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Advanced and Business English Curricula for a Language Immersion School in Taiwan

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**ADVANCED AND BUSINESS ENGLISH
CURRICULA
FOR A LANGUAGE IMMERSION SCHOOL
IN TAIWAN**

*Don Back
Master's Degree Project
May, 1989*

ACKNOWLEDGEMENTS

To Greg, Flavia and Lucia

INTRODUCTION

Background

American Village is an English immersion school presently being constructed in Loong Tan, approximately 25 miles south of Taipei, Taiwan. The school is a commercial effort designed to provide a simulated American environment for two basic Taiwanese clienteles: young students who feel their career opportunities will be enhanced through learning English, and mid-career professionals who need English to perform more effectively in their jobs. Somewhat smaller groups to be served by the school are those who seek to travel in the United States or to study in American universities. The majority of school participants will range from 20 to 40 years of age. The 15-acre American Village campus will be entirely residential, housing approximately 200 students at any one time. About sixteen Americans will staff the school, the majority of whom will be instructors.

Admission

Marketing studies by the school's founder have indicated that enrollment at the school will near 2000 students per year for the first several years. Within three to five years, this figure is expected to increase by 25%. To insure academic integrity and a good image, 25% of all applicants will be rejected. Admission into the American Village program will be based upon TOEFL, TOEIC or Michigan Test achievement.

Courses

Some level of English proficiency is assumed of all new students. To meet the needs of its diverse clientele, American Village will offer both standard EFL and specialized courses. Courses in the EFL curriculum will be divided into six levels, numbered for reference from "four" (beginning) through "nine" (advanced). Students will be placed at appropriate levels based upon their language proficiency.

While standard EFL courses will run in the mornings, specialized courses will be offered in the afternoons. These will include: Business English, Secretarial English, Academic Preparation and Conversation Topics. The Business English course will be offered for students who need to improve their use of the language in Business milieus. It will be offered to students at levels seven through nine, or at intermediate to advanced levels. Business English is the only specialized course limited to upper level students. Other subjects will be open to students of all abilities, but will be divided into lower and upper levels. The Secretarial English course will be geared toward office communications, particularly writing and dictation. The Academic Preparation course is for students who are planning to enter universities in the United States or other English-speaking countries. It will emphasize expository writing and presentation skills. Conversational Topics is a catch-all course, offered to meet more diverse student needs and interests. It will focus on

topics of current interest, particularly current affairs.

Each course, both standard EFL and specialized, will have a two-month duration and will run six times per year. Two sections of each course will be offered in each cycle. A total of 120 courses will be offered per year. The student to teacher ratio in each class will be approximately 28:1.

CURRICULUM DEVELOPMENT

English courses for the American Village were designed by the Experiment in International Living in Brattleboro, Vermont. The Experiment has over fifty years of ESL/EFL history and an enormous pool of resources in language teaching. I am an employee of the Department of Language Services, which is responsible for the Experiment's commercial English efforts. Along with the several other writers, I helped develop the curricula for American Village. My specific responsibilities were EFL level nine and Business English courses.

Writers' Responsibilities

The curricula for the American village were developed through a combination of group and individual effort. Our design team consisted of a coordinator and four writers. Writers' responsibilities were outlined in a contract with the Experiment.

They included:

- determining the grammatical structures, communicative functions, cultural components and speaking, listening, reading and writing focuses to be covered at each level;

- deciding connections to be made between general English courses and specialized courses;

- creating an outline of the structures, functions and components included in each level, including their order and progression;

- providing sample exercises, activities, videos, readings, etc. for each structure, function or component.

Group Process

The core group met each Friday from the end of March to the end of April, 1989 - five times in all. Meetings were structured somewhat like workshops. Generally, writers would bring in their week's work and critique it as a group. Two curriculum design consultants helped in this process. One was an instructor in one of the Experiment's English courses for international students. The other was a professor at School for International Training who specialized in curriculum development. In addition to evaluating our work, the consultants presented different topics relevant to the task at hand.

The first week, the coordinator introduced the structure of the school and outlined preliminary development plans. The main subject of discussion was the breakdown of EFL course levels. As stipulated in the contract with the owner/developer of American Village, the EFL courses were divided into six levels of English ability. Students would be placed in classes according to their scores on the TOEFL, TOEIC or Michigan tests. Therefore, the divisions were based primarily on the amount of grammar which could be covered in an eight-week course. In order to decide on appropriate places to break the curricula, the design team was forced to make certain assumptions about learners. These are discussed at more length in a later section.

Writing responsibilities were divided among core members. For standard English courses, writers were divided into two teams of two. One team had the task of creating curricula for levels four through six, the other for levels seven through nine. In addition, each writer chose a specialized course to work on. For the next meeting, initial curriculum outlines were assigned. Consultants suggested that writers focus on developing grammar components for each standard course and general concepts for specialized courses.

The curricula gradually took shape over the next four weeks. Each Thursday, weekly work was due in. Each Friday, outlines were critiqued and revised.

At the second meeting, developers discussed writing skills and decided upon preliminary curriculum formats. In the morning, the core team determined the sequence in which students should learn writing. Skills were divided by level in a progression from making simple sentences to composing essays. Later in the day, curriculum consultants presented different ways that the final product could be ordered and led the decision-making process. At the conclusion of the meeting, the chart form was selected on a trial basis. Its effectiveness in presenting the subject matter would be reviewed and critiqued the next week. For the following meeting, writers were to focus on developing the writing sequence at their assigned levels and define communicative functions.

Specialized courses were to be further outlined as well.

During the third group meeting, communicative skills at each EFL level were reviewed and outlines for specialized courses were critiqued. In the morning, communicative skills were the center of attention. Writers and critics looked for repetition across levels and consistency. Some repetition was desirable for communicative functions because of their complex nature. In the afternoon, a curriculum consultants talked with each writer about their individual work on specialized courses. It was decided at during third meeting that each curriculum outline would be accompanied by a series of appendices. These were to aid teachers in understanding and interpreting course outlines. Appendices are further explained in the Curriculum Design section.

The focuses of the fourth meeting were on making linkages across EFL curricula and on editing specialized courses. In the morning session, writers examined the flow between standard course curricula. Overlaps, omissions and deficiencies in components (topic, grammar speaking and listening, etc.) were noted and remedied as necessary. Later in the day, writers discussed their specialized courses independently with a curriculum specialist. These curricula were examined for continuity and consistency with the desires expressed in the contract. As in the editing process for the standard courses, gaps and shortcomings were repaired as

needed. The fourth meeting closed with a review of potential resources, for topics, cultural subjects, activities, grammar, writing, and other components of all curricula.

The last meeting was primarily a work session. The main tasks were writing introductions for each level and compiling bibliographies for each course. These tasks completed, the separate curricula were submitted for final editing and typesetting.

Constraints

Constraints on the curriculum writing process were imposed by the owner and developer of American Village. Some were outlined in the initial contract. The school's structure, for example, was pre-determined. Writers were to develop six levels of standard English courses, into which students would be placed by test results. Three additional, specialized classes in business, secretarial, and academic English were to be designed as well, as well as a course in conversational English. The duration of courses was set at eight weeks. Standard classes were to be taught in the mornings and specialized classes in the afternoons. Some constraints were also imposed during the curriculum development process. The academic preparation course was lengthened to six months, rather than the eight weeks originally prescribed. Accommodation was to be made in the curricula for students who repeated levels. Due to the client/customer

relationship between the school's developer and the Experiment, every effort was made to tailor the curriculum to his needs.

Assumptions

Assumptions were also a factor in the curriculum development process. These had a major influence on the design and will be dramatically apparent when the curriculum is implemented. In the design process, assumptions fell into three major categories: those about the school, those about teachers and those about learners. When the product is implemented, other kinds of assumptions, difficult to factor into the design, will become apparent. These, however, may determine the success of the final product. They are the results of cultural bias, a lack of knowledge about Taiwan, and a lack of knowledge about Taiwanese people.

An important assumption about the school was its immersion environment. Constant exposure to English increases the speed of acquisition, and this factor was considered in the design process. The pace and progression of the curricula were derived from the Experiment's experience with international students of English and the experience of core team members who had worked with Taiwanese. The Experiment's eight-week English courses are divided into four levels. Students generally come into the first Experiment course with the same basic language ability expected of beginning students in Taiwan. Students at the Experiment,

however, are immersed completely in the language. In the American Village, Taiwanese students have only sixteen American staff to avail themselves of. While they will be expected to speak English with other students, they will still be speaking with non-native speakers. Thus, students will likely need more time to cover curriculum material. The degree of exposure to English at the school was an important consideration in designing the curriculum.

Another assumption about the school which affected the curricula was the American theme. The title "American Village" and emphasis on American staff given by the school's developer is probably indicative of Taiwanese economic interest in the United States at the present. As mentioned earlier in the introduction, the school is geared toward two basic clienteles: young students who feel their career opportunities will be enhanced through learning English, and mid-career professionals who need English to perform more effectively in their jobs. Curricula were topically designed around American culture, and communicatively designed around American colloquial expression. Still, writers attempted to avoid a propaganda type of approach in presenting American life. Activities included emphasized increasing awareness and understanding of cultural differences.

The format and content of curricula assume teachers have ESL/EFL experience. Writers expected teachers to have had enough

background to understand the terms used in the summary charts, and activities listed in the appendices. For example, ESL teachers should be aware of the meanings of "participial phrase", "role play" and "Cuisenaire rods". The curricula were not intended to be so detailed as to be constraining to teachers. Appendices were added to give less experienced teachers some guidelines and examples to get started. More experienced teachers will probably find the summary charts enough.

Curriculum writers also made assumptions about learner needs. While these were defined somewhat in the goal statement of the American Village, they were not explicit. "Survival" English, standard English and English for special purposes, like work, travel, and study, were factored into the curricula. The progression of grammar, communicative functions, listening, reading, speaking and writing was derived from the curricula for the International Students of English offered at the Experiment, ESL grammar and activities texts, texts on English for special purposes (e.g. business English), personal teaching experience and discussion with other ESL/EFL instructors.

Potential Problems

Cultural bias is, of course, a problem inherent in any project of this nature. All of the staff who worked on the curricula, writers, consultants and the coordinator, were American. While most had experience working either in Taiwan or with Taiwanese,

the curriculum is certainly slanted toward the ways Americans teach. Most activities suggested are learner centered. They are active and communicative in nature. These practices will contrast starkly with traditional teaching in Taiwanese schools. Teachers at the American Village may, in fact, encounter initial resistance when they begin their classes. Over time, however, communicative practice and immersion should prove effective.

Only one of the curriculum writers had direct experience teaching English in Taiwan. This lack of direct knowledge about the teaching environment will demonstrate itself. For example, in the editing process some topics of a potentially sensitive nature, like political figures, abortion, intermarriage, were initially eliminated. Interestingly, some assumptions about what might be considered inappropriate for discussion in Taiwan were disproved. An early draft of curricula sent to the developer of the American Village was returned with the request that more controversial topics, like abortion and intermarriage, be added. Other, similar evidences of inexperience with Taiwan are likely to occur when the curricula are implemented.

Though all of the curriculum writers had worked with East Asians, only three of the five core team members had had direct experience working with Taiwanese people. Though there may be many similarities between language learners in different East Asian countries, there are probably more disparities. Taiwanese

English learners, for example, are very different from Chinese from the mainland. Taiwanese is linguistically different from other Chinese dialects, like Mandarin and Cantonese. Taiwanese learners thus demonstrate unique pronunciation difficulties when speaking in English. Taiwanese also have had more contact with English and American culture through their trade ties with the West. The group editing process should have alleviated some of the problems which will arise from an ignorance in working with Taiwanese; still, difficulties are bound to crop up when curricula are put into practice.

Personal Observations

While decisions affecting the format and content were made by the design team, writing each curriculum was largely an individual effort. I based the curricula for Level Nine and the Business English course on personal experience and research.

In making decisions as to what to include in the curriculum, I drew on past experience working not only with Taiwanese, but with other kinds of students as well. Prior to writing the curriculum, I had worked in ESL/EFL in several contexts. I was a secondary English instructor in Lesotho for two years. Following this, I taught for a year in an ESL program for Chinese graduate students and visiting professors at the University of Massachusetts. Most recently, just prior to writing the curriculum, I was teaching English for special purposes in

programs at the Experiment in International Living. In writing the curricula within the constraints given, I tried to make learning English as practical and interesting as possible.

The group process was important in developing Level Nine and the Business English course in that the material I wrote was subject to critical review. Of the curriculum components, grammar and writing tasks were the only areas which were somewhat predetermined. The rest of the curricula was creative effort. In designing the EFL course, I started with topics and cultural focuses. Then, considering the advanced ability expected of level nine students and using grammatical topics as a guideline, I listed communicative skills. Writing was the next task. The progression of writing was based on the guidelines developed by the group in our second meeting. Speaking/listening and reading activities arose from the communicative functions, grammar and writing sequence already developed.

I developed the Business English course somewhat differently. Like the Level Nine course, the specialized course was designed around topics, or themes. Unlike the standard course, topics in the Business English were sequenced. They were ordered according to skills one might demonstrate in acquiring and learning a job. Students would begin with the fundamental skill of filling out a job application and progress to giving a sales presentation. Like developing the Level Nine curriculum, communicative skills

and writing were outlined next, followed by speaking/listening
and reading.

CURRICULUM DESIGN

Organization

The curricula are in chart form. For the standard courses, headings for columns include topic, grammar, communicative skills, speaking/listening, reading, writing and culture. For specialized courses, column headings are theme, speaking/listening, reading, writing and culture. There are ten horizontal divisions on each chart, each for a different theme or topic. Included with each curriculum chart is an introduction, appendices, and a bibliography. The introduction briefly explains the course. Appendices list examples of activities, specific resources, grammar, vocabulary and communicative skills. The bibliography serves as a list of course references.

Topics

Both standard and specialized courses are organized around topics (on the specialized curricula they are termed themes.) Topics are intended to provide a context for language. Students might discuss issues, role play situations, or do readings related to the subject at hand. Each topic is designed to take about one week to teach. There are ten topics covered in each course. The number of topics purposely exceeds the number of weeks in the course. Teachers may want to spend less than one week on some subjects, or more on others. They may prioritize some topics, grammatical points or communicative functions. The purpose in providing more topics than are apparently necessary is to build

flexibility into the curricula.

Grammar

Curricula for standard courses differ from their specialized counterparts in their further structure around grammar and communicative functions. Grammar includes both parts of speech and syntax. Examples of grammatical topics include verb tenses, modals, different pronouns, nouns, modifiers, conjunctions, transitions, clauses, phrases and the like. Higher levels focus more on grammatical syntax, particularly on clauses and phrases. Grammar at all levels in the standard curriculum is ordered progressively.

At level nine, students will not be focusing on specific grammar points, but correct applications of grammatical principles in the context of speaking and writing tasks. Grammar in level nine is closely tied with speaking, listening, reading and writing expectations. Students at level nine will be expected to give organized presentations and write relatively complex (three to five page), well structured essays. A command of more complex grammatical syntax is necessary for this degree of detail.

Grammar begins in level nine with a review of clauses and phrases and gradually introduces different variations of each. While students will have seen much of this grammar before at earlier levels, they will have seen it in different contexts. For

example, when working with adjectives at beginning to intermediate levels, adjective clauses will naturally be introduced: The girl *who is wearing the red hat* is a basketball player. At level nine, students will be able to identify *who is wearing the red hat* as an adjective clause. They will be able to manipulate such clauses as well. In this case, they might reduce the clause to a modifying phrase: The girl *wearing the red hat* is a basketball player. The progression of grammar in level nine was adapted from advanced level English grammar texts, notably Azar's Fundamentals of English Grammar (1986) and Dunham's English Integrated. An additional source of advanced grammar topics was the International Students of English Program Curriculum, published for internal use by the Experiment in International Living.

Communicative Skills

Communicative skills are the general purposes for which learners will use a language. These are termed language functions by van Ek (1976, p.2). Communicative skills, like grammar, are linked in the curricula to topics. That is, the topic is integrated into the grammar and communicative skills being taught in any one week. Communicative skills in the standard EFL curricula are organized progressively.

Communicative skills at level nine are more involved than those at earlier levels. Level nine demands more analytical ability

and attention to detail. Examples of communicative skills at level nine include describing ethnicity, reminiscing and describing beliefs. The level of vocabulary, grammatical mastery, and communicative ability expected in level nine is exemplified in the following examples:

My family is from the coal country of Kentucky. They have a simple philosophy: it takes hard work and perseverance to survive.

When I was a young woman, it was not acceptable to wear pants in public.

I believe that church and state should be separate entities.

Far more command of the language is necessary for these levels of communication.

Communicative skills are not directly addressed in the curricula for special courses. However, certain communicative skills do lend themselves to topics in specialized courses. For example, describing experience lends itself to Business English in that it is important for one to be able to explain former jobs and responsibilities. Similar adaptable skills include criticizing, describing responsibilities, and introducing a visitor. Communicative skills that may be useful additions to specialized courses are listed in the their appendices.

Speaking/Listening, Reading, Writing

Speaking, listening, reading and writing tasks are graduated from level to level in the standard curricula. Students progress in

and attention to detail. Examples of communicative skills at level nine include describing ethnicity, reminiscing and describing beliefs. The level of vocabulary, grammatical mastery, and communicative ability expected in level nine is exemplified in the following examples:

My family is from the coal country of Kentucky. They have a simple philosophy: it takes hard work and perseverance to survive.

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Speaking/Listening, Reading, Writing

Speaking, listening, reading and writing tasks are graduated from level to level in the standard curricula. Students progress in

their speaking from reciting in level four to giving oral presentations in level nine. In their listening they begin with dictating and advance to taking lecture notes. Reading in level four will be short paragraphs; in level nine it will be novels. In writing, they begin with simple sentences and end with involved essays. At level nine, students will be intensively involved in speaking and listening activities, in reading and in writing. Discussions, debates, and oral presentations are suggested weekly in the curriculum. Readings range from newspapers and magazines to Steinbeck and Orwell. Students will be constantly writing; assignments will include descriptive essays, group papers and dialogues.

Specialized courses will be organized somewhat differently. Speaking, listening, reading and writing tasks in these curricula will be far more practical. In the Business English course, students will learn how to participate in meetings, give sales presentations, compose effective memos and write detailed reports. Readings will be from professional journals, like the Harvard Business Review, popular business magazines, like Inc. and Fortune, and books, like Dress for Success and In Search of Excellence.

Culture

One cultural subject is suggested for each topic unit in both the standard and specialized courses. There are three major purposes

for exploring cultural topics in more detail: to help students better understand their own culture; to help students better understand American culture; to help students become better cross-cultural communicators. At level nine, some cultural topics include values and beliefs, crime and punishment and death and dying. In the Business English course, job hunting, management styles and business etiquette are addressed. In the classroom, exploration of culture might take the forms of additional readings, discussions, opinion and comparison papers, and similar activities.

Appendices

Appendices accompany each curriculum to act as aids to teachers. They are not intended to be exhaustive references, but are included to clarify notes in the charts. Appendices for standard levels are: activities and resources, vocabulary, grammar and communicative skills. Appendix A catalogues activities and resources. The activities section is written in note form. Listed are different ideas for classroom exercises, like role plays, discussions, field trips and interviews. References for certain exercises are cited where useful. The resources section of the same appendix lists general sources of information, activities and readings by topic. Appendix B gives example vocabulary for each topic. It includes suggestions for nouns, verbs and adjectives. Appendix C is a grammar list. It gives examples of grammatical structures, used in the context of the

curriculum topics where they appear. Appendix D lists communicative skills. Like the grammar list, the communicative functions are given in the context of curriculum topics.

Appendices for specialized courses are identically constructed, with one exception. The grammar section is omitted because grammar is not directly addressed in these courses. Though communicative skills are not directly addressed in the specialized courses, they may have application in practice. For this reason, an appendix suggesting some possible communicative skills is included.

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LEVEL NINE CURRICULUM

Wiener, Solomon. 1973. Business Letter Writing. Simon and Schuster, New York.

Wilkes, Mary and C. Bruce Crosswait. 1987. Professional Development. Harcourt Brace Janovich, New York.

BUSINESS ENGLISH

APPENDIX A: Suggested Activities and Resources

LOOKING FOR A JOB

- Activities - Game: guessing office jobs, e.g. Win, Lose or Draw
TV show or Pictionary board game format
- Videotaped individual presentations: on personal life ambitions
 - Values clarification exercise for determining job skills and attitudes
 - Discussion:
 - job hunting strategies
 - differences in job hunting strategies in the US and Taiwan

- Resources - Readings and activities:
 - What Color is your Parachute?
 - Wilkes and Crosswait, Professional Development

INTERVIEWING

- Activities - Make a telephone appointment for an informational interview with an American-owned company
- Brainstorm: questions to ask an interviewer at an informational interview, at a job interview
 - Do an informational interview at an American-owned company
 - Role play: job interviews
 - Videotape, review and critique interview role plays
 - Discussions:
 - making a good first impression
 - how to take control in an interview

- Resources - Activities and readings:
 - What Color is your Parachute?
 - Wilkes and Crosswait, Professional Development
 - Realia: job application forms, example resumes

LEARNING ABOUT THE JOB

- Activities - Game on stocking an office
- Interpret oral (taped) description of a job (see Hanks and Corbett, Business Listening Tasks)

- Resources - Vocabulary: Patrick Moran, Lexicarry
- Listening Comprehension: Hanks and Corbett, Business Listening Tasks
 - Readings:
 - Peters and Waterman, In Search of Excellence
 - Peters, Thriving on Chaos
 - Wilkes and Crosswait, Professional Development

BUSINESS ENGLISH

APPENDIX A: Suggested Activities and Resources

LEARNING ABOUT THE ORGANIZATION

- Activities
- Group exercise: research and draw the organizational structure and management hierarchy of the American Village
 - Videotape, review and critique group presentations on interview results
 - Analyse a case study on the organization of a local company
 - Discussion: compare and contrast American/Taiwanese ways of organizing companies

- Resources
- Realia: annual reports, organizational charts from local companies

COMPANY ETIQUETTE

- Activities
- Role plays:
 - introducing professional colleagues
 - welcoming company visitors
 - Discussion: appropriate attire for different business occasions
 - Group exercise: design a brochure on the American Village
 - Analyse and discuss a videotape on how not to do a company tour

- Resources
- Readings:
 - Dress for Success
 - Wilkes and Crosswait, Professional Development

OFFICE COMMUNICATION

- Activities
- Analyse and discuss case studies on ineffective office communication, e.g. a poorly written, misunderstood memo (see Littlejohn, Company to Company)
 - Critique examples of good and bad business writing
 - Discussion: how to prepare effective written communiques

- Resources
- Readings and activities:
 - Littlejohn, Company to Company
 - Pote, et. al., A Case for Business English
 - Cooper, Writing Technical Reports
 - Weiner, Business Letter Writing
 - Chevallier, TELE-VESL Business Telephone Skills
 - Wilkes and Crosswait, Professional Development

BUSINESS ENGLISH

APPENDIX A: Suggested Activities and Resources

TAKING A BUSINESS TRIP

- Activities - Values clarification exercise: what to take on a business trip, (See "What Articles do I take?" in Rooks, The Non-Stop Discussion Workbook)
- Role plays:
 - planning and making hotel reservations
 - renting a car at an airport
 - making a business appointment
 - a business luncheon with important clients
 - Discussion: American cultural norms for informal business functions, e.g. who orders and pays for meals

- Resources - Writing tasks: Littlejohn, Company to Company
- Activities:
 - Pote, et. al., A Case for Business English
 - Fitzpatrick, English for International Conferences
 - Wilkes and Crosswait, Professional Development

MAKING YOUR POINT

- Activities - Role play: a company meeting, e.g. to discuss a new advertising plan for American markets
- Videotape, review and critique group role plays
 - Values clarification exercise: determining personal leadership style (see Casse, Training for the Multicultural Manager)
 - Discussion: Contrast American/Taiwanese cultural norms for leading a meeting, participating in a discussion, disagreeing with someone

- Resources - Readings:
 - Heider, The Tao of Leadership
 - Ellis, et. al., Meetings and Discussions
 - Wilkes and Crosswait, Professional Development

GIVING A PRESENTATION

- Activities - Individual presentations:
 - a sales presentation for a new product or service
 - a persuasive argument for changing a company policy
- Videotape, review and critique presentations
 - Discussions:
 - how to get a point across persuasively
 - differences in American/Taiwanese presentation styles

BUSINESS ENGLISH

APPENDIX A: Suggested Activities and Resources

NEGOTIATING

- Activities**
- Role play a negotiating session with a client
 - Videotape, review, critique role play
 - Discussions:
 - American/Taiwanese norms for participating in discussions
 - American/Taiwanese norms for agreeing and disagreeing
- Resources**
- Realia: boilerplate business contracts
 - Ellis, et. al., Meetings and Discussions

BUSINESS ENGLISH
APPENDIX B - Vocabulary List

LOOKING FOR A JOB

Nouns: background
expertise
board
president

Verbs: summarize
hunt
earn
dig-up
revise

Adjectives: brief
aggressive
assertive
experienced

INTERVIEWING

Nouns: interview
impression
employee
expectations

Verbs: negotiate
compete
solicit
clear-up
review

Adjectives: informational
skilled
efficient
effective
productive

LEARNING ABOUT THE JOB

Nouns: copier
hardware
procedure
supervisor

Verbs: keyboard
duplicate
manage
implement
assist
organize

BUSINESS ENGLISH
APPENDIX B - Vocabulary List

ABOUT THE ORGANIZATION

Nouns: personnel
department
structure
branch
subsidiary

Verbs: categorize
diagram/flow-chart
subdivide
group

Adjectives: hierarchical
parallel
senior
general
regional

COMPANY ETIQUETTE

Nouns: etiquette
manners
colleague
image

Verbs: welcome
guide
demonstrate
impress

Adjectives: stylish
business-like
polite
appealing

OFFICE COMMUNICATION

Nouns: memo/memorandum
report
jargon
guidelines

Verbs: document
discriminate
explain
elaborate
distribute

Adjectives: interoffice
ineffective

BUSINESS ENGLISH
APPENDIX B - Vocabulary List

TAKING A BUSINESS TRIP

Nouns: conference
reservations
registration
itinerary
schedule

Verbs: book
arrive/depart
ticket
cancel

Adjectives: practical/pragmatic
luxurious
refundable/non-refundable
advance

MAKING A POINT

Nouns: agenda/docket
agreement
advantage/disadvantage
outcome
initiative

Verbs: meet
adjourn
vote
conclude

Adjectives: appropriate
concise
descriptive
illustrative

GIVING A PRESENTATION

Nouns: persuasion
advertisement
proposal
misnomer

Verbs: promote
justify
motivate
outline

Adjectives: prospective/existing
inhibited/brash
objective

BUSINESS ENGLISH
APPENDIX B - Vocabulary List

NEGOTIATING

Nouns: agreement
 contract
 confirmation
 misinterpretation
 compromise

Verbs: order
 pitch
 determine
 arrange
 achieve

Adjectives: complicated
 legal
 preferential
 constructive
 long-standing

BUSINESS ENGLISH

Appendix C: Communicative Skills

<u>NAME</u>	<u>EXAMPLES</u>
describing experience	I was a stock broker before I became a manager three years ago.
describing expectations	As a sales manager, we expect you to be timely and professional in your treatment of customers.
interviewing	How long were you an accountant with International Business Machines? What strengths do you feel you would contribute to this job? What weaknesses might inhibit your performance?
criticizing	Jan, your continual lateness sets a poor example for other employees and affects your productivity.
describing responsibilities	She keeps company account books and supervises over thirty employees.
comparing and contrasting things	American companies, such as Ford and Chrysler, are often organized around products. This is not the case in most Japanese companies.
introducing a colleague	I would like you to meet Ms. Nancy West, one of our finest company's finest sales executives. She will be showing you around our demonstration lab.
welcoming guests	Hello, Mr. Mabuchi. Welcome to our catalogue showroom. Please make yourself comfortable, browse around and ask us for assistance if we can do anything for you.
describing locations	Over here, we have the main offices. On the other side of the compound, behind those towers, are our manufacturing facilities.
describing places and	Our company has been in operation for over fifty years. It has three thousand employees, two hundred of which are at this plant. We produce twenty thousand pairs of tennis shoes per week.

BUSINESS ENGLISH
APPENDIX C - Communication Skills

<u>NAME</u>	<u>EXAMPLES</u>
describing dress	The appropriate attire for a business man is a three piece suit. Grey and blue wools are preferred, with a matching tie.
talking on the phone	Perhaps you would be interested in our selection of office notebooks, Ms. Pale. They come in ten different colors and in a variety of sizes.
describing quality	This is a poor sample of a business letter. It is poorly constructed and long. Moreover, it lacks important details.
describing a process	First, call the terminal. If there is are commuter trains available, we will have to try to book a plane. We will begin the meeting with a short quote, then will proceed with the agenda.
making an argument	I don't agree with your position, Sam. First of all, we don't have sufficient sales to compete in that market. Secondly, we do not have the resources.
persuading someone to do something	Look at our record, Mrs. Andrews. We have a proven service, and more that three hundred satisfied customers agree with us. We can address your needs.
compromising	Though we usually don't provide that service without charge, we will make an exception in this case.

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LEVEL 9

APPENDIX D: Communication Skills

<u>NAME</u>	<u>EXAMPLES</u>
describing an object in detail	It has a smooth surface, accented by sharp corners and edges.
discussing advantages and disadvantages	One good thing about the dam is its height. However, its cost effectiveness is questionable.
narrating a past experience	I remember the day that dad taught me to ride a bicycle. It was one of the best of my life.
describing experience	Jim used to be a top notch janitor at the local school. He has since become a successful salesman.
interviewing	Can you tell me something about yourself? Could you please elaborate on that point?
describing an ideal	In the perfect world, no one would suffer for lack of food or shelter.
expressing desire and need	I really want that raise in salary. I could use it to pay off many debts, maybe even to invest in a house.
expressing an opinion	I think that marriages should not be ended whatever the circumstances.
comparing and contrasting things	Your class and mine are at a similar academic level, but yours seems more enthusiastic.
describing a crisis	My sister has a brain tumor. Doctors feel they may have to operate. The family is worried sick.

LEVEL 9

APPENDIX D: Communication Skills

<u>NAME</u>	<u>EXAMPLES</u>
describing an occasion	Graduation was the best day of my life. The speeches were so powerful. All of my classmates were so proud of their accomplishments. Their faces beamed.
comparing and contrasting practices	People in the South eat biscuits and gravy for breakfast. In the Northeast, eggs and bacon are the norm.
describing beliefs	I believe that church and state should be separate entities.
reminiscing	When I was a young woman, it was not acceptable to wear pants in public.
comparing tastes	I think classical music is far more emotional and expressive than rock and roll.
describing an event	The parade was so colorful. Many of the participants wore dragon costumes.
narrating a process	First he turned off the bank alarm. Then he opened the window and climbed inside.
describing a character	Ellen was a cold woman. She had steely eyes and pale skin. Some said she had ice water in her veins.
describing ethnicity	My family is from the coal country of Kentucky. They have a simple philosophy: it takes hard work and perseverance to survive.

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BUSINESS ENGLISH CURRICULUM

COURSE: BUSINESS ENGLISH
CURRICULUM

THEME	SPEAKING/LISTENING	READING	WRITING	CULTURE
LOOKING FOR A JOB - identifying common office jobs - gathering information - preparing a resume - writing a cover letter - filling out a job application	- describe common office jobs - describe past job experience - discuss differences in job hunting strategies	- brochures, advertisements, annual reports of US-owned companies	- write an autobiographical essay on life ambitions - fill in a job application - write a resume - write a report on a local American-owned company - write a cover letter expressing interest in a job	- job hunting in the US
INTERVIEWING - informational interviewing - interviewing for a job - negotiating salary	- discuss employer/employee expectations - discuss how to put one's best side forward - do an informational interview - role play and critique an interview	- readings on interviewing strategies	- prepare questions for an informational interview - prepare questions for a job interview - write a list of personal strengths and weaknesses important to an employer	- expectations of employees
LEARNING ABOUT THE JOB - identifying office parts and equipment - common office responsibilities - a manager's responsibilities	- identify different office parts and equipment - discuss responsibilities of different office personnel - discuss qualities of a good manager	- examples of different job descriptions - articles on American management	- research and write an essay comparing styles of management in the US and Taiwan - write a job description	- management styles
LEARNING THE COMPANY - identifying types of businesses - learning parts of a company - learning about the organization - understanding company management	- list and categorize types of businesses and industries - list different parts or departments of a company - discuss organizational structures and management hierarchies of different companies	- annual reports of various American and Taiwanese companies - business journals	- write a report on the organizational structure and management hierarchy of a company	- organization structure - hierarchy of management
COMPANY ETIQUETTE - introducing colleagues - welcoming visitors	- introduce a colleague - welcome visitors to a company	- popular business magazines - fashion magazines	- write a tour itinerary for the American Village - write a brochure on the American Village	- business etiquette

COURSE: BUSINESS ENGLISH
CURRICULUM

THEME	SPEAKING/LISTENING	READING	WRITING	CULTURE
OFFICE COMMUNICATION - writing a memo - writing a report - writing a business letter	- role play situations of ineffective written office communication - discuss good and poor business writing examples - discuss how to prepare effective written communication	- articles on the styles of different written communiques (e.g. office memo, business letter) - articles on effective business writing - examples of good and bad business writing	- write an interoffice memo requesting information - write a sales report - write a business letter to a client explaining the advantages of a new product	- business writing
A BUSINESS TRIP - preparing for a business trip - making flight and train reservations - arranging accomodations - renting a car - taking a business lunch	- describe preparations for an overseas business trip - role play renting a car, making an business appointment, a business lunch - discuss American cultural norms for business functions	- articles on business travel - travel guides - sample car rental agreements - example itineraries	- write a travel itinerary for an overseas business conference	- business travel
MAKING YOUR POINT - running a meeting - argueing a point - participating in a discussion	- role play a meeting - discuss cultural norms for participating and disagreeing in a discussion	- articles on running meetings - popular business magazines - example meeting agendas	- develop an agenda for a business meeting - write the minutes of a meeting - write a summary report of a meeting	- running a meeting
GIVING PRESENTATIONS - targeting an audience - developing a theme - organizing a presentation - persuading an audience - answering questions	- give an oral sales presentation	- articles on organizing a presentation, style of presentation and persuading an audience - popular business magazines	- outline a sales presentation	- making sales
NEGOTIATING - discussing a business offer - negotiating a contract	- negotiate a contract with a client - discuss the role of body language and other cues in negotiation	- articles on negotiating skills and reading body language - sample contracts and contract provisions	- write a summary of the points raised in a discussion - write a report on a negotiated settlement	- presentation styles - body language

LEVEL 9

Appendix A: Suggested Activities and Resources

TRANSPORTATION

- Activities
- Role play: dialogue between two strangers who meet on a train
 - Videotaped individual presentations: an experience that happened while taking public transportation
 - Discussion: comparing how Americans and Taiwanese get to work

- Resources
- Cassette tapes of stories or dialogues, e.g. Listening in and Speaking Out

EMPLOYMENT

- Activities
- Values clarification exercise for job ability
 - Brainstorm questions to ask an interviewer at a job interview
 - Videotape and critique interview role plays
 - Discussion: how Americans and Taiwanese look for jobs

- Resources
- What Color is your Parachute?
 - Studs Terkel - Working

LIFE EVENTS

- Activities
- Role play: traditional funeral, marriage, wedding customs
 - Debate:
 - traditional or modern marriage
 - age people should get married
 - should people get divorced

- Resources
- Bride magazine
 - Obituary sections in American newspapers
 - Birth sections in American newspapers

FAMILY

- Activities
- Interviews of American Village staff and other students on their families
 - Videotape group presentations on interview results
 - Draw and discuss the typical Taiwanese family
 - Discussion: compare and contrast American/Taiwanese families
 - Debate: placing elderly family members in nursing homes

- Resources
- Kearny, et. al., The American Way
 - Select films on placing elderly in homes, e.g. Peegé

LEVEL 9

Appendix A: Suggested Activities and Resources

HOUSE/HOME

- Activities
- Role play: a dinner hosted for a foreign visitor
 - Theme dinner: an American-style barbeque/picnic
 - Analyse and discuss a videotape of an American formal dinner

- Resources
- American cookbooks, such as Betty Crocker, The Joy of Cooking
 - Better Homes and Gardens magazine or equivalent
 - Home photos from magazines, American staff

PEOPLE

- Activities
- Individual research project: study variety of TV sitcoms, popular magazines, news programs and draw conclusions about American values and beliefs
 - Individual presentations on research results
 - Videotape, review, critique presentations
 - Values clarification exercise to reveal personal values

- Resources
- Time, Newsweek, People, TV Guide, Better Homes and Gardens and similar magazines
 - TV sitcoms, such as Cosby, Family Ties
 - Hometown newspapers
 - Kearny, et. al., The American Way

MEDIA

- Activities
- Analyse and summarize English TV commercials
 - Group activity: design the ideal TV schedule
 - Discussion: censuring media programs which may be unacceptable to some audiences

- Resources
- TV serial, such as MASH
 - TV commercial clips
 - Popular magazines, such as People, Glamour, Cosmopolitan

LIVING

- Activities
- Brainstorm types of crimes
 - Role play: a murder mystery dialogue
 - Videotape group role plays

- Resources
- Short fiction:
 - Poe, The Telltale Heart
 - Christie, Ten Little Indians

LEVEL 9

Appendix A: Suggested Activities and Resources

GEOGRAPHY

- Activities
- Videotaped individual presentations:
 - an American civil rights leader
 - an American ethnic group
 - American ethnic conflict
 - Interview American staff on their ethnic histories, report results back to class
 - Discussions:
 - treatment of minority groups in the US and Taiwan
 - theory and practice of equal opportunity in the US

- Resources
- Kearny, et. al., The American Way

PRESENTATION

- Activities
- Field trip to observe/critique several English presentations
 - Discussions:
 - organizing a presentation in the American style
 - persuasive speaking techniques
 - interesting an audience
 - handling questions
 - Videotaped individual presentations, on a culture topic for example
 - Review and critique presentation videos

- Resources
- Written materials on public speaking
 - Videos modelling presentations

LEVEL 9

Appendix B: Vocabulary List

TRANSPORTATION

Nouns: subway
token
terminal/station
traffic

Verbs: commute
travel
hustle
ticket

Adjectives: crowded
jammed
congested

EMPLOYMENT

Nouns: resume
vocation
promotion
ambition

Verbs: manage
compete
supervise
employ

Adjectives: blue/white-collar
efficient
effective
productive

LIFE EVENTS

Nouns: infant
vows
grief
coffin
settlement

Verbs: nurse
toddle
care
embalm
honeymoon

Adjectives: matrimonial
terminal
elderly
deathly

LEVEL 9

Appendix B: Vocabulary List

FAMILY

Nouns: cohesion
couple
anniversary

Verbs: feud
strain
secure
comfort

Adjectives: nuclear
extended
immediate
conscientious
irreconcilable

HOUSE/HOME

Nouns: guest
etiquette
manners
courtesy
gratitude

Verbs: entertain
dine
host
house
invite

Adjectives: formal/informal
overnight
polite

PEOPLE

Nouns: prejudice
values
beliefs
charity
opportunity

Verbs: volunteer
discriminate
inspire
encourage

Adjectives: hereditary
prestigious
Christian

LEVEL 9

Appendix B: Vocabulary List

MEDIA

Nouns: standards
ethics
program
broadcast

Verbs: distribute
influence
abuse
entrance
censure

Adjectives: controversial
visual/audio-visual
yellow (journalism)
violent

LIVING

Nouns: crime
penitentiary
victim
mystery
detective

Verbs: arrest
arraign
incarcerate
murder

Adjectives: law-abiding
criminal
innocent
guilty

GEOGRAPHY

Nouns: immigrant
apartheid
nationality
ethnicity
Protestant

Verbs: assimilate
diversify
combine
segregate

Adjectives: minority
Black

LEVEL 9

APPENDIX C: Grammar List

STRUCTURE

Adverbial clauses

EXAMPLES IN CONTEXT

Whenever I take the bus to work, I am late.

Before you buy a car, you should consider the low cost of public transportation.

Conditional Clauses

If a job opens up in the personnel department, I want to know about it immediately.

I wish I had more background in English.

Noun clauses

Why the two got a divorce may never be known for sure.

What the girl was doing at the time of her death was playing with matches.

Uninflected form

Mom recommends going on to college after I work for a year.

It was the suggestion of the doctor that gradpa be admitted to a nursing home.

Adjective clauses

It is the host who has the responsibility to make the guest comfortable.

Participial phrases

Believing in the Protestant ethic, she had no choice but to work hard.

They stopped cold, startled at the strong cohesion of the group.

Inverted word order

No sooner had he been released than he robbed again.

Not only did the judge fine her, her jailed her as well.

LEVEL 9

APPENDIX C: Grammar List

STRUCTURE

EXAMPLES IN CONTEXT

Coherence and agreement

The pioneers first conquered the wilderness and then settled it.

While one person is desperate and poor, another is satisfied and wealthy.

Comparison and contrast

Both radio and television reach large numbers of people.

Anyone who truly believes television is bad for children must do something about it.