presenting skills.

The classroom lectures could also be altered to meet the needs of NNS students. First, the role and responsibilities of the caregiver could be clarified throughout the lectures by all instructors. Next, critical information and medical terminology could be written on the board. Finally, as Hutchinson and Waters (1987) noted in their own needs analysis for Iranian students studying English for marine Engineering, Navigation, and Radio, the content instructors could refer to more commonly known situations and systems to explain more specific systems (p. 121). Explanations of terminology might also use more commonly known examples and terms. The stories or discussions used to help exemplify notions of care are difficult for NNSs. While dialogue may help NS students, the long discourse may be overwhelming for NNSs, especially when they report not knowing the gist of the discussion.

In addition, NNSs need clear instructions regarding their role in activities. Since almost all the other skills were satisfactory, I am sure the instructors have modeled or given clarity. Assisting an elder with cane skills is the only skill where the caregiver acts as a coach, so perhaps specific role-play instructions need to be used. As far as noticing details, the NNS could

use the checklist in the back of the student book to review the skill before performance assessment.

5 Assessment and Evaluation

In the future, based on my observations and student evaluation, I would like to give the students scaffolding, practice, and strategies to succeed in the following identified areas:

(a) materials and (b) lectures. For materials, giving students copies of body systems studied in the LTCNA course could help build their background knowledge. In this way they could practice top down and bottom up reading activities. Likewise, after the reading assessment, students could role-play a home care worker observing changes in the elder and make decisions about the next step. For lectures, I could use audiotaped lectures for mini-lectures to help students listen for gist and details then have students practice asking questions when they can not understand the gist.

6 Conclusion

Creating the bridge for the ACS students while simultaneously collecting and analyzing data for the purposes of this paper seems to best be described by Hutchinson and Waters' (1987) emphasis on "ESP: approach not product" and their discussion of how a "learning-centered approach" (p. 16) within course design is "a negotiated process" as well as a "dynamic process" (p. 74). In the middle of the text analysis previously discussed as well as the discourse analysis in observations, I found myself creating the syllabus (Appendices C, G), materials to match the following objectives to help the NNS learn study skills, practice functional language, and lexical items needed to achieve the necessary satisfactory performance in the classroom.

The needs analysis of the Elder Care Training really became an evaluation of how they met their goals and objectives both for NSs and NNSs. Although I met resistance, I was pleased to see that some changes were made to accommodate second language learners. I hope in the future they will be able to target their efforts to growing the program.

I was also pleased to learn from my student that she will go to China to care for her aging parents and then return to finish the home care worker modules. She would also like to begin to study nursing at Kapiolani Community College here in Honolulu. I informed her that the skills she will learn at Elder Care Training are the same skills at the LTCNA program.

In terms of limitations, I unfortunately only had access to a few participants in my pilot study and will need to wait to see if the size will increase for future studies. The lack of access to both materials and students both past and present also limited the data I could gather. Moreover, due to schedule conflicts, I could not observe all classroom lectures and skills training. As previous researchers have pointed out, it is imperative to link the classroom language to the workplace. The scope of this pilot study was limited to the classroom. Also noted by other researchers, it is still difficult to distinguish between difficulties in linguistic competence or professional competence when students show a discrepancy in achieving performance goals.

That said, this small beginning has become the start of a larger immigrant pathway to entry-level healthcare careers. Despite having few participants and a limited number of observed classroom sessions, the results of this qualitative study affected change in the instruction and afforded success for the NNS. I learned that all stakeholders have different views of what is

needed and therefore are essential for creating an effective curriculum. For future research, I will be focusing on potential participants identified in my resource group to bring more work-related language needs based on input from employers, home care workers, and elder clients and their families.

Appendix A

Elder Pal Goals and Objectives

GOALS

“Students who successfully complete...Elder Pal...achieve a level of competency appropriate for providing care to individuals in need of supervision and minimal assistance with activities of daily living. Elder Pal graduates are trained to provide age appropriate companionship, safety and support in the home or assisted living setting.”

(Elder Stay @ Home, Home Care Worker Training brochure, Kapiolani Community College, Spring Semester: January – May 2013)

OBJECTIVES

- To provide students with a brief overview of home care services, methods of reimbursements and self-employment issues.
- To promote a better understanding of caregiver issues and identify strategies for assisting families in crises.
- To describe the functions and responsibilities of the Elder Pal and the personal qualities essential for performing the required tasks competently and compassionately.
- To provide a brief overview and promote understanding of the legal and ethical implications for the Elder Pal.
- To stimulate the student to increase self-awareness, skills and knowledge to better understand and provide quality care for others.
- To promote an increased understanding of communication and provide methods to enhance communication with others.
- To provide students with basic information related to observation techniques, observation reports and documentation of routine and on-routine events.
- To provide basic information on the causes of infection and the use of standard precautions to prevent the spread of infection.
- To provide basic information related to normal changes due to aging, as well as methods for assisting older adults with specific conditions/ diseases and age-appropriate activities.

(Schmieding Center for Senior Health and Education of Northwest Arkansas, 2008b, p. 3)

Appendix B

Limited personal history of participants.

	Gender	Country of origin	Background in medical field	Educational background	L2,3 languages?	Goals for the class
NS #1	Male	USA (Hawai'i)	Taking care of family elders	College	Dutch	start home care business
NS #2	Male	USA (Hawai'i)	1 yr exp. as an EMT (4 yrs. ago)	College	None	start home care business
NNS	Female	China	Family members in medical field/ experience in Chinese reflexology	High School	English	employment

Appendix C

Preliminary Elder Pal Language Support Bridge Syllabus

Kupuna Education Center: Elder Pal		MCSA: Bridge	
Topic/ Activity	Skills	Topic /Activity	Skills
		Needs Analysis / Orientation: 1) st background - interview 2) st reading perceptions - survey 3) reading/ multiple choice 4) medical / academic lexis 5) Review of Schmieiding & Mosby books: reading strategies	
Week 1		Week 0	
Tues	Ethical & Legal Issues Health Care Team: Role of the Caregiver Infection Control & Prevention		
Thurs	Reminiscence & Recreation Activities Body Mechanics Nutrition & Fluid Balance Menu Planning Maintaining a Clean, Healthy Environment	Handwashing; Removing Gloves Gait Belt Application Ambulation w/ Cane and Walker Transferring and Elder: chair / wheelchair to bed Wheelchair use / safety	
		Friday	1) Informal conversation of needs 2) Parts of the Body / Systems 3) Practice Body positions: Fowler's; semi-Fowlers, lateral, Simi's, etc.
Sat	Delirium, Dementia, Alzheimer's Disease & QUIZ Basic Human Needs Normal Changes in the Aging Process Personal Care: Skin Care, Bowel & Bladder, Incontinence Safety Precautions: Home Safety/ Fire Extinguisher		Brushing Teeth, Denture Care, Mouth Care Fingernail Care, Foot & Toenail Care Hair Care Partial Bath w/ Assistance Shampooing an Elder's Hair at the Sink; during a Shower Shaving Beard Care

Appendix C (Continued)

Kupuna Education Center: Elder Pal		Skills	Week 2	MCSA: Bridge Topic / Activity	Skills
Week 2					
Tues	Caregiver Stress Communication Caregiver Registry Continuing Education FINAL EXAM Documentation of Care	Client Information / Documentation Worksheet/ Personal Care Worksheet			
Thurs	Personal Care (pt 2) Lifting and Moving an Elder in Bed	Dressing / Undressing an Elder Unoccupied Bed Making Lifting and Moving an Elder in Bed Moving an Elder to the Side of the Bed Turning and Positioning an Elder in Bed Moving an Elder Up in Bed Moving an Elder Up in Bed with a Lift Sheet Raising an Elder's Head and Shoulders Sitting on the Side of Bed w/ Assistance			
			Friday	1) Evaluation of Elder Pal & Tutoring session 2) Practice: checking elder's comfort in personal hygiene/ moving, handling, and transferring/ grooming * categorizing * intonation * vocabulary: buttons, zipper	Review of Cane skills: DVD
Sat	Competency Assessment Course Evaluation & certificates presented	Skills that were not passed in the week will be checked			

Appendix D

Initial Assessment – Reading Comprehension

Read the questions and read the article again. Choose one letter: a,b,c, or d that completes or answers the question.

1. As a nursing assistant, you
 - a. Must perform all nursing tasks as directed by the nurse.
 - b. Make decisions about a person's care
 - c. Should have a written job description before employment
 - d. Should give a drug when a nurse tells you to

2. As a nursing assistant, you
 - a. Can take verbal or telephone orders from doctors
 - b. Are responsible for your own actions
 - c. Can remove tubes from the person's body
 - d. Should ignore a nursing task if it is not in your job description

3. Which statement is *false*?
 - a. You are accountable for your actions.
 - b. You must be honest when performing nursing tasks.
 - c. You can use the person's property for your own needs.
 - d. A law can require you to share the person's confidential information.

4. Who assigns and supervises your work?
 - a. Other nursing assistants
 - b. The health team
 - c. Nurses
 - d. Doctors

Appendix E

Materials analysis with Flesh-Kincaid

	Infection Grade Level	Infection Readability	Random Grade Level	Random Readability
Schmieding handbook	12.0	28.5 (college)	11.1	44.7 (some HS)
Mosby Textbook	6.7	67.5 (8 th – 9 th)	8.9	48.8 (some HS)
Dugan Textbook	8.1	59.0 (some HS)	8.0	67.6 (8 th & 9 th)

Appendix F

Perceived and Self-reported problems for NS and NNS

	Materials	Lecture	Skills
admin/ instructor	role	role	canine skills
nurse instructor	none	informal discussion	role in assisting canine skills
NS #1	Answers in the back, Schmieding book is helpful	“false”	none
NS #2	none	uses dictionary takes time	none
Analyst		NS: asks questions to clarify	NS: give prompts
NNS	not enough time for homework; Schmieding book is difficult	speed/ focus/ can't find in book	male /female contact
Analyst	book: role, inference, varied readability DVD: detail listening	problems with gist in discussions; difficult terminology; sociopragmatic	directions, small talk, fluency with basic medical terms, slang

Appendix G

Syllabus for Alzheimer’s Disease and Dementia

Kupuna Education Center: Alzheimer’s Disease and Dementia		MCSA: Bridge
Topic/ Activity		Topic /Activity
	Week 0	Orientation / Intro to Dementia & AD: 1) Objectives in book / lectures 2) Understanding vocab in context 3) Top down processing: reading titles 4) Mini-lecture: understand gist
Week 1	Week 1	
Tues	Intro to Dementia and Alzheimer’s Disease Maintenance of Respect, Dignity, and Quality of Life	
Thurs	Communication Behavior Issues Caregiver Stress and Burnout	
	Friday	1) Informal conversation of needs 2) Mini-lecture: Towel Bath * Listening for gist / details 3) Lexis: Categorizing stages of AD 4) Evaluation
Sat	Behavior Issues “Bathing Without a Battle” Towel Bath Demonstration Behavior Issues “When Someone You Love Has Alzheimer’s” QUIZ Activities Nutrition FINAL EXAM End of Life Care	

Part 2: Language for Business Purposes

CHAPTER 6

Developing Business Korean Curriculum for Advanced Learners in an American University

Hee Chung Chun

Rutgers University

1 Introduction

Students' needs in regards to Korean for Business Purposes at Rutgers University have grown during the last decade. Most of the curriculum that was designed for the class, however, has been based on each instructor's individual judgment alone, including the topics, reading texts, tasks to include, and syllabus. As a result, the quality and content of the class, as well as the learning objectives and desired language proficiency level for the class, have highly relied on and fluctuated with instructor's experience and belief on the subject matter. Thus, this proposal aims to revise, fine-tune, and update our current two-semester long curriculum for a business Korean course based on a sound theoretical background and previous students' feedback.

1.1 Institutional Background

The Korean Studies program at Rutgers University began in spring 1992 in response to the need for Korean courses from Rutgers students, and it is currently housed in the Department of Asian Languages and Cultures in the School of Arts and Sciences. The Department offers an undergraduate minor and a graduate certificate in Korean Studies. Eight to nine courses per semester are offered, including 1st to 4th year Korean courses, a translation course, a literature course, and a business Korean course, to more than 150 students per semester.

The Korean for Business purposes course is a branch of language for specific purposes (LSP). LSP has most of its history detailed in terms of English for Specific Purposes (ESP). Strevens (1997) has previously categorized ESP into two different fields; English for Academic Purpose (EAP) and English for Occupational Purpose (EOP). Dudley-Evans & St. John (1998) subdivided EOP into English for Professional Purposes (EPP) and English for Vocational Purpose (EVP) and subcategorized each field into another two subfields: EPP into English for Medical Purpose and English for Business Purposes; and EVP into Pre-Vocational English and Vocational English. According to Boyd (2002), Business English is a “general term for a multifaceted global movement in ESP with roots in both the academic and the commercial worlds and can be defined as a subfield that focuses on the development of communicative competence for business settings” (p. 41). Along with definitions for Business English, Lee (2003) has defined Korean for Business Purpose (Business Korean) as a subfield that focuses on the language which is required to get a job, to communicate in spoken and written form in Korean business setting, and to engage in casual conversations with co-workers in Korean-spoken environment. Chang (2014) also described Business Korean as communication skills

required in formal and informal business settings in Korea. Business Korean class, therefore, should deliver a set of vocabulary and expressions that are useful in Korean business settings and introduce the most up-to-date and authentic business culture of Korea.

At Rutgers University, *Advanced Korean for Business 1* and *2* are offered for students who want to learn business Korean. The courses are each one semester long, non-sequential, and three credits each. Students meet twice a week for 80 minutes each for 15 weeks. The courses are 300 level, aimed at students who show advanced proficiency in Korean and, therefore, require at least two years of Korean class or equivalent prior to enrollment. Usually content experts whose native language is Korean teach the course, and these instructors have experience in Korean companies or knowledge from their academic field (e.g., Ph.D. students in business tracks). Until 2008, the course was taught by one instructor with the necessary background, and typically more than 20 students enrolled each semester. Business Korean courses were some of the most popular courses among the program at this time. However, after the main instructor's resignation, each semester a different instructor has taught the course, and, as a result, the course has become highly reliant on each instructor's individual experience and belief in regards to the subject matter. As a result, satisfaction with the course has lowered and from Fall 2012 to Spring 2014, the course was offered only once, being canceled due to insufficient enrollment.

2 Needs Analysis

According to Lee (2003), unlike English, which is considered and utilized as an official language in a large number of business fields, the amount and type of Korean language required for business settings may vary depending on language speakers' geographical location and field

of business. Through a need analysis, she found that workers in education fields and office workers have different needs and concluded that the curriculum development should also be different based on each learner groups' needs. Therefore, it is important to understand the characteristics of potential business Korean students and design the curriculum accordingly.

Fortunately, Rutgers University has offered the course for several years and it is possible to know the students' profile of the course through this past experience. The majority of former students were heritage students who already had a certain amount of knowledge and background in Korean culture, and their Korean proficiency level was mostly intermediate-mid to advanced-low. Occasionally, heritage students with advanced-high proficiency in Korean and non-heritage students with only minimal experience in Korean took the course, and as a result fulfilling both student groups' needs has been one of the biggest challenges that past instructors have encountered. Students who have taken the course have indicated that their intention to take the course was to get familiar with Korean companies' hiring processes, to learn detailed information about Korean business culture and issues, and to fine-tune their language skills suitable for business settings.

Based on this information, a follow-up need analysis will continue by reviewing course evaluations and students' casual comments from prior semesters. In-depth interviews with past students will be also conducted to gather their opinions. Below are some example questions designed for the interviews:

- Why did you take *Advanced Korean for Business 1 and 2*?
- Did the course meet your expectations?

- Do you believe the course can be helpful getting a job or working in Korean business setting?
- What are the most valuable aspects of this course?
- Did you find the course materials and readings helpful?
- What other topics would you like to take up if you take the course again?
- Can you give some constructive suggestions for making the course better?

Based on the data gathered from the student interviews, follow-up interviews with instructors from prior semesters will be conducted through e-mail to gather their opinions about students' responses.

Additionally, a survey of relevant literature related to business Korean will be conducted. The first step will be to examine the language skills, functions, and themes of business Korean raised in the literature (see Chun & Choi, 2002; Lee, 2003; Jung, 2003; Kim, 2013; and Chang 2014). Based on this information, I will compose a survey to be distributed to former students. Language skills, functions, and themes mentioned in business Korean textbooks and syllabi from other U.S. institutes' business Korean classes will be also included as a reference. A number of content experts—including prior instructors of the course, former Korean company employees, and Korean MBA students—will evaluate these language skills, functions, and themes on a 5-point scale of very adequate for the curriculum to very inadequate for the curriculum, with the opportunity to add to any of these categories that they feel should be included as a part of the curriculum. Since the course is already approved by the curriculum committee at the university and has been offered for years, the need analysis will be relatively focused on the content of the

course rather than external conditions to the course, such as credits offered, time of offering, proficiency, and classroom logistics and formats. Table 1 shows an example of the survey.

Table 1

Example Survey Format for Business Korean Needs Analysis

On a scale of 0-5, where 0=very inadequate and 5=very adequate, please indicate your opinion about following functions

	Very inadequate					Very adequate
Writing a business e-mail	0	1	2	3	4	5
Reading a business e-mail	0	1	2	3	4	5
Writing a business memorandum	0	1	2	3	4	5
Reading a business memorandum	0	1	2	3	4	5

The results will be statistically analyzed to look at a descriptive analysis of language skills, functions, and themes; those items with high ratings will be chosen for inclusion in the course. I plan to show the survey results to foreign workers at Korean companies and Korean workers who work with foreign co-workers in Korean speaking environments to confirm whether the selection is authentic, especially in regards to the language skills and functions identified in the survey.

3 Student Learning Outcomes

Student learning outcomes (SLOs) are statements describing observable and measurable skills, knowledge, and attitudes or values that students should learn and be able to demonstrate upon completing a course (Watanabe, Davis and Norris, 2012). SLOs should be specific, measurable, achievable, realistic, and time-bound. Therefore, the need analysis has to precede the writing of SLOs.

The current course goals for business Korean courses at Rutgers are somewhat vague in the manner of their descriptions, such as: “Reading and discussion of business, culture, and society; specialized vocabulary, social skills, and practice in business correspondence”. Consequentially, the current SLOs for the course also appear to be excessively general and equivocal;

- This course aims to help students build an advanced-level speaking, vocabulary, and communication skills needed for a variety of Korean business settings
- Students will become familiar with Korean business culture through classroom activities and homework assignments
- Topics will include formal communication skills, basic business related vocabularies frequently used in formal writing, and current issues related to Korean economy, society and culture

This is partially because the students’ profiles in the course were not homogeneous in terms of their Korean proficiency and quantity of pre-attained information about Korean culture in general. Unfortunately, because of limitations in resources, it is impossible to separate the students and make the class homogeneous. As a practical alternative, SLOs might have to be separated to satisfy two different student groups: heritage students and non-heritage students. Overall learning objectives and expected goals of the course for two groups may differ due to their language proficiency, cultural knowledge, and expected roles in the company. These differences will ideally be identified through the needs analysis. It is possible, however, to suppose that heritage students will be required to participate in tasks which involve an adequate level of Korean and in-depth understanding in Korean culture, while non-heritage students will

be expected to utilize their Korean language to engage in simple communication among colleagues and to use their cultural knowledge in Korea as a reference to accomplish their tasks. Therefore, SLOs for this class will include specific details which describe skills, functions, and knowledge that is expected to be acquired by each group of students. SLOs will be described using Bloom's Taxonomy (Bloom, 1956) as revised by Anderson and Krathwohl (2001). SLOs may include but are not limited to following:

- Students should be able to understand and participate in work-related conversation; Non-heritage students are expected to understand simple work-related requests and talk about working environment with their coworkers; Heritage students are expected to express their opinions about their work and participate in work-related discussions
- Students should be able to produce coherent and clearly organized written texts in business settings; Non-heritage students are expected to put together work-related memos and simple e-mails; Heritage students are required to write work-related memos, e-mails and business reports

4 Materials and Curriculum

The business Korean curriculum should be designed to meet the needs of students at Rutgers and their future employers, and therefore it will highly rely on the results of the need analysis. At this current stage, the course syllabus is expected to be topic-based and will be organized by themes, functions, and skills needed in Korean business contexts. The ratio of explicit lecture in linguistic features might differ according to student profiles each semester. The instructor will conduct a first day survey to collect students' background and adjust it accordingly; for instance, if there are more students with lower proficiency in Korean, the

instructor will spend more time on individual linguistic components, where with higher proficiency students the instructor will focus on more abstract components such as business culture and current socio-economic issues of Korea.

The course will start with skills and information required to get a job in Korea, such as searching for job opportunities related to Korea, composing their own CVs, and preparing for interviews and presentations. Students will also learn about terminology that is commonly used during the hiring process and in Korean offices regarding business manners and issues related to relationships with co-workers in Korea. Since these topics involve considerably typical expressions and skills, materials for the course will be based on business Korean textbooks and resources published for Korean job seekers. In addition to these traditional materials, multimedia resources such as dramas, movies, and television news will be incorporated into the curriculum to facilitate students' learning processes.

The latter part of the curriculum will focus on Korean business cases, which will encourage students to utilize and practice the language in business contexts. Through the case study process, students will acquire a chance to experience “narratives of authentic executive decision-making situations” (Boyd, 2002, p. 49). Most of the cases will be chosen from textbooks (e.g., Institute for Business Research & Education, 2011; Kim, 2011; Jung, 2009) that are used in Korean college for business majors and might be modified for students' proficiency levels. Students will also understand and attain skills to gather information about a particular issue related to the cases, analyze gathered information, exchange opinions with their peer, and take a stand either supporting or opposing their peer's decisions.

Furthermore, students will also discuss business trends by introducing current economic, social, and political issues. One or more guest lectures will be included in the curriculum and

students themselves will take turns to function as lecturers, choosing the topic and providing other students with information related to their specific issues.

5 Assessment and Evaluation

Students' attainment of course outcomes will be assessed through traditional exams, mock interviews, presentations, and a final portfolio. One or two traditional exams will be given based on the linguistic components of the course material, and students will be required to participate in mock interviews and presentations which are needed to get a job in Korean business settings. The interview will require students to demonstrate appropriate language use for a given situation and sufficient language skill to discuss a given topic chosen from actual interview questions used at Korean companies. Presentations also take a significant role in the hiring process in Korea and students should show the ability to use formal language and presentation skills through this process.

A crucial part of the assessment will be based on students' final portfolio, which is a composition of their resume, statement of purposes, business writing samples, case study materials, and business trend analysis. These materials will not only function as in-class tasks to complete the course, but also are expected to be used as students' actual portfolios to be utilized during their job searching process. The portfolio assessment will facilitate students to become aware of the learning outcomes more clearly by making the learning process more visible (Kohonen, 2000).

Formal evaluations for the course will be conducted twice a semester: once in the middle of the semester as a midterm evaluation and again at the end of semester as a final evaluation. Midterm evaluations will be essential to check whether the course met students' needs and to fine-tune the course if it did not match their needs. The first evaluation will be done by traditional means, using an anonymous paper survey, and students will be always encouraged to give comments to the instructor about the course. On the other hand, the final evaluation will be conducted through a Student Instructional Rating Survey provided by the Center for Teaching Advancement and Assessment Research at Rutgers University. Students will be asked to rate their satisfaction for the course by answering questions about the course materials, assignments, quality of lectures, and the instructor. The final evaluation will be utilized as an important resource to revise the curriculum when preparing for the next semester.

Conclusion

Through the project, it was clear that the need analysis plays a key role to build a well-planned curriculum. Given the fact that language for specific purposes course are mostly offered for a practical purposes, it is even more essential to reflect on the needs and opinions of the interested parties. For this project, these stakeholders include students in a business Korean course, personnel in Korean business fields, and administrators of the program.

There do, however, remain some limitations and constraints that need consideration while designing the curriculum. First, recruiting adequate participants for the need analysis might be the biggest challenge throughout the process described above. This is especially true in regards to contacting content experts in the field who are familiar with the most up-to-date business

contexts in Korea. Likewise, even after the curriculum is well developed and the course is offered, there still exist constraints related to student profiles. As mentioned above, students who took and will take the course widely differ in their proficiency in Korean. Therefore, it might be difficult to arrange homogeneous class outcomes and therefore might require the instructor to revise the curriculum each semester.

With these limitations in mind, there are benefits of this LSP project. Most of all, for this particular context at Rutgers, the project will help us to provide students with a well-planned course constantly no matter who teaches the course. Providing good quality of education in business Korean will not only benefit individual students, but also the program as a whole. By completing the course, students will gain confidence in using the language in business settings. The course will work as a bridge to real life Korean from classroom Korean, which means it will actually help students to get a job in related fields. This practical side of the class, ideally, will also attract more students to the program.

In addition, this project will work as a model to develop other LSP courses. Offering diverse LSP courses will provide students with a chance to learn from a wide variety of fields and purposes. In the future, Korean for medical personnel will be developed based on this project.

CHAPTER 7

Mandarin Chinese for Professional Purposes for an Internship Program in a

Study Abroad Context

Kunshan Carolyn Lee

Duke University

1 Introduction

In spite of the global economic recession of the past few years, China’s economic growth remains comparatively strong. In 2010, it passed Japan and became the second-largest economy in the world after the United States (“World Bank/Data”, n.d.). Also, it is now the sole Asian nation to have a gross domestic product/purchasing power parity above the \$10-trillion mark, joining the United States and the European Union since 2010 (“World Bank/Overview”, n.d.). In the meantime, more and more learners of Mandarin Chinese as a foreign and second language (CFL/CSL) continue their language study with advanced-level courses relevant to their interest in building a career path that would allow them to work and live in a Chinese-speaking country or community. This tendency is supported by two surveys on learning needs conducted in 2010 and 2013 with students in the Duke Chinese language program on campus, including the Duke students who returned from the Duke Study in China program. The 2013 survey is a replication

Lee, K. C. (2015). Mandarin Chinese for professional purposes for an internship program in a study abroad context. In J. Trace, T. Hudson, & J. D. Brown, *Developing Courses in Languages for Specific Purposes* (pp. 100–114) (NetWork #69) [PDF document]. Honolulu: University of Hawai’i. doi: <http://hdl.handle.net/10125/14573>

study of the 2010 (Lee, 2010). In both surveys, the students were asked to identify their top-two preferences out of five proposed courses¹; Chinese for Business Purposes stood out at top of their list. Additionally, the Chinese host-university, the University of International Business and Economics, recently invited the Duke Study in China program to join their established internship program so as to facilitate the collaborative relationship between the two institutions. The timing of the proposed internship program and the students' learning needs for a Chinese language course focusing on helping them develop proficiency in workplace Chinese propel the author, who directs both programs, to develop a curriculum of Chinese for Professional Purposes (CPP) in the study abroad context.

This proposal will describe the vetting procedures for implementing the internship program and the course proposal that aims at successfully transitioning students from learning Chinese for general purposes in the intensive eight-week curriculum to a month-long internship program proposed by the host university in the summer Duke Study in China program. The needs assessment, the goals and construction of the CPP curriculum, the materials, the assessment, and the timeline for the implementation will be discussed as well.

1.1 Institutional Background

The Duke Study in China (DSIC) program, inaugurated in 1982, is one of the longest-running credit-granting programs in China administered by an American university. Currently, the program offers an intensive summer language curriculum based in Beijing, which requires a language pledge and provides an eight-week curriculum equivalent to two semesters of study. It

¹ The five proposed courses are Chinese for Professional Purposes (or Business Chinese), Media Chinese, Chinese Culture and Society through Films, Chinese-English Translation and Interpretation, Service learning.

is open to students from all accredited American universities and colleges through a competitive review process. The students receive Chinese language training for general purposes in a rich cultural context from second year to fifth year Chinese. The program is fully in charge of its own curriculum, pedagogical methodology, and the hiring and training of the program faculty. The instructional components include lecture, drill sessions, discussion sessions, individual student-teacher conversation sessions, a language practicum, popular Chinese colloquialisms, and learning culture and society through Chinese-language cinemas. The student-teacher ratio of the program is 3:1 as to facilitate individual attention to students. Learning opportunities outside of the classroom include a Chinese language partner program, a homestay housing option, drop-in evening office hours with the faculty, a Chinese Language table, a series of cultural activities, and weekend excursions.

In 2010, DSIC moved the summer program to the University of International Business and Economics (UIBE), which is a national key university in China with a reputation for excellence in teaching and research in the fields of economics, management, law, international trade, and literature. The host university is located in the Chaoyang District of Beijing. This site is convenient to downtown and home to a majority of Beijing's foreign embassies. The relocation has enabled the DSIC program to re-envision its curriculum with greater capacity because of the academic expertise of UIBE and the location of the institution.

1.2 Program Faculty

DSIC program faculty is comprised of a resident director, lead-teachers of each level from Duke and other American universities, and local teachers hired and trained prior to the start

of the program every summer in Beijing. A majority of the local teachers are graduate students or young professionals of Teaching Chinese as a Foreign Language (TCFL), Applied Chinese Linguistics, or other related fields. They are selected through a competitive recruiting process in conjunction with a pre-program teacher-training workshop followed by session-long mentoring. The workshop provides these local teachers with a structured curriculum that introduces the DSIC academic standards, methods of teaching in an intensive and immersive program, program goals, and intended outcomes of each curriculum component. The mentoring program offers ongoing support and on-the-job coaching from supervising teachers and the resident director. It is accompanied by peer-mentorship via classroom observation, debriefing meetings, daily group lesson plan preparation, and collaborative team-teaching. The combination of teacher training and the mentoring program facilitates high quality teaching performance and high faculty morale in the intensive summer DSIC program, which is essential to the effectiveness of instruction and the success of the curriculum.

To enhance the curriculum articulation between DSIC and the Chinese program on the Duke campus, DSIC extends invitations to two outstanding DSIC local teachers to teach for the Chinese Program at Duke University in the regular semester. This opportunity is intended to assist these teachers in learning about the students' educational and living experiences in the U.S. and understanding the process of language development among CFL learners. They are expected to return to teach for and take on more responsibilities in the DSIC program the next year. For example, in preparation of the prospective internship program and the CPP course, one of the local teachers, who had a bachelor's degree in International Economy and Trade and some work experience in industry before pursuing graduate education in Teaching Chinese as a Foreign

Language, was invited to teach at Duke in fall 2014. The instructor is a potential candidate as the liaison for the proposed internship program and the instructor for the CPP course.

1.3 Student Profile

The rigorous DSIC curriculum, balanced with interesting travel opportunities, attracts highly qualified and motivated undergraduate students who want to accelerate their mandarin Chinese proficiency and cultural literacy in a short period of time. The students who apply for DSIC are required to have at least one year of formal Chinese language instruction prior to the program. A majority of the DSIC participants come from the College of Arts and Sciences in a variety of American private and public academic institutions. The demographics of the CFL learners has gradually changed over the past twenty years, in part due to the economic growth of China and its impact on the international stage. For example, 31% of the forty-seven 2014 DSIC program participants came from Social Science and Humanity Studies (15.5% each), while 24% were in Science including Engineering, 18% were undecided in their major, 18% were pursuing double majors outside Chinese, and 9% were pursuing single or double majors with a Chinese minor (see Appendix A). One thing worth noting is that all of the humanities students were pursuing a secondary major in Chinese. Most of the students continued to study Chinese without declaring a Chinese minor.

The composition of the students' study background for the 2014 summer DSIC reflects a growing trend in the Duke Chinese Program that students continue to advance their proficiency in the Chinese language to enhance their professional profile without pursuing a degree in Chinese. This indicates a growing demand for advanced-level Chinese language instruction that

would nurture a deeper understanding of the Chinese language, culture, and society. In addition, the increasingly diverse academic background of CFL learners and the growing number of heritage students suggest a need for domain-specific CFL instruction. A language for specific purposes course could effectively enable students to develop knowledge on language features, discourse patterns, and communication skills relevant to their particular needs for subject matter and expertise (Long, 2005; Hyland, 2009; Orr, 2002). Therefore, integrating a CPP course into an internship program in the study abroad context would not only maximize opportunities for students to interact with Chinese native speakers, but also expand their network with professionals in a prospective career in the ever-increasingly competitive global market.

2 Needs Analysis

The needs assessment starts with the collection of information from stakeholders and proceeds with an analysis of their needs (Brown, 2009; Norris, 2009; Long, 2005). Stakeholders include the DSIC committee, the DSIC participants, and two administrators from the Chinese host university. Survey, meetings, and email communications are the instruments used in the assessment process.

The survey with the DSIC participants was conducted through a questionnaire at the end of the 2014 summer program. The goals of the survey were two-fold. One was to gauge the students' interest in and learning needs for an internship program. The other was to determine the duration of the internship program and the possible timing of implementation into the current summer intensive curriculum. For example, one question asked, "do you wish that DSIC had an internship program? If your response is 'yes,' please describe what kind of internship program would interest you." Fifty-three percent of the students were in favor of an internship program

while forty-seven percent did not express interest or indicated “no” (see Appendix B). The comments from students who supported the idea of adding an internship component to DSIC outweighed those who did not express interest. The topics of interest spread across business, finance, international relations, health or biotech companies, medicine, NGOs, media, and law. Nevertheless, there was a hint of concern in the responses over the workload if DSIC had an internship program concurrent with the regular summer intensive program. Similar concerns also appeared in the responses from the participants who chose “no” or did not answer the survey question. The comments from this group of participants were few and representative responses included, “we're plenty busy without it. If the workload decreased then I think an internship program would be feasible”, “if the program had an internship, have it before or after course starts”, and “no strong feeling, either way”. Although the survey questions did not offer the participants specific information about the types and timeline of the internship program in relation to the summer DSIC program, the comments indicated a demand for an internship program that would provide hands-on experience with an application of their domain knowledge as well as fostering their linguistic development and cultural literacy in Chinese (see Appendix B).

The DSIC committee concluded that a current UIBE internship model designed for the international students and which cooperates with a wide variety of industries would suit program academic interests and goals. The committee also recognized that once the DSIC agrees to form an affiliation, it should actively participate in the design of the internship program with the host university and incorporate a course that facilitates internship and co-curricular activities as an extended learning opportunity for students from the regular summer program. This month long

course is the proposed Chinese for Professional Purposes course. In the meantime, the UIBE collaborators have agreed to tailor the internship model to meet the needs of DSIC.

3 Student Learning Outcomes

In spite of student demand for an internship program suggested by the needs analysis, students have rarely had systematic and critical reviews of communication needs in the Chinese business context. The employment of the CPP course could fill an essential need in the students' learning experience and assist them to make a smooth transition from studying the language for general to specific purposes. This course, therefore, aims at developing the learner's knowledge of cross-cultural communication and domain-specific vocabulary and topics in the Chinese business setting.

The needs analysis has helped to identify broader goals for learners in the course, with the expectation that all students will be familiar with the following by the end of the course:

- Popular online Chinese newspapers and magazines with a special emphasis on business and economic news
- The values and trends that shape business practices in China
- An array of linguistic structures essential to the Chinese business setting
- The tools and knowledge that decode the social behaviors in Chinese business and cross-cultural settings

More specific learning outcomes based on the needs analysis have been identified in regards to the kinds of tasks, knowledge, and skills learners will be able to do at the end of the course, such as:

- Compose emails, notes, and public announcements with proper business writing etiquette

- Receive and give instruction over the phone with proper business communication etiquette
- Translate, design and compose their resume in Chinese
- Compose a cover letter in Chinese
- Paraphrase and summarize information from a business newspaper column
- Recognize and compare certain Chinese business etiquette and cultural behavioral conventions
- Describe, interpret, and compare the functions, structures and marketing strategies of different business organizations in their own field

Additionally, the course outcomes will likely be negotiated based on the needs of the learners in a way that will best recognize their background knowledge and past experience, as a way for learners to take ownership of creating their learning goals for the course (Robison, 2009; Nation & Macalister, 2010). The internship students will receive the syllabus in advance, and they will be encouraged to discuss the content in the syllabus with their fellow students and participate in the curriculum planning. Therefore, the course syllabus and outcomes are fluid. It will be adjusted according to the students' learning needs and completed when the course is implemented. The categories organized in the syllabus will be based on the project and theme designed for each week.

4 Materials and Curriculum

The CPP course will be a non-credit, mandatory course for students who have successfully completed the summer intensive language study with the Duke Study in China-Beijing program and who want to participate in a follow-up month-long internship program

organized by the host university UIBE. The DSIC students from all levels are eligible to apply. A language pledge will be honored in the campus environment and classroom meetings.

To enhance the student's cross-cultural competency and the meaningful use of the language in real business settings, the course syllabus will be content- and task-based with an emphasis on project-based learning. The course format consists of group reflection and tutorial sessions, each meeting twice a week. During these meetings, students will be encouraged to share their viewpoints on the reading materials, examine the meaning systems of Chinese culture and its impact in business settings, and share their experiences from the work place. As they seek council on workplace communication situations, they will gain support and guidance from their peers and the instructor. Additionally, the instructor will work with individual students on linguistic errors and improve presentation skills during the tutorial sessions. The combination of group reflection, tutorial sessions, and readings aims at raising the student's awareness of cultural similarities and differences in the Chinese business settings when they compare cultural values and behaviors to their own culture, and helping the students develop cross-cultural communication skills and the knowledge of domain-specific vocabulary, discourse practices, and topics.

Because the course is only four weeks long, the course materials will be drawn from various media resources in both the Chinese and English languages instead of one course book. While English reading materials will provide an in-depth discussion and analysis to help students learn about Chinese communication styles and the belief system in Chinese society, the Chinese learning materials will complement the English articles and mainly be adopted from popular

online media resources such as video clips, interviews, articles from Chinese business journals, and pedagogical texts from published textbooks for courses on Business Chinese. Some examples for the topics introduced through the reading materials include *qunti yishi* (group-oriented consciousness), *guanxi* (networking), *shehui dengji* (hierarchy), and *mianzi* (public self-image). To verify whether the cultural perspectives introduced in class have changed in modern day Chinese society, learning activities will include conducting interviews with native speakers outside of class. Students will be required to write about their interviews in a diary, which will be submitted to the instructor twice a week.

The teaching and learning activities applied to CPP anchors on content- and task-based instruction. This will also serve as common ground for the DSIC internship students who come from different academic institutions with diverse study backgrounds and varied advanced proficiency levels in the Chinese language, ranging from Advanced-Low to Advanced-High in reference to the ACTFL proficiency guidelines. To integrate the student's prior knowledge into performance, the assigned projects will proceed with pre-, during-, and post-task activities. These activities will support different learning modes and provide ample learning opportunities for students to use knowledge (e.g., the language and content) learned in the classroom in real-life situations and reflect on the significance of those experiences. For example, students will learn Chinese social and business etiquette related to writing emails and memos, making requests, declining invitations, and receiving and giving instructions over the telephone, as well as creating a company portfolio that introduces the company where the student will do an internship. The students will be exposed to a variety of learning opportunities that facilitate student initiative to express their thoughts and opinions in Chinese and strive for achieving

“adequate mutual understanding of meaning intensions” through socialization (Van den Branden, Bygate, & Norris, 2009, p. 3). A large body of research has supported the effectiveness of task-based instruction in foreign language education (see for example Ellis, 2005; Long & Crookes, 1993; Nunan, 2004; Skehan, 2003).

5 Assessment and Evaluation

To evaluate if the curriculum design can help learners effectively achieve the intended outcomes, an assessment plan consisting of multiple sources and methods will be implemented into the internship program and the CPP course. The information will be systematically collected from and shared with the stakeholders comprised of the DSIC internship students, the instructor, the DSIC committee, the UIBE counterparts, and the intern supervisors in the companies. The students will be asked to prepare a work log that records their daily activities at work and write a diary wherein they jot down any thoughts and particular experiences for the day. They will also write reflection papers in response to the weekly readings and reflection sessions. These documents will be submitted at the end of the program. In addition, we will also survey the internship students, the liaison of the internship program, the supervisors in the companies, and the CPP course instructor at the end of the program. Survey results and the analysis of the texts from diaries, work logs, and reflection papers will be followed up by selective interviews. The assessment will be triangulated by different sources and methods so as to attain objective information to help evaluate the effectiveness of the course and further develop the course in the future.

6 Conclusion

This CPP course, in conjunction with an internship program, could maximize the efficacy of the DSIC student's study abroad experience. Nevertheless, a few challenges for the new curriculum initiative are anticipated. First, to ensure a successful collaborative experience with the host university on the new endeavor, it is important for the administrators from both institutions and the course designer to work out a plan that suits each other's working style and institutional systems. An onsite visit and face-to-face meetings are scheduled for the coming summer so as to overcome this challenge. Secondly, because of different academic calendars in China and the U.S., it is challenging to find a fixed date for the short-term internship program. A tight schedule may require some adjustments on the course materials and learning objectives. Upon a full agreement between the participating parties of the logistics of the internship program, a second phase of needs analysis could help avoid compromising the intended curricular expectations. Lastly, working with people from a different culture, system, and, in this case, a different industry could present challenges. An open-minded attitude will help the involved parties to set the program off to a good start.

Two of the DSIC committee members will visit some companies involved in the UIBE internship program and discuss logistics with the host university in summer 2015. If things follow through, both the internship program and the CPP course will be implemented into the 2016 summer program. Until then, the author will prepare rubrics for the course and design another needs assessment with all stakeholders to refine the curriculum of Chinese for Professional Purposes.

Appendix A

Participant Majors in the 2014 DSIC

Major	Percent
Social Sciences	15.5%
Humanities (Double major including Chinese)	15.5%
Science, Math, Computer Science, Engineering	24%
Undecided	18%
Double major (not including Chinese)	18%
Double major OR single major with Chinese minor	9%

Appendix B

Internship Survey Responses from the 2014 DSIC

Do you wish that the program had an internship?

Yes	53%
No	47%

If your response is 'yes,' please describe what kind of internship program and in what area of China would interest you.

Yes, any type, but the opportunity would be nice to have.

Yes, in a Chinese company with some international relations, but then the program has to adjust its intensity for this to happen.

Yes, business, econ, management.

Yes, medicine.

I'd be interested to see what you can come up with.

Yes, I would like to work in China at some point, but don't know the specifics.

Yes, commercial, law, anything

Would be an interesting option, but tough to balance the workload, personally I would be interested in interning at a health/biotech company, but obviously my Chinese level is insufficient for them.

Yes, finance.

Yes, Chinese workplace environment e.g. a bank/hospital/non-profit

Yes, political/journalism

Yes, law/business

Yes, but couldn't be too much, we already have a ton of work! women's health, economic development

Yes, and what kind would interest you?

hospital, health-related

afternoon internship in a business company

working with an NGO

public policy

bank, non-profit, foreign service of some sort?

Anything business-related, engineering possibly

related to my major, or research about social issues

international relations or business

one that allows me to speak and practice Chinese

CHAPTER 8

English for Specific Purposes for Overseas Sales and Marketing Workers in Information Technology

Youngmi Oh

University of Hawai'i at Mānoa

1 Introduction

This proposal is a description of an English for Specific Purposes (ESP) course for business purposes in Korea. As a subset of Language for Specific Purposes (LSP), the aim of ESP is to prepare students to function effectively in their second or foreign language in relation to a specific target situation (Belcher, 2006; Zhang, 2007). This project is to develop a LSP course to help learners working in Korean businesses to improve their job performance in situations where they are required to use and know English for business purposes. The primary goal of this project is to identify learners' practical needs for studying English in a way that is similar to the needs required for success in the workplace.

Many Korean business workers have been learning English since their elementary school days, regardless of whether English is needed in their job. The purpose of learning English might

vary depending on the context the workers are in, but a prevailing perception in Korean society is that English competence is the first and the foremost way to equip people to survive in a competitive society (Piller & Cho, 2013). In response to this dominant perception, English learning in businesses have been significantly improved and inundated with learning materials and a variety of courses provided by private institutions. Online learning, in particular, has been rapidly increasing in the business English market over the last three years, offering programs tailored to specific business contexts. There are questions, however, about whether these programs reflect the learners' practical needs in terms of the course objectives and materials, and to what extent these programs have contributed to learners' real job performance. In addition, there are uncertainties about how programs such as individual online speaking courses can improve learners' communication skills in dealing with their job in the real world. Therefore, this project, motivated from this landscape of business English in Korea, will start from English language learners themselves, their needs as related to job tasks on a daily basis, and will focus on learners' specific needs for English to try to find more practical ways in which the learners can apply their learning to their job performance. To this end, this ESP program will target learners working in overseas sales and marketing department in Information Technology (IT) businesses that may demand a considerable amount of English communication both written and orally.

1.1 Institutional Background

Because the context of this course is as an in-house program for businesses, there is no direct institutional background or even a specific, identified company for this course as of yet. Instead, this course will be contextualized within the broader scope of Korean IT businesses. The

ratio of IT businesses in Korean economies is around 12.13%, the biggest portion in Korean economy and further the ratio of export and import is relatively high in IT business (NIPA, 2012).

This ESP course will be designed as an in-house program, consisting of two two-hour classes a week offered at night. Some key features of this ESP program are as follows: (a) a focus on three key underlying competences, including linguistic skills, workplace content and knowledge skills, and pragmatic skills; (b) content that is learner-driven; (c) authentic tasks; (d) genre-based writing; (e) hybrid style (i.e., online and face-to-face) classes; and (f) task-based performance assessment. These components will be described in further detail below.

2 Needs Analysis

According to Hutchinson and Waters' (1987) types of needs, the needs analysis of this program will be conducted from the perspectives of both objective and subjective needs. Objective needs, here, refers to identifying the job categories, job tasks, and specific situations in which the use of English is required in the target department, and the needs of both learners and the target department. Subjective needs refer to the information on (a) the learners' specific needs of learning English in relation to their real job tasks, (b) learners' strengths and weaknesses in dealing with their job in English at the workplace, and (c) their learning history. To this end, objective needs and subjective needs will be collected through focus group interviews, a survey, existing documents such as job related materials, and any materials used for English education in the company or individually. This entire process, including the use of a diagnostic test prior to the start of the course, will be conducted and orchestrated by both a

TESOL/TEFL expert, who has experience teaching and designing ESP courses, and a relevant business expert. This two-tier needs analysis will help to reinforce the reliability of the data collected.

2.1 Data Gathering

Firstly, in order to identify job categories and job tasks—including what medium to use, frequency of the job tasks, and jobs usually requiring English—and both objective and subjective needs for learning English, interviews with junior and senior managers and executives in the target department and Human Resources (HR) personnel will be conducted. The interview questionnaires will be provided to interviewees before the interview so that they can have enough time to respond to the questions, and interview sessions will also be audio-recorded with permission. Interviews are expected to provide not only information anticipated from the questions, but also the interviewees' anecdotal experiences on English-mediated jobs and challenges faced in real business settings. In addition, these can provide curriculum developers with information about expected job tasks and situations as sources for potential learning activities in the class.

Secondly, a large-scale survey will be conducted with the target employees. The survey will be designed to collect three categories of information: (a) a description of jobs, tasks, and situations in which they feel or encounter a challenge in communication in English; (b) specific needs for learning English; and (c) learners' personal leaning history, attitude towards, and perception of learning English, and self-evaluation on their language competences. A diagnostic test, which will be designed to identify overall English language competencies, such as

vocabulary, reading, listening, speaking and writing proficiency, will also be administered to the prospective learners. All data obtained from these channels will be analyzed quantitatively and qualitatively and examined with junior/senior managers, executives in the target department, and HR personnel to check if there is something to be revised. Afterwards, the final result will be reported to the decision makers along with the managers, executives at the target department, and HR personnel in the form of a presentation. As Belcher (2009) argues that the heart of ESP is identifying learner needs and designing ways of meeting these needs, the final report will ensure that learners' actual needs are meeting the needs of the company or department.

2.2 Potential Issues

For the needs analysis to be successfully conducted, some obstacles and limitations should be taken into consideration. First of all, this project will only be launched when there is a clear impetus by a company attempting to introduce an in-house English course for their employees. An exhaustive and thorough preliminary preparation for needs analysis will be essential for helping companies make this kind of decision. Second, in the process of collecting data, there are likely to be constraints regarding the confidentiality of company information, despite seemingly general information of job tasks. Interviews may have to be more widely conducted in different departments to account for this. Thirdly, the attitude of participants for the interviews and survey will be an important factor that may influence the quality of the data, so attractive points such as incentives or strong consensus among participants on the needs of the program might be necessary to consider before doing interviews and distributing surveys to encourage the participants to faithfully respond to the questions. Additionally, to what extent the needs analysis should reflect the follow-up process of dealing with decision makers might also be an issue.

Analyzing and finding common needs for both learners and the company should be prioritized. Lastly, it might also be difficult to recruit personnel with experience working with ESP program in business settings to be involved in the process of designing the program, from needs analysis to actual instruction.

3 Students Learning Outcomes

As many long-time English learners commonly express that they learn English with little real incentive to actually use the language, and that scoring well on business English exams like the TOEIC have little direct link to job performance, it is crucial to provide learners with a clear rationale for the ESP course up front. The primary goal of this program is to help learners see that learning English in their context is helping them improve their job performance and gain confidence from it by building essential competencies for succeeding in their job in English. To this end, and as described in the key features of the program, this ESP program will focus on improving learners' competence to perform their job tasks based on job-related content or knowledge, job-related situations and tasks, and job-related linguistic knowledge.

Bhatia (1993), in her article, suggests three components to be considered for teaching business English: (a) subject knowledge; (b) business practice; and (c) language skills, arguing that they should be integrated in teaching. In a similar vein, this ESP program will cover these three components and set the learning goals to achieve three competencies, namely, (a) linguistic competence, (b) task content and knowledge competence, and (c) pragmatic competence, rather than the broad term of communicative competences. All of these competencies should be

integrated into the process of learning and contribute to practically helping the learners' job performance.

Linguistic competence will focus on lexis commonly used in formal and informal business settings. The study of Cho and Yoon's (2013) comparative corpus analysis of Korean and English native speakers' choice of words shows that Korean speakers tend to overuse, underuse, or misuse some specific words or phrases compared to English native speakers, and sometimes their choice of inappropriate words in the view of English native speakers can lead to confusion. Although the study was conducted in the financial business area, this may help identify similar lexical themes or targets useful in target business situations.

For task content and knowledge competence, learners need to know a range of knowledge encompassing their job or business related content to general industry knowledge or timely issues. This kind of content and knowledge not only helps with understanding their job tasks, but it also may provide insightful or knowledgeable perspectives in performing their job tasks, consequently leading to beneficial outcomes. In addition, knowledge of specific business discourse and foreign and local culture might contribute to building a good relationship with business partners.

Lastly, Cho and Yoon's (2013) corpus analysis also reveals findings congruent with pragmatic competences. In the study of earning calls in Korea, the Korean representative's inappropriate choice of words, rather direct expression, and misunderstanding of English native speakers' intentions led the counterparts to respond in an unexpected way. Jung's (2005)

research into Korean business text also reveals that business letters and emails have a strong tendency to place the bad news at the beginning and most requests towards the end of the text, which is obviously different in the way that English native speakers place the bad news in the business emails. That is, the different features of written and spoken discourse may attribute to a lack of knowledge of certain discourse, genre, and pragmatic competence (Cho & Yoon, 2013). Pragmatic components (e.g., politeness, refusal, complain, apology, and implicature) delineated in the book of Kasper and Rose (2001) may be an essential competence required in a business context where people deal with very crucial business matters and jobs that take careful and effective strategies to make them successful. Those pragmatic components may play a key role in the success of business deals in certain situations. Furthermore, Kasper and Rose (2002) suggest that pragmatic competence may be counted as explicit instructions in L2 learning context.

Using the above three competencies as goals for the ESP program, projected student learning outcomes can be described in terms of students being able to do the following by the end of the program:

- Appropriately produce language commonly used in business contexts in both written and orally formats
- Comprehend the features of spoken discourse and pragmatic abilities and demonstrate them in business communication contexts (e.g., business meetings, conference calls, and presentations)
- Comprehend the features of business discourse and genre and formulate typical business writings such as job reports, business emails or letters, and business plans

- Demonstrate content and knowledge relevant to their job and industry and timely issues in spoken and written communication
- Gain confidence in dealing with their real job tasks in English

4 Materials and Curriculum

As a key function of LSP is its provision of instruction carefully tailored to meet the particular needs of the learners (Lafford, 2012), materials development and adoption should ideally come directly out of the earlier needs analysis. Even though there are useful ready-made materials to be applied for the identified language and pragmatic competences above, the information obtained from the needs analysis and job tasks survey will be a more representative match of both the needs of the learners and the objectives of the course, and can supplement learning materials greatly.

In terms of job content and industry knowledge materials, relevant materials such as company brochures, newsletters, press releases, newspapers (both L1 and English), industry magazines, and audio/video clips for general or business issues can be used as class materials to provide learners with various topics and resources for learning activities (e.g., discussions, role plays, writing of business emails). In order to improve linguistic competence there are lots of useful textbooks focusing on business contexts, however, materials tailored to target learners' needs and learning goals in the specific context will also be necessary. For example, thinking about the linguistic features of different business discourse and genres, pragma-linguistic aspects in certain situations, and business writing using a genre-approach may be very useful in developing and selecting materials. To do so, specific job descriptions from the needs analysis

should provide guidelines for selecting or creating supplementary materials. In addition, corpus analysis may enrich learners' lexical repertoire with authentic, contemporary business language.

For the pragmatic component, while this is relatively hard to teach explicitly, a book designed to guide pragmatic development in the language classroom by providing classroom tasks and activities to develop specific pragmatic abilities (e.g., Yule, 1996) can be used as guidelines for designing class materials for cultivating general pragmatic competence. Apart from those references, learners' individual experience in certain situations may also reinforce the learning and learning materials.

In summary, teaching and learning materials will not only exploit ready-made business-focus textbooks but also be supplemented by the needs-driven tailored materials, corpus data, and learners their own experiences. The syllabus, therefore, will be designed in a multi-layered format reflecting the competences required in performing learners' job tasks, comprised of task, content/knowledge, lexical, syntax, and genre. Pragmatic components will be subcomponents addressed in both the lexical and task syllabus structure.

5 Assessment and Evaluation

A diagnostic assessment will be administered to identify learners' current linguistic competence including lexis, reading comprehension, listening, speaking, and writing. Tests will be used to evaluate learners' progress in relation to the stated objectives. These will be in the form of mostly task-based activities elicited from learners' real job tasks, so that learners may have many chances to simulate dealing with their job throughout the course. For example,

learners will be asked to have a business meeting about a certain agenda with a potential customer. This task will be designed to evaluate how much the learners know about the customer's needs, how well they pitch their own company's products or service, and how successfully the learner can create more room for a follow-up meeting or a positive response from the potential customer. To make it a success, learners should employ all language skills, their knowledge of both the agenda and their customer, and their pragmatic approach to change the situation to their favor. The tasks will be evaluated by the instructor and fellow learners based on a task-dependent analytical rubric (Brown, 2012b). Brown claims that, "task-dependent rubrics use real-world criteria to estimate the degree to which a student's performance on a single task will be replicable in the real world" (2012b, p. 36). In addition, Ellis (2003) argues that task should result in language use that resembles the real world, and task-dependent rubrics may be judged on both the practical result and the language used. A task-dependent analytical rubric will be employed not only to provide feedback on each aspect of competences (e.g., language skill, understanding of a task, pragmatic or task operational skill), but also to monitor the whole procedure of the task, including the outcome. In addition, both learners and the instructor share will their own opinion and feedback to set or reinforce the next stage to move on. For instance, if learners could not deal with some embarrassing situations in the meeting or appropriately respond to the customer casting a doubt on their discussion, this will be reflected in the following lessons and covered in more detail.

At the end of the course, an achievement final exam test will be administered with a task-based performance test but in this case task performance (e.g., task completion) will gain more weight over other traits in the rubric in the sense that this is purported to represent a real job task

instead of a rehearsal. Thus, while most assessments will play a role in providing the instructor more instructional information to following lessons and feedback to the learners, the final assessment will function to evaluate to what extent the learners have gained the expected competencies and perform the task successfully employing those competencies as they are related to the course objectives.

6 Conclusion

As this ESP proposal is not drawn from empirical research or specific preliminary data, it is expected to undergo several revisions and refinements once a specific context has been identified. Apart from that inherent limitations in this program, the most probable limitations and constraints for this ESP program are in relation to potential discrepancies between what is identified as needed and what is possible in reality. For instance, ESP programs centering on and starting from learners needs might sound too ideal or impractical to some stakeholders, as well as learners themselves. In the view of stakeholders, despite a high demand of the use of English in the workplace by employees, scarce empirical research into ESP in business settings in Korea may not provide a strong belief in employing a new approach. Thus, an exhaustive and thorough needs analysis should be provided to reach consensus on the focus and implementation of the program with the stakeholders.

In the view of learners, a new approach and application to English education (e.g., task based interactional learning and feedback from their colleagues) might be uncomfortable for the learners given the common perception of learning they are accustomed to, and they may call into question the effectiveness of the approach given the limited time of instruction. To address these

expected challenges, teaching materials and the instructor's quality should be given a high degree of consideration prior to the course as a way of ensuring a change in the learners' perceptions.

In addition, to what extent the job task information can be exposed and shared may be another challenge to face. Although this may be conducted under a nondisclosure agreement, confidentiality issues officially or covertly included in documents and information about the company and its job tasks can demarcate the range of the information that is able to be gathered or implemented in materials. To address this issue, in addition to a nondisclosure agreement, people involved in designing the ESP program should try to establish a trustworthy relationship with the company from the beginning stage.

CHAPTER 9

Business Chinese for Advanced Learners

Jia Yu

The Pennsylvania State University

1 Introduction

English is still the lingua franca of the world in fields of work such as business, computer programming, air traffic communication, and academics; however, specific contexts may still call for the use of a language other than English. According to the latest data available on the website for the Office of the United States Trade Representative (n.d.), the U.S. had a surplus of \$17 billion with China in services trade in 2012. In its published trade agenda report online, the U.S.-China Business Council believes that this trend translates into high-quality jobs in China and the U.S. in service industries such as finance, logistics, legal services, and more (2013).

It is necessary, then, that the U.S. service providers achieve a sound understanding of the business practices, trends, and culture in China, in addition to a high level of foreign language proficiency. As noted by both politicians and researchers (see Simon, 1980; Victor, 1992; Galloway, 1987), in the absence of insight into the culture, history, politics, and economics of the

country or region where the target language is used, foreign language skills just give students “the illusion that they are communicating” (Victor, 1992, p. 69). If the U.S. employees in these services are equipped with a desirable proficiency level in the Chinese language and a profound knowledge of Chinese business culture, they will be essential in helping their company fit into the local Chinese market. Findings of the Language Flagship survey (2008) show that among more than 100 U.S. international business leaders there is support for the need of both language and culture studies in the new or established market both home and abroad. Furthermore, the surveyed professionals put a great emphasis on higher language proficiency, which results in greater personal ties and thus reduced time needed for new business establishment abroad. They also preferred to have a fluent foreign language-speaking employee, rather than an outside interpreter, to handle sensitive business matters, based on their belief that the employee could better communicate the mission, products, and services of the company.

The status quo of Chinese language education at secondary and postsecondary levels in the U.S. still focuses on general language learning, although there is a growing interest in developing new courses or new tracks of Chinese for business purposes. The Center for International Business and Education reports the number of American postsecondary schools interested in starting a business Chinese program rose from six to 26 in 2013. In the case of the Penn State Chinese program, students pursuing Chinese majors or minors are given options as to which courses to take in the third and fourth year, while courses in the first two years are prescribed. Nevertheless, the optional advanced courses are mostly literacy-focused. Meanwhile, the growing number of business major students and students interested in using Chinese for business purpose calls for business Chinese course(s).

1.1 Institutional Background

The Chinese program at the Pennsylvania State University offers a major and minor in Chinese. Course offerings in the program include four years of Chinese language courses, introductory courses to Chinese culture (100 level), content courses taught in English (42X level), and content courses taught in Chinese (45X level). Students pursuing a Chinese major are also recommended to take courses pertaining to China in departments such as art history, Asian studies, comparative literature, history, philosophy, political science, and religious studies. Student enrollment in the language courses has been steady in the past two years, with 300-350 students in fall semester and 260-300 students in spring semester. The Pennsylvania State University is a comprehensive research university offering undergraduate, graduate, and professional degrees. The Smeal college of business offers an undergraduate minor in international business in which foreign language proficiency is an optional component.

The Chinese program is planning to offer a one-semester business Chinese course at the University Park campus, and this is the focus of the current proposal. This course will focus on building thematic vocabulary, enhancing business communication skills, and developing cross-cultural awareness and critical thinking skills. In this course, students will read, analyze, discuss and synthesize successful multinational business cases in the local context of China. In addition to language-focused case studies, students will be expected to critically examine TV commercials, business-related media reports, the unique structure of the Chinese financial market (e.g., banks, bonds, and stock markets), and evolving Chinese business laws and regulations. Highlighted career-oriented activities cover translations of common business terms, business writing and presentations, and business research. Guest speakers will be invited to

deliver a report on various topics such as business market research, business trends, business culture comparisons, or prior business experience in China. All classes will be conducted in Chinese.

2 Needs Analysis

Needs analysis (NA) is an integral part of course development of language for specific purposes (LSP) courses. Adequate NA involves information about the context, students, and other stakeholders. In the tripartite pedagogical model for business language studies (Doyle, 2012), business content, cultural context, and geographical setting are the three main constituents, which are imbedded into the communicative activities. Business language courses usually have different focuses depending on student needs, and therefore the proposed needs analysis will help to determine the varying degree of coverage of these three components for this course. Since this course is still in the planning stage, I will explain my design for the needs analysis, including but not limited to delimiting the student population, defining the purpose of the needs analysis, and selecting appropriate data collection procedures.

Students will need to be placed at the center of the needs analysis and all curriculum planning for this LSP course. The potential students for this proposed course mostly include undergraduate students (e.g., business majors, Chinese majors, Asian Studies majors, and Chinese heritage students) and possibly students pursuing a professional degree (e.g., law, MBA, teaching English as a foreign language). By identifying student needs and resources available to both the students and the instructors, I will be able to articulate the skills to be learned and how the skills are best taught, with considerations of where the skills are to be learned and used. In

this sense, NA also improves accountability and enhances learning assessment and program evaluation. The planned needs analysis is summarized in Figure 1.

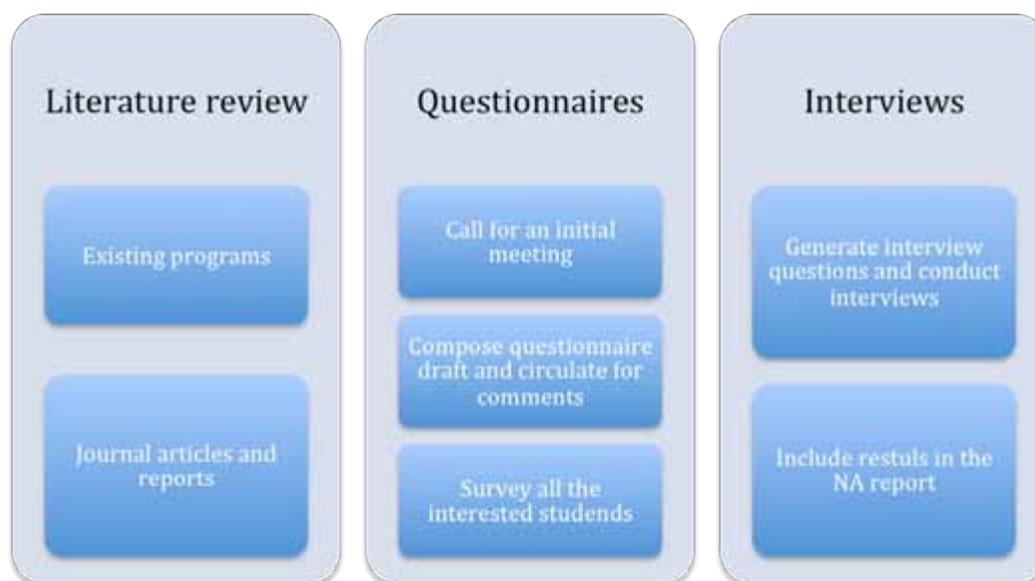


Figure 1. Needs analysis steps.

In addition to the students interested in taking this course, it is of great importance to conduct a rigorous needs analysis among all stakeholders, such as business content experts and the coordinator of the Chinese program in the current study. Cowles (1998) considered not only student profiles and teacher profiles, but also educational setting resources when establishing the Lauder Institute programs at the University of Pennsylvania. By virtue of involving all stakeholders in the educational institution, I will be able to pool together information about program or departmental support for curriculum innovation, convey the importance of this course to the program and department, encourage faculty or content-expert commitment, and provide further access to professional development. For new courses or program development,

Cowles (1998) suggested interviews and focus groups, questionnaires, and audio and video recordings, in addition to a review of relevant research and a study of existing programs.

2.1 Data Gathering

In the current needs analysis, I intend to determine students' performance and proficiency standards, student's perceptions of their needs in this course and future career, and the varying degree of importance of business content, cultural context, and geographical setting in this course. Due to time and resource constraints, I will rely on existing literature and reports to formulate notions of language performance and linguistic and cultural proficiency standards. Moreover, I will rely on the analysis of the existing programs, student questionnaires, and interviews to shape the syllabus and curriculum.

I have been and will continue to examine journal articles on programs of business language and LSP in prominent evidence-based journals such as *Global Business Languages* (e.g. Wang, 2011; Wang, 2013; Zhang, 2011) and *The Modern Language Journal* (e.g. 2012 focus issue), among others. At the same time, I will review related literature on intercultural communication, conduct a genre analysis of common business communications, comparative rhetoric, and the available business Chinese textbooks on the market.

As the course developer, I will call for an initial meeting with stakeholders so they can weigh in on the purpose and pertinent questions to be used in the above-mentioned survey. A draft of the questionnaire will first be handed out to all stakeholders within the institution, such

as the coordinator of the Chinese program, content experts and students. After integrating their feedback into the final version, I will survey all the interested students before the semester starts.

Scrutiny of the quantitative and qualitative survey results will help to generate interview questions to provide a more in-depth qualitative analysis for this pedagogical inquiry. Ideally, both the questionnaires and interviews will be concluded by the end of the semester prior to the semester this course will be offered, thus leaving the course developer sufficient time to search for and compose applicable teaching materials. If time doesn't permit, however, I will consider interviewing the students at the start of the course and maybe make the student conference part of the course requirements. Results from both the questionnaires and the interviews will be included in the NA report and circulated among all stakeholders for comments.

Although subject to change, the student questionnaire will consist of four sections: (a) language learning background; (b) business content background; (c) the relevance and importance of business domains such as marketing, finance, trade, E-commerce, and management (as listed in Doyle, 2012); and (d) the relevance and importance of the learning objectives (see below) with varying focus on general language, business language, culture, and content. The first two sections will include multiple-choice and short answer questions, while the last two sections will include five-point Likert-scale questions and open-ended questions. In the Likert-scale questions, participants will be asked to rate the relevance and importance of each item on a scale of 1 to 5, with 1 being *not at all important*, 3 being *neutral* and 5 being *very important*. In the open-ended questions, participants can write a short response to additional questions.

3 Student Learning Outcomes

In accordance with the Modern Language Association's report (2007) and the American Council on the Teaching of Foreign Languages proficiency standards, Doyle (2012) outlined a tripartite pedagogical model for business language studies, where business content and geographical and cultural contexts are anchored in communicative activities. Due to the needs-based nature of the LSP courses, it is critical to teach the right amount of language, content, and culture. Although there is disagreement when it comes to if we should teach general language or specific purposes, LSP courses solely teaching specialized language may be too functional as a result and cannot prepare students to become a fully effective communicators in the target community of practice. Teaching general language only, on the other hand, deprives LSP students of their privilege to specialized instruction. Therefore, conducting a rigorous needs analysis and ensuring the instruction meets student's general and specialized language needs are essential for the success of an LSP course.

The goal of this course is to provide language-focused, culture-enlightened, and content-valued Chinese instruction for business purposes. The following student learning outcomes (SLOs) are articulated with this in mind. Note that students will be asked to rate the helpfulness and importance of the individual SLOs in the needs analysis, and therefore they are subject to change. Students, after successful completion of the course, will be able to:

- Understand and apply in case-studies the unique structure of the Chinese financial market, the evolving Chinese business laws and regulations related to foreign companies doing businesses in China, and the distinctive features of Chinese consumers and markets
- Understand and create business-themed vocabulary networks

- Follow the general idea of business phone calls and meetings and actively engage in business meetings and networking
- Write business emails and reports and give business presentations with a high level of formality, accuracy, and appropriateness
- Perform daily functions in a Chinese-speaking business setting such as introducing, complaining, complimenting, proposing an idea, responding to criticism, and disagreeing, with consideration of the Chinese business culture
- Gather, summarize, and synthesize business information from reliable Chinese media and online sources
- Understand and display certain etiquette in business settings such as addressing others and seating arrangement.

4 Materials and Curriculum

A variety of class activities will be integrated in order to achieve such instructional objectives as general and business language proficiency, cross-cultural business communication skills, cultural competence, and business research skills (see Table 1). The instructional activities reflect my pedagogical belief that optimal language learning occurs when students are “learning by doing” and “learning through modeling”.

Table 1

Course Objectives and Corresponding Instructional Activities

Course Objectives	Instructional activities
General and business language proficiency	Business case studies, TV commercials, and news reports
Cross-cultural business communication skills and cultural competence	Business phone calls, business presentations, mock business meetings, and negotiations
Business research skills	Business research paper, group project

Needs analysis results will provide insight into students' interest and wants, which can also be used to determine appropriate materials and tasks for the course. In addition, I will meet with content specialists to pick out the most relevant topics in the current Chinese business world and identify the best sources of authentic materials. Under each proposed topic, students will read one successful or unsuccessful case about a real international business in China and the instructor will lead a discussion of each business case to pool their knowledge together and foster critical thinking.

Business case studies will be supplemented by genuine language materials and authentic communicative tasks, such as business news reports or TV commercials, from which thematic vocabulary and idiomatic expressions will be practiced. Additionally, students will engage in activities to interpret and describe graphs, tables, and charts in Chinese business news or reports. I will consult the HSK leveled vocabulary list developed by experts from Beijing Language and Culture University and funded by the Confucius Institute Headquarter, based on frequency, word

productivity, and select key vocabulary in each case study. Students will also be encouraged to look for cases or news relevant to the topic and bring them for discussion in class.

In addition to the above, students will read or watch lectures or interviews on cross-cultural communication skills grounded in theory, such as the difference between high and low context cultures (Hall, 1976), high and low power distance, and individualism and collectivism (Hofstede, 1983). The goal will be to have students apply them in their group projects and class discussions of such cultural artifacts. Materials will also cover nonverbal communication, styles of persuasion, use of titles, and networking tips. Table 2 displays a sample of topics and material format for the first two lessons.

Table 2

Sample Lesson Topics and Materials

	Topic	Business case	TV report	News article
Lesson 1	Localizing products in the Chinese market	How KFC adapted its menu and services to the local needs	Why Chinese consumers love KFC food	
Lesson 2	Chinese government control on companies doing business in China	Why Google closed its business in China		Debate on the good and evil side of government control.

My plan is to follow a cyclical model of material development (Figure 2). I will pilot a lesson among a small group of students, and they will be asked to give feedback on the materials and teaching approach. For materials evaluation, I will consult with the language coordinator and business specialist to make sure that students are appropriately challenged both linguistically and content-wise.



Figure 2. Process of material development.

5 Assessment and Evaluation

Students will complete a self-evaluation of various skills in the first class and the results will be used to provide a baseline and diagnostic information. Students will then complete a second end-of-the-semester self-evaluation and provide specific examples or evidence for their self-perceived progress.

In addition to these self-assessment methods, a mix of other achievement and performance-based assessments for linguistic and cultural competence methods will be applied, including vocabulary quizzes, simulated business performance tasks, and simulated business

research tasks. Vocabulary quizzes will consist of cloze-type passages and items, as well as matching items. The simulated performance tasks will be designed to suit real-life needs. For example, students will give presentations, play different roles at a business setting, and network with business professionals. Performance rubrics will be developed, with a special focus on language proficiency and cultural competence. Lastly, the simulated research tasks will require students to use credible sources of information to identify potential problems and solutions for American companies interested in expanding their business to Chinese markets, or new business opportunities in China. Writing rubrics will cover both content creativity and writing proficiency. The language instructor and business specialist will grade writing samples together. Students will receive individualized feedback in several forms: (a) performance and writing rubrics-based feedback; (b) individual student conferences; and (c) native speaker tutors.

The evaluation process will involve students and the coordinator of the language program via course evaluations, post-course questionnaires, and interviews. To make sure the evaluation process remains an ongoing process, I will create an evaluation timeframe and incorporate the results into next year's needs analysis.

6 Conclusion

Careful planning in the implementation of this course offering will ideally serve the purpose of fostering further development of the Chinese program curriculum, as well as increasing overall enrollment in the program. The course offerings in the Chinese program curriculum have up to now not been able to address the growing interest in business Chinese. This course can serve as a preparatory course before students intern at a company in China or

participate in an internship included in study abroad requirement. Therefore this course will be a great addition to the current curriculum bridging the gap between language instruction and real-life needs.

In addition, this course will hopefully attract students interested in doing business in China to continue taking Chinese language courses in the department. There is the potential to offer additional business Chinese courses, or even to create a separate business Chinese track, based on the success and interest generated through the development of this course.

Despite the obvious benefits, there remain several limitations to take into consideration in the creation and planning of this course. Due to limited resources and time, I will not be able to conduct research on the language used in the target business setting to the extent that I would have liked. This information could have served as a great resource and model for this course. Moreover, since Penn State is located in a small town in Pennsylvania and the local Chinese business community is small, bringing in experience beyond the classroom is difficult. I hope that by using technology, this course can still provide students with a rich experience into the Chinese business world.

In developing this course, the most useful insight that I gained was in relation to the importance of designing clear instructional objectives and activities tailored to students' needs. Involving all stakeholders in needs analysis has helped me to ensure the proposed course will meet the expectations of all parties in evaluation.

CHAPTER 10

An Online Elementary Business Japanese Course for Working Professionals in Michigan

Mariko Kawaguchi

Michigan State University

1 Introduction

This proposal is for the development of an online business Japanese course for working professionals in Michigan who have little or no prior knowledge of Japanese. Michigan is a hub of the automotive industry; according to the website of the Michigan Economic Development Cooperation (2014), Michigan is “home to headquarters of 61 of the top 100 automotive suppliers”, many of which are Japanese companies. It is no surprise then that Japan is Michigan’s number one foreign business partner. According to a survey conducted by the Consulate General of Japan in Detroit (2013), 37,020 people were hired by 469 different Japanese companies in Michigan. Because of these factors, this proposed course targets working professionals who work for Japanese companies or those who work with Japanese clients.

This course aims to provide an alternative way to learn business Japanese and increase the population of learners of Japanese in the region. While various opportunities are available to learn business English, such as colleges and universities, private English language schools, textbooks, radio and TV programs, and online courses, opportunities to learn business Japanese in the United States are heavily concentrated on college and university courses targeting mainly pre-professional students. Often the classes are held during the day, and students are required to complete lower-level Japanese courses in order to enroll in a business Japanese course. However, working professionals tend to be older than typical undergraduate students, with work and family responsibilities, different educational backgrounds, and different places of residency. Consequently, daily class attendance or a commitment towards a long-term program is often not possible. Because of such situations, opportunities to learn Japanese for working professionals are few—not to mention business Japanese—even though Michigan is one of the several regions in the United States where learning business Japanese has very practical benefits.

To meet the needs of busy working professionals in Michigan who are absolute beginners of Japanese, the course that I am developing focuses on four characteristics: (a) flexibility; (b) efficiency; (c) day one business Japanese; and (d) culture. The online structure of the course will enable students to study at their convenience and their own pace without the need to commute to campus or adjust their already busy schedules. In order to minimize the burden on the learners, I suggest that the course focus on developing one's listening and speaking skills and provide instruction on reading and writing of Hiragana and Katakana characters as optional.

In addition, the textbook that I will suggest for the course, *Japanese for Busy People* (2006), has about a third of the vocabulary and grammar items that are introduced in a typical first-year college course. The dialogues of the textbook revolve around Japanese and non-Japanese business professionals who work at the Tokyo branch of an American company, and introduce professional Japanese with a simple a sentence structure. For example, typical elementary-level textbooks of Japanese for general purposes introduce “mother” and “father” in the first few chapters, but this course will introduce terms like “boss” and “assistant” instead. Furthermore, the course focuses on the polite style of Japanese that is used in formal business situations and introduces the casual style of Japanese only as supplemental information.

Lastly, the culture section of the course will be equally important as the language section. The culture lessons cover such fields as international business, history, and cross-cultural communication, and will be conducted in English so that students will be able to broaden and deepen their knowledge and understanding of Japanese business culture without being impeded by limitations in their language knowledge. The language and culture curriculums will be connected. For example, some situations in dialogues or some of the culture elements introduced in the language lessons will be elaborated and investigated further in the cultural curriculum.

2 Needs Analysis

To analyze needs for this online business Japanese course for working professionals in Michigan, I collected three types of data: (a) research on existing business Japanese courses; (b) observations of Japanese companies in Michigan; and (c) a needs analysis survey of people who work for Japanese companies in Michigan. Each of these will be discussed briefly below.

Results of my initial research into existing business Japanese courses found that no colleges or universities in the Michigan area offer online business Japanese courses, although a few universities offer traditional business Japanese courses (i.e. face-to-face class meetings during the day, with prerequisites of a few years of study). Likewise, no massive open online courses (MOOCs) such as *Coursera* currently offer Japanese or business Japanese. There are many YouTube videos, such as those created by the Japan Society in New York City, but they tend to teach Japanese for general purposes and merely introduce words and phrases only.

2.1 Site Observation Data

Following this preliminary analysis, I carried out site observations at two Japanese companies in Michigan at the time of this proposal. The first, Company T, is a place where I used to teach Japanese and also worked in the human resources department. The majority of my findings are based on my observations working there from 2005 to 2008, but information from a former colleague of mine confirmed that the company information and language training policies have not changed much in the time since.

Company T is one of the major auto manufacturers in the world, and their North American research and development center is located in Michigan. Company T has about 800 employees, and about 80 are expatriates from Japan. These expatriates' tenures at Company T vary, but the average tenure is three years. They also have native-speakers of Japanese who are hired locally. Company T is one of a few Japanese companies in Michigan that consistently offer Japanese classes to employees. The company outsources Japanese teaching to a private company and offers four or five sessions of Japanese classes throughout the year, with a summer session

that may or may not be offered depending on interest. The classes meet three days a week from 12:00 to 1:00 p.m. for eight weeks. There are a few levels offered in each session; the lowest level has the highest enrollment (about 8-12 students), with class sizes becoming smaller with each successive level.

The company offers Japanese classes to their employees at no charge, but the employees have to spend their lunch breaks attending class. There is also no system to reward employees for passing the class. The textbook used for the classes is *Japanese for Busy People* (2006), which is designed for working professionals in general. Some students at Company T have expressed their need to learn engineering vocabulary and expressions in Japanese, but no classes or materials have been provided to meet such a need. The instructors dispatched from the private company do not have experience with engineering, and there are not enough students who are engineers with a foundation in Japanese to integrate engineering terms in the Japanese lessons. The private company that offers Japanese classes also does not train the instructors systematically, so the quality of education among the instructors varies.

Company T regularly sends its employees to its headquarters in Japan; some for a few weeks, and some for one or two years. For the long-term assignees, the company hires the same language training company and provides the assignees and their families with private Japanese lessons, starting six months before their assignments. The tutoring is free for the assignees and their family members, and the assignees receive some work-leave to study Japanese (up to four hours a day).

I also visited a second company, Company D, which is one of the major automobile parts manufacturers in Michigan. I spoke with a former student of mine who worked in the human resources department of this company and with two of her colleagues. About 900 people work in the facility that I visited, and about 190 of them are expatriates from Japan on short-term (i.e., a few years) assignments. There are also locally hired Japanese people who work there.

This company also sends American employees to the headquarters in Japan for assignments ranging over various periods of time, but the company provides them with no Japanese language training prior to their assignments. Company D offers various classes during lunchtime, but it has never offered Japanese language classes. However, the new employees are required to take a class about Japanese culture during the orientation. The class covers basic information about Japan, such as where it is located, and several differences between Japanese and American cultures.

The training classes are offered in a similar format to Company T, with the employees able to take the classes at no charge, but only if they do so during their lunch break. Also at Company D, when the employees take and pass job-related classes offered by colleges and universities, the company reimburses the tuition costs.

2.2 Survey Data

The last form of data gathering I conducted was in the form of a needs analysis survey of people who work for Japanese companies in Michigan. I created the survey to ask the employers the following questions: (a) what kind of role does Japanese language play at your company; (b)

whether their company has offered Japanese language classes; and (c) which areas of Japanese language class they think are important (see Appendix A). Initially, I contacted Japanese companies in Michigan using the Japan Business Society of Detroit's member list. However, many companies' websites do not have a general inquiry email address, and even when I contacted those companies that did have general inquiry contact information, I received no response. As an alternative, I asked my acquaintances and former students who worked for Japanese companies in Michigan to answer the questionnaire or forward the questionnaire to others in their companies. As a result, I received five responses from employers. The responders happened to be all native speakers of Japanese.

I also created a similar survey for my American friends and former students who worked for a Japanese company in Michigan (Appendix B). My initial attempt was to contact a few Japanese companies in Michigan and conduct a large-scale survey of all of their employees. However, the companies I contacted through my personal connections were reluctant to help my survey, so instead I decided to ask the people I knew who worked for a Japanese company in Michigan and who had studied Japanese. It was unfortunate that I could not collect data from the actual target population for the course, but as the survey responders were familiar with colleagues who did not speak Japanese and furthermore knew the importance of learning Japanese, they were able to provide very helpful insights.

- Based on the results of the data gathered during the different stages of the needs analysis, the following main themes were identified: Among Japanese companies in Michigan, two groups of people—Japanese and American—two languages, and two cultures appear to

co-exist in their workplaces, though how often and how much American employees interact with native Japanese speakers varies considerably.

- In order to motivate the target population to take this kind of course, some sort of incentives will be necessary (e.g. company covering tuition). The course should be promoted first to employers and then to their employees with some company-specific incentives.
- The survey participants think that Japanese is a difficult language to master, and they do not expect the course participants to conduct any substantial business tasks in Japanese. Rather, they expect the course participants to use some Japanese as “an ice-breaker,” “to show interest in/respect for Japanese culture,” and to build rapport with Japanese-speaking coworkers and clients.
- The survey participants think that learning Hiragana and Katakana characters will not have many immediate practical benefits because almost all Japanese sentences contain a mixture of Hiragana, Katakana, and Kanji, and Kanji are widely used to represent content words. Their opinions support my suggestion that the course should focus on speaking and listening and optionally introduce Hiragana and Katakana.
- To work with Japanese coworkers and clients, it is important to “understand Japanese work style, communication styles, etc.” and to bring down “cultural barriers.” Therefore, the survey participants seemed to have high expectations for the culture section of the course. Excelling in this area will make this course distinguished from other business Japanese courses.

3 Student Learning Outcomes

In order to draft student learning outcomes (SLO), I used three sources of information: (a) the needs analysis findings; (b) the content of the suggested textbook, *Japanese for Busy People* (2006); and (c) the ACTFL Standards for Foreign Language Learning (2010). SLOs should ideally be derived from findings of needs analysis, as in course development it is crucial to understand what students want and/or need to be able to do after completing a course. Examining the textbook helped me specify language skills students are expected to acquire, and the ACTFL Standards (2010) were helpful in to drafting outcomes related to the acquisition of cultural knowledge. In addition, I will team up with a faculty member who is an expert of Japanese culture, and they will develop the culture curriculum and draft more detailed student learning outcomes for that particular section. Below are projected student learning outcomes in broader, descriptive terms.

The first outcome is that the course should aim to teach busy working professionals who have little or no prior knowledge of Japanese language some basic Japanese greetings and basic conversation in speaking formats. After successfully completing the course, students should be able to understand and use frequently used phrases and sentences related to telling and asking personal information, time, numbers, and prices.

The second identified outcome is that this course will also teach Japanese business culture, in terms of the relationship between different cultural practices (e.g., how Japanese people behave in business settings) and perspectives (e.g., why behaviors are different), as well as relationship between products (e.g., both tangible things such as business cards and intangible

things such as the expatriate employee system) and perspectives (e.g., why such products are created and sustained). After successfully completing the course, students should be able to effectively apply their understanding of Japanese business culture in appropriate settings.

Lastly, outcomes will focus on the notion that even though substantial business tasks with Japanese coworkers and clients will be conducted mostly in English, students should be able to use the acquired Japanese language skills and cultural understanding to establish positive relationships with Japanese coworkers and clients.

4 Materials and Curriculum

I suggest that the course cover the first five lessons in *Japanese for Busy People* (2006) and culture lessons over eight to ten weeks. I created teaching materials from *Japanese for Busy People* (2006) Lessons One through Five, and will publish them on the course site, Desire to Learn. The structure of the course site is shown in Appendix C.

A proficiency-oriented approach (Hadley, 1993) will be used for this course. Below is a summary of what proficiency-oriented language instruction is, as stated by the Center for Advanced Research on Language Acquisition, University of Minnesota:

Proficiency-oriented language instruction is a general framework for organizing instruction, curriculum, and assessment, rather than a method or a theory. Within this framework, language learners practice the four modalities (listening, speaking, reading, and writing) in order to communicate meaningfully, effectively, and creatively in their target language for real-life purposes. A proficiency orientation promotes intercultural communication by exploring the mosaic of language and culture, so that students can

communicate appropriately and accurately in authentic contexts in the foreign language. Proficiency-based instruction is student-centered and builds upon what students need, already know, and can do, and it respects diverse learning styles, while encouraging the development of a wide range of skills and learning strategies. (“CARLA”, n.d.)

The vocabulary, linguistic functions, and dialogues will be introduced in short videos. To accommodate students’ busy schedule and different paces of learning, students can watch the videos repeatedly at their convenience. The videos include examples in which various people perform the dialogues, so that students can learn non-verbal communicative information as well as linguistic knowledge.

The lessons also have some additional information and practice beyond what the textbook covers. For example, the course introduces more vocabulary of nationalities and job titles. While Dialogue 3 in Lesson One covers only how to tell who you are and who you have come to see over an intercom, the course will include content on how to perform similar tasks over a phone (e.g., *moshi-moshi* (hello) is a greeting used only when one answers a phone call). Also, at the end of each lesson, there will be a few additional practices for students to use the target language with native speakers of Japanese. Students will be encouraged to conduct role-plays and tasks such as introducing themselves to their Japanese business partners and asking about their Japanese colleagues’ work schedules. Of course, not all students will be able to easily find native Japanese speakers to practice with, so these activities will not be mandatory or directly assessed. Instead, they are meant to provide some practical ideas about how to use the target language in real-life situations.

Although online learning has many advantages, potential drawbacks revolve around the lack of personal interaction between the instructors and students, as well as among students. To account for this, the course will offer two platforms for student interactions:

- Discussion forum: Students and the instructors can discuss the Japanese language and culture. Students will be encouraged to ask questions as well as share their knowledge and opinions.
- Online dropbox: Students can post their self-introduction message (e.g., from Lesson One), hours of their favorite restaurants and prices of some dishes (e.g., from Lessons Three & Four), etc. Other students will be able to see the postings and comment on them.

This course targets at a specific group of people—people who work for Japanese companies in Michigan or people who wish to enter this job field. Although it is necessary to draw a fine line between encouraging student interactions and protecting student privacies, students who have common purposes and interests may be able to build new business relationships and opportunities through participating in these activities.

5 Assessment and Evaluation

In order to assess students' proficiency from different angles as well as to accommodate students' diverse learning styles, a variety of assessments will be given using both oral and written channels. At the end of each lesson video, students will take quizzes. The quiz formats will include such things as multiple-choice questions, cloze-type passages, short answers, the submission of recorded speeches and/or videos, and the writing of short essays. The purpose of these quizzes is to have students practice the target language skills, so their work should be auto-

corrected or evaluated on submission only. That way, students will have immediate feedback and the language instructor will not be overwhelmed with correcting the quizzes manually.

After the end of each lesson or a few lessons combined, students will take achievement tests. The formats of the tests will be similarly diverse as the quizzes, and use a combination of computer-based auto-correction and manual correction by the language instructor. Because the quizzes and tests will be given online, it will be difficult to regulate the degree to which students refer to their textbook and notes while taking a test, although it will be possible to account for this by implementing restricted response times when necessary.

Student-teacher one-on-one oral tests via Skype or similar video-conferencing applications will be given twice during the course. One task will be to introduce each other, while the other task will be to conduct a role-play using the context of shopping.

Even though my understanding of the Japanese culture curriculum is limited, possible assessments of that section might include answering a set of questions after reading/watching cultural learning materials, participating in culture discussions, or writing a paper to analyze an aspect of Japanese culture.

In the first year offering of the course, we will need to be conservative with our choice of platforms and grading styles. Since all the assessments will be given online, we want to use only the platforms that are known to be working effectively. That might limit the types of assessments available, but over time we will be better at selecting appropriate tools for specific

activities/assessments and instructing students on how to use these tools. Also, we do not know how many students will be enrolled and how they will participate in the course; therefore it is safe to have individual students work on their own and have their work evaluated by the instructors. In the future, however, the course could include more alternatives in assessment such as group work or peer evaluation.

Finally, the instructors will examine student performance on tests, quizzes, and other assignments, and will apply these findings to evaluate the effectiveness of the course with the aim of making improvements and adjustments in the future. At the end of the course, students will also complete course evaluations. The instructors will be especially eager to gather student feedback about what they liked about the course, what they did not like about it, if they experienced any technical difficulties, if instructions about how to use online tools were clear, and how they think the course can be improved.

6 Conclusion

Developing a new course for a new target population is a lot of work, but it has great potential. There are two benefits for language educators. If the course succeeds, it will bring new revenue to the program, department, and university. Offering a course to working professionals will lead to an increase in population of learners of the language. This point is important because Japanese is one of the recognized Less Commonly Taught Languages in the U.S., and if people do not have a chance to learn it in school, they are less likely to learn it after graduating. As for benefits for the professional world, being able to communicate with Japanese coworkers and clients in Japanese will increase workers' job productivity, satisfaction, and employability.

Michigan's relationship with Japanese businesses can only improve as more of its workers gain an understanding of Japanese language and culture.

Several limitations and constraints must be considered in the development of this course, in particular limitations in regards to institutional support, technical issues, and human resources. First, as the course could be offered by several departments, including the language department, the business school, or extension services, the course needs to follow the rules and policies of the unit that will offer the course. Also, as mentioned in the needs assessment section, some incentives from Japanese companies in Michigan will be crucial to promote the course to the target population. It is also not yet known how the course will be marketed.

The second main constraint is about the online course site. Even though I have already published sample teaching and assessment materials on the course site of my university, the decision to use the university course site or a third party interface is still under discussion, and each interface presents unique features and constraints. For example, the university course site currently does not have a function to give a question orally while showing a visual cue.

Lastly, developing and teaching the course will be additional work for the faculty members who are already busy teaching existing courses and serving other duties. How much they can commit to the business Japanese course depends on whether they will receive a salary increase, release from existing workload, or additional staff.

During this process, my thoughts have grown toward the idea that establishing a language for specific purposes course requires developing a niche market in foreign language teaching, and the most important thing in the development process is to connect with the specific group of people who need our product. We need first to understand what potential students want from a language class. In addition, we should know about the people with whom the students interact using the language. Then, we should develop student learning outcomes, curriculum and teaching materials, and testing and evaluation materials around the needs of these people, and seek feedback from potential students and/or colleagues in each area of development. Once the course is offered, it is important to check students' progress and feedback, and apply the findings to improve the course. Although the development of my course has just begun, I'm going to stay connected with my future students and continue to develop the course to ensure its success.

Appendix A

Needs Assessment Survey for Japanese Employers with Responses (N = 5)

Q1. What kind of industry is your company classified as (e.g. auto parts maker)?

Q2. About how many employees do you have at your office?

Q3. Among them, about how many native speakers of Japanese do you have in your office?

Q4. About how many non-native speakers of Japanese do you have in your office?

Responder	Industry type	Total # of employees*	# of JPN employees	# of non-JPN employees
1	automotive supplier	1200	150	1050
2	auto parts maker	830	12	818
3	auto parts maker tier 1 supplier	300	16	~280
4	auto parts supplier	30	3	0
5	automotive electronics parts manufacturer	22	11	11

Note. * Some responders provided the numbers of their team or department.

Q5. What role do you think Japanese language plays in your company? (Check all that apply.)

- It is used in communication between employees who are native speakers of Japanese. - 3
- It is used in communication between native-speaking employees and non-native speaking employees. - 1
- It is used in correspondences from/to the headquarters in Japan (e.g. memos, manuals). - 5
- It is used in communication with customers/clients who are native speakers of Japanese. - 5
- Other - 0

Q6. Has your company provided your employees with opportunities to learn Japanese in the past or currently?

Yes - 4, No - 1

Q7. If yes, how has your company provided opportunities to learn Japanese? (Check all that apply.)

- Offered private/semi-private/group classes developed and taught by your company. - 2
- Offered private/semi-private/group classes developed and taught by a private company. - 1
- Provided self-study materials (e.g. Rosetta Stone, Pimsleuer, Japanese textbooks). - 1
- Encouraged the employees to take classes at college/university/cities and towns. - 2
- Other - 2 (An American employee who spoke Japanese independently created a curriculum; tuition reimbursement)

Appendix A (Continued)

Q8. I am developing an online business Japanese course for working professionals who have little or no prior knowledge of Japanese. Do you think your company and/or employees will be interested in this kind of course?

Yes - 4, No - 1

Q9. If Yes, how likely do you think your coworkers consider the following options?

(1) extremely unlikely (2) unlikely (3) more likely than not (4) likely (5) very likely

(6) extremely likely

	(1)	(2)	(3)	(4)	(5)	(6)
The company will cover the full or partial tuition if the employees wish to take the course.		1		1	1	1
The company will allow the employees some time off to study Japanese (e.g. If their working hours is 8 hours, 1 hour a day is allocated to study Japanese).	1	2		1		
When the employees complete the course, the company will consider it as a factor for salary raise and/or promotion.	1	1		1	1	
The company will recommend that the employees take the course at their own expense.		2	1	1		

Q10. Please rate the following areas of study in terms of possible benefits employees might get from the course. (1) not at all beneficial (2) slightly beneficial (3) beneficial (4) fairly beneficial (5) very beneficial (6) no opinion

	(1)	(2)	(3)	(4)	(5)	(6)
Greetings in Japanese		1	1		3	
Basic conversation (e.g. self-introduction, shopping)		1	2		2	
Reading Hiragana and Katakana		3		1	1	
Writing Hiragana and Katakana		2	1	1	1	
Business Japanese culture (e.g. how to give and receive a business card, history of Japanese auto business in the Midwest)			1		4	
Other						

Appendix A (Continued)

Q11. If you have any ideas, requests, and concerns about the course I am developing, please share.

- If a person can speak Japanese, it is difficult to utilize it at business situation without understanding difference of culture. As a Japanese native speaker, I think Japanese culture is very unique, if a person wants to use Japanese for business, understanding culture is more useful than reading & writing hiragana/katakana.
- Not many Americans are able to handle business Japanese. However, since Japanese ex-pats are struggling with English all day every day, it would be a nice gesture for Americans to learn about Japanese culture or at least learn some Japanese phrases in return.
- Please let me know when the course is offered.

Q12. Please tell us about yourself.

(The responders' personal information is not shared in this report.)

Is it okay to contact you for follow-up questions? Yes -4, No - 0, no answer - 1

As part of the piloting process, I might ask you to sample the materials at your workplace.

Would you be interested? Yes - 3, No - 1, no answer - 1

Appendix B

Needs Assessment Survey for American Employees with Responses (*N* = 7)

Q1. What kind of industry is your company classified as (e.g. auto parts maker)?

Q2. About how many employees do you have at your office?

Q3. Among them, about how many native speakers of Japanese do you have in your office?

Q4. About how many non-native speakers of Japanese do you have in your office?

Responder	Industry type	Total # of employees	# of JPN employees	# of non-JPN employees
1	automotive – original equipment manufacturer	800	150	30
2	auto parts maker	~900 ^a	~150 ^b	~4
3	automotive parts & components manufacturer	100	20	3
4	automotive supplier / parts maker	65	1	1
5	automotive interiors	32	15	4
6	auto parts trading	28	14	14
7	auto parts maker	11	6	5

Note. * Some responders provided the numbers of their team or department. ^a Reported that 88% of these worked in the same department. ^b Reported that six of these were local Japanese citizens.

Q5. What role do you think Japanese language plays in your company? (Check all that apply.)

- It is used in communication between employees who are native speakers of Japanese. - 7
- It is used in communication between native-speaking employees and non-native speaking employees. - 7
- It is used in correspondences from/to the headquarters in Japan (e.g. memos, manuals). - 6
- It is used in communication with customers/clients who are native speakers of Japanese. - 7
- Other - 0

Q6. Has your company provided your employees with opportunities to learn Japanese in the past or currently?

Yes - 4, No - 3

Appendix B (Continued)

Q7. If yes, how has your company provided opportunities to learn Japanese? (Check all that apply.)

- Offered private/semi-private/group classes developed and taught by your company.
- Offered private/semi-private/group classes developed and taught by a private company. - 2
- Provided self-study materials (e.g. Rosetta Stone, Pimsleuer, Japanese textbooks). - 1
- Encouraged the employees to take classes at college/university/cities and towns.
- Other - 1: Not sure

Q8. I am developing an online Business Japanese course for working professionals who have little or no prior knowledge of Japanese. Do you think your coworkers will be interested in this kind of course?

Yes - 6, No - 1

Q9. If Yes, how likely do you think your coworkers consider taking the course if the following conditions are met? (1) extremely unlikely (2) unlikely (3) more likely than not (4) likely (5) very likely (6) extremely likely

	(1)	(2)	(3)	(4)	(5)	(6)
The company will cover the full or partial tuition if the employees wish to take the course.			2	2	1	1
The company will allow the employees some time off to study Japanese (e.g. If their working hours is 8 hours, 1 hour a day is allocated to study Japanese).		2		2	2	
When the employees complete the course, the company will consider it as a factor for salary raise and/or promotion.		1	1	3		1
The company will recommend that the employees take the course at their own expense.	2	3	1			

Appendix B (Continued)

Q10. Please rate the following areas of study in terms of possible benefits employees might get from the course. (1) not at all beneficial (2) slightly beneficial (3) beneficial (4) fairly beneficial (5) very beneficial (6) no opinion

	(1)	(2)	(3)	(4)	(5)	(6)
Greetings in Japanese		1	2	2	2	
Basic conversation (e.g. self-introduction, shopping)		1	1	4	1	
Reading Hiragana and Katakana	2	2	2	1		
Writing Hiragana and Katakana	2	2	2	1		
Business Japanese culture (e.g. how to give and receive a business card, history of Japanese auto business in the Midwest)			1	4	2	
Other						

Q11. If you have any ideas, requests, and concerns about the course I am developing, please share.

- Japanese is offered for free at our company, based on 3x week 1-hour lunch sessions, using a text book (Japanese for Busy People), and with homework. Interest rises and falls. Younger employees try it, and then realize they will never speak it well enough to carry on basic conversations. By the time they move up, they realize there is no point to continuing. The course should be clear about its mission: that the Japanese learned will mostly be useful as an ice-breaker, to show interest in/respect for Japanese culture - but will never bring anyone up to the point that the student will ever have a business conversation in Japanese. A few learn some kanji, which can be useful, and some will eventually require some Japanese in preparation for training stays in Japan (even they do not retain it or use it after return, as a rule).
- This type of course may be useful for people who deal with Japanese customers (of which there are probably many in the auto industry, as well as employees who plan to go on business trips to Japan (long/short term). Also, it would help bring down cultural barriers of which there are many. In general, non-Japanese do not understand Japanese work style, communication styles, etc.
- For Beginners it may be too much effort going outside of greetings and business card exchanges. I feel what would be more useful is Japanese business culture and how to interact with the Japanese employees. For people like myself who have studied Japanese for a while, I feel what would be most needed is more help with email writing, industry specific/business specific vocabulary, and keigo.

Appendix B (Continued)

- How much of the class will deal with actual business oriented words and phrases vs. just basic Japanese, and does there need to be a distinction? Mostly vocabulary or grammatical concerns, whether the students will find the class has the information they might need to effectively communicate (to an extent) with/in Japan.
- To be honest, I think the course is a very good idea, but my current company may not be the best match. Other than myself, few people in my office work with our Japanese office and those who do can always use English. Because nobody in my office ever expects to live in Japan or to really need Japanese, there would not be much interest in a course. For other companies, however, I think this would be a good fit.
- It would be nice to have a more detailed version of what the course may look like.

Q12. Please tell us about yourself.

* The responders' personal information is not shared in this report.

Is it okay to contact you for follow-up questions? Yes - 6, No - 0

Appendix C

Course Syllabus

Language section	Lesson 1	Vocabulary Function 1: Introducing Yourself Video lectures, examples, & practices Quizzes Function 2: Introducing Other People Function 3: Asking & Answering Yes/No Questions Function 4: Telling One's Affiliation Dialogue 1: Introducing One Another Dialogue 2: At a Reception Desk of a Company Dialogue 3: Using an Intercom and a Telephone Function 1: Introducing Yourself
	Lesson 2	Vocabulary Function 1: Indicating Objects Using "This/That" Function 2: Asking & Answering "What" Questions Function 3: Using Negations Function 4: Stating the Owner of an Object Function 5: Telling One's Telephone Number Dialogue 1: Exchanging Business Cards Dialogue 2: Whose Planner Is This? Dialogue 3: What Is Your Phone Number?
	Lesson 3	Vocabulary Function 1: Telling Time Function 2: Telling Business Hours Dialogue 1: What Time Is It? Dialogue 2: Hours of Facilities/Services of a Hotel
	Lesson 4	Vocabulary Function 1: Telling Prices of Items Function 2: Using "Also" Function 3: Conducting a Shopping Dialogue 1: Shopping in a Department Store Dialogue 2: Can I Use a Credit Card?
	Lesson 5	Function 1: Describe Items Using "This/That Item" Function 2: Describe Items Using Adjectives Function 3: Describe Items Using Country of
	Manufacture	Function 4: Using Counters Dialogue 1: How Much Is That Blue T-Shirt? Dialogue 2: I'd Like Three Cream Puffs, Please.
	Culture section	Reading and Writing Hiragana & Katakana (optional)

CHAPTER 11

Business Chinese for Local Businesses

Chun-Yi Peng

City University of New York

1 Introduction

This report proposes a Chinese course for business purposes aimed to help students understand and communicate in Chinese in simple business settings. Currently, many business Chinese courses are designed for corporate settings alone (i.e. for advanced learners of Chinese who wish to work for businesses in China). Alternatively, there are not many courses available for non-Chinese speakers who plan to work in overseas Chinese communities. In particular, at the community college level, students are usually not well equipped with basic communication skills in a foreign language at the level required to function in the workplace. This proposal, therefore, is designed for students working for local Chinese businesses, who are looking to acquire basic and hands-on communication skills they can put to use in the workplace.

1.1 Institutional Background

The context for this course is at the LaGuardia Community College, a community college located in New York. Many community college students in New York are working full-time, and a lot of them are working for local ethnic businesses owned by Chinese immigrants. In order to accommodate students' needs, this course will primarily be focused on local businesses instead of corporate settings. The goal of this course is to give community college students hands-on Chinese skills and knowledge that they can put to work immediately while accommodating their hectic work schedules.

This course is targeted at beginning Chinese learners, especially students with less than two years of Chinese second language learning. Potential students will be required to have completed at least one semester of Chinese in order to enroll in this class. Students will be equipped with not only linguistic but also non-linguistic skills, such as understanding cultural traditions and cross-cultural communication, as well as deciphering colloquial and idiomatic expressions. Topics would include talking to a colleague, working in a warehouse, taking orders from customers, and writing business emails. The proposed course would be offered as a Saturday class to better match the schedules of potential learners.

2 Needs Analysis

The first design stage of this course involves the identification of stakeholder needs. As the outcomes of the course will directly influence students' work performance, it is important to understand stakeholder needs before the course is carried out. The stakeholders of this course include the language instructor, students, as well as potential employers and customers of local

Chinese businesses. In order to conduct an effective needs analysis, I will first develop an online survey to explore the needs of the stakeholders and assist in shaping the materials to be covered in the course. The purpose of this analysis is not only to outline general linguistic and cultural competence for people intend to work in local ethnic business, but also to identify what exact phrases and expressions should be covered in the proposed Business Chinese course. The following are some example survey questions:

- What do you think would be some of the most useful Chinese phrases to know if you work in a local Chinese business?
- If you own a restaurant or a grocery store, what do you want your employees to know about your business?
- As a frequent shopper at a local Chinese grocery store, what are the things you buy most often?
- As an instructor, what would be the best approach to build up students' communication skills?

In addition to surveying local business owners and customers, I will also approach students and instructors from other schools that have taken similar classes to collect feedback.

3 Student Learning Outcomes

While the results of the above needs analysis will inform specific student learning outcomes (SLOs), expected goals for the course were tentatively identified through discussion with experienced Chinese teachers. The short-term goal for the course is to equip students with hands-on communication skills that they can use at work, and the long-term or ultimate goal is to

motivate students to continue studying the Chinese language and pursue the next level of learning. By the end of this course, we hope students will be equipped with both linguistic and non-linguistic competence. Linguistically, we decided to focus more on speaking and listening, instead of reading and writing, with potential SLOs identified as students being able to:

- Expand their vocabulary specific to business context
- Communicate in a business setting
- Understand business etiquette
- Understand business communication on the phone (e.g. taking orders or reservations)

In addition to the linguistic component, this course will also give students the cultural competence they need for working in a local Chinese business. The learning outcomes listed below are based on general customers' experiences of shopping and eating in Chinatowns. These outcomes address the differences between Chinese and American cultures. After taking this course, students will be able to:

- Communicate across cultures (utilize pragmatics in different cultural contexts)
- Decode/decipher some colloquial and idiomatic expressions
- Understand certain cultural behavioral conventions (sitting arrangement at dining tables, in cars, etc.)
- React appropriately in cultural contexts

4 Materials and Curriculum

Since the proficiency level of the target students for this course is beginning to intermediate, the course will be taught mostly in English. In addition, as most of the potential

students will be working full time throughout the semester, the amount and difficulty of the homework assignments should be carefully planned. Therefore, in terms of materials, I will research existing curricula and compile materials suitable for this course, as most of the available business Chinese materials will be above the proficiency level of our target students. One potential resource is *Startup Business Chinese* (Kuo, 2006), and this can be used as a helpful reference, but students will not be required to purchase the book. Other potential resources will likely have to be developed, such as compiling a word list of Chinese metaphors.

The class will primarily concentrate on students' oral communication skills instead of reading and writing skills. Potential activities include: (a) role playing (i.e., learning how to react in real life situations); (b) having guest speakers in person or via Skype, such as business owners or corporate administrators (HR staff); (c) video clips to demonstrate interactions in business contexts; (d) class discussions (e.g., students will be paired up and share their thoughts with their partner and then share their thoughts with other groups); (e) language partners (e.g., pair Chinese students with Chinese learners); (f) teasing apart linguistic and business skills; and (g) communication in daily-life settings (e.g., at the Chinese dinner table). In terms of the syllabus, a situational-functional syllabus centered around business settings seems most appropriate. An example of how this might look is displayed below:

1. Local restaurants and grocery stores (external settings)
 - taking orders
 - interacting with customers
 - taking customer complaints
 - talking on the phone (general inquiries about opening hours, locations, etc.)

2. Local businesses (internal settings)
 - organizing inventories
 - regular meetings
 - warehousing
 - helping customers
3. Looking for a job
 - job interview: introducing yourself and your career goal
 - writing a resume
 - writing a cover letter
4. Social occasions
 - business lunches
 - cultural and idiomatic expressions

5 Assessment and Evaluation

5.1 Assessment

This course will incorporate both achievement and diagnostic assessments to ensure that students meet their targeted outcomes. In terms of achievement, since this course does not resemble regular language courses, which meet one hour a day and three to four days a week, unconventional assessment tools will be deployed to measure students' learning outcomes, such as oral proficiency interviews (OPIs), role-plays, and presentations. These assessment tools will assess students' oral communication skills and how they react to various contexts. The purpose of the OPI is to assess a student's general proficiency in responding to questions in a familiar context. It is crucial that interview questions be made based on the teaching materials. Role-plays

will assess students' overall reactions to culture-specific contexts. Finally, presentations will measure students' ability to organize and articulate ideas in simple Mandarin. These three measurements will complement each other in assessing students' abilities in listening, speaking, and integrated speaking—for which students will have to listen to or read the questions before they can answer the question orally. A rubric will be designed for each of the aforementioned assessments (see Appendix A). Students will also be given completed rubric papers with results, feedback, and peer review.

Diagnostic assessments are especially important for the purpose of this course as well, since most students are working full-time during the week and can easily fall behind if they are not motivated enough. For diagnostic purposes, instead of measuring students' knowledge and proficiency, I will adopt interviews and self-assessment questionnaires.

Students will have regular interviews with the instructors in order for the instructors to gauge students' progress and potential issues in relation to their learning outcomes. Instructors will give students advice and help them switch to other classes if necessary. A self-assessment survey will be conducted after the mid-term exam. This will be an opportunity for students to not only assess their own learning outcomes, but also to give feedback about the course. It should be noted that if native or heritage speakers register for the class, they should be required to do extra or more advanced assignments so that the assessment is fair for everyone.

5.2 Evaluation

This section describes how I will gather information to measure the effectiveness of the course. Evaluation measures will be utilized from both the instructor's and students' perspective. From the instructor's perspective, the most obvious way is to look at student performance for their final projects (e.g., oral proficiency interview and role-play). Students' oral performances will reflect the effectiveness of this course. The instructor's feedback (both to the students and to the department) can also be a useful source for evaluating the usefulness and effectiveness of the course. From the students' perspective, evaluation data will be collected by giving students an evaluation survey at the end of the course. It will follow the regular institutional survey questionnaire for general course evaluation used at the college. In addition, instructors will be encouraged to keep a journal while teaching the course or to produce a reflection paper at the end of the course so that subsequent instructors or course coordinators can make improvements based on previous experience.

6 Conclusion

The development process of the course has helped me to rethink what makes great materials for foreign language learning, specifically language for specific purposes. As an L2 English speaker, I learned most of my English in a classroom setting before I first studied in Australia, where I ended up working for a local cafe. Once, I was looking for a dust pan, and I immediately realized I did not even know how to say 'dust pan' in English even after 10 years of English learning. What struck me was that foreign language learning can be rather domain-specific; I was able to read college textbooks in English but did not know how to say 'dust pan'. That experience inspired me to propose this course, because I found that most of the existing

Chinese curriculum and learning materials are for academic purposes and many of them are not particularly useful for daily life communication.

Some caveats must be included about the limitations and constraints of this course. Language and vocabulary in the classroom setting are often simplified or tailored to students' language proficiency. Therefore, they may not truly reflect what students hear in real life. In addition, limited class time and limited access to native speakers are always constraints for any kinds of language learning. Students should be encouraged to access resources outside of the classroom.

Likewise, while much of the course is designed for students whose native language is English, given the diversity of the study population in New York City, instructors should take advantage of the linguistic diversity in the classroom and encourage students of non-English speaking backgrounds to share their learning experiences. Non-English speakers may have different developmental constraints than English speakers, and the ultimate goal of this course is that everyone can benefit from a diverse learning experience and be motivated to continue the study of Chinese.

Unlike many traditional Mandarin courses that talk about family, school life and history, this course concentrates on oral communication skills that can be immediately put to work, which is one of the greatest potential benefits of this class. Ultimately, this proposed course is for community college students who are looking for courses that serve very practical purposes.

Appendix A

Article presentation rubric

	Criterion	Requirements	Point Value
Language ability and content	Vocabulary	Be able to use vocabulary relevant to business contexts, be able to express ideas clearly	____/5
	Pronunciation	Be able to make the distinction of the four tones in Mandarin and produce understandable speech	____/5
	Grammar	Be able to use grammatical structures correctly, be able to use different grammatical structures to express ideas	____/5
	Depth		____/5
format	presentation	Images and sound files are relevant, well-explained, and easy to read/see; information on slides is explained, not read.	____/5
	length		____/5
total:			____/30

5=exemplary; 4=good; 3=satisfactory; 2=needs work; 1=inadequate

CHAPTER 12

Chinese for Working Professionals: A Textbook for Intermediate-High to Advanced Learners

Yi Zhou¹

and

Haidan Wang²

¹University of North Carolina at Chapel Hill

²University of Hawai‘i at Mānoa

1 Introduction

This case study examines the development of a textbook on “Business Chinese for Working Professionals” for ACTFL Intermediate-High to Advanced level Chinese learners who are interested in improving their linguistic skills and acquiring related business knowledge that would benefit their career when communicating in Chinese. The main impetuses of this project are to cater to learners’ needs from a broader perspective and to facilitate learning using technology. The target audience for the textbook is working professionals that includes Chinese learners (e.g., college students) with or without prior job experience. This textbook is expected to be suitable for any learner who uses Chinese in the workplace. In order to keep this textbook up-

Zhou, Y., & Wang, H. (2015). Chinese for working professionals: A textbook for intermediate-high to advanced learners. In J. Trace, T. Hudson, & J. D. Brown, *Developing Courses in Languages for Specific Purposes* (pp. 176–184) (NetWork #69) [PDF document]. Honolulu: University of Hawai‘i. doi: <http://hdl.handle.net/10125/14573>

to-date, we plan to use software such as Blackboard or Sakai, as a platform, which will enable us to upload teaching materials and replace any outdated sections. The textbook will cover themes and topics reflecting the ongoing changes in many aspects of business Chinese for professionals, such as economy development, business etiquette, or culture. Authentic materials will be adapted from a variety of sources such as *China Daily*, www.caixin.com, and the *Financial Times* in Chinese (www.ftchinese.com).

1.1 Institutional Background

Working as business Chinese teachers in American colleges for over a decade, we have observed the need to develop a textbook for business Chinese. In the Department of Asian Studies at University of North Carolina at Chapel Hill (UNC-Chapel Hill), “Chinese 443 – Business Communication in Chinese” has been offered to undergraduate students for the advanced study of the Chinese language for the past three years. It is a regular, semester-long course for Chinese majors, and students of different majors and minors. The course has been popular among the students whose backgrounds and majors are diverse. A lack of updated and technology-embedded business Chinese textbooks available on the market, however, is a constant problem.

Similar concerns have been identified in the Chinese Section in the Department of East Asian Languages and Literatures at the University of Hawai‘i at Mānoa, which has been offering two intensive courses—third year (Fall) and fourth year (Spring) *Business Chinese for Professionals*—to advanced-track students since 2007. Each is a semester-long, eight-credit course. This advanced course series attracts undergraduate and graduate students with a wide

range of majors, including accounting, anthropology, Asian studies, biology, business administration, computer, economics, engineering, finance, general business, international business, management, mathematics, political science, psychology, public administration, sociology, and secondary education. The third-level course uses *Chinese for Managers* (Zhang, Zhang, & Wang, 2005) as the main textbook. The follow-up volume of this series by Zhang, Zhang, Liang, Lai, and Li, (2005), originally selected as the fourth-level textbook, has been identified as either outdated or no longer interesting to the majority of students. A hybrid course has been since created in an attempt to cater to the demand for a suitable textbook and a supporting course platform. This hybrid model has been repeatedly used and updated over the course of the last three spring semesters.

According to a 2013 survey of fifty universities, colleges, or institutes, conducted by the University of Michigan CIBER (Centers for International Business Education and Research), the number of American post-secondary schools that are planning to or are interested in starting a business Chinese program has grown significantly over the last three years, from six to 26 (a 330% increase). This survey also shows that 87% of business instructors developed their own teaching materials along with chosen textbooks to meet the needs of their diversified learners. This is particularly the case for upper-intermediate and advanced level business Chinese curricula (Wang 2014). This is due to the fact that business Chinese instructional materials often consist of “generic readings or fictitious conversations”, or are “based purely on content and approaches fabricated by textbook authors according to preconceived notions of the needs of the textbook user” (Wang, 2011, p. 28).

2 Needs Analysis

In order to profile and probe the needs of students at UNC-Chapel Hill, one author conducted surveys in 2010 on those students who took 300-level Chinese classes, many of whom might take a business Chinese class in the future. Thirty-one non-heritage students participated in the survey, with 24% majoring in Chinese, 22% in business, 16% in global studies, and 52% in other subjects including double majors. Eighty-five percent of participants surveyed indicated they were minoring in Chinese. Although there were numerous requests from heritage students for a business Chinese class, the department was unable to offer such a class at this level at this time due to financial and faculty restrictions. It was expected that the majority of students planned to take the course as a requirement to complete a language course, as well as to satisfy their own curiosity. All of the students wished to learn more regarding business Chinese and culture; however, when asked about their knowledge of business Chinese classes, 55% of the students chose the answer, “I don’t know”. This unexpected answer demonstrates that the term “business” can be defined as broadly as “profession”. Students also made suggestions on topics, which could be included in a business Chinese class, such as the Chinese economy, working with Chinese businesses, business etiquette, China’s influence on Asia and the world, dealing with government, and interview skills. When asked about what skill(s) they expect to improve by taking a business language class, 55% of students hoped to improve their oral proficiency, which they considered most important for their future career or life.

At the University of Hawai‘i at Mānoa, a needs survey and analysis are always conducted at the beginning of each Fall semester when the advanced cohort starts its upper-intermediate (third-year) level course. Students at these levels indicate their preferences for topics and

functions such as “answering questions in a job interview”, “giving opinions in a company meeting”, “talking about the company and work with colleagues”, “discussing popular topics in contemporary China,” and “global issues on economics, environmental, and technology”.

When planning any business foreign language course, we should also consider the interests of companies who wish to hire employees with solid cross-cultural and communication skills. Prior experience leading MBA students to work with international companies in China taught us that many international businesses believe there is a deficit of employees trained in business, as well as cross-cultural and intercommunicative language skills (Borst, 2005). These skills include speaking, reading, and writing under the target of cultural context and global setting.

In addition, we analyzed students’ tests, class discussions, observations, and meetings with instructors from other institutions in order to gather content information. From these different sources of information, we believe the development of a textbook consisting of authentic materials for intermediate-high to advanced Chinese language learners as well as instructors who will teach business classes at this level is a worthwhile endeavor.

3 Student Learning Outcomes

Based on the above analysis, we decided that the proposed textbook “Chinese for Working Professionals” could be used for a one-semester program for language learners who have completed at least two years of Chinese studies or its equivalent. The objectives are to: (a) have learners improve on business/workplace proficiency in terms of accuracy, fluency, and

complexity; and (b) enrich learners' knowledge of the globalized world, business etiquette, and socio-cultural customs found in authentic readings and writings.

In alignment with the textbook objectives stated above, we have created a set of expected student learning outcomes (SLOs) for our textbook project. Upon completing the textbook, learners will be able to:

1. Comprehend authentic reading and listening materials with appropriate ACTFL proficiency levels (Intermediate-high to Advanced-mid) accordingly
2. Interpret and demonstrate awareness of cultural nuances and complications appropriately in forums, discussions, and written assignments
3. Discuss, debate, and analyze materials critically with oral application of one's academic knowledge in Chinese
4. Summarize listening, reading, or research-related materials in written and spoken forms
5. Conduct and present individual or group projects and case studies
6. Write linguistically and culturally appropriate business texts

4 Materials and Curriculum

The proposed textbook will be organized by eight thematic units including: cross-cultural communication in a global setting, employment trends and corporate culture, marketing and advertising, effects of globalization, e-commerce and social media, energy issues, environmental sustainability, and eco-tourism. The goal of these will be to provide learners with workplace negotiating/networking skills, as well as the ability to write résumés, business letters, emails, and

marketing proposals. Simulated real-life collaborative tasks and projects will be adopted to encourage teamwork and individual involvement using the target language.

The text is structured around key communicative objectives that will improve students' comprehension of authentic materials. This includes access to reliable online newspapers/magazine reports, analytical articles, emails, TV shows, and news stories that provide engaging contexts for language practice and culture learning. Throughout this textbook, learners are directed to a project-based approach containing a series of real-life tasks and case studies. Doing projects and case studies promotes interest, enhances problem-solving skills in the target language, and also familiarizes learners with different speaking activities such as presentations and brainstorming, which are necessary for many careers. Skills such as adeptness at communication, organization, and teamwork are also developed, which are considered critical in the global economy.

5 Assessment and Evaluation

This project is to produce a textbook for college students or users of equivalent level, so rubrics for each skill (listening, speaking, reading, and writing) will be provided in the teacher's manual to supplement the assessment needs of potential users. Diagnostic assessment is suggested to be conducted in the form of students' needs analysis, surveys, or questionnaires for related language and content courses that students have taken prior to using the textbook. The assessment of student learning will be focused on their achievement of linguistic and business content knowledge in a broad sense. The linguistic knowledge will be assessed in the form of ongoing quizzes, unit tests, and exams that cover all four skills (e.g., SLOs 1-6). The

content knowledge will be assessed in the form of email-writing, end-of-unit projects, case studies, summaries, reports, essays, presentations, business plans, and marketing proposals pertinent to students' interests as well as their linguistic ability (e.g., SLOs 5-6). These forms of summative assessment will integrate both linguistic and specific content. It is expected that teachers will have a great deal of flexibility in terms of utilizing these assessments, such as combining these into a single portfolio or other form of alternative assessment.

To ensure textbook material development can be accomplished in a timely and effective manner, we will field-test the pilot units on both campuses starting from Spring 2015. We will continue to exchange teaching experiences, issues, and our reflections through frequent Skype meetings. Feedback can also be collected from end-of-course student evaluations or monthly journals about material and content. We will also conduct more field-tests of our materials in national and international workshops/conferences such as the CIBER Annual Business Language Conference and the Chinese Language Teacher Association Annual Conference, in conjunction with the ACTFL Annual Conference and other seminars of related fields.

6 Conclusion

We believe the textbook “Chinese for Working Professionals” profiled in this report is innovative in its project-based and case study approach that will engage learners in real-life tasks and business scenarios that will enhance students' linguistic and cultural competence. The text selection is based on authentic sources, exposing learners to practical listening and reading materials to better prepare them for future professional jobs.

While the textbook can potentially fulfill interested students' and instructors' needs, we are also concerned that this textbook may contain some outdated knowledge by the time it is published. We hope that using technological platforms such as *Blackboard* and *Sakai* can help keep content up-to-date, accessible, and affordable to users. We also hope that the potential publisher can support or supply a multimedia application for the textbook, including online workbook activities, which can keep the textbook sustainable in the long run.

Through collaboration and attending workshops, we have had the opportunity to launch this textbook project idea into the first stage, which is to start writing the textbook professionally. By designing and piloting two units of the proposed textbook in the above-mentioned two universities in spring 2015, we will be able to collect and analyze the data of students' feedback to revise these two units and later incorporate a wider assortment of business and job-related content that can be tailored to meet a variety of interests and proficiency-level needs. For future business language textbook or course developers, it is important that learners' needs analysis be the top priority from which student learning outcomes are maximized and teaching materials and methods are developed. Furthermore, a reliable and valid tool for evaluating a business language textbook or course should be considered so as to sustain a steady growth of any language program. Bearing these essentials in mind, we will continue work on this textbook with our greatest effort, and progress it to its final stage.

CHAPTER 13

Developing a Business Chinese Reader

Haidan Wang

and

Jing Wu

University of Hawai'i at Mānoa

1 Introduction

We are proposing to develop a “Business Chinese Reader” (BCReader hereafter), intended to provide users who plan to work and live in China with authentic reading material. As opposed to existing business Chinese readers in the market, which are actual textbooks, this BCReader is composed of selected reading texts from a variety of sources. The primary goal is to provide a comprehensive perspective of the reading needs of second language users of Chinese living and working in the Chinese-speaking world.

1.1 Institutional Background

This project was initially proposed following a request by a publisher who has successfully published the *China Law Reader* (Foster, Yajima, & Lin, 2012), which is

considered one-of-its-kind in the area of Chinese for legal purposes. This project also comes from instructors at the University of Hawai'i at Mānoa (UHM) with experiences in teaching business Chinese for nearly a decade. Since 2007, the Department of East Asian Languages and Literatures (EALL) at UHM has had an established Chinese for Business Professionals program where a three-track (beginning, intermediate, and advanced) course series is offered for students from a variety of majors and discipline interests. Each track of the business Chinese course has a curriculum with a two course syllabi and selected supplementary material. However, these textbooks come with very limited exercises for each of the four basic language skills. Authentic reading texts from the real world are especially rare, although there are a few pseudo-authentic readings modified for classroom use. The compilers of the proposed BCReader feel that the development of such a reader may substantially complement the existing textbook for the reading parts. This BCReader may also serve departmental program needs. The Chinese Section of EALL has recently received Chinese Language Flagship funding to train students to a professional level of Chinese proficiency, emphasizing language skills needed in the workforce. The BCReader will help facilitate Chinese Flagship students in achieving a targeted reading proficiency level during their capstone year or year studying abroad. The target audience of this BCReader will be learners with ACTFL Intermediate and above levels of Chinese who are interested in using Chinese for business or professional situations and who wish to improve their reading skills to the next level.

The compilers consist of three faculty of EALL at UHM: Haidan Wang, Jing Wu and Xue Xia. They all have the experience in teaching business Chinese ranging from two to ten

years. Haidan Wang also has been conducting research in teaching Chinese for business or professionals since 2006.

2 Needs Analysis

The publisher's interest and faculty's experience have initiated the demand for the development of this reader. A needs analysis (Wang, 2011) and program evaluation (Wang, 2013) have also revealed the necessity of supplementing authentic materials for classroom instruction because business Chinese textbooks in the market are less pragmatic in terms of the authenticity of the reading materials (see Wang, Tschudi, & Jiang, 2007). Based on their experiences, the compilers feel that the proposed BCReader may be particularly useful for heritage students at different levels of Chinese proficiency. Compared to their speaking proficiency, these learners lack equivalent reading proficiency, especially business Chinese literacy and exposure to work/ living environment-related texts. Providing the BCReader during their business or professional language training will definitely enrich them with large amounts of real-world reading, therefore widening the perspective of their knowledge of business Chinese and culture.

Besides the needs stated above, a literature review is necessary to research existing readers in other business languages on themes used, organization of materials, and types of sound components. It will also be beneficial to survey the potential users (e.g., the college business Chinese learners or professionals working and living in China) about essential content. Identifying thematic topics besides the ones assumed useful by compilers will help triangulate stakeholders' needs (Brown, 2001). The requesting publisher has also expressed an interest in

conducting a survey of potential users in American colleges with programs offering business Chinese courses. We will follow-up with the publisher to discuss the survey's design, distribution, and eventual results, as well as future steps. In addition to the above, the authors are planning to survey stakeholder needs at both the local and national level. Specific stakeholders include:

- Current students enrolled in Chinese courses here at UHM via questionnaires each semester in business Chinese courses
- Connections with alumni who have taken the business Chinese course series at UHM
- Flagship students studying abroad or returning from their capstone year
- Students who have had the experience of studying abroad
- Any professionals with experiences of living and working in China
- Professional networks such as Chinese Language Teachers Association in the U.S., and the annual CIBER (Center for International Business Education and Research) Business Language Conference network in order to obtain a broader view of this project and the issues related to it.

3 Student Learning Outcomes

This BCReader is intended to offer users an opportunity to read a large variety of authentic, printed material covering a wide range of themes that users might confront when working and living in Chinese-speaking environments. It is also intended to equip users with the skills to comprehend various types of Chinese texts at ACTFL Intermediate and above levels. Therefore, the following intended student learning outcomes are proposed. It is expected that, upon completing studying this BCReader, learners will be able to:

1. Recognize vocabulary, set phrases, structures, and main components of Chinese texts presented in all units, thus broadening and deepening their knowledge of Chinese texts in business, as well as other social and living/working situations
2. Develop the ability to identify and recognize key vocabulary and structures illustrated in the reading texts
3. Recall and locate instructed language forms in new texts, and appropriately interpret their meanings in both linguistic perspectives and cultural implications
4. Comprehend various written communications in the workplace such as email correspondences, notifications, posters, signs, letters, etc.
5. Comprehend and summarize various formal business documents with a variety of text forms and difficulties covered in this reader, such as business plans, business licenses, balance sheets, business contracts, etc.
6. Develop cross-cultural awareness, distinguish cross-cultural differences through various reading activities, and identify nuances and cultural implications contained in the texts

4 Materials and Curriculum

The BCReader is organized by topics and is composed of twenty-seven thematic units, sequenced by overall textual difficulty and modes the learners might encounter during their residency and work experience in Chinese-speaking environments. The major content will range from business or professional-related subjects to everyday life topics, such as advertisements, communication, house rental, delivery service, public transportation, business cards, business letters, company structures, business documents, and so on.

Each unit includes two parts: (a) texts and (b) exercises. The text section will consist of three to five carefully selected original pieces, containing representative content and formats that the developer can consider and encompass. Each reading text will have underlined key words and expressions with subscript numbers in the reproduced text that are juxtaposed with the original authentic text. For longer document texts in the latter part of the reader, the authentic texts will not be reproduced since the text format is clear enough to read. Instead, select words and expressions will be directly underlined and subscripted in the original texts. Pinyin and English explanations will be provided next to each listed word or expression. Cultural notes will follow the expression list, illustrating cultural connotations or implications that are embedded in the texts. Structural and linguistic patterns will be listed and explained if they are commonly seen in the same thematic texts. Styles and formats with culture connotations of certain business-related exchanges and documents will also be presented and described in detail.

The exercise section will consist of three to five selections with less difficult texts in terms of linguistic components and cultural content. The major forms of exercise tasks will ask learners to: (a) explain the meanings of circled or underlined parts in the texts for exercise purpose; (b) identify words or expressions containing certain meanings or functions that are introduced in the text section and explain their meanings in the texts; (c) address detailed information from the text passage; (d) summarize lengthy texts; and (e) explain the cultural implications in English.

5 Assessment and Evaluation

Because we consider the BCReader as a reading package tailor-made for specific community learners (Orr, 2002) with Intermediate-Low ACTFL Chinese reading proficiency in colleges or universities, we are planning to assess the learning outcomes through several different approaches. First, we will group two to three units that are thematically related and form a unitary test. For instance, the business card (Unit 1) and invitation card/letter (Unit 2) can be tested as a mastery unit. The format may be similar to that of exercises, with either authentic or pseudo-authentic new texts, highlighted words, set-phrases, expressions, and structure patterns explained and practiced in the BCReader text section. This allows learners to explain the meanings and cultural connotations (outcomes 1 and 3). Test items should always be presented in new texts, but contain words and expressions that are familiar to learners. Learners will be asked to identify and explain the meanings of parts or sections that convey the tested information (outcome 2). Similarly, paragraph length texts or discourse texts can also be used to assess comprehension of workplace communicative exchanges, and documents in formal business settings. Additionally, various assessment approaches can be used in conjunction with the reader, such as summarizing, listing related details, and identifying cultural connotations and nuances. (outcomes 4-6).

Evaluation of the draft version of this reader will be conducted by seeking feedback from (a) college professors or researchers whose expertise includes language teaching (especially Chinese) for specific (business) purposes or teaching and testing readings, especially extensive readings, (b) teachers of business Chinese in other colleges who are interested in field-testing this BCReader draft, (c) users/students using this BCReader for extensive reading purposes, (d)

non-native speakers who work and live in China or any Chinese speaking communities, and (e) book reviewers for systematic and specific suggestions. All these can be conducted in the form of questionnaires, online surveys, or focus-group interviews. Revisions to the reader will then be made by synchronizing all constructive suggestions and comments, followed by one or two more rounds of field-testing conducted by the authors.

6 Conclusion

This project will benefit business Chinese instruction using rich authentic materials covering the widest range of perspectives that learners may need when living and working in China or Chinese-speaking areas. This product, the BCReader, will be the sole book in this field, and is truly needed for supplementing classroom teaching, and individuals' self-study. It is an innovative attempt to redevelop the concept of a business language reader, where authentic and culturally-rich content is needed. The BCReader may also serve as a module or source of reference for other business language reader development.

The limitations of the BCReader are related to the selection of texts as well as the exercise design. First, there are questions about the number of texts per unit. In other words, are the three to five texts in each unit adequate for all themes, or should we make the number of text pieces in each unit vary so that a substantial amount of necessary text is included in related themes or units? Secondly, we wonder if the material organization formats are adequate to make users fully exposed to what has been covered in the texts. Does completing the texts and exercises along with other activities actually ensure learners or users of this BCReader will achieve all the proposed learning outcomes? This raises questions about how we can collect

feedback from users effectively, and thus enhance the quality of the BCReader. Lastly, we wonder about whether or not we need to open an online forum for such exchanges during the field-testing period and potential problems using authentic materials (Day 2003, 2004).

We are also concerned with the potential users. In other words, we wonder whether or not there will be enough interested users for this reader in order for it to reach publication. To better assess this, we are planning to discuss our project with a few more publishers besides the publisher whose interest initiated this project. We are also preparing a short proposal that will highlight the potentials of this reader, such as its uniqueness in the field. We would also promote this reader in professional conferences such as the aforementioned annual CIBER business language conference, the CLTA annual conference in conjunction with the ACTFL annual conference, as well as other opportunities or venues that the publisher may propose.

Through the development of this project, the authors of this reader have learned that needs analysis may be the most important part for this type of language for specific purposes project. With limited manpower—especially when the authors are also working full-time—we have to rely largely on our own experiences and presumptions of what might be useful to learners. This may reduce the usefulness of this project. However, everything must have a beginning. Our hope is that this proposal can serve to contribute our own enthusiasm about this project and share our experiences with colleagues developing similar projects.

Part 3: Language for Various Purposes

CHAPTER 14

Curriculum Development of Korean Language for Diplomacy

Yeonhee Yoon

University of Notre Dame

1 Introduction

Diplomats who reside in Korea regularly must deal with issues on domestic and international politics, international relations, economics and trade, North Korea, history, environment, and other areas. In order to perform their duties effectively, they need to be able to use Korean for purposes such as negotiating, meeting with Korean government officials, reading and comprehending diplomatic documents, translating, interpreting, and other specific tasks requiring a very specific knowledge of the language. While there have been studies on Korean instruction for academic purposes based on disciplines such as Korean for Humanities, Theology, Social Studies, or Management, there are very few studies on Korean for Diplomacy purposes. To that end, this proposal specifically aims to develop the curriculum of a Korean language for Diplomacy Purposes (KDP) course.

From a Language for Specific Purposes (LSP) perspective, the KDP course focuses on helping diplomats to improve their Korean language proficiency in order to perform their formal

duties effectively, as well as to build rapport and relationships with their Korean counterparts in informal situations. In short, the purpose of Korean for diplomacy is differentiated from that of other LSP courses, as well from general Korean. For example, the curriculum of Korean language for diplomacy should include the content of international relations and international politics and economics, reflecting the tasks diplomats commonly face.

The curriculum of the KDP course is differentiated from that of general Korean language instruction since it is catered to specific disciplines, meets particular needs of the learners, and adopts appropriate methodologies and syllabuses for its specific purpose. Korean belongs to the Group IV of the most difficult languages for English speaking learners to learn, meaning that it takes about 720 hours of instruction to reach Intermediate High level on the ACFTL scale, which is roughly equivalent to three years in most U.S. universities (Sohn, 2014, p. 648). Moreover, it is necessary to teach specific terminology and fixed forms of expressions that are used in a formal setting and culture, since Korean and English are different in terms of syntactic features, as well as pragmatic features, and such errors might cause intercultural breakdowns in communication. Thus, developing learners' linguistic and pragmatic skills in diplomacy is extremely important in the area of KDP. In particular, the curriculum for this course should focus on improving students' oral communication competence in formal settings as well as comprehension skills in listening and reading media materials such as newspaper articles and TV news.

Korean language for diplomacy purposes is needed in academic settings as well as in foreign diplomatic missions. Based on the 2013 International Monetary Fund (IMF) report,

Korea is the ninth largest world trade country, and has the 14th highest GDP in the world. Moreover, with the recent increase in the number of foreign companies in Korea, there has been a similar increase in the number of foreign embassies and consulates, as well as diplomats, so as to promote good relations between Korea and other countries (“MOFA”, n.d.).

Furthermore, Korea-US (hereafter, KOR-US) relations are increasingly important, because the U.S. is Korea’s third largest trading partner and Korea is the U.S.’s sixth largest trading partner (“USTR”, n.d.). With the change in North Korea’s status to a nuclear power, Korea’s security is also extremely strategically significant. Korea is likewise geopolitically important because of its geographical location between China, the world’s second largest economic power, and Japan, the world’s third largest power. Not only is there a greater need for Korean speakers engaging in foreign affairs, these affairs increasingly are very specific matters with specialized vocabulary and customs.

1.1 Institutional Background

The Korean Language course for Diplomacy is a proposal to be implemented in the future at the University of Notre Dame. The target audiences for this course are Language Designated Position (LDP) diplomats or students who want to pursue their career in Korean-related government positions or who specialize in international relations. If this course were offered, it would take place as the seventh semester in a series of Korean language courses offered at the University of Notre Dame. It is designed for students who have successfully completed the third year of Korean II or whose proficiency is above Intermediate High level after taking a placement test offered by the language department.

2 Needs Analysis

I plan to conduct a needs analysis in order to gather information from Korean language learners in multiple contexts. Primarily, I intend to gather information from existing programs offering Korean outside of Notre Dame, such as U.C. Berkeley, Columbia University, Harvard University, Stanford University, UCLA, and University of Washington. To gather information related to diplomatic content, the Foreign Service Institute (FSI) might also be a valuable resource. The FSI is the Federal Government's primary training institution for officers and support personnel in the U.S. foreign affairs community, preparing American diplomats and other professionals to advance U.S. foreign affairs interests overseas and in Washington. Lastly, the Korean Language Flagship Center at the University of Hawai'i at Manoa is the first and only Korean language center in the U.S. dedicated to the cultivation of Korean specialists with professional-level proficiency in Korean, so this may also be a useful resource for language related data.

One additional source of information for the needs analysis will be the results of previous studies related to KDP projects. Kim (2007, pp. 60–63) conducted a survey on learner needs regarding Korean for diplomats with a total number of 43 diplomats from the U.S., the U.K., Australia, and New Zealand. The level of their Korean proficiency was 55% intermediate level (19 participants), 21% advanced level (7 participants), 15% superior level (5 participants), and 9% novice level (3 participants). Of note, 71% of participants were higher than intermediate level in their reading skills. This reveals that the level of diplomats' reading skills is remarkable. The motivations for learning the Korean language among the participants included the need of the Korean language in their tasks, the understanding of Koreans and Korean culture, duties related

to learning a foreign language, and the evaluation and incentives for a LDP. This result showed that the diplomats' motivations for learning Korean language are mostly related to their tasks in their divisions.

According to Kim's survey (2007, p.146), regarding the question of whether or not Korean is necessary for diplomats residing in Korea to perform their duties in foreign affairs, 67% (23 participants) replied that Korean was "very helpful", and 24% (8 participants) said that the language was "generally helpful." No participants characterized their language knowledge as "not helpful at all." Kim also surveyed the diplomats of English-speaking countries who had acquired Korean regarding which language skills were most useful for their performance in foreign affairs. More than 50% of diplomats replied that the most useful skills were "speaking and listening skills" followed by reading skills (p. 62).

Kim's (2007) study further indicated that the foreign language proficiency test of the U.S. State Department focuses only on speaking and reading skills, while the British Foreign and Commonwealth Office focuses on five areas including speaking, listening, reading, translation, and writing. Alternatively, the Australian department of Foreign Affairs and Trade focuses on only speaking skills (Lee 2009, pp.136-137). Lee suggested that the development of a Korean language curriculum and textbook for diplomats should include specific speaking skills such as formal addresses, negotiation, discussion, and interpretation in Korean. For example, discussion in Korean might include current affairs topics such as a free trade agreement (FTA) between U.S. and Korea or the Six Party Talks regarding the North Korean nuclear program. Interpretation in

Korean likewise might include problem solving between Koreans and international citizens living in Korea through simultaneous interpretation.

Kim (2007) also found that foreign diplomats are interested in various topics including economy, trade, international relations, Korean politics, security, issues of South Korea and North Korea, Korean society and culture, and science. Furthermore, the results revealed that speaking, listening, and reading skills are needed most by diplomats in order to perform their duties effectively. However, the participants expressed difficulty in improving reading skills, and thus it is necessary for curriculum developers to devise effective methodologies to help the learners to improve their reading skills effectively. The types of texts that diplomats read the most include information available on the Internet, memorandums/emails/text messages, public documents, newspaper articles, foreign affairs documents, academic articles, and academic books. The themes of these texts include economy, trade, international relations, Korean politics, security on South Korea and North Korea, Korean society and culture, science and technology, and other topics. In general, the main purpose of reading instruction for diplomats was identified as gathering and analyzing information and comprehending main ideas.

In addition, the results of the survey (Kim, 2007) revealed that diplomats used Korean in spoken discourse more in informal situations to build a rapport with their Korean counterparts or colleagues than in formal situations. Since participants' level of Korean is not as high as that of their native language, they don't tend to use Korean in formal situations such as diplomatic negotiations, public speech, or discussions.

3 Student Learning Outcomes

Although needs analysis of the curriculum of Korean for diplomacy in this project has not yet been completed, initial student learning outcomes (SLOs) were adopted using the Korean Language Flagship Center (KLFC) at the University of Hawai‘i at Manoa. This was done because the KLFC programs are professionally oriented to develop students’ superior-level proficiency in Korean in all four communicative skills and culture (Sohn, 2014). Superior-level proficiency is equivalent to the Interagency Language Roundtable (ILR) level 4 in reading and listening and level 3 in speaking where the student is competent in professional Korean in students’ major areas and occupational culture.

The curriculum of the KDP course will be designed to improve learners’ Korean language skills for the duties required of diplomats. In particular, the curriculum of Korean for diplomacy focuses on developing the learners’ reading competence as well as their oral communication competence in both formal settings (e.g., formal presentations, meetings, and negotiations) and informal settings (e.g., everyday interaction with their Korean counterparts). Based on the ILR language proficiency skill level and scale, Table 1 shows the projected SLOs for learners in the class.

Table 1

Projected SLOs for the KDP Class

Skill area	ILR Level	Student Learning Outcome
Listening	L4 (<i>Advanced Professional Proficiency</i>)	<ul style="list-style-type: none"> • Able to comprehend, analyze and critique listening materials • Able to learn to gather information more quickly and disseminate and share that information more effectively with others.
Speaking	S3 (<i>General Professional Proficiency</i>)	<ul style="list-style-type: none"> • Able to speak Korean with structural accuracy and fluency to participate effectively in formal and informal conversations in professional and social topics. • Able to express their opinions and ideas by using advanced level vocabulary and formal expressions • Able to develop their vocabulary focusing on diplomatic language and strategic politeness to enhance their understanding of the nuances of formal speaking
Reading	R4 (<i>Advanced Professional Proficiency</i>)	<ul style="list-style-type: none"> • Able to read and comprehend advanced-level Korean authentic reading materials in various topics relating to diplomats' tasks • Able to comprehend the meaning of advanced level vocabulary from the context, and analyze and critique reading materials • Able to understand professional terminology on international relations, Korean politics, security and South and North Korean relations.

4 Materials and Curriculum

The curriculum of KDP course has been developed based on content-based language teaching (CBLT) and task-based language teaching (TBLT) models. A textbook sample has been developed with the collaboration of a professor in International Relations and International Politics and Economy department. The main courses consist of (a) Media Research on Current Issues for listening and speaking skills and (b) Information Search and Sharing for reading skills.

4.1 Media Research on Current Issues

This part of the course is designed for students to further improve their listening and speaking skills in advanced Korean. Furthermore, this will enable them to better comprehend not only the language, but also current events and social issues related to Korea. Students will improve their listening skills through solving guided listening comprehension questions and analyzing issues implicit in media materials. They will discuss the issues in small groups and present their opinions. Tasks include an individual presentation, group discussion, survey, and other tasks. Table 2 displays the projected unit structure for this part of the course.

Table 2

Sample Unit Structure for Media Research in Current Issues

U2 US Armed Forces in Korea	주한 미군
U3 North Korean Nuclear Issues	북핵 쟁점
U4 Six Party Talks ¹¹	6자 회담
U5 KOR-US Trade	한미 무역
U6 KOR-US Free Trade Agreement	자유 무역 협정
U7 South Korean Foreign Policy	한국의 외교 정책
U8 US Foreign Policy	미국의 외교 정책
U9 KOR-US Relations	한미 국제 관계
U10 Northeast Asia and US Relations	동북아 국제 관계

4.2 Information Search and Sharing

This section of the course offers methods to help improve the speed of students' reading skills in order to achieve higher proficiency in researching Korean articles. Not only will students learn to gather information more quickly, but they will also learn to disseminate and share that information more effectively with others. This will require the ability to express oneself while thinking critically in advanced Korean. Upon completion of this section, students will be able to (a) know how to find the most appropriate information using newspapers, books,

and/or articles within the shortest amount of time, (b) improve their ability to read with speed and comprehend materials as quickly as possible through reading activities during class hours, (c) analyze materials critically in advance and prepare relevant questions to lead and encourage active involvement in the discussion from other participants, and (d) to articulate their thoughts and opinions to their audience with a clear and confident manner while keeping track of time.

Sample reading materials are provided in Table 2.

Table 2

Pre-Reading Material Sample

Pre-Reading material: This task elicits students to predict the content and brainstorm using students' prior knowledge.

1. 사진과 만화를 본 다음에 한미 자유 무역 협정에 대한 찬성과 반대의 논리에 대해서 생각해 봅시다. Think about the argument about pros and cons of KOR-US FTA after you look at the picture and editorial cartoon.
2. 다음의 도표를 보고 모르는 어휘를 표시하고 의미를 추측해 보시오. Circle the words or terms you don't understand and guess the meaning after you look at the chart and table.

A two-page reading text created by a consulting professor will be used in regards to content about the KOR-US Free Trade Agreement (FTA), including KOR-US FTA background, issues, strategies, and results is provided, followed by new grammar and expressions. Exercises in this text will include grammar, vocabulary, and reading/listening comprehension activities to help students to improve their reading skills. In addition, research questions for assignments will

be given, such that students can choose one question and present their opinion in the following class (see Appendix A for samples from the text).

5 Assessment and Evaluation

Placement assessment for the course will consist of standardized tests called the Test of Proficiency in Korean (TOPIK) and the Oral Proficiency Interview (OPI) in order to assess the students' level of proficiency at entry level. This will be done so that the program can place learners into the right class and the instructor can understand the current state of their proficiency. The same placement assessment will be conducted after the completion of the course for comparison purposes. Achievement assessments will include chapter tests and evaluations from both the instructor and peers on individual presentations, discussion leading, interviews, and other activities. See Appendix B for a sample achievement assessment on linguistic and content knowledge. In addition to assessment, it will be necessary to develop reliable and valid exit exams to monitor students' progression at the end of each unit of instruction. Furthermore, I will conduct the mid-term and final survey from the program coordinators as well as from the learners in order to evaluate the effectiveness of the course at the end of the course.

6 Conclusion

This project is meaningful in suggesting the need for the curriculum development of Korean language for diplomats and methodology in light of the increase of the number of diplomats residing in Korea and the importance of Korean diplomacy. In addition, this project attempts to compare and synthesize the separate needs analysis of speaking skills and reading

skills, which has led to the development of sample teaching materials in collaboration with an expert on international relations and diplomacy.

The major limitation of this project is that there are not enough local student participants for the needs analysis at this time. Therefore, it is necessary to conduct needs analysis for diplomats and other stakeholders such as the Foreign Service Institute (FSI), curriculum developers, and university Korean program coordinators. Furthermore, it is indispensable for instructors to have near-professional knowledge of international relations, international economy and trade, and politics. A clear and thorough analysis of the degree to which instructors possess this knowledge has not been done yet in this project. Lastly, a more complete understanding of the curriculum can only be gained once a full needs analysis is finished, which requires time and other resources.

This project has helped me to learn about the theoretical framework of how to design curriculum for LSP courses. I have found that the goal of speaking skills and that of reading skills in the curriculum of Korean for Diplomacy should be differentiated based on the needs analysis of the previous studies. For example, negotiation for diplomatic issues does not require reading skills, whereas reading skills are necessary to find information, comprehend main ideas, and analyze diplomatic issues. The reason for the differences between speaking skills and reading skills' necessity is that the public responsibility of reading is limited to the personal-internal level and the objectives of reading skills could expand to the formal areas, while the objectives of speaking could be limited to unofficial activities since the public responsibility of speaking skills can expand from personal level to state level. Therefore, I suggest that it is necessary to differentiate

the level of reading instruction and that of speaking instruction when we develop the Korean language instruction and textbook for Diplomacy.

Appendix A

Sample Reading Textbook Materials

Grammar

◎ N 때문에, A/V 기 때문에

- 날씨 때문에 비행기 운항이 중단되었다.
- 바람이 차기 때문에 겉옷을 하나 더 준비했다.
- 서로 자신의 이익만을 주장하기 때문에 결론을 내리기 어렵다.

◎ N 을/를 위해, V-기 위해

- 행복한 노년을 위해 일찍부터 연금을 준비하는 사람이 늘고 있다.
- 그 회사는 신제품의 단점을 보완하기 위해 사용자들의 의견을 묻고 있다.

◎ V-(으)므로써

- 인수인계를 모두 함으로써 나의 일은 모두 끝났다.

협상을 극적으로 타결지음으로써 국민의 신뢰를 얻게 되었다.

[Sample] Exercises

※ 다음에서 가장알맞은 어휘를 골라 위의 표현을 사용해 문장을 완성하십시오.

Complete the sentences with the most appropriate vocabularies from the context in the box.

□
 매다 미치다 밝히다 겪다

1) 가: 전쟁은 어떻게 끝난 겁니까?

나: 두 나라가 상호불가침 조약을 _____고 나서야 일단락되었지요.

2) 가: 버스 정류장에서도 흡연을 못하게 하다니 너무 심한 거 아닙니까?

나: 간접흡연이 주위 사람들에게도 영향을 _____기 때문이에요.

3) 가: 아직도 범인을 못 잡았습니까?

나: 진범을 형사들이 _____려고 동분서주하고 있습니다.

4) 가: 우리 아이도 조기 유학을 보낼까 봐요.

나: 너무 어린 나이에 유학을 가면 아이들이 혼란을 _____기 때문에 신중하게

결정하는 게 좋아요.

[Sample] Reading Comprehension Qs

1. 한국이 미국과 FTA 협상을 시작하게 된 동기는 무엇입니까?
2. 한미 FTA 협상의 주요 쟁점 분야는 무엇이었습니까?
3. 한미 FTA 협상에서 한국 측과 미국 측이 각각 사용한 전략은 무엇이었습니까?
4. 한미 FTA 협상에서 합의 된 조항과 각 조항에 대해 간략히 설명하십시오.

Appendix B
Sample Achievement Assessment Structure

Achievement Assessment area	Instruction	Examples
Advanced Vocabulary Assessment	Assessment on new vocabularies from reading and listening materials through completing the sentence with the appropriate vocabulary from the context.	<p>Fill in the blank with the most appropriate vocabulary from the examples. Example: 출범, 쟁점, 이의, 전략, 배상, 침해, 발효</p> <ol style="list-style-type: none"> 1. 새 정부 (출범) 1 년을 앞두고 평가와 전망이 한창이다. 2. 그녀는 물질적인 것뿐만 아니라 정신적인 (배상)도 요구했다. 3. 경쟁 업체를 앞지르기 위해 고도의 (전략)이/가 필요할 것 같다. 4. 반대 의견이 있으신 분들은 (이의)을/를 제기해 주시기 바랍니다.
New Grammar Points Assessment	Assessment on new grammar points from reading and listening materials through completing the sentence with the appropriate grammar from the context.	<p>Complete the sentence with the most appropriate grammar.</p> <p>가: 전쟁은 어떻게 끝난 것입니까? 나: 두 나라가 상호불가침 조약을 (맺다) 일단락되었습니다.</p>

Appendix B (Continued)

Reading Comprehension Assessment	Assessment on the content of reading materials	<p>Select the right statement about what the two countries pursue through the FTA.</p> <ol style="list-style-type: none"> 1. 미국은 FTA 를 통해 국내 고용 증가를 노리고 있었다. The U.S. expected to promote an increase in domestic employment. 2. 한국은 FTA 를 통해 값싼 농산물을 수출할 수 있기를 고대했다. Korea expected to export more agricultural products. 3. 한국은 FTA 를 통해 값싼 농산물을 수입할 수 있기를 고대했다. Korea expected to import more inexpensive agricultural products. 4. 미국은 FTA 를 통해 무역의존도가 낮아질 것이라고 예상하고 있었다. 5. The U.S expected to decrease the degree of dependence upon foreign trade <p>Select the best title of the news clip that you hear.</p> <ol style="list-style-type: none"> 1. 한미 FTA 연내 타결 지을 듯 KOR-US FTA might reach a settlement within one year. 2. 한미 FTA 1 년 득보다 실이 많아 KOR-US FTA one year, more losses than gains 3. 한미 FTA 미국 경제 회복에 큰 도움 줘 KOR-US FTA benefited the US' enormous economic recovery 4. 한미 FTA 발효 1 년-불황 속 '수출 버팀돌' 5. KOR-US FTA one year in effect- a fulcrum during export recession
Listening Comprehension Assessment	Assessment on the content of listening materials	
Speaking Assessment	Assessment on individual presentation	<p>Each student is required to research a topic of her/his choice that is related to the topic from the course, and present their findings to the class. Grades will be based on the quality of work, effective integration of reading materials and discussion materials, creativity, thoughtfulness, presentation documents, and contribution to a deeper understanding of the topic of their own choice.</p>

CHAPTER 15

Hawaiian for Indigenous Purposes to Sustain Hawai‘i’s Rich Culture and Language

Trixy ‘Iwalani Koide Tasaka

Kapi‘olani Community College

1 Introduction

The Hawaiian Language is the native language of Hawai‘i spoken by the indigenous peoples for hundreds of years here in the islands of Hawai‘i. With the introduction of the written form of Hawaiian language in the early 1800s and the overthrow of the Hawaiian Monarchy came the gradual loss of the original oratory tradition of the spoken language. Today, many Hawai‘i natives have worked to restore and regain the native tongue of Hawai‘i. The State of Hawai‘i recognizes Hawaiian as one of two official languages of Hawai‘i, alongside English.

This proposal is about the creation of a Hawaiian Language for Specific Purposes (HLSP) course that will merge the ideas of language for academic purposes and language for indigenous purposes together to serve both distinct purposes for second language learners of Hawaiian. Language for indigenous purposes is defined as a language learning environment that is directed towards being sensitive to the culture of the target language. When learning and

Tasaka, T. ‘I. K. (2015). Hawaiian for indigenous purposes to sustain Hawai‘i’s rich culture and language. In J. Trace, T. Hudson, & J. D. Brown, *Developing Courses in Languages for Specific Purposes* (pp. 211–217) (NetWork #69) [PDF document]. Honolulu: University of Hawai‘i. doi: <http://hdl.handle.net/10125/14573>

teaching a language, it is imperative to be-culturally sensitive in the development of course materials that include pedagogy, experiential learning activities, and assessment methods. This is one of the primary goals in any indigenous purposes course. Likewise, language for academic purposes places the goals and needs of the learners in the area of academic second language use, typically for learners receiving an education or working in academia in a context where the L2 is used. Many students learning the native language of Hawai‘i at the college level are often familiar with the Hawaiian language but may or may not have learned to speak the language. Those who do speak Hawaiian have typically learned from their family, school, or in a Hawaiian immersion school context.

1.1 Institutional Background

Here in the University of Hawai‘i system, beginning, intermediate, and advanced levels of Hawaiian Language courses are offered to students seeking to earn a degree ranging from an Associate’s degree to an advanced doctorate degree in Hawaiian. Community colleges offer Hawaiian language courses at the beginning and intermediate level only. The students at community colleges tend to have a different purpose and focus than their peers at four-year campuses. To this end, the mission of community colleges in the University of Hawai‘i system is to provide open access to Hawai‘i’s people, offering high quality education and training for students either transferring to a four-year college or entering the workforce.

There is a need for this Hawaiian for indigenous purposes course as a way to provide Hawai‘i’s people with a course to learn the native language of Hawai‘i in order to sustain the rich language and culture of Hawai‘i. There are many *kānaka* (people) interested in learning the

Hawaiian language in order to communicate as their *kūpuna* (ancestors) did and to perpetuate the language for their *keiki* (children).

This proposal was proposed by a Hawaiian language professor at Kapi‘olani Community college, which is located in Honolulu at the slopes of Diamond Head on the island of O‘ahu. The purpose of this proposal for a HLSP course is to identify the need for opportunities for Hawai‘i’s community to learn the native language of Hawai‘i.

2 Need Analysis

In the proposed needs analysis for this course, the data gathered will provide evidence to continue the development and implementation of the Hawaiian for indigenous purpose course to be offered at Kapi‘olani Community College’s credit and/or non-credit programs. This analysis will ultimately identify and support the college’s mission of leading to student success while sustaining Hawai‘i’s rich language and culture.

In order to complete this needs analysis, data from Kapi‘olani Community College on student enrollment, demographics, and status will be collected. Additional information will be gathered from students enrolled in the Hawaiian programs at the college inquiring about their goals and commitment to learning the Hawaiian language. A survey with questions about the student’s needs and wants concerning Hawaiian language will be one form of data collected.

3 Student Learning Outcomes

The projected student learning outcomes (SLOs) for the course will reflect the currently approved SLSs in use for Hawaiian language courses; however, the depth and breath of the outcomes will need to be adjusted for this course based on the results of the needs analysis. The projected outcomes should also align with the mission and goals of the college, focusing on open access to Hawai‘i’s people offering high quality education and training for students.

The SLOs for this HLSP course will likely include the basic language skills of writing, speaking, reading, listening, and cultural understanding. Students will learn basic Hawaiian language skills to speak and write phrases and sentences that family members would use to greet each other throughout the day. The grammar and vocabulary content will focus on conversational Hawaiian. A foundation of vocabulary building, through the use of resources and other materials, will also be set as a goal for learners in this course. The primary teaching philosophy guiding the student learning outcomes will be that they are each implemented with a high degree of cultural sensitivity. Culturally responsive strategies for curriculum development, delivery of instruction, and assessment of learning will be used. Lastly, students will be able to identify and model cultural practices in speaking with family members throughout the day.

4 Materials and Curriculum

The Hawaiian language is mainly taught here in Hawai‘i at the University of Hawai‘i campuses, though as a language course, it is not as popular as other world languages such as French, Japanese, Spanish and others. Therefore, the teaching materials are minimal and quite sparse. Over the many years of teaching the Hawaiian language, I have created many of my own

materials for students. In awareness of the cultural values of teaching and learning the native language of Hawai‘i, much of the world language materials are not suitable for a Hawaiian language classroom. Nonetheless, the majority of curriculum development and implementation will be carried out by individual teachers in a way to suit their students’ needs in accordance with their own teaching styles.

Possible teaching techniques include the Learning Styles Inventory (McLeod, 2010) to address all students’ learning styles, including visual, audio, and kinesthetic learners. Curriculum materials with vocabulary and grammar lessons will be presented in class and reinforced as supplemental materials available online. A variety of minimal lecture, authentic tasks, real-life experiential learning and student application will also be used when teaching the course. All content will have a strong cultural value and practice.

5 Assessment and Evaluation

Culturally responsive assessment strategies will be used to emphasize native Hawaiian values and cultural practices. In general, the assessment tools to measure the above SLOs will be in the form of assignments and activities during the course. One tool will consist of students creating a written dialogue and presenting it. For example, as students learn to greet family members throughout the day in Hawaiian, they can be assessed in this skill through the form of a paper and pencil quiz, as well as an actual family gathering in class to demonstrate and practice what was learned in class. Students can prepare a script and perform or interact with other students or family members using the language just learned in the class. Other tools will include

worksheets with matching, multiple choice, and short answers identifying and translating words, phrases, and complete sentences.

The student learning outcomes will be provided as a checklist to evaluate student learning. The professor and individual students will complete the checklist during the semester. A part of the needs analysis survey will be conducted here specifically targeting the students' report on their goals and commitment to learning the Hawaiian language, as well as their needs and wants at the end of the course.

6 Conclusion

This proposal is meant to provide data and support for the continued efforts to teach and redevelop the way Hawaiian language courses are taught at the college level. It will also provide a community outreach for Hawai'i's people to continue to perpetuate the native language and official state of Hawai'i language, allowing the indigenous people to communicate as their *kūpuna* once did with their *keiki*.

It is expected, however, that certain constraints and limitations for this proposal will be encountered, particularly in terms of time and participants for the needs analysis. Time constraints are aligned with the college semester, in particular balancing data gathering, course planning, and the facilitation of different stakeholders during a time when everyone is already busy with other obligations. In addition, the number of participants will be determined by students registered for Hawaiian courses, which may be a small sample size depending on the semester. One possible course of action to account for this is to carry out the needs assessment over several semesters and contact both current former students within the program. Likewise,

the advertisement of this course will not be eligible for funding by the college itself and therefore will have to rely on word of mouth to gain the necessary enrollment.

In the end, the benefit of this course is that it will increase interest into learning Hawaiian and may encourage students to continue at the college for an advanced degree. Though Hawai‘i is the home of Hawaiian language, it is not spoken freely here, and so through this HLSP course a large population of Hawai‘i’s people may be encouraged to speak the language of Hawai‘i again.

CHAPTER 16

Legal Arabic for Courts and Ethics

Abeer Aloush

University of Pennsylvania

1 Introduction

Few programs address the special needs of incoming law students in the United States. The individual courses offered tend to be general and ill-equipped to address specific linguistic and cultural needs in this field. To address this, I propose the development of a new course, “Legal Arabic for Courts and Ethics”, and will discuss the many considerations related to designing the curriculum and utilizing discourse-based research directions for future research related to this course. In this proposed course, students will learn legal principals and the description of the Egyptian court system as an example of an Arab country and learn how to locate legal resources and identify legal materials by operating a variety of databases. They will create, synthesize, and compare a variety of legal documents as well as study detailed procedures, analyze evidence of support, and compile ideas into the legal world.

Despite students in the program having high Arab-language proficiency, students in the past have reported difficulty in managing legal case reading, writing seminar papers, and participating in seminar classes. Students will therefore practice speaking skills through autonomous interaction, chain dialogue, transformation, reinstatement, substitution, and translation. Writing will be practiced intensively through reports, memos, and research papers. The other skills of second-language acquisition, such as reading and listening, are implied in the speaking and writing tasks.

1.1 Course description and Institutional Background

This one-credit unit, 500-level course will be offered for the first time to law students at University of Pennsylvania. It will be taught twice a week for 90 minutes beginning in the fall of 2015. The primary goal of the class is for law students to work with legal cases in Arabic to determine, on their own, the case's main points and relevant issues. Throughout this procedure, they will develop the appropriate cognitive and language skills and strategies to deal with the case in a way similar to that used by professionals. Students will be called on to defend actively a case or to critique the court's reasoning. Due to the seminar's small size and nature, all students will participate equally and produce a report after the study of each case and a research paper at the end of the seminar.

“Legal Arabic for Courts and Ethics” can be defined as a subfield of Teaching Language for Specific Purposes (LSP), in that it focuses on developing communicative competence in various legal settings. Students will need to select the appropriate language and use it

strategically to achieve a particular communicative purpose. The emphasis is on acquiring highly advanced legal argumentative skills, legal idiom learning, and cross-cultural awareness.

By watching videos, students will learn how to identify, analyze, and suggest solutions to cases and ethical issues presented in actual Egyptian courts. These language-centered legal cases are designed to integrate practice in all language skills, especially listening, speaking, and using legal idioms. Students will: (a) gather information through the Internet, newspapers, and legal reports; (b) generate options for actions to take a stand; and (c) persuasively and comprehensibly present ideas to a critical audience.

The course seeks to make students more acquainted with the legal system in general and the post-Arab Spring court system in Egypt. This will shed light on that society's radical sociopolitical changes while exposing students to the country's legal system and court ethics. Different case studies will be analyzed to frame the legal contexts during the ongoing upheaval in Egypt.

Students expected to enroll in this class are those who are majoring or minoring in Middle East Studies or Near Eastern Languages and Civilizations at the University of Pennsylvania, with the majority of expected learners coming from the Law School due to the nature of the course offering. The seminar is expected to be a small class due to the high proficiency required in Arabic.

2 Needs analysis

First, I will prepare a needs analysis to gather information about the law students' specific needs and the goals they hope to achieve by taking this course. This will be accomplished by circulating a questionnaire asking why they are interested in taking the course. The questionnaire will ask about the priority of such issues as topics, functions, activities, and grammar points that participants feel are the most important to them in terms of legal Arabic to help me focus on their specific needs. Ideally, answers will also reveal information regarding levels of speaking, listening, reading, and writing proficiency for the intended population.

As a follow up, I will also interview a sample of students to discuss their necessities, lacks, wants, desires, demands, expectations, motivations, constraints, and requirements. I will use students as resources to minimize research methods biases. Through interviews, I hope to get to know the participants, situate myself as a learner and not an expert, and observe potential participants through pre-interview and follow-up conversations. In addition, I will interview the law school's dean of curriculum to ask about prioritizing legal information in various contexts. This triangulation of data sources of (a) students, (b) the instructor, and (c) the administrator will help to make the exploratory nature of this project more dependable and credible. I believe that determining the course objectives mainly through interviews is a good way to help implement decisions in terms of assessments, materials, and teaching strategies. It will especially help focus the course on present-situation analysis, learning oriented analysis, and advanced legal language audits. Lastly, through interviews, I will be able to gather information about the existing body of knowledge for the course and help shape the cognitive learning processes to fulfill the interests of the learner.

3 Student Learning Outcomes

The student learning outcomes (SLOs) for the course should indicate what knowledge, skills, attitudes, and values students should have acquired by the end of the course. Clearly stating SLOs will enable students to articulate what they are learning, as well as anchor the course with specified goals and objectives to keep it on target and help keep the course congruent with departmental goals and objectives. In total, the SLOs should be SMART which means *Specific, Measurable, Achievable, Realistic* and *Time-bound* (Bovend'Eerdt, Botell, & Wade, 2009). They display how needs are operationalized. With that said, the general goal of this one-semester course is to familiarize law students with Egypt's legal culture and the academic language skills needed to achieve a professional level of advanced Arabic according to the American Council on the Teaching of Foreign Languages (ACTFL). While specific SLOs will be identified following the results of the needs analysis, for the purposes of this proposal, broader goals are stated here that come primarily out of the instructor's intuition and experience with the course content. These are identified here as students being able to do the following:

- Define the social context that has impacted Egypt's legal setting since the January 25, 2011 revolution until the present day
- Describe the Egyptian legal/court system using a comparative approach (e.g., the American system) by scanning the differences and similarities
- Label ethics in the legal system and describe legal procedures in different settings
- Discuss all topics in a detailed manner using critical thinking and developing a higher level of Arabic
- Analyze information to understand the ideas, intentions, arguments, and evidence behind the trials

- Judge the evidence based on definite criteria
- Examine the appropriateness of evidence and sentences
- Learn the legal system's idioms and lexicons in Arabic
- Develop sentences and arguments to express a full position at an advanced level of Arabic (according to ACTFL)
- Use critical thinking to interpret advanced technical Arabic
- Analyze the sociopolitical context and understand the national and legal background
- Handle cases as well as apply legal principles to the facts of different cases
- Learn how to write academic legal documents (e.g., memos, briefs, reports, footnotes, and syntheses)
- Conduct legal research
- Participate in legal dialogues
- Assess writing by defending a written sentence or a particular stand from three parties: (a) the lawyer; (b) the judge; and (c) the accusee

Through studying cases and analyzing legal settings, understanding the sociopolitical background, reading commentaries in the local and foreign newspapers, and watching videos students are expected to gain a better understanding of these ideas by the end of the course.

4 Materials and Curriculum

A thematic syllabus will be used in order to provide a legal framework based on sociopolitical conditions and comprised of themed multimedia units designed to show different case trials. Pedagogically, the course will seek to develop communicative skills for a legal setting

and to enable students to experience the culture in a specific post-Arab Spring setting. An open-ended training program based on authentic narrative materials will be conducted.

Materials will consist of videotapes and articles selected from documentaries, Egyptian and foreign newspapers, and think-tank reports among others that cover the last three years since the Revolution of January 25th to the present day. In addition, I will create materials in the form of animation clips to simulate an actual court setting, funded in part by an educational grant. I will write scenarios based on the gathered information and hire a technical team to help me edit these videos. The course resources will consist of court trials uploaded to Youtube, movies, Arab and English newspapers, and show-and-tell animation videos. The students' professional knowledge in legal matters will be a valuable asset here as well.

5 Assessment and Evaluation

5.1 Assessment

This class will feature ongoing assessment through role-plays, skits, presentations, and *voicethread* on *Canvas*. The final grade will be based on completing a portfolio that consists of a database of idioms and legal lexicons, case reports, and two research papers. Kimzin & Proctor (1986) provide a good framework for English for Academic Purposes needs by stating that students should be assessed based on their ability to synthesize arguments within a lecture, devise and reference a note-taking system compatible with their academic needs, and develop coherent argument in class discussions and oral presentations. Adapting this for my course, students will be assessed on their ability to demonstrate proficient use of strategies for comprehending advanced Arabic-language academic lectures, critically evaluate speakers'

perspectives and arguments, lead academic discussions, demonstrate an excellent use of advanced strategies, and make academic presentations using a high degree of formal accuracy and cultural and stylistic appropriateness. Students should be able to assume and then hold both defensive and argumentative positions. In short, they will learn by doing. Assessment will address concerns of (a) validity, by covering both linguistic and workplace content, (b) authenticity, by matching assessment tasks to real-world tasks, and (c) reliability, by using a rubric to systematically judge performance..

5.2 Evaluation

Evaluation will be done through developing, improving, and reflecting on the course throughout and at the end of the course. I will double check to see if all needs as well as SLOs were met, what materials worked and what needs revision, and what aspects of the syllabus were unconnected and unfocused. As such, evaluation will be an ongoing and iterative process. I will think about both the degree of changes/improvements necessary and what can be better accomplished when teaching the course in the future. This should help me to identify what needs immediate focus and ideally reveal the many positive findings as well.

6 Conclusion

By working on specific learning skills to raise the competence in Arabic to “Superior Advanced” (according to ACTFL) to fulfill the needs in the legal field, students will gain a solid understanding of the cognitive and language skills needed to handle legal tasks. By so doing, some characteristics of their academic will writing improve, as will their ability in oral fluency in regard to such matters as hedging and qualification, complex relative clauses with prepositions

and mid-position adverb, and others. As a result, students will be able to draw on their acquired writing skills to synthesize reports and prepare memorandums. They will learn to advance a hypothetical legal problem that requires researching other documents/cases to accumulate ideas and construct a picture that can be applied to the case they are analyzing. Also, by learning to construct a holistic picture instead of acquiring a detailed understanding of the case, they will be able to extract a number of facts to integrate in their persuasive argument.

“Legal Arabic for Courts and Ethics” is a hands-on introduction to the process of legal research using a high level of Arabic within the sociopolitical context in present-day Egypt. This course will open various venues of research. In addition, other materials can be developed based on this case study and perhaps professionals can devise a graduate-level “Certificate in Legal Arabic” in the future.

Although this course will provide in-depth legal training in an Arabic context, I expect various constraints. Among these, the following are most immediate: (a) limited resources (except for local and foreign Arab newspapers); (b) the non-feasibility of conducting interviews with lawyers, judges, and/or the parties concerned; and (c) preparing high-quality audiovisual materials will be time consuming. I believe that by using a sociopolitical approach, I can overcome the limit-situation in “Legal Arabic for Courts and Ethics.” In general, LSP instructors should be more critically aware. Based on the critical pedagogy, we should continuously ask whose needs are being addressed and why.

CHAPTER 17

Russian for Law Enforcement, Intelligence, and Security

Rachel Stauffer

Ferrum College

1 Introduction

This proposed Language for Specific Purposes (LSP) course is designed for undergraduate students at any institution where Russian is offered and where learners are interested in pursuing careers that use Russian on the job in federal or local law enforcement contexts (e.g., Federal Bureau of Investigation, Central Intelligence Agency, National Security Agency, Department of State, Department of Defense, the U.S. military, or local law enforcement in areas with large Russian populations). Presently this is the only known course with this specific language focus, and as such there are no known existing materials that are widely accessible to a general audience for learning Russian for the specific purpose of law enforcement.

1.1 Institutional Background

Ferrum College is a small liberal arts college in rural southwestern Virginia with a student population of 1500 students. Students who take Russian tend to be those in the Honors program, those interested in taking a foreign language other than Spanish (the only other language offered at Ferrum currently), or students with interests in using Russian in their future professions. The Criminal Justice program at Ferrum is one of the most highly enrolled programs of study on campus, and the Russian program often attracts Criminal Justice majors who are preparing for careers in local or domestic law enforcement, as well as a small group interested in pursuing federal or military careers. The Criminal Justice major offers two tracks: a B.A., which requires two semesters of a foreign language, and a B.S., which does not require foreign language. Many students therefore choose the B.S. track, as they can avoid having to take a foreign language. This proposed course is designed for these students in particular as a way to provide them with one semester of language that offers enough Russian to work in the field, but not full fluency.

2 Needs Analysis

In order to create cohesion between the Russian course and the objectives of the Criminal Justice program, several fieldwork components—as well as research using primary and secondary sources—in the teaching of Criminal Justice, the preparation of students for federal law enforcement jobs, and the analysis of instruments used by federal agencies for assessing language proficiency will be carried out.

As a first step, interviews with teaching faculty and the coordinator of the Criminal Justice program will be essential for determining if the proposed content of the LSP course is

appropriate, fills needs that the faculty see an enhancement to the Criminal Justice program, and contributes to the program's student learning outcomes (SLOs). Additionally, these interviews will provide clarity on exactly how many students currently are pursuing the B.A. compared to how many are pursuing the B.S., which will further illuminate the necessity of an LSP course. Secondly, the observation of language use in the field by police officers or other law enforcement officials will help to inform this course's content, since the instructor has no direct expertise in this regard. Ideally, the field observation would take place by participating in a ride-along with local law enforcement. It might also be helpful to observe police officers and law enforcement officials in judiciary proceedings open to the public in order to determine the lexical items and non-English information that officers may be expected to contribute to in the cases of Russian-speaking defendants. Also, in order to determine what content might be most important for prospective students in the LSP course, surveys and interviews with current students in the Criminal Justice program, as well as alumni of the program now working in the field, will also be conducted.

Because the Criminal Justice program is career-oriented, the added value of the LSP course for potential employers is especially important. Interviews or surveys of recruiters for law enforcement jobs in local and federal organizations, including military recruiters, will provide useful insights into what language skills employers seek in job and training program candidates. The evaluation of current assessment instruments and procedures for prospective job candidates entering federal agencies and the military for law enforcement positions will assist in developing content in the LSP course that prepares students to be successful on these exams. The Federal Bureau of Investigation (FBI), for example, has its own scale for evaluating job applicant skills

in languages other than English. The Russian for Law Enforcement course could potentially prepare students to meet minimum skill levels according to this instrument, possibly in one semester, although two semesters would be more effective. For students interested in pursuing military careers, the LSP course could prepare them to understand more about the structures of language, since the Defense Language Aptitude Battery (DLAB) that is administered to incoming enlisted candidates as part of the military admission process is not a test on a specific language, but rather, a test of a candidate's ability to quickly adapt and loosely interpret unfamiliar phonological, morphological, and syntactic structures, which, according to the U.S. military, assesses a candidate's language learning aptitude (for more information, see “Fort Hood”, n.d.; ILR, n.d.).

All of the above analysis procedures will help to develop course content, including a list of lexical items, including associated grammatical structures and related colloquial and idiomatic expressions, and also, potentially, instructional materials and/or resources that are already available. In addition to this, some attention must be given to the instruction of cultural awareness, particularly with regard law enforcement systems and practices in Russian-speaking countries that will differ significantly from those of the United States. Such differences will be important for law enforcement officials in the field working with Russian-speaking perpetrators and/or Russian-speaking colleagues in matters that cross international borders. This can be accomplished with help from U.S. federal law enforcement agencies, their websites, and, if possible, fieldwork in Russian-speaking countries.

Finally, one of the most important procedures for needs analysis concerns assessing the temporal suitability of the proposed one-semester course. Because Russian is a difficult language, requiring three times the contact hours of instruction necessary for basic fluency in comparison to Spanish for English speakers, for example, one semester may not be sufficient. The challenges of reading the Cyrillic alphabet can be significant, particularly for students who have not previously studied a foreign language. This is particularly true in this context, as Ferrum does not require students to have taken a foreign language in order to be admitted to the college, nor does it require them to take a foreign language in order to graduate from the college—although some major areas of study do require two to four semesters of a language.

3 Student Learning Outcomes

The objectives for this LSP course in Russian for law enforcement officials may vary depending on the depth and scope of the course. Russian is spoken in Russia, of course, but it is also spoken in the nations formerly under some degree of Soviet control (e.g., Ukraine, Kazakhstan, Georgia, Kyrgyzstan, Latvia). Furthermore, many Russian speakers in these regions are often bilingual, as speakers of Russian, but also of national languages (e.g., Ukrainian, Kazakh, Georgian, Kyrgyz, Latvian). Complicating the situation even more is the fact that many of these bilingual speakers may also be trilingual, as speakers of one (or even more than one) minority language (e.g., Tatar, Ingush, Chechen, Svan, Uighur, Kalmyk). These minority languages, as well as many of the national languages are not from the same language family (Slavic), and in many cases, are not even part of the Indo-European language family. It seems important under these circumstances, then, that students in the LSP course learn to distinguish spoken Russian from other Slavic languages and non-Slavic minority languages and that they are

able to identify minority languages spoken in Russia that are relevant to U.S. security and intelligence concerns (e.g., Chechen, Ingush, Abkhaz, Tatar). It might be helpful to have some general understanding of phonological differences among the three primary dialects of Russian as well.

Many of the most important SLOs for the LSP course should involve listening comprehension development. It will be important to provide students with some ability to interpret the tone of conversations in Russian, and to have a collection of key words and phrases to listen for when interpreting such conversations. Recognizing the difference between a friendly conversation and a hostile conversation, for example, or being able to identify when someone is using the imperative, being apologetic, or being threatening can be very important in the field. Therefore, students should be able to identify the tone of conversations in Russian by listening for key words and phrases that may indicate past, present, or premeditated criminal acts.

Similarly, in the development of listening and speaking skills, students should understand basic principles of pragma-linguistic and socio-pragmatic competence in areas of power and solidarity to understand relationships between two Russian speakers, as well as to communicate effectively as an authority. Students should also be able to give basic commands in Russian and to interact with constituents in speech situations associated with law enforcement. Such situations will include speaking and understanding Russian in the contexts of (a) arresting a Russian-speaking suspect, including reading Miranda rights in Russian, (b) fingerprinting and processing, and (c) recording basic identifying information from a suspect (e.g., name, age, address, phone number).

Advanced reading skills are less important for students in the LSP course, but if possible, they should develop some very basic skills in this regard in order to help interpret intelligence, or to gather written evidence or to pick up on potential crime activities. One of the goals of the LSP course should be to have students recognize all of the letters of the Cyrillic alphabet in order to read and interpret very simple written Russian, such as: (a) newspaper headlines; (b) email subject headings; (c) social media comments, statuses, and forums; and (d) criminal tattoos, signs, graffiti, acronyms relevant to criminal justice systems in both the U.S. and Russia.

Cultural instruction, as mentioned earlier, is also important since Russia, although considered throughout the U.S. to be a mostly European nation, is very diverse ethnically, linguistically, and culturally. Russia is neither Western nor Eastern, neither entirely rural nor entirely urban, and neither totally industrial or post-industrial. Russia's leaders perpetuate a majority adherence to Russian Orthodox Christianity, but the country and its autonomous regions are home to practicing Jews, Muslims, Buddhists, as well as large numbers of Russian citizens who do not observe any faith practices. Understanding of Russia's religious diversity is important since most U.S. law enforcement-related interests in Russia concern areas that are largely Muslim-populated or far beyond Moscow or St. Petersburg where populations are more diverse. The cultural diversity and long history of penal camps and largely unsupervised law enforcement in the 19th and 20th centuries have created unique and complicated judicial and prison systems that differ substantially from those of the West, particularly from the United States. Some understanding of these differences can be useful for students planning on careers that involve cooperation with law enforcement institutions in Russian-speaking nations. Additionally, having

familiarity with the geography, demography, and topography of the Eurasian landmass will be especially important for students who plan careers in military intelligence. Therefore, students in the LSP course might be expected to recognize names of regions, nations, features, and ethnicities with regard to geography, demography, and topography in areas of Russian majority as well as those of non-Russian populations (e.g., North Caucasus, Siberia, Crimea).

Another objective of this course, perhaps less important for local law enforcers, but more important for military and federal agents, is the acquisition of lexical items related to fieldwork, likely intelligence-collecting work, involving social media, navigation, maps, Geographic Information Systems (GIS), tactics, and topography. Ferrum College offers a GIS course, and the instructor of that course, who has lived in Russia, has expressed an interest in collaborating with the author on this course by having students create maps in Russian using GIS. The subject matter of these maps could be determined by the student, possibly related to an issue of U.S. national security interests, or providing a map-based presentation of linguistic or ethnic diversity, or a detailed schematic of a specific neighborhood in a major city or a rural village.

Students should also be able to recognize when an unidentified language in a recording or conversation is, in fact, Russian, even if the conversation is not totally understood. To accomplish this, students will need to become familiar with some of the phonological distinctions among the modern East Slavic languages in particular (e.g., Russian, Ukrainian, and Belarusian), but also with the West Slavic (e.g., Polish, Czech, and Slovak) and South Slavic languages (e.g., Bulgarian, Serbian, Croatian, Bosnian, Montenegrin, and Macedonian). Additionally, students should be able to recognize non-Slavic languages that are relevant to

security issues in the region such as Albanian, Moldovan, Romanian, Magyar, Chechen, Ingush, Georgian, Chinese, and Uighur. Again, the goal here is not that students in the LSP course will have total mastery of these languages, but will be able to distinguish them from Russian in recorded conversations so as to contribute to intelligence collection, for example.

Ultimately, in a one-semester course, there is only so much that students can accomplish. In Russian for Law Enforcement, the primary objectives, if students are successful, will only provide them with limited speaking, writing, reading, and listening comprehension ability in Russian, but will acquaint them well with security issues in the region, uniquely Russian cultural aspects of crime and punishment, and sufficient vocabulary, idiomatic expressions, socio-pragmatic information, and to carry out tasks related to identification, apprehension and arrest of Russian-speaking suspects, forensics, interrogation, and geographic information systems in the process of intelligence collection in the region.

4 Materials

The first task associated with this LSP course is recognition of and reading in the Cyrillic alphabet. Additionally, within the first weeks of instruction, students should be able to recognize Russian names and nicknames (i.e., *Aleksandr~Sasha*), the use and formation of the patronymic middle name, and regional and cultural variations in names of non-European Russia and adjacent border areas. In the first weeks of the semester, students should also begin learning cardinal numbers, question words, and pragmatic principles such as the distinction between the informal second-person pronoun (*ты*), and the formal second-person (*вы*). The overarching theme of this

first unit will be oriented around the law enforcement practice of asking for and interpreting identifying and biographical data.

In terms of culture, students will learn the names and administrative divisions of regions (*krai*), provinces (*oblast'*), and autonomous republics (*avtonomnaja respublika*) in Russia and be able to identify them on a map. In addition to basic identification, it is important that students also learn some basic sociocultural and ethnographic information about the regions. Ideally this will help students to understand that the Russia portrayed by the U.S. media, which primarily focuses on European Russia, especially Moscow, is not representative of the entire nation.

As students progress, the second step will be to engage in speech tasks with specific functions, particularly involving asking questions about what a suspect may have or not have, giving commands, and asking for biographical identification such as age and address. Study of numbers, Russian pragmatics of authority, and the vocabulary of contraband, illegal substances, and weapons will create the thematic tone of this next stage of study. In terms of culture, ideally students will gain some insight into the difference between the Russian criminal justice system in comparison to that in the U.S. in terms of types of criminal acts, judicial processes, punishments, and prison types and sentence lengths.

Ferrum College has a strong forensic science program that is quite popular among Criminal Justice students. To serve the unique LSP needs for these students, some time in this course will be devoted to scientific terms, the collection of fingerprints, investigating a crime scene, and recording and storing evidence. Interrogation of suspects is also central to this set of

topics, so some attention should be given to asking questions in Russian about dates, times, and suspects' whereabouts. In terms of interpretation and comprehension, a course of this type will focus more on what students can do primarily by understanding context. In the spirit of that exercise, some attention must be given to pejorative language. It is important that law enforcement officers be able to tell when a suspect is being hostile, even if the language spoken is not shared, and just being able to recognize a few pejorative words can assist in this (e.g., when body language may not be as revelatory as anticipated). In terms of culture, students should also gain some understanding of Russian prison tattoos. Russian inmates rely on a unique and symbol-rich system of tattoos that convey their criminal history. In the U.S., law enforcement officers whose suspects are Russian may have such tattoos, and it could be useful for officers to recognize basic symbols and codes embedded in these tattoos. Reading Cyrillic will also help in this task.

5 Assessment and Evaluation

Assessments on the Cyrillic alphabet, Russian and Eurasian geography, country names and capitals in Russian, administrative divisions of the Russian territory in Russian, and regular vocabulary quizzes will contribute to students' overall geopolitical understanding of the region and their lexical fluency. Speaking assignments that involve the performance of situational dialogues will assess students' ability to record biographical information in Russian from a suspect, arrest a suspect in Russian, and participate in basic everyday conversations. Listening assignments will assess students' ability to differentiate Russian from other regional languages and to identify non-Slavic languages as opposed to Slavic languages. Listening assignments will also assess students' capacity to distinguish criminal conversations from everyday conversations.

Reading assignments will assess student ability to read basic information in Russian found on street signs, in airports and train stations, and to understand the general tone of a text in terms of style (e.g., professional, informal, business, legal). In order for students to become more aware of current security concerns in the region, they will be asked as a final project to illustrate a U.S. or U.N. security concern in the region using GIS and Russian terminology.

The effectiveness of the course will be measured primarily by student success in the achievement of geopolitical and basic linguistic flexibility as gauged by the final project and a final comprehensive language exam. Student evaluations of the course and assessment of student learning outcomes by Russian faculty and Criminal Justice faculty at the end of the course will also contribute valuable insight into the effectiveness of the course.

6 Conclusion

The overarching goal of designing a one-semester course on Russian for Law Enforcement with the proposed outcomes may be too ambitious. A two-semester sequence might be more realistic, considering the difficulty of Russian and the amount of content necessary to provide future law enforcers with adequate skills in comprehension, speaking, and reading. A potential obstacle may also reside in student motivation, since many students seem to select the B.S. track in Criminal Justice precisely to avoid the foreign language required for completion of the B.A. However, a two-semester course that caters to Criminal Justice majors' interests and the development of professional skills may be appealing to them—only the completion of needs analysis in the form of interviews and surveys of current students and alumni of the Criminal

Justice will provide the necessary data to determine whether or not the course will be viable at Ferrum College.

A significant challenge in the development of this course will be the acquisition of authentic information on the subject of Criminal Justice in Russia and nations where Russian remains a *lingua franca*. Similarly, determining the lexical items that are regularly used by U.S. federal agencies in the interpretation of intelligence from Russia presents difficulty because of the need for security clearance and/or access to classified information not available to the general public.

Despite the challenges, such a course would probably attract students who otherwise would not enroll in a foreign language course. Having the course in the college catalog and on Criminal Justice majors' transcripts could be attractive to prospective employers who need candidates with foreign language skills. More generally, such a course would contribute positively to improving the global awareness of Criminal Justice majors at Ferrum College as they proceed into the world of law enforcement in increasingly diverse communities in locally and nationally that include Russian speakers.

CHAPTER 18

Preliminary Guidelines for Designing an LSP Mandarin for Business and Tourism Course for Beginners

Carl Polley

Kapi‘olani Community College

1 Introduction

As of 2015, no Mandarin for Tourism courses are currently offered in colleges in the United States, although universities in China, Hong Kong, and Thailand do offer Language for Specific Purposes (LSP) courses in this regard. The field of English as a second language (ESL) for tourism is, of course, much more highly developed, and could serve as a model for LSP courses in other languages. For example, the London Chamber of Commerce and Industry (LCCI) Examinations Board has published standards for novice and intermediate certificates in Written English for Tourism (WEFT) as well as Spoken English for Industry and Commerce (SEFIC) (LCCI, 2014). No equivalent standard, however, exists for Mandarin Chinese, aside from qualification exams used in China for professional certification in tourism-related careers.

The main difference between English for Specific Purposes (ESP) courses for tourism versus LSP for tourism courses relating to less commonly taught languages (LCTL) is that English, being a dominant *lingua franca* worldwide, is typically learned by native speakers from an early age. Thus, vocational ESP courses for tourism assume intermediate or advanced levels of general English skills. This means that ESP courses for tourism can more easily accommodate an integrated approach to language learning and the use of authentic materials. In contrast, with LCTL, it is often the case that students begin studying the language rather late in their careers, often having no background or only novice language skills when they are already pursuing degree programs for specific vocations or fields. To the extent that an LSP course can be useful for beginning learners, then, it must balance general content (e.g., pronunciation, essential points of grammar) with learning materials tailored to the students' specific needs. For example, the vast majority of textbooks used for teaching Mandarin in non-LSP, general courses tend to teach dialogues relating to college life, with topics such as introducing yourself, making friends and engaging in general conversations about family and hobbies, and dormitory life. Such content, however, would not be useful in preparing emerging professionals for the customer-centric interactions called for in the tourism and retail industries. To this end, this proposal is regarding a Chinese Language and Culture for Business and Tourism (CHNS 131) course currently under development at Kapi'olani Community College (KCC) in Honolulu, Hawai'i.

1.1 Institutional Background

Located next to Waikiki, which is a central hub for tourism in the state of Hawai'i, KCC has a number of related programs including Associates degrees in hospitality with a concentration in Hospitality Operations Management in the Hospitality and Tourism (HOST)

program. Students in this program typically pursue careers in hotel and resort front offices, concierge services, housekeeping, and retail sales. The target audience for CHNS 131 includes first- and second-year college students pursuing degrees related to hospitality, tourism, and business who would like to add practical second-language experience with Mandarin Chinese for their career development.

Two of the main questions regarding the viability of this course are whether HOST students with little to no prior experience with Mandarin would benefit from a Language for Specific Purposes (LSP) curriculum, and whether the LSP component for tourism and retail should be introduced after students have already gained some basic understanding of Chinese via the general-purpose Chinese 101 and 102 first-year courses. A needs assessment has not recently been conducted for CHNS 131. Given this limitation, this proposal outlines a number of design factors for needs assessment as an immediate next step. Anticipated student learning outcomes, materials, and means of assessment are also proposed, subject to the specific findings of the needs assessment.

The CHNS 131 course is designed to involve five classroom hours per week, as well as five hours of independent or language lab work per week. As a beginning-level Mandarin Chinese class, it is designed to develop oral communication skills through drills and individual practice in forming Chinese sentences. Some units of the course will also include cultural information that forms part of the language, but the main content will cover vocabulary and situations appropriate for the hospitality and retail industries. Adopting a communicative approach, it will emphasize questions and answers and situational role-playing. In this course,

students will study the basic structures of Mandarin Chinese with an emphasis on listening and speaking skills, with limited coverage of reading skills, and very little course content involved in the writing of Chinese characters. The course will teach standard Mandarin Chinese, using listening examples produced by speakers of both the Beijing dialect that is standard in Mainland China, as well as the *guoyu* dialect that is standard in Taiwan.

This course is planned as an elective for the Associate in Arts and Associate in Science degrees at KCC, with a specific focus on students in the Business and HOST programs. The CHNS 131 course would be situated within the department of Languages, Linguistics, and Literature (LLL) at KCC, and would be taught by faculty having Masters or Doctoral degrees in East Asian Languages and Literature (EALL) or similar fields, with experience teaching non-LSP courses in Mandarin at the beginner and intermediate levels.

2 Needs Analysis

Designing and completing the needs analysis will be the immediate next step in developing this course. The needs analysis will ideally include interviews and surveys of a broad range of stakeholders, including HOST faculty and students, as well as industry professionals in Waikiki and Oahu in the areas of hotel front operations, concierge services, retail management, guided tour operations, and customer service. Some possible companies to approach in this regard include the Hilton and Sheraton hotels, the DFS Galleria Waikiki, the Polynesian Cultural Center, Hanauma Bay, the Waikiki Aquarium, Starbucks, Ala Moana Center, and other local stores and restaurants. In approaching these companies, in addition to conducting interviews about their specific needs with regard to bilingual English-Mandarin employees, it would also be

beneficial to establish a board of professional advisors and mentors for the course who may be willing to help with job-shadowing field study activities (see Materials and Assessment sections below).

For industry professionals, some specific questions to ask in interviews include: (a) to what degree do you have a need for non-native speakers of Chinese with skills in Mandarin for your business operations, now and in the foreseeable future; (b) if your business does have such a need, what are some typical types of interactions that your employees would have with Mandarin speakers; (c) are there any specific topics, items of merchandise, and/or travel activities that your Mandarin-speaking customers tend to be interested in; and (d) would it be appropriate for your employees to have novice-level skills in Mandarin, or would it be necessary for them to have intermediate or advanced skills? The interviews could be complemented with a survey of industry professionals requesting them to rate various situations involving use of language (e.g., asking directions, arranging a schedule, calling for a taxi) according to their likely degree of usefulness in daily interactions with Mandarin-speaking customers.

For HOST faculty and students, the interviews and surveys would focus on (a) their level of interest in taking the CHNS 131 course, should it be offered, (b) their thoughts on whether an LSP course on Mandarin for tourism and retail should be designed for beginner levels, as contemplated in this proposal, or whether it would be considered more useful as an intermediate CHNS 231 course for students who have already completed the general CHNS 101 and 102 curriculum, and (c) the career aspirations of students, for reference in preparing language learning materials that fit with the types of work they are training for.

It is possible that the results of the needs assessment may point to a preference for both a beginning-level CHNS 131 and an intermediate-level CHNS 231 course, or for an intermediate-level course only. It may even indicate that an LSP course is not necessary at all until advanced levels, in which case HOST students would continue to take the traditional CHNS 101 and 102 courses.

3 Student Learning Outcomes

Subject to the results of the needs analysis, tentative student learning outcomes (SLOs) for CHNS 131 have been proposed. These outcomes have been adapted from those in use for the general-purpose CHNS 101 curriculum at KCC, while adding industry specific contexts such as restaurants and airports, which are not otherwise covered in the general curriculum, while also reducing the scope of outcomes relating to reading and writing. Upon successful completion of CHNS 131, students should be able to:

- Understand a number of short utterances in Chinese in areas of immediate need
- Comprehend sentence-length utterances in situations where the context aids understanding, such as in a restaurant or store, at the airport, or on a bus
- Comprehend simple questions and statements about retail sales, addresses, time, interests and daily travel activities
- Obtain the main ideas of tailored speech likely to be encountered by tourists and business professionals
- Make short statements and ask simple questions by relying on memorized utterances
- Create sentences based on recombination of learned vocabulary and sentence patterns

- Carry out tasks involving a variety of activities such as greetings, inquiring, telling time and date, telephoning, shopping and dining
- Identify a limited number of characters and read for instructional and directional purposes standardized messages, phrases or expressions
- Interact with Chinese speakers in culturally acceptable ways, employing appropriate greetings, mannerisms, and understanding basic implications
- Understand aspects of Chinese culture
- Use modern technology such as the Internet and e-mail to research topics about China

In addition to the above, students who complete the course should be able to attain approximately the Novice-High level on the American Council on the Teaching of Foreign Languages (ACTFL-ETS) proficiency scale.

4 Materials and Curriculum

Currently, there are no beginning-level or intermediate-level textbooks for Mandarin LSP courses specific to the tourism and retail industry. Mandarin LSP textbooks for tourism for advanced speakers do exist (e.g., Liu, 2003), but these are meant for use in training tour guides who will be introducing and discussing a wide variety of information in tour group situations. More useful for the purposes of the course under discussion in this proposal are beginning-level textbooks for business (e.g., Zhou & Gerber, 2007) and informal phrasebooks for tourism-related Mandarin published online (e.g., Zhou, 2012). Such materials could be used as references for preparing vocabulary lists and dialogues for CHNS 131, however, it is likely that the textbook would need to be developed largely from scratch, since LSP Mandarin texts for business include

a number of language use situations like commercial negotiations and conducting meetings which would be of little use for students planning on careers in the tourism industry.

One innovative approach to the CHNS 131 course materials and content could be the inclusion of a site-specific field project in which, during the latter half of the semester once the students have some basic communication skills, they would have a job-shadowing experience at an actual place of business in the tourism or retail industry in the Waikiki area. The specific sites and businesses involved in this project would be selected on the basis of relationships with individual industry professionals who are contacted in connection with the needs assessment. The job-shadowing project would be designed as a low-stakes experiential learning activity, where students would observe how Chinese is used on a daily basis in customer interactions. After the job-shadowing experience, students would write reflective papers on the connection between foreign language skills and career development, and would note vocabulary items and phrases that they heard being used. There are, of course, at least two factors that could limit the usefulness of such job-shadowing projects: (a) the possibility that the student goes to a site for job-shadowing, but does not observe any use of languages other than English during the scheduled time; and (b) the possibility that the student does observe Mandarin being used, but is not able to comprehend the content of such interactions. These factors could be partially mitigated by mentioning such concerns to the industry professionals and working with them to see if project schedules could be arranged so as to maximize the likelihood that interactions in Mandarin could be observed during the scheduled times (e.g., arranging for job-shadowing when a hotel is reasonably certain that a Chinese tour group will be checking in, or at a department store information desk where Mandarin-speaking customers regularly inquire about basic

information). Integrating this project-based approach with language learning in a context that is directly relevant to the students' intended careers may also lead to increased motivation.

5 Assessment and Evaluation

At the beginning of the semester, the Mandarin skill levels of students will be assessed through individual interviews and a brief in-class survey. It is expected that students will have little or no experience with the language, with the exception of heritage speakers, who are quite numerous among the student population at KCC and who may have some basic familiarity with conversational Mandarin, though not necessarily with pronunciation that is equivalent to a standard dialect. During and after each unit, assessment of student learning for CHNS 131 will follow the pattern of most beginner-level foreign language classes using assignments and quizzes, which will need to be adapted for a curriculum that focuses primarily on listening and speaking. Most of the quizzes will take the form of individual oral assessments and partner or small-group role-plays. Because assessment of language performance on the basis of oral interviews and role-play observations could involve a high degree of subjectivity in scoring, clear rubrics will be prepared for the learning outcomes associated with each unit being assessed. Individual rubrics for each quiz will also serve to make the assessment process clearer to students; instead of receiving a percentage grade, they will receive specific and immediate feedback on what aspects of their foreign language skills (e.g., pronunciation, vocabulary, pitch contour tones, volume, body language) need improvement. The end-of-semester assessment for the course will likewise be based on a final exam via oral interviews and role-plays.

Due to the innovative nature of this course, as an LSP course at a beginner level, it will be vital to conduct ongoing evaluations of whether students' needs and learning outcomes are being met, whether the course materials are appropriate and sufficiently focused on the specific areas of tourism and retail, and the degree to which the job-shadowing field experience projects contribute to student learning and motivation. To make this evaluation process tractable, only one or two student learning outcomes will be chosen for evaluation each semester, while evaluation of the materials and field project curriculum will be done on an ongoing basis.

6 Conclusion

This proposal in the development of CHNS 131 is an ongoing endeavor, which has benefitted tremendously from interactions with experts and other colleagues through such opportunities such as a summer institute sponsored by the National Foreign Language Resource Center and the National Resource Center East Asia at the University of Hawai'i at Mānoa. In preparing this LSP project for the institute, I learned a great deal from lectures and workshops on needs assessment and materials development. Prior to this, I had mistakenly imagined that the needs assessment would focus only on the degree to which there was an institutional need for the course, in terms of finding adequate enrollment. In fact, I discovered that I knew very little about the details of curriculum development and course design coming into the institute.

One limitation of this project, in its current iteration, is its inchoate status as a set of guidelines for a course that has not yet been developed. My hope is that, in sharing these preliminary ideas for course design, likeminded colleagues may gain ideas and insights for their

own LSP courses. To that end, I hope to continue to gather feedback, criticisms, and comments on this proposal to help continue to guide it forward.

CHAPTER 19

Korean for Specific Purpose Program for Students of Hospitality

Jason Bumyong Sung

University of Hawai‘i at Mānoa

1 Introduction

Demands for workforce with knowledge of Korean language and culture are increasing. In *Hawai‘i Business* magazine, South Korea was described as “a rising star in Hawai‘i tourism, with its arrival numbers almost doubling in the first half of 2010 compared with 2009’s first half” (Wiles, 2010). The article also stated that this growth “was faster [than] the U.S., Canadian, Japanese, Chinese or other big markets”. In addition, evidence for the need for a Korean-speaking workforce can be found in talks during the Hawai‘i Language Summit (2013). At this meeting, participants from Hawaii’s business community, government agencies, and education sectors discussed preparing a multilingual workforce for the state of Hawai‘i and identified that a Korean-speaking workforce is needed in both the hospitality and retail sectors. Despite of this kind of demand, there are not currently any Korean for Specific Purposes (KSP) programs in Hawaii.

The current case study attempts to address some of these potential needs with the ultimate goal of building a KSP course for students or others who are currently working in the hospitality sector. As a first step, this paper will be focused on creating a 4-week (16 hour) KSP course as one of the courses offered by the Office the Continuing Education and Training of the Kapi‘olani Community College in Honolulu. The specific target learners are people who will work or are working at reception desks in hotels here in Hawai‘i with no previous knowledge or minimal knowledge of Korean.

Although reception desks are the one place where most interactions occur between guests and staff at a hotel, there appear to be very few if any speakers of Korean working at these positions. From my own past experience, I have heard from relatives or acquaintances that have visited Hawai‘i that none of them mentioned interacting with any Korean-speaking staff members during their hotel stays. According to them, they mentioned that there were many workers who appeared fluent in Japanese, but Korean was nowhere to be found. Following up on this, I investigated whether any Korean for specific purpose were being offered in Hawai‘i and found that none were currently being offered. In fact, Korean is not even being offered in any of continuing education programs, despite the presence of several Japanese and Chinese conversation courses. One Japanese for Business Tourism Industry course is being offered at one of the community colleges in Hawai‘i, but no other languages for Tourism purposes were located. Furthermore, this course is required for the students who major in the hotel industry.

1.1 Institutional Background

As for the institution, Kapi‘olani Community College (KCC) is accredited by the Western Association of Schools and Colleges and the college offers 21 associate degrees. In addition, the Office of the Continuing Education and Training at KCC offers a large variety of non-credit courses such as State of Hawai‘i Tour Drive/Guide, Workplace Professionalism, and Employee Engagement. KCC is the biggest community college in the state of Hawai‘i.

As mentioned, this proposal seeks to create a Korean for specific purpose program for people who are interested or currently working in the hospitality industry. The researcher plans to work with the Office of the Continuing Education and Training at KCC. The program will take approximately 16 hours to complete. The program will cover three major areas, including (a) an introduction to culture and history, (b) work tasks (e.g., checking in/out guests), and (c) informal guest interactions (e.g., giving directions). It will be categorized as a conversational Korean course at the elementary level focusing on these situations. Cultural components as well as customer management skills for foreign customers will be part of the course curriculum because the researcher believes that cultural appropriateness is crucial when staff interacts with foreign customers.

2 Needs Analysis

The researcher first referred to related previous studies to gather information on potential needs, following up with an interview with a person who has been working in the industry for several years to get a better grasp of the hospitality industry from an insider’s perspective.

Reading previous studies helped to understand what is involved with the language used in the hospitality field. Blue & Harun (2003) introduced a term “hospitality language”, which they claimed involved particular patterns of language, and these patterns tended to reflect the arrival-departure cycle. Table 1 summarizes these particular patterns in terms of the arrival-departure cycle.

Table 1

The Commercial Arrival-departure Hospitality Cycle (Blue & Harun, 2003, p. 75)

Stage	Activity	Language use
Arrival	Pick-up service in some hotels; luggage may be carried by porters; registration at the reception. All services are commercial	Greeting by driver, welcome by receptionist. Routine and rehearsed language used. Formal question-answer transactions in formal tone. Varies with category of hotel
Familiarization	Receptionist briefs guest on what and where in-house facilities are available, and on meal and check-out times; guest may also read in-house brochures and ask questions about hotel	Briefing style, rehearsed messages, additional questions and answers, formal tone, language use varies according to category of hotel
Engagement	Independent use of facilities in rooms and in different sections of the hotel. Popular items include: TV, restaurant and bar, pool, gymnasium, sauna, disco	Mostly formal and impersonal, but may depend on how long guest stays in a hotel. Difficult to predict exact language needs other than those relating to use of facilities
Departure	Luggage transfer, preparation of bill, perfunctory farewell conversation	Mostly rehearsed language, mostly formal and impersonal

Another noteworthy detail provided by Blue and Harun (2003) is a description of functional activities at hotel reception desks in terms of the frequency in which these activities occur (Table 2).

Table 2

Functional Activities at Hotel Reception (Blue and Harun, 2003, p. 79)

Functions	Frequency	%
Information and queries	15	32.60
Miscellaneous requests	12	26.10
Check-ins	9	19.60
Check-outs	8	17.40
Complaints and criticisms	2	4.30
Total	46	100.00

After reviewing several previous studies, the researcher also interviewed a person who has been working in the hotel industry. The interview lasted 45 minutes, and the conversations were recorded with permission. While distributing surveys would have gathered more information, the researcher decided to conduct an interview first to get a glimpse of the hospitality industry since the researcher had no direct knowledge about the industry. In addition, by conducting an interview the researcher was able to better identify the kinds of questions and topics that would be most useful should a follow-up survey be created.

Based on the responses of the interview, I learned that the interviewee had worked in various positions, including the front desk, at a local hotel in the past, and that he is currently a manager for the one of the departments. Although he is not Korean, he went to Korea as a part of special intensive Korean language program. He has since maintained and even apparently

enhanced his Korean skills since returning, which he attributes to his need to interact with guests from Korea on a regular basis.

The first question that the researcher asked was regarding the number of Korean tourists coming to Hawaii. He responded that increasing numbers of Korean tourists are coming to Hawaii, honeymoon couples in particular, and that JTB, one of the Japanese tourism companies in Hawaii, is accordingly looking for Korean speaking staff to meet demands of the market for Korean people. He also mentioned that while some of the Korean tourists speak fluent English, some do not appear have any functional command of English.

When I asked the interviewee to identify target situations that learners of a KSP course might best benefit from, he emphasized that staff should be aware of Korean culture as well as knowing its history. He said that hotel staff members often speak Japanese to Korean or Chinese guests and this can offend guests because of their historical relations. He suggested that staff members should first ask in English about their nationalities in order to be aware of these differences and adjust accordingly.

Regarding the target situations learners need to know about from a linguistic perspective, the interviewee identified three situations that typically involve interactions in Korean. They are (a) checking-in guests, (b) checking-out guests, and (c) providing directions about tourist attractions. The interviewee also pointed out that Korean guests frequently make requests from desk staff, such as electric kettles to heat water and adapters for chargers, which are common in Korea.

Table 3 summarizes the findings of the interview in terms of different areas of possible study. The final column, miscellaneous, contains vocabulary items or contexts that were mentioned in the interview but could not be categorized in any specific areas.

Table 3

Summary of Interview Findings with a Hospitality Worker

Area	Specific Targets
Culture	<ul style="list-style-type: none"> • Korean culture (e.g., honorifics, respecting elders) • Korean history (e.g., territorial conflicts)
Checking in/out	<ul style="list-style-type: none"> • Greetings • Numbers (e.g., days, dates, room numbers) • Requesting personal information (e.g., passports, credit cards, itinerary or coupons) • Charges (e.g., room service & meals) • Types of payment
Providing information	<ul style="list-style-type: none"> • Amenities (e.g., spa, laundromats, pool, bar) • Elevators • Restaurants • Money exchanges • Transportation (e.g., trolley, city bus) • Tourist attractions
Miscellaneous	<ul style="list-style-type: none"> • Requests (e.g., electric kettles, adapters, bed-guards) • Emergencies • Weddings • Standing in line

One additional source of data gathered was in relation to existing Japanese for specific purpose courses, one of which was a Japanese for customer management course and the other a Japanese for business and tourism industry course. Under the assumptions that many staff

interactions are shared by both Japanese and Korean hotel guests, information about these courses was useful for comparative and content-related purposes. Both of these courses focus on the different target situations learners of any language may encounter when working in the service industry, so that even if the language focus is different the tasks themselves can be useful. Secondly, through online information about these courses I was able to specify potential target vocabulary and phrase items that could be necessary for future learners.

The next step for this needs analysis will be observing how front desk staff or concierge workers actually interact with Korean customers and thereby gather information about necessary language items such as vocabulary and grammar for each target area. This will play a crucial role in order to make the language authentic for the KSP course. For example, simplified language for the purpose of instruction may be easier for hotel staff to acquire and use, but these simplified expressions won't be much use since customers will not also use these simplified constructions.

To accomplish this step, one hotel in Waikiki area where most staff members and guests are Korean will be selected for observation. Research by Masoumpanah and Tahririan (2013) can provide useful information for conducting this part of the need analysis. Adopting their approach, the researcher plans to interview receptionists and managers to ask questions about job requirements, attitudes toward customers, and the type of training that staff receive. I will also ask receptionists if their conversations can be recorded when they actually interact with customers. In addition, a questionnaire survey will also be distributed to students who are majoring in hospitality at KCC to find out what they want to learn. Some of the questions that listed in Masoumpanah and Tahririan (2013, p. 9) asked respondents to rate their interest in

different components of the course, such as “I want to be a hotel receptionist”, “I need to learn how to speak”, and “I think the curriculum offered by the school is compatible with my future goals”. These questions and more will be useful in gauging student needs in relation to the final KSP course.

It will also be interesting to conduct a comparison analysis of these metalinguistic and nonlinguistic features to those of non-Korean employees. In addition, the researcher also plans to interview staff within at the human resources department at hotels. This will also shed light on what kind of employees they are looking to hire and the skills they value.

3 Student Learning Outcomes

Student learning outcomes (SLOs) specify what students will be able to do upon the completion of the course. The following SLOs are derived with reference to Bloom (1956)’s Taxonomy of Education Objectives, and based on the data I have gathered so far. Of course, these will need to be revised based on the results of the full needs analysis, and should reflect both what students need to be able to do and what is possible for them to accomplish within the scope of the course. Below are projected outcomes for students being able to:

- Recognize aspects of Korean culture including its historical background
- Demonstrate culturally appropriate behaviors in interacting with Korean customers
- Perform business-related tasks in Korean in the areas of checking-in/out procedures and giving directions
- Recognize and produce appropriate vocabulary items and phrases for business tasks in the hospitality industry

The SLOs involving cultural aspects were chosen for several reasons. As mentioned earlier, the interviewee stated the importance of developing employees' knowledge of the target culture before anything else. The discussion notes from the Hawai'i Language Summit also addressed this issue. According to the discussion notes, the hospitality sectors have demands not only for employees who can actually service individuals from China, Japan, and Korea using these languages, but also for employees with pluricultural competencies. Pluricultural competencies were described as "the ability to use languages for the purpose of communication and to take part in intercultural interaction where a person, viewed as a social agent, has proficiency, of varying degrees, in several languages and experience of several cultures" (Coste & Zarate, 2009, p 11). This current recognition by the hospitality industry for a focus on cultural aspects precedes language aspects.

For language needs, the SLOs reflected the results of the need analysis so far. The language portion of the course will strictly focus on three target situations, checking-in and checking-out processes and providing information for directions. One of the comments that the interviewee made was that finding the time for entire staff members was extremely difficult. Therefore, the course will require as few hours as possible to accommodate the employees' schedules. In addition, checking-in/out processes and giving directions are not easy tasks to achieve for students at the beginning level. They will involve various types of vocabulary items, grammar, and speech styles.

4 Materials and Curriculum

The course will take a communicative approach where students are exposed to meaningful learning to reflect the nature of a language for specific purpose program. Learners in a language for specific purpose program have immediate real needs that require grammatical competency as well as sociolinguistic competency, thus I believe a communicative approach serves this purpose best. Although the course will be designed with multiple syllabuses, such as structural, situational, functional and task-based, the course will mainly take the form of a situational syllabus with many activities that resemble pedagogical tasks.

The 4-week (16 hour) course will be organized in the following way. The course will have three main units, (a) introductions, (b) hotel check-in, and (c) directions. Each unit will have three to seven sessions depending on its content and difficulty. I consulted the instructor of a Japanese for Business Tourism Industry and another Japanese instructor who interviewed staff currently working in the industry for assistance in the development of the course plan. Table 4 shows the course schedule and the outcome of each unit.

Table 4

Projected Course Schedule

Unit	Session	Unit Outcome
Unit 1		
Introduction	Session 1 ~ 3	Romanization Introduce oneself Basic daily greetings Speech Level Brief history
Unit 2		
Hotel Check-In	Session 4~10	Conduct hotel check-in Numbers & counters Request guest's information: name, phone numbers Formality & Concept of service
Unit 3		
Directions	Session 11~16	Word order Location words Give directions Using appropriate hand gestures

Regarding the course materials, demonstration dialogues for each unit will be presented with vocabulary and grammar items. Students will learn these items through role-plays, lectures, discussions, and other exercises. All of the materials will be created since there are not any currently existing materials for people in the hotel industry (see Appendix A for a sample dialogue activity). Table 5 summarizes some of the topics that will be covered in each session. These sessions will be arranged to reflect different levels of difficulty whenever possible.

Table 5

Projected Scope and Sequence Chart

Unit	Functional Category	Function	Syntax	Lexis	Miscellaneous
1.1	Culture & History Greetings and Introductions	Greetings Introducing	Word order Sentence enders: <i>-(s)mnida</i>		Romanization
2.1	Using numbers	Using Numbers in providing information	Sentence enders: <i>-eoyo / a yo</i> Honorifics/ Sentence level <i>-(u)seyo</i> <i>-jwuseyo</i>	Numbers Counters days, dates, room numbers Address Money	
3.1	Giving directions	Locations	Locations: <i>-e isseyo?</i>		

5 Assessment and Evaluation

The aim of this course is to train hotel staff to perform certain business tasks within the hospital industry in a culturally appropriately manner for Korean guests. Therefore, criterion-referenced achievement tests fit as a good way of assessing the degree to which learners have achieved the objectives of the course. Two types of course outcomes exist for the program, including cultural and language aspects. For the cultural assessment, the researcher plans to require students to write an essay about Korean culture including Korea's historical relation with

neighboring countries like Japan and China. Students will be required to exemplify values of Korean culture like Confucian influence and their *ppali ppali* (hurry-hurry) culture.

Regarding the language performance, assessments such as oral exams, role-play exams, and paper exams—including vocabulary quizzes—will be conducted to measure students' achievement. During oral exams and role-plays, students will be required to record their conversations or video record their performances. These recordings will be discussed in pair sessions where the instructor provides feedback. A sample rubric was created to display how scores will be assigned and the type of feedback given to learners (Figure 1).

	4 Exceeds	3 Meets	2 Approaching	1 Does not meet
Task Completion	Superior completion of task; asks and responds appropriately with elaboration.	Completion of task; responses appropriate and adequately developed.	Partial completion of task	Minimal completion of task and/or responses frequently inappropriate.
Structure/ Accuracy	Demonstrates full knowledge of sentence structure	Makes few structural errors but they do not interfere with understanding.	Makes errors that sometimes hinder understanding.	Consistently makes patterned errors such that sentences become hard to understand.
Fluency	Speech sounds natural and appropriate	Speech has short pauses but continuous.	Speech sounds slow and unnatural.	Speech with frequent and long pauses or incomplete sentences.
Cultural Appropriateness	Almost always culturally appropriate, including use of gestures, honorifics and address terms.	Mostly culturally appropriate including use of gestures, honorifics and address terms.	Sometimes of culturally appropriate including use of gestures, honorifics and address terms.	Only little or no of cultural appropriateness , lack of gestures, honorifics and address terms .

Figure 1. Sample role-play scoring rubric.

Although the assessment of each learner will take place during the course, the course will be ultimately evaluated by each learner's job performance in dealing with the target customers. Assessment of job performance will be measured in two ways. The instructor of the course will assess the recordings of actual conversations between staff and the target customers, and a guest

survey will also be used. I believe most hotels conduct short online surveys and so a section will be added so that customers can rate the quality of their experience with the participants of the course. Interacting with the target customers using their language in culturally appropriate ways should be manifested through guests' satisfaction.

This requires communication and cooperation between the instructor of the course and the staff at management level from the industry. Therefore this relationship will be created from the beginning and must be continued throughout the course. The coordinating staff from the industry also should receive progressive reports of the participants from the instructor. Feedback from the coordinating staff will be shared and used to make adjustments to course objectives and other areas of the course.

6 Conclusion

The KSP course provides many potential benefits. First, participants of the program will gain linguistic and cultural competence that is immediately applicable to their work. The participants who successfully complete the course will be able to use Korean to provide customer service in linguistically and culturally appropriate manners. Secondly, as for the institution, KCC, the program meets the two of the mission statements of KCC: that the program provides training for Hawai'i's people and it builds partnerships with business organizations to support lifelong learning. Lastly, teachers of the program will the gain experience necessary to build a curriculum that is focused on the systematic use of course components such as using needs to determine SLOs, materials, and assessments. Indeed, the most prominent benefit of this project is

the design of a KSP course that integrates and combines each component of curriculum development towards helping hospitality workers use Korean in the workplace.

The current study is, however, limited in many areas. First, more need analysis must be conducted. Although the researcher interviewed one worker at a hotel to identify target situations, vocabulary items, and phrases, more information needs to be gathered in order to gain more specific information on each of these areas. The researcher believes that this kind of information, such as frequency of vocabulary items, can be collected by surveying staff members who are concierge or currently working at the front desk. Also observing how these people interact with Korean customers will provide good ideas for the course materials.

In the end, I learned that opportunities are growing for Korean language for specific purposes, particularly in areas of retailing and hospitality sectors. I also learned that there are many language for specific purpose programs for other languages, and I hope that I may be able to do the same for the Korean language.

Appendix A

Demonstration Dialogue for Session 11(simple directions)

Asking for restroom

C: *Jeogiyo, hwajangsil i eoti e isseoyo?

S: Sooyeongjang geon.neopyeon e itsumnita.

C: Sooyeongjang eun eoti e isseoyo?

S: (Using proper hand gestures) sooyeongjang eun elevator eyop e isseoyo.

Translation

C: Where is the restroom?

S: There is one across from the pool.

C: Where is the pool?

S: The pool is next to the elevator.

Note

*jǒgiyo: Its literal meaning is ‘it is over there’. However, it is often used to politely get someone’s attention or to open a conversation. ‘Yǒgiyo’ which means ‘it is over here’ is also used for the same purpose.

Vocabulary

‘hwajangsil’: restroom, ‘eoti’: where, ‘isseoyo’: exist (polite way), ‘jeogi’: over there, ‘itsumnita’: exist (formal way)

Part 4: Conclusion

CHAPTER 20

Looking Ahead in Language for Specific Purposes

Jonathan Trace

University of Hawai‘i at Mānoa

1 Introduction

We’ve explored what Language for Specific Purposes (LSP) is and how it is different from English for Specific Purposes (ESP) and other kinds of language learning, settling on the immediate notion that the definition of purpose cannot be defined as simply present or not, but is instead spread out along a continuum. Beyond the simple rationality of this idea, it becomes even more apparent after looking through the proposals in this volume described by actual teachers designing and working through the difficulties of creating an LSP course. Even something as well defined as Language for Business Purposes, which was the topic of eight individual studies, shows an enormous degree of actual variation in terms of context, outcomes, learner proficiency, and, importantly, purpose. No wonder there remains debate about what exactly “specific purpose” means.

Rather than looking too long at these differences and trying to otherwise create another definition of LSP based off of what it isn't, a better use of our resources might be to look instead at the commonalities we can find across different contexts. What are the shared features, considerations, and even limitations that make up a typical, or not so typical, LSP course? As teachers and developers, how can we use this information to help us in the planning and development of our own courses? The answers to these questions may not bring us any closer to some all-encompassing definition of LSP, but they can shed light on what actually happens in the course of developing LSP, and that seems a much more practical outcome. Knowing about the different twists and turns that can happen during the development of an LSP course can be useful for those teachers facing the same challenge. To put it simply, working to establish common ground helps the field move forward together, rather than everyone having to forge new paths on their own.

2 How Do Different LSP Contexts Align?

Looking at the proposals presented here, four common themes seems to stand out as being consistent and important in the development and implementation of LSP. In no particular order, these are: (a) learner proficiency; (b) culture as content; (c) the target community; and (d) existing information. While these concepts will probably sound familiar to most language teachers in some form or another, they take on a slightly different meaning when we consider them in relation to the development and implementation of LSP.

2.1 Learner Proficiency

Proficiency over the years has taken on several meanings in the field of language education, from descriptions of competence or performance (see Brown, Malmkjær, & Williams, 1996; Bachman 1990; Chomsky, 1965), to being used synonymously with notions of fluency (see Chambers, 1997; Crystal, 1987), both in relation to discrete skills (e.g., reading or speaking) and across multiple skills. Often, proficiency is the subject of large-scale attempts at language learning standardization through the establishment of scales such as the American Council on Teaching Foreign Languages (ACTFL, 2010) proficiency guidelines in the U.S. or the Common European Framework (CEF, Verhelst, van Avermaet, Takala, Figueras, & North, 2009) in other parts of the world. In LSP, however, we commonly approach proficiency from a more local perspective in terms of linguistic competence on its own or in relation to content-area knowledge or even cultural knowledge.

As noted, because of the desire to describe proficiency as something measurable and categorical, it is usually discussed in the area of language assessment, though it also has a very practical place in curriculum development as well. When conducting an effective needs analysis, one of the first questions we must ask is about the language profile of our learners. What can they do with the language already, and what will they be able to do with the language when they finish the program? Already we're defining proficiency a bit differently than what is stated in standardized models such as ACTFL or the CEF (i.e., general language proficiency), and instead looking at proficiency in terms of being something that is deeply contextualized within the bounds of the classroom or the program (i.e., classroom- or outcomes-based assessment, see Norris, 2006; Brindley, 2001). In other words, from a curriculum development standpoint, we're

looking at language ability in relation to individual improvement in the stated outcomes or goals of a particular class, and not how well someone uses a language in general (for more on the differences between standardized and classroom assessment see Brown, 2005 and Popham, 2005).

By now you may be wondering what exactly this has to do with LSP specifically, as so far the discussion applies equally to all effective language instruction. To address that point, we should first consider that, in the context of LSP, we would hope that a definition of proficiency is situated in respect to the outcomes of the course. After all, the very reason we are engaging in LSP development is to delineate language ability in terms of a particular target language use or purpose, and indeed one of the goals we should set for our needs analysis is to determine the specific language abilities our learners need to acquire. In contrast, consider that many language for general purposes programs set their outcomes according to ACTFL proficiency guidelines for the very reason that actual target language uses are often hard to determine in these contexts.

In addition to the above, and perhaps more importantly for our purposes as LSP developers, is that many of the LSP contexts described in the proposals here were working with learners with a very limited range of actual language ability, and in the majority of cases the potential students were raw beginners. This is in part a product of the context, as most university foreign language (FL) programs in the U.S. have language requirements that do not extend beyond the equivalent of two years of instruction. Even in terms of general proficiency gains, the range of ability for most university FL learners will be quite limited outside of the minority that continue on to study language. This becomes even more evident for less commonly taught

languages (LCTL). By comparison, ESP learners regularly come into the university level having taken a wealth of general purpose English classes already. While this isn't true of all LSP university contexts, such as those Language for Business Purposes cases that require higher level learners because of the stakes involved (e.g., Chapters 6-9), there appears to be a clear connection between most LSP courses in university contexts and a low expected level of proficiency from the learner.

The range becomes even more restricted in those cases where the learners are professionals in the field (e.g., Chapters 2 and 3). Based on these cases, the learners almost always have a limited knowledge of the target language, and on top of this the LSP developer must also take into account logistical factors such as time constraints (e.g., learner schedules, limited contact hours of instruction). In these cases, not only is the starting proficiency low, but the achieved gains are also likely to be less than university learners, and this in turn has an effect on the potential design of the LSP course.

Creating an LSP course with low-level learners in mind means that the question of balancing language and content-area knowledge becomes a critical consideration, and it places some very real restrictions on just what the ultimate purpose of the course will be. If learners have zero language ability in the target language prior to the course, then we might wonder about the degree to which they are actually going to acquire enough knowledge to function in the target language at all. While it's possible we could narrow the instruction down to only a few very specific tasks or functions, this raises questions of the worth of the course and fairness towards the learners. If we're so restricted in what we teach, are we also denying learners the ability to

learn beyond the scope of the course (Tollefson, 1991). For example, Sung (Chapter 19) describes learners of Korean for hotel workers as having two primary language functions—checking in/out guests and providing directions—and while he expands the curriculum to include more than just these two tasks, if he were to reduce his curriculum to only teaching these, we would wonder about the validity of such a course. In this situation, if learners are presented with more difficult or even comparable tasks that are outside the scope of their L2 knowledge they may feel disenfranchised, either in the sense of feeling that their language learning experience was a waste of time, or that they were not even given the freedom during the course to expand their knowledge in a direction of their own choosing. While these are perhaps extreme reactions, they are not beyond the realm of possibility when language instruction is too far reduced.

The other alternatives to managing lower proficiency learners, however, would require either devoting part of the lesson to more foundational language instruction, or taking a more content-area driven approach. With the former, we again encounter problems with the question of how much foundation is enough. Do learners need to learn explicit grammar? Probably not, when chunks and set-phrases will work, but without any attention to structures how much language are they really learning? In the case of languages with non-Roman alphabets (e.g., Chinese or Russian), do learners need to learn how to read/write in the L2? The answer depends on a variety of factors, but as we saw in some of the studies here, some teachers did not see much reason to devote a large amount of time to learning different writing systems. If the orthography is not taught, however, the medium of instruction and materials is either limited to speaking and listening alone, or must rely on transliteration. Other questions of a similar nature abound, and as

developers we need to keep these things in mind as we move forward with identifying our specific purpose.

The remaining alternative is to shift the balance away from linguistic instruction and towards content-area instruction, as this can be carried out in either the L1 or the L2. When we talk about content-area knowledge, however, this can mean two different but related things: (a) actual knowledge of the skills and tasks related to a specific purpose (e.g., engineering, working in a restaurant) or (b) cultural knowledge related to the target language or context (e.g. history, customs, pragmatics). The former is probably beyond the scope of most low-level university LSP courses and more applicable to advanced courses alone (e.g., English for Academic Purposes or Language for Business Purposes). The alternative, culture-based knowledge, however, might be a suitable option for LSP developers working with low-level learners, and indeed several authors here propose this very idea.

2.2 Culture and Content

For most LSP contexts, the culture of the community seems almost as important to learn as the linguistic content itself. Learning a foreign language for any purpose is about more than simply acquiring grammatical structures, vocabulary, or fluency, but rather a part of what makes it valuable is the cultural affordances that it provides. Knowing a language has long been understood as a way of opening the door for learners to understand, acknowledge, and negotiate other ways of thinking and viewing the world (see Byram, 2008; Kramsch, 2002). Certainly there are benefits for learning about the culture through the language, such as in learning pragmatics or examining concepts that only exist within a particular language (e.g., *gimu* in

Japanese or *schadenfreude* in German), but cultural instruction in the language classroom is often an area where the L1 can be used to support and motivate L2 learning (Schweers, 1999; Cook, 2001; Brooks, 1968). In LSP contexts, particularly where the level of the learner is low, culture can be an excellent resource both for accommodating the needs of the curriculum in terms of balancing linguistic and content-area knowledge, as well as for the learners who we can reasonably expect will be someday participating directly within an L2 community.

For several of the authors here, culture is an integral part of their proposed curriculum, represented in their outcomes, materials, teaching, and assessment practices. The link between culture and language is inseparable for many authors, especially when paired with a specific purpose. More so than language for general purposes, especially at advanced levels that are devoted to language and literature, LSP is about language in use within specific domains that are situated within a target language community. Though culture was already mentioned as a viable tool for teaching in beginner level classes, it is just as important with more proficient learners as well, and we have examples of this in the chapters on Business Language. Knowing how to function in a workplace in China, for example, is very different than in the U.S., and these differences certainly expand beyond just linguistic in nature. It the culture of the environment that can create the most difficulty for foreign workers, and so gaining a familiarity with the culture is essential if learners are going to be able to succeed.

Before moving on to look further at the importance of the context and the community in LSP, Kawaguchi (Chapter 10) raises an important aspect of culture instruction that might be easily overlooked in the process of planning and designing an LSP course. As one of the authors

with specific student learning outcomes devoted to cultural learning, Kawaguchi remarks that in order to see whether or not these outcomes are being met, assessments will need to be included that specifically target cultural learning, which is easier said than done. While we can imagine the many different ways we might measure a learner's skill in speaking or writing, or their ability to complete different tasks in the L2, assessing cultural knowledge is not quite as straightforward. In his proposal on Korean for Hospitality Services, Sung (Chapter 19) attempts to address this same question by proposing that students write essays on a topic in Korean culture to assess the degree to which they have achieved knowledge of culture. While this is certainly one option, culture in LSP contexts tends to be less about acquiring knowledge and more about familiarity, sensitivity, and, in many cases, knowing how to negotiate between cultures when there are differences present.

One potential solution to this may be to take a more task-based approach to culture, and create assessments that work from the specific target language uses and tasks that learners are likely to encounter (see Bachman & Palmer, 2010, 1996) that can incorporate some form of cultural component in the rating system. As an example, role-plays have been found to be a very useful and reliable approach to assessing pragmatic competence (Brown & Ahn, 2011), and it would be a relatively simple task to include within a scoring rubric a category such as cultural sensitivity or appropriateness that could account for the degree to which learners conformed or adapted to cultural conventions. Such assessments are popular in task-based contexts and certainly apropos in an LSP course where learners are expected to demonstrate their ability through performance. With more advanced level learners, the same kinds of criteria could be

included in more difficult tasks (e.g., presentations, writing samples) just as easily. For a more detailed account on assessing LSP in general, refer to Douglas (2000).

2.3 The Target Community

Another major theme that affects the design of most LSP programs is the role of the target community. As we saw with culture and content, LSP courses are not taught in isolation, but rather in direct response to a specific and identified context. How this context is defined can have a significant effect on the entire structure of the course. We can divide LSP contexts into two categories: *local contexts* and *global contexts*. Local contexts are those where the L2 is being used as a FL within a targeted community of L1 speakers of the language. For example, teaching L2 learners of Italian to work as tour guides for Italian visitors to the United States. The FL is not the majority language of the larger context, but is used to address the needs of a minority community. Other examples of this can be found in several of the Language for Healthcare and Hospitality studies within this volume. Alternatively, global contexts are those where the L2 is learned primarily as a second language used to communicate or work within the larger community. Many Language for Business Purposes courses are examples of this, where learners are studying a language like Chinese or French to be used in Chinese or French contexts. Many ESP courses also fall under this category, as learners are either learning English to function in an English-speaking country or to use as a *lingua franca* in international contexts.

Based on examples of both of these types of contexts, we can observe their effect on the shape of LSP development. In the case of LSP studies pertaining to local contexts, almost always the starting proficiency of the learners is low, but the stakes tend to be low as well. In many of

these contexts, the main purpose in using the language is to assist and facilitate communication, and otherwise prevent breakdowns from occurring. In other words, it's a support system, but usually not the only means of communication. Even in healthcare settings, where situations could be considered life threatening, language is still used primarily as a way of comforting patients, showing respect and sensitivity to their culture, and perhaps expediting communication. There are certainly times when a lack of ability to communicate can have real consequences, but given the scope of the LSP courses here, those situations do not appear to be the primary intended purpose.

For global contexts, however, the stakes are often much higher and likewise the required proficiency is also higher. In business contexts, the ability to function in the second language could be the difference between getting promoted and getting fired. The way in which people use their language to deal with clients, write reports, negotiate contracts, and a variety of other high-stakes tasks can have a tangible effect on not only their individual success, but also the success of the company. The same can be said for many types of ESP, such as English for Academic purposes, where academic success or future employability are at stake.

Differences in context also have a direct effect on other aspects of the curriculum, such as the kinds of information gathered in the needs analysis steps, the availability of materials, and the logistical structure of the classes (e.g., university classes vs. drop-in night classes). Most of these will be revealed through the needs analysis itself, but as curriculum developers and teachers, thinking about how the context and community might affect the potential consequences

or stakes involved for our learners is a consideration that should be examined early and not taken lightly.

2.4 Access to Information

Going back to one of the original questions about LSP and the balance between content-area knowledge and linguistic content, one issue that seems conveniently lost in this discussion is about the degree to which access to content-area information is even available. Compared to ESP, most areas of LSP are considerably under-developed, and outside of the more common areas such as Language for Business or Medical Purposes, materials and existing information are often all but absent. For many LSP developers—particularly those addressing needs related to local contexts or LCTLs—access to both instructional materials and content-area expertise can be a real concern. It becomes less of question of how to balance language and content, and more about whether it is even possible to do so in the first place.

Materials for many LSP contexts are difficult to locate that address both language and content. As is often the case, authentic materials may be content-rich, but the language barrier may be impassable, especially when we take into account the high likelihood that our learners will be coming into the classroom as beginners in the L2. Even those materials that do have a language focus in mind are usually aimed at more proficient L2 learners, as several authors here have pointed out. In these cases, designing or adapting materials may be the only alternative, as observed in the majority of studies presented here. When we consider that none of the authors in this volume are experts in their target content-areas, locating, developing, and authenticating materials is not always a task that is easily accomplished.

So what is to be done in regards to choosing or designing materials for LSP? While there is no simple answer, through looking at the proposals presented here we can point to several possible alternatives that curriculum developers and teachers might pursue. As needs analysis should already be a part of the development process, one useful way of gaining access to experts and possible sources of information that some authors suggested was to go out and make connections with people in the target context. Though many found this to be a challenging task, especially when the target context was not available locally, there are many ways of networking via email or other means of online communication (e.g., *Skype*), or through questionnaires or talking to former students, coworkers, or colleagues. This is not only good practice for need analysis, but is also a way to get a foot in the door for seeking out advice later in the development process.

Another helpful tactic used by some authors was to look at similar LSP courses offered either locally or within other universities. Even when the language or the purpose does not match exactly, this kind of design by analogy tactic can be a great way to take what others have done and use it as an advantage (hence the creation of this book of LSP proposals). This may not work in every case, such as when the purpose is narrow or unique and finding a comparable course may not yet exist (e.g., Russian for law enforcement), but similarities can always be drawn at some level between even very different types of courses that can be useful for our own purposes. Regardless, materials and existing information can be hard to reconcile for many curriculum designers who are often already working with limited resources, however, being aware of the problem going into the process can help us keep an eye out for inlets to possible information and contacts.

3 Conclusion

Within this volume we've so far looked at the definitions and claims behind LSP, examined specific proposals for a variety of perspectives, and identified some of the important themes within LSP development. It's worthwhile to take a moment to reflect on what this all actually means for us as teachers and designers of LSP curriculum. For a long time FL learning has been about the three goals espoused by Norris (2006), of language skills, cultural knowledge, and the appreciation of the differences both afford in comparison to our own backgrounds and experiences. LSP, however, is an opportunity to put this into practice starting from a position of cultural sensitivity and language use. Instead of working through how language is acquired from a more theoretical view, or designing curriculum to fit within the bounds of a semester or program, we're putting the uses and the consequences (i.e., the outcomes) of instruction first¹. LSP is a very grounded perspective of language that doesn't just look at what we can do, but what we should do as teachers.

Ultimately, the goal of this project is to provide a unique and accessible resource for language teachers interested in LSP, and reinforce the importance of creating curriculum in a systematic way that is driven by the various needs of the program. Through this we hope to provide a template for others to follow, utilize, and integrate into their own contexts and purposes. We believe this can be beneficial for experienced LSP developers as well. Even an established course is never truly finished. One of the challenges of any form of curriculum development, and LSP in particular, is that with so many moving parts and so many variables that change—not only from context to context, but over time as well—is that the development

¹ Much like the work of Bachman and Palmer (2010) in second language assessment and validation, which starts from the perspective of potential consequences and target language uses.

process must respond in kind. The needs of the learners will shift, the community will grow, the methods will evolve, and the success or failure of the program will require more than a one and done mentality. We want to make available different perspectives, different limitations and challenges, and alternative approaches to LSP that even experienced developers can turn to when thinking about the next iteration or evolution of their program.

As LSP moves forward, there remain several challenges and new areas for teachers and researchers to explore. While I've presented issues particular to this set of proposals, there still remain questions about the level of specificity in LSP, the methods and focus of instruction, and the role of power and critical pedagogy (see Chapter 1 for more on this). As this book focuses on the beginning stages of development for LSP courses in university and professional settings, these overarching issues are beyond the scope of what we can yet address. Regardless, they remain challenges and questions that the LSP community needs to take up as the field grows. As one example, Northcott (2013) provides us with a short overview of possible future directions in terms of methods and instruction within LSP, such as the increased use of task-based or problem-based approaches and the growing availability and accessibility of technology in LSP (e.g., corpus linguistics). That said, power, values, and critical pedagogy in LSP remains relatively uninvestigated.

There is one last recurring theme that was found throughout the studies presented here that was not included in the above list. Many of the authors expressed their hope that through LSP they could encourage and inspire their students to continue learning language. Through a focus on needs and uses, LSP can act as a great motivator for learners who might otherwise feel

that learning a language is nothing more than a requirement to be fulfilled and forgotten. We should never forget that language has value, and as teachers we want to be able to instill this notion within our learners. We are only able to accomplish this when we work towards creating environments that can provide our learners with the affordances to embrace language as their own.

REFERENCES

- Abbot, G. (1991). Encouraging communication in English: A paradox. *ELT Journal*, 35(3), 228–230).
- ACTFL (2010). *National standards for foreign language education: American council on the teaching of foreign languages*. Retrieved January 20, 2015, from https://www.actfl.org/sites/default/files/pdfs/public/StandardsforFLLEXecsumm_rev.pdf
- Anderson, L.W., & Krathwohl D. (2001). *A taxonomy for learning, teaching and assessing: A revision of Bloom's taxonomy of educational objectives*. New York: Longman.
- Arabic language for healthcare providers. (n.d.). Retrieved January 21, 2015, from <http://www.arabi.com.sa/index.php/en/arabic-language-for-specific-purposes>
- Anthony, L. (2011). Why ESP practitioners do not need to be subject specialists. In *Proceedings of the 2011 international conference and workshop on English for specific purposes* (pp. 39–52). Taichung, Taiwan: Crane.
- The Association for Japanese Language Teaching (2006). *Japanese for busy people*. New York: Kodansha USA.
- Bachman, L. F. (1990). *Fundamental considerations in language testing*. Oxford: Oxford University Press.
- Bachman, L., & Palmer, A. (1996). *Language testing in practice*. New York: Oxford University Press.
- Bachman, L., & Palmer, A. (2010). *Language assessment in practice*. New York: Oxford University Press.
- Belcher, D. (2006). English for specific purposes: Teaching to perceived needs and imagined futures in worlds of work, study, and everyday life. *TESOL Quarterly*, 40, 133–156.

- Belcher, D. (2009). Problem-solving for nursing purposes. In D. Belcher (Ed.), *English for specific purposes in theory and practice* (pp. 229–242). Ann Arbor, MI: Michigan University.
- Benesch, S. (2001). *Critical English for academic purposes in theory and practice*. Ann Arbor, MI: University of Michigan.
- Bhatia, V. K. (1993). *Analyzing genre: Language use in professional settings*. London: Longman.
- Bloom, B. S., Engelhart, M. D., Furst, E. J., Hill, W. H., & Krathwohl, D. R. (1956). *Taxonomy of educational objectives: The classification of education goals; Handbook 1: Cognitive domain*. New York: Longmans, Green.
- Blue, G. M., & Harun, M. (2003). Hospitality language as a professional skill. *English for Specific Purposes*, 22(1), 73–91.
- Borst, S. (2007). A cross-cultural comparison of German and American graduate business students. *Global Business Languages*, 10, 25–40.
- Bovend'Eerd, T. J., Botell, R. E., & Wade, D. T. (2009). Writing SMART rehabilitation goals and achieving goal attainment scaling: A practical guide. *Clinical rehabilitation*, 23(4), 352–361.
- Boyd, F. (2002). An ESP program for students of business. In T. Orr (Ed.), *English for specific purposes* (pp. 41–56). Alexandria, VA: Teachers of English to Speakers of Other Languages Inc.
- Brindley, G. (2001). Outcomes-based assessment in practice: Some examples and emerging insights. *Language Testing*, 18(4), 393–407. doi:10.1177/026553220101800405

- Brooks, N. (1968). Teaching culture in the foreign language classroom. *Foreign language annals*, 1(3), 204–217.
- Brown, G., Malmkjær, K., & Williams, J. (Eds.). (1996). *Performance and competence in second language acquisition*. Cambridge university press.
- Brown, J. D. (1995). *The elements of language curriculum*. Boston, MA: Heinle & Heinle.
- Brown, J. D. (2001). *Using surveys in language programs*. Cambridge: Cambridge University Press.
- Brown, J.D. (2005) *Testing in language programs*. New York: McGraw-Hill.
- Brown, J. D. (2009). Foreign and second language needs analysis. In M. H. Long & C. J. Doughty (Eds.), *The handbook of language teaching* (pp. 269-293). Malden, MA: Wiley-Blackwell.
- Brown, J. D. (2012a). EIL curriculum development. In L. Alsagoff, S. Mckay, G. W. Hu, & W. A. Renandya, *Principles and practices for teaching English as an international language* (pp. 147–167). London: Routledge.
- Brown, J. D. (Ed.). (2012b). *Rubrics in language assessment with case studies in Asian and Pacific languages*. Hawaii: National Foreign Language Research Center.
- Brown, J. D. (forthcoming). *Introducing needs analysis and English for specific purposes*. London: Routledge.
- Brown, J. D., & Ahn, R. C. (2011). Variables that affect the dependability of L2 pragmatics tests. *Journal of Pragmatics*, 43(1), 198–217.
- Brustad, K., Al-Batal, M., & Al-Tonsi, A. (2010). *Alif Baa: Introduction to Arabic letters and sounds*. Washington, D.C.: Georgetown University Press.
- Byram, M. (2008). The intercultural speaker: Acting interculturally or being bicultural. In *From*

foreign language education to education for international citizenship: Essays and reflections. (pp. 57–73). Clevedon: Multilingual Matters.

CARLA (n.d.). *The center for advanced research on language acquisition, University of Minnesota.* Retrieved January 20, 2015, from http://www.carla.umn.edu/articulation/MNAP_polia.html

Carver, D. (1983). Some propositions about ESP. *The ESP Journal*, 2, 131–137.

Chambers, F. (1980). A re-evaluation of needs analysis in ESP. *ESP Journal*, 1(1), 25–33.

Chambers, F. (1997). What do we mean by fluency?. *System*, 25(4), 535–544.

Chang, J-Y. (2014). *A case study on business Korean communication* (Unpublished doctoral dissertation). Ewha Womans University, Seoul, Korea.

Cho, H, & Yoon, H. (2013). A corpus-assisted comparative genre analysis of corporate earnings calls between Korean and native-English speakers. *English for Specific Purposes*, 32, 170–185.

Chomsky, N. (1965). *Aspects of theory of syntax*. Cambridge, MA: M.I.T. Press.

Chun, J-Y., & Choi, Y-M. (2002). A three-round Delphi study on the contents of business English test. *English Teaching*, 57(2), 451–479.

The Consulate General of Japan in Detroit (2013). *Michigan Japanese investment survey in 2013.* Retrieved January 20, 2015, from <http://www.detroit.us.emb-japan.go.jp/pdf/en/pe/Report--2013%20Michigan%20JDI%20Survey%20Fact%20Sheet.pdf>

Confucius Institute Headquarter. (2010). *An Outline of Ranked Words and Characters for Chinese*. Beijing: Economic Science Press.

- Cook, V. (2001). Using the first language in the classroom. *The Canadian Modern Language Review*, 57, 402–423.
- Coste, D., Moore, D., & Zarate, G. (2009). *Plurilingual and pluricultural competence*. Retrieved February 9, 2015, from http://www.coe.int/t/dg4/linguistic/Source/SourcePublications/CompetencePlurilingue09web_en.pdf
- Cowles, M. A. (1998). Needs analysis in program development. In T. B. Fryer & G. Guntermann (Eds.), *A manual for Spanish and Portuguese for business and the professions* (pp. 23–42). Washington, DC: American Association of Teachers of Spanish and Portuguese.
- Crystal, D. (1987) *The Cambridge Encyclopedia of Language*. Cambridge University Press, Cambridge.
- Day, R. R. (2003). Authenticity in the design and development of materials. In W. A. Renandya (Ed.), *Methodology and materials design in language teaching: Current perceptions and practices and their implications* (pp. 1–11). Singapore: Seameo Relc.
- Day, R. R. (2004). A critical look at authentic materials. *Journal of Asia TEFL*, 1(1), 101–114.
- Day, R. R., & Park, J. (2005). Developing comprehension questions. *Reading in a Foreign Language*, 17(1), 12–18. Retrieved January 1, 2015, from <http://nflrc.hawaii.edu/rfl/>
- Douglas, D. (2000). *Assessing languages for specific purposes*. Cambridge: Cambridge University Press.
- Doyle, M. (2012). Business language studies in the United States: On nomenclature, context, theory, and method. *The Modern Language Journal*, 96, 105–121.
- Dudley-Evans, T., & St. John, M. J. (1998). *Developments in English for specific purposes: A multi-disciplinary approach*. Cambridge: Cambridge University.

- Dugan, D. (2008). *Successful nursing assistant care*. (2nd ed.). Albuquerque, NM: Hartman Publishing, Inc.
- Elias, D., & Lockwood, J. (2014). 'Weak' and 'strong' languages for specific purpose (LSP) performance assessment: A case study in Asian call centers. 2014 Language Testing Research Colloquium, Amsterdam, the Netherlands, June 2014.
- Ellis, R. (2003). *Task-based language learning and teaching*. Oxford: Oxford University Press.
- Ellis, R. (2005). Planning and task-based performance theory and research. In R. Ellis (Ed.), *Planning and task performance in a second language* (pp. 3–34). Amsterdam/Philadelphia: John Benjamins.
- Ferguson, C. A. (1959). Diglossia. *Word*, 15, 325–340.
- Fort Hood. (n.d.). *Fort Hood education services division*. Retrieved February 9, 2015, from <http://www.hood.army.mil/esd/APT.aspx>
- Foster, L., Yajima, T., & Lin, Y. (2012). *China law reader*. San Francisco, CA: China Books, Sinomedia International Group.
- Galloway, V. (1987). From defining to developing proficiency: A look at the decisions. In H. Byrnes & M. Canale (Eds.), *Defining and developing proficiency: Guidelines, implementation, and concepts* (pp. 25–73). Lincoln Wood, IL: National Textbook.
- Glaser, R. (1994). Criterion-referenced tests: Part 1 origins. *Educational Measurement: Issues and Practice*, 13(4), 9–11.
- Hadley, A. O. (1993). *Teaching language in context*. Boston: Heinle & Heinle.
- Hall, E. (1976). *Beyond culture*. Garden City, NY: Doubleday.
- Halliday, M. A. K., McIntosh, A., & Strevens, P. (1964). *The linguistic science and language teaching*. London: Longman.

- Hammad, A., Kysia, R., Rabah, R. Hassoun, R., & Connelly, M. (1999). *Guide to Arab culture: Health care delivery to the Arab American community*. Dearborn, MI: ACCESS Community Health Center.
- Hofstede, G. (1983). The cultural relativity of organizational practices and theories. *Journal of International Business Studies*, 14, 75–89.
- Huckin, T. (2003). Specificity in LSP. *Iberica*, 5, 3–17.
- Hutchinson, T. & Waters, A. (1987). *English for specific purposes*. Cambridge: Cambridge University.
- Hyland, K. (2002). Specificity revisited: How far should we go now? *English for Specific Purposes*, 21, 385–395.
- Hyland, K. (2009). Specific purpose programs. In M. H. Long & C. J. Doughty (Eds.), *The handbook of language teaching* (pp. 201–217). Oxford: Wiley-Blackwell.
- Institute for Business Research & Education. (2013). *kiep kyengyeng way 2013(기업 경영 way 2013)*, FKI Media, Seoul, Korea
- InterLingua Publishing. (2009a). *Medical Point2Arabic: Patient history interviews & emergency medical services*. Retrieved January 21, 2015, from http://books.google.com/books/about/Medical_Point2_Arabic
- InterLingua Publishing. (2009b). *Medical Point2Polish*. Retrieved January 21, 2015, from <https://play.google.com/books/reader?printsec=frontcover&output=reader&id=3MrfHIIHOpLgC&pg=GBS.PP1>
- IRL. (n.d.). *Interagency language roundtable*. Retrieved February 9, 2015, from <http://www.govtilr.org/Skills/ILRscale1.htm>

The Japan Society in NYC (2011). *Waku waku Japanese: Language lesson 1: Meeting people*.

Retrieved January 20, 2015, from <https://www.youtube.com/watch?v=eSrpkd8X4MQ>

Johns, A. M. (2013). The history of English for specific purposes research. In B. Paltridge & S. Starfield (Eds.), *The handbook of English for specific purposes*. Malden, MA: Wiley-Blackwell.

Johns, T. F., & Dudley-Evans, T. (1980). An experiment in team teaching overseas postgraduate students of transportation and plant biology. In *Team teaching in ESP* (ELT Documents No. 106, pp. 6–23). London: British Council.

Johns, A. M., & Dudley-Evans, T. (1991). English for specific purposes: International in scope, specific in purpose. *TESOL Quarterly*, 25(2), 297–314.

JSBD (n.d.). *The Japan business society of Detroit, member cooperation directory*. Retrieved January 20, 2015, from <http://jbsd.org/ja/membershipSearch/Default.aspx>

Jung, H-J. (2009). *Macswukiepyelcen (맞수기업열전)*, Eyssey, Seoul, Korea

Jung, M-S. (2003). A study for designing of syllabus of business Korean, *Journal of Korean Education* 14(2), 403–421.

Jung, Y. (2005). Power and politeness in Korean business correspondence. *Asian Business Discourse(s)*, 292–312.

Kasper, G., & Rose, K. R. (Ed.). (2001). *Pragmatics in language teaching*. Ernst Klett Sprachen.

Kim, H-W. (2013). *Needs analysis for designing the curriculum for web based business Korean: Focusing on learner support function* (Unpublished doctoral dissertation). Ewha Womans University, Seoul, Korea.

Kim, M-H. (2011). *kiepuy salyey pwunsekul thonghan kiep salyey kyengyenghak (기업의 사례 분석을 통한 기업 사례 경영학)*, Dunam, Seoul, Korea

- Kimzin G., & Proctor S. (1986). Designing surveys on language programs. *TESOL Quarterly*, 15(1), 51–57.
- Klare, G. R. (1984). Readability. In R. Barr, M. L. Kamil, & P. Mosenthal (Eds.), *Handbook of reading research* (pp. 681–744). New York: Longman.
- Kohonen, V. (2000). Student reflection in portfolio assessment: Making language learning more visible. *Babylonia*, 1, 13–16.
- Lafford, B. A. (2012). LSP in the US in a global context: Commentary on Grosse and Voght (1991) revisited. *The Modern Language Journal*, 96, 1–27.
- Language Flagship. (2008). *What business wants: Language needs in the 21st century*. Retrieved January 21, 2015, from <http://www.thelanguageflagship.org/business/what-business-wants>
- LCCI. (2014). *Internationally recognized English language qualifications*. Retrieved January 13, 2015, from http://www.lcci.org.uk/documents/EnglishLanguageQualifications_000.pdf
- Lee, K-S C. (2010, February). AP Chinese test impact on and the learners' needs of college advanced Chinese curriculum. Paper presented at the Chinese outreach forum, Duke University, Durham, North Carolina.
- Lee, K-S. C., Liang, H.H., Jiao L.W., & Wheatley, J. (2014). *The Routledge advanced Chinese multimedia course: Crossing cultural boundaries* (2nd ed.). New York: Routledge, Taylor & Francis Group.
- Lee, M-H. (2003). Research on Korean for occupational purposes: Examination of the current state of the education and the development of business Korean. *Journal of Korean Language Education*, 14(2), 227–256.

- Lee, Y. H. (2009). The present state and challenges of Korean language education for Diplomats. *International Korean Language and Literature, 1*, 123–154.
- Liu, D. (2003). 《中国全景 - 九州行》 (=China panorama: Chinese for tourism). 1,500 min. video program, 25 VCDs. Beijing Language and Culture University.
- Liu, Y., Yao, T-C., Bi, N-P., Ge, L., & Shi., Y. (2008). *Integrated Chinese Level 1* (3rd ed.). Boston, MA: Cheng & Tsui.
- Long, M. H. (2005). A rationale for needs analysis and needs analysis research. In M. H. Long (Ed.), *Second language needs analysis* (pp. 1–16). Cambridge: Cambridge University Press.
- Long, M. H. & Crookes, G. (1993). Units of analysis in syllabus design: The case for task. In G. Crookes & S. M. Gass (Eds.), *Tasks in pedagogical context: Integrating theory and practice* (pp. 9-54). Clevedon, Avon: Multilingual Matters.
- Kim, S. I. (2007). *A study on Korean reading education for diplomats as Korean for specific purpose (KSP)*. Unpublished M.A. Thesis, Korea University.
- Kramersch, C. (2002). In search of the intercultural. *Journal of Sociolinguistics, 6*(2), 275–285.
- Kuo, Jane C. M. (2006). *Startup business Chinese: An introductory course for professionals, Level 1* (English and Chinese ed.). Boston, MA: Cheng & Tsui.
- Mackay R., & Mountford, A. (1978). *English for specific purposes*. London: Longman.
- Masoumpanah, Z., & Tahririan, M. H. (2013). Target situation needs analysis of hotel receptionists. *English for Specific Purposes, 40*(14). Retrieved January, 20, 2015, from <http://www.esp-world.info>
- McLeod, S. A. (2010). *Kolb - Learning styles*. Retrieved February 9, 2015, from <http://www.simplypsychology.org/learning-kolb.html>

- The Michigan Economic Development Cooperation (2014). *Pure Michigan*. Retrieved January 20, 2015, from http://www.michiganbusiness.org/grow/industries/?utm_source=google&utm_medium=pc&utm_term=michigan%20industries&utm_content=q8Jo6SxI&utm_campaign=google&gclid=Cj0KEQjw6deeBRCswoauquC8haUBEiQAdq5zhxjt9cDiWuz1RoIEZMEdtodfHsiWdyuXd4V7QzvXJFsaAjOp8P8HAQ#auto-intro
- MOFA. (n.d.). *The Korean ministry of education*. Retrieved January 1, 2015, from http://www.mofa.go.kr/trade/beforejustice/exemption/information/index2.jsp?menu=m_30_180_30&tabmenu=t_2
- Molinsky, B. & Bliss. (2005). *Word by word picture dictionary*. (2nd ed.). New York: Prentice Hall Regents.
- Nation, I. S. P. & Macalister, J. (2010). *Language curriculum design*. New York: Routledge.
- National Virtual Translation Center. (2007). *Language learning difficulty for English speakers*. Retrieved September 1, 2014, from <http://web.archive.org/web/20071014005901/http://www.nvtc.gov/lotw/months/november/learningExpectations.html>
- NIPA (2012). *National IT industry promotion agency*. Retrieved January 19, 2015, from www.nipa.kr.
- Norris, J. M. (2006). The why (and how) of assessing student learning outcomes in college foreign language programs. *Modern Language Journal*, 90(4), 576–583.
- Norris, J. M. (2009). Introduction to the volume. In J. M. Norris, J. McE. Davis, C. Sinicrope, & Y. Watanabe (Eds.), *Toward useful program evaluation in college foreign language*

- education* (pp. 1–3). Honolulu: University of Hawai‘i, National Foreign Language Resource Center.
- Northcott, J. (2013). Methods for Language for Specific Purposes. In C. A. Chapelle, *The encyclopedia of applied linguistics*. Oxford: Blackwell.
doi:10.1002/9781405198431.wbeal0764
- Nunan, D. (2004). *Task-based language teaching*. Cambridge: Cambridge University Press.
- Nursing Shortage. (n.d.). In *Wikipedia*. Retrieved August 31, 2014, from http://en.wikipedia.org/wiki/Nursing_shortage
- Office of the United States Trade Representative. (n.d.). *U.S.-China trade facts*. Retrieved January 21, 2015, from: http://www.ustr.gov/countries-regions/china-mongolia-taiwan/peoples-republic-chinaLSP_eBook_Final_Manuscript.docx
- Orr, T. (2002). *English for specific purposes*. Alexandria, VA: Teachers of English to Speakers of Other Languages, Inc.
- Palmer, J. (2008). Arab diglossia: Student perceptions of spoken Arabic after living in the Arabic-speaking world. *Arizona Working Papers in Second Language Acquisition and Teaching*, 15, 81–95.
- Patton, M.Q. (2008) *Utilization-focused evaluation*. Thousand Oaks, CA: Sage.
- Piller, I. & Cho, J. (2013). Neoliberalism as language policy. *Language in Society*, 42, 23–44.
- Popham, W. J. (2005). *Classroom assessment: What teachers need to know* (4th ed). Boston, MA: Pearson.
- Robinson, P. (2009). Syllabus design. In M. H. Long & C. J. Doughty (Eds.), *The handbook of language teaching* (pp. 294–310). Oxford: Wiley-Blackwell.

- Schmieding Center for Senior Health and Education of Northwest Arkansas. (2008a). *Schmieding Certified Home Caregiver Training Level One / Elder Pal Student Handbook*. Springdale, AK.
- Schmieding Center for Senior Health and Education of Northwest Arkansas. (2008b). *Schmieding Certified Home Caregiver Training Alzheimer's Disease and Dementia Handbook*. Springdale, AK.
- Schweers, W. (1999). Using L1 in the L2 classroom. *English Teaching Forum*, 37(2), 6–9.
- Simon, P. (1980). *The tongue-tied American: Confronting the foreign language crisis*. New York: Continuum.
- Singh, R. K. (1983). ESP: Communication constraints. *System*, 11(2), 155–158.
- Skehan, P. (2003). Task-based instruction. *Language Teaching*, 36, 1–14.
- Sohn, H-m. (2013). *Topics in Korean languages and linguistics*. Seoul: Korea University Press.
- Sorrentino, S. (2008). *Mosby's textbook for nursing assistants*. (7th ed.). St. Louis, MO: Mosby, Inc., an affiliate of Elsevier, Inc.
- Spack, R. (1988). Initiating ESL students into the academic discourse community: How far should we go? *TESOL Quarterly*, 22, 29–52.
- Stevens, P. (1977). Special purpose language learning: A perspective. *Language Teaching and Linguistics Abstracts*, 10, 145–163.
- Stevens, P. (1988). ESP after twenty-years: A re-appraisal. In M. Tickoo (Ed.), *ESP: State of the art* (pp. 1–13). Singapore: SEAMEO Regional Language Centre.
- Stevens, P. (1997). *New orientation in the teaching of English*. Oxford: Oxford University Press.
- Summit. (2013). *Hawai'i language roadmap initiative*. Retrieved February 9, 2015, from <http://nflrc.hawaii.edu/languageroadmap/index.php/summit/>

- Swales, J. M. (1990). *Genre analysis: English in academic and research settings*. Cambridge: Cambridge University.
- Swales, J. M. (2000). Languages for specific purposes. *Annual Review of Applied Linguistics*, 20, 59–76.
- Tollefson, J. (1991). *Planning language, planning inequality: Language policy in the community*. London: Longman.
- Trentman, E. (2011). L2 Arabic dialect comprehension: Empirical evidence for the transfer of familiar dialect knowledge to unfamiliar dialects. *L2 Journal*, 3, 22–49.
- Um, H. Y. (2008). *Teaching Korean speaking skills to diplomat learners for occupational purposes*. Unpublished M.A. Thesis, Korea University.
- Upton, T. A. (2012). LSP at 50: Looking back, looking forward. *Iberica*, 23, 9–28.
- The U.S.-China Business Council. (2013). *China and the U.S. economy: Advancing a winning trade agenda*. Retrieved January 21, 2015, from <http://www.uschina.org/sites/default/files/USCBC-Trade-Agenda-Report.pdf>
- USTR. (n.d.). *Office of the United States trade representative*. Retrieved January 1, 2015 from <http://www.ustr.gov/countries-regions/japan-korea-apek/korea>
- Van den Branden, K., Bygate, M., and Norris, J. M. (2009). Task-based language teaching: Introducing the reader. In K. Van den Branden, M. Bygate, and J. M. Norris (Eds.), *Task-based language teaching: A reader* (pp. 3–13). Amsterdam: John Benjamins.
- Verhelst, N., Van Avermaet, P., Takala, S., Figueras, N., & North, B. (2009). *Common European framework of reference for languages: Learning, teaching, assessment*. Cambridge University Press.
- Victor, D. A. (1992). *International business communication*. New York: Harper Collins.