



RESULTS ORIENTED DESIGN
*Modifying an English Course for Higher
Impact*

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Abstract <p>The aim of this project was to investigate methods for promoting the transfer of students' skills and knowledge learned in an English course to field-specific applications. Involvement in the experimentation of a CEF Professional language profile developed for International Business students led to identification of the research problem; the target audience for the English course included both International Business students and Music Management students at Jyväskylän University of Applied Sciences.</p> <p>To bolster the relevance of the CEF Professional language profile in the implementation of the course contents to a fundamentally disparate group of learners, consideration was given to the educational institute's mission and to several pedagogical models. One particular model was selected for use as a curriculum development aid, and the author's decisions regarding the tailoring of course contents were made in light of the model's conceptual framework.</p> <p>The results indicated that both the International Business students and Music Management students viewed the course contents as relevant to their respective fields. When held to the ideals of the institutional mission, the course managed to positively impact all of the objectives with the exception of promoting wellness in the local region, which the author has identified as a future development opportunity.</p>		
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1 INTRODUCTION

Although Jyväskylä University of Applied Sciences is located in Finland, where Finnish and Swedish are the official national languages, the institution offers five different bachelor's degree programs with instruction entirely in English. Among such degree programs are the Degree Programme in International Business, offered by the School of Business, and the Degree Programme in Music Management, offered by the School of Cultural Studies. As part of the Required Language Studies component of these degree programs, students must complete a 3 ECTS credit English course. Historically, and due to reasons of practicality and synergy, first-year students from each of these two degree programs take the same English course together.

In 2006, the course in question was selected to receive the attention of an EU-funded project called CEF Professional (A Common European Framework of Reference for Professional Language and Communication Competencies), which aims to “construct field-specific language profiles. These profiles will be based on Common European Framework of Reference for Languages (CEF) and needs analyses conducted in cooperation with the working life” (CEF Professional 2006).

The author first taught this English course in the spring of 2006, and at the time of this writing has just completed implementing a revised curriculum for the course by experimenting with alternative teaching methods, assignments, activities and projects based on the output of the CEF Professional language profile. In the interest of upholding Jyväskylä University of Applied Sciences' mission “to operate as an internationally oriented community of higher education and development, promoting working life competence, competitive edge, entrepreneurship, and wellness for the population of Central Finland” (Jyväskylä University of Applied Sciences 2006), the infusion of this language profile into the planning and implementation of the course provides an uncommonly useful means for evaluating the educational outcomes within the combined scope of the institutional and project goals and expectations.

This development project makes an important comparison between the International Business students' and the Music Management students' needs

for English language and communication skills in working life, presents the instructional design decisions the instructor made in light of the CEF Professional language profile, and summarizes the evaluative/qualitative feedback of the students on the course. At the same time, this project endeavors to demonstrate how, with the aid of a Human Performance Technology (HPT)-influenced model, the author was able to manipulate the contents and strategies of his English course in order to realize a higher degree of impact on the students' performance in using the English language according to the specific demands of working life.

2 THE NEED FOR ENGLISH LANGUAGE AND COMMUNICATION SKILLS IN WORKING LIFE

In an internationally oriented institution of higher education such as Jyväskylä University of Applied Sciences, the need and demand for instruction in foreign languages such as English is quite obvious. Whether working in Central Finland or abroad, a strong command of the English language, both in spoken production and in writing, is a valuable asset for the employee as well as for the employer. However, the basic question of whether or not the right *kind* of English is being taught to the target audience must be answered, as in the world labor market there surely exist some variations and deviations in the actual requirements for English set by the duties of different jobs in the fields of International Business and Music Management. It is the author's opinion that only with reliable and valid information concerning the actual working life needs for English language and communication skills can one properly design an English course to meet those needs.

2.1 Needs Defined in the CEF Professional language profile

It is paramount for the reader to recognize that the CEF Professional language profile developed for experimentation in this course only *specifically* considered and studied the working life English language and communication skills needs of individuals affiliated with the Degree Programme in International Business, but that the English course also includes the first-year students from the Degree Programme in Music Management. Part of the research involved with this development project is targeted at establishing whether the CEF Professional language profile's lack of an explicit link to the

field of Music Management had any marked effects on the Music Management students' perception of the course contents, and will be discussed in Chapter 5 of this report.

Prior to commencing the English course in the Spring 2007 semester, the author paid particular attention to the portions of the CEF Professional language profile that provided information regarding the contexts and situations in which working professionals would need English language and communication skills. These portions of the language profile included:

1. Context Information (See Appendix 1)
2. The Most Frequent Situations (See Appendix 2).

Appendices 1 and 2 form part of the International Business (Higher Education) profile, which, at the time of this writing, is not yet a publicly accessible source of reference. These two appendices are attached with the express verbal consent of Heikki Tulkki (2007), CEF Professional Project Coordinator and Language Centre Director of the Contracting Organization. In the near future, it is expected that the CEF Professional profiles will be available for viewing and download directly from the CEF Professional Web site located at <http://www.cefpro.org>.

2.2 Specific Needs of International Business Students

Based on the reported findings of the CEF Professional language profile, the most frequent situations requiring the use of English on the job are as follows:

- | Taking care of the clients' relocation needs
- | E-mail, telephone and fax
- | Confirmations of various kinds
- | Dealing with missing deliveries.

The reader is advised to keep in mind that the frequency with which the situations listed above occur in working life was reported by a very small number of subjects, and therefore not necessarily demonstrative in general of the specific situational/contextual needs for English as a foreign language in

the workplace. A more detailed discussion of the CEF Professional needs analysis process appears in Chapter 3. Nevertheless, the CEF Professional language profile does suggest a general need for solid speaking and writing skills for business interactions of all kinds, as well as for some special skills in being able to deal with various regional dialects and accents in spoken English and to improvise as necessary when the situation warrants.

Koster and Huhta state that, as one of two main objectives of CEF Professional, “profiles enable teachers who are not familiar with the domain or field in question to get a better understanding of what professionals in a specific vocational field actually do in the course of their work” (2007, 1). In the case of the vocational field of International Business, the author has many years of professional experience behind him, so the language profile may be of somewhat limited use to him in this regard; however, neither the CEF Professional language profile being tested in his course nor any of the other existing language profiles would lead to a better understanding of what professionals in the field of Music Management actually do.

2.3 Specific Needs of Music Management Students

As previously mentioned in this report, the CEF Professional language profile did not specifically address the working life needs of people employed in the field of Music Management. Furthermore, the Degree Programme in Music Management is run by the School of Cultural Studies, whereas the Degree Programme in International Business is run by the School of Business. On the basis of this fact alone, an educator might have concerns about the relevance of the contents of a single English course offered to students from two distinctly and fundamentally different academic units. To further complicate the situation, the Degree Programme in Music Management at Jyväskylä University of Applied Sciences is such a new program that it has not actually produced any graduates as of the time of this writing. According to Pia Kreis, the Degree Programme in Music Management's Head of Programme, the program started in 2003 and studies take 4.5 years to complete, so the first graduating class will emerge from the program in summer 2007 (Kreis 2007). This means that, to at least some extent, the instructor must make some generalizations and rely on intuition when deciding what kind of English

should be taught to the students of this degree program. Whereas the researchers tasked with developing the CEF Professional language profile for students of the Degree Programme in International Business were able to consult with and interview graduates of the program working in the field, this would not even have been a possibility with the Degree Programme in Music Management as there are no graduates from the program working in the field.

Despite the lack of a deliberate link between the CEF Professional language profile and the Degree Programme in Music Management, it was still possible to locate some basic information concerning the types of jobs future graduates of the program might expect to have by examining the contents of the Degree Programme in Music Management page of the Jyväskylä University of Applied Sciences Web site.

The degree programme qualifies the students for a variety of career options, ranging from agency/artist management, concert promotion, music and cultural consultancy, journalism, publishing, and record company/project management, to name but a few. (Degree Programme in Music Management 2006).

Koster and Huhta rightly point out, in offering guidelines for translating the CEF Professional profiles into made-to-measure courses:

The assumption is that for instance structural engineering students or business administration students participate in a course as a group. Sometimes this is not the case and students from different disciplines are combined. In that case a common denominator among all the Profiles has to be found. (Koster & Huhta, 2007, 19).

Having proofread all of the various CEF Professional language profiles during the course of the EU project, the author has a fairly solid understanding of their contents. Since none of the CEF Professional language profiles is aimed at cultural studies students, this would suggest that, in this case, finding an appropriate common denominator among the various profiles would demand much more work on the part of the instructor, as many, if not all, of the existing language profiles would need to be consulted rather than just the one intended for the English course in question.

3 SELECTION OF THE HIGH IMPACT LEARNING SYSTEM™ AS AN INSTRUCTIONAL DESIGN MODEL

With the mission of Jyväskylä University of Applied Sciences clearly in mind, as well as the aims of CEF Professional, the author assessed the basic needs of the target audience for the English course. During these preparatory stages of the course, it became readily apparent that some sort of well chosen instructional design model would serve as a useful point of reference when making decisions as to how best to ensure that the students would have opportunities to transfer the knowledge and skills gained throughout the course to real-life applications. Generic models would not suffice, as they tend to lack, in the author's judgment:

- | An emphasis on the successful transfer of training to working life applications
- | An obvious link between desired learning outcomes and business goals.

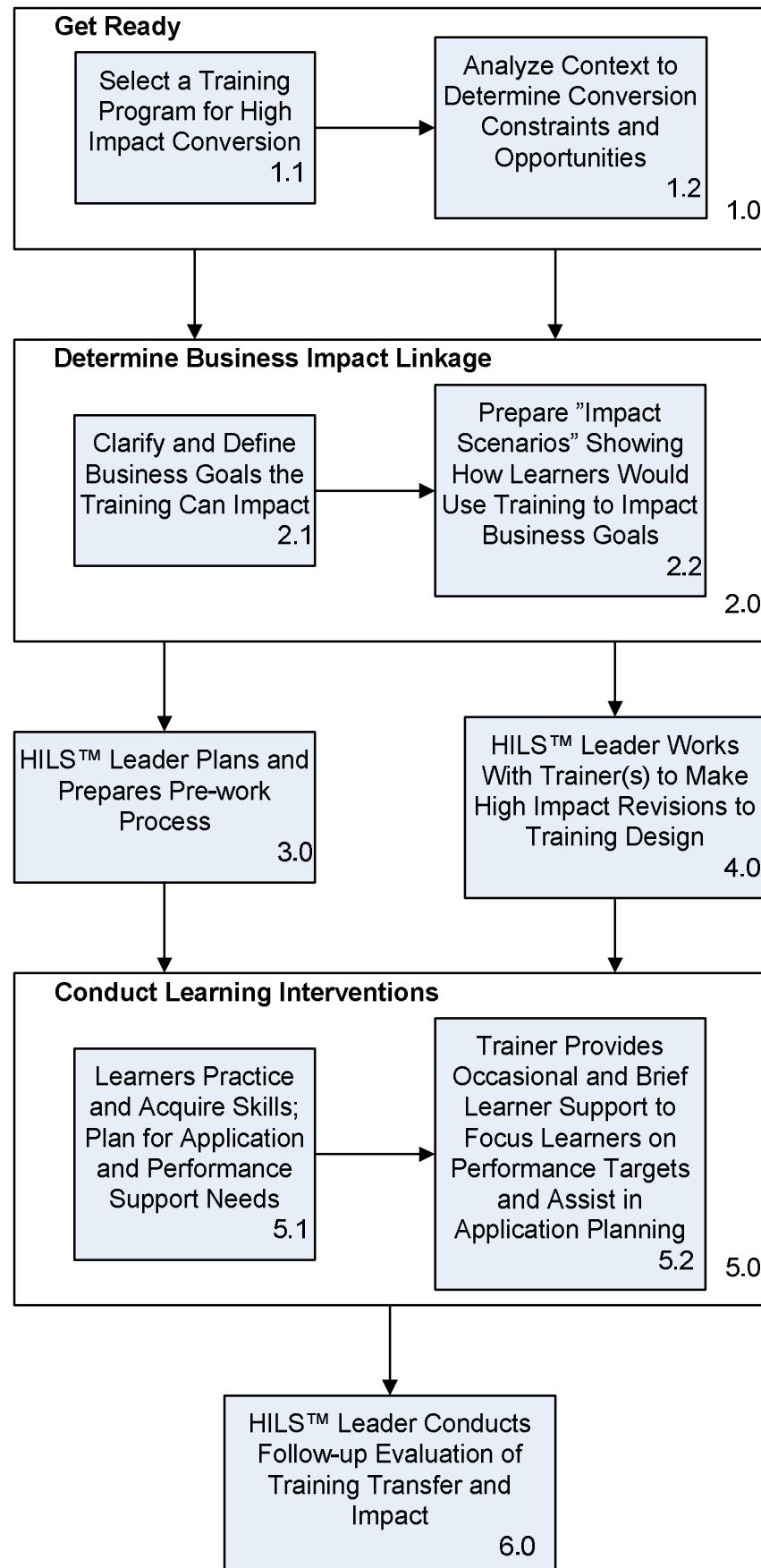
The rationale for supporting the interpretation and application of the working life-related situations presented in the CEF Professional language profile to the design of the course with the use of a published instructional design model seems to be well supported by Rojas and Zintel, who state that:

because there are no clear-cut rules about how to act in each cross-cultural situation you will encounter in your work, you can seek guidelines for appropriate conduct from published models, cultural information, and varied published cases and examples (1999, 934).

Enter the High Impact Learning System™. In 1998, the author had the good fortune of attending the annual American Society for Training & Development (ASTD) International Conference & Exposition in San Francisco, California, where Dr. Robert Brinkerhoff from Western Michigan University's Department of Counselor Education and Counseling Psychology delivered a session entitled "How to Assure Individual and Business Performance Improvement from Training," in which he introduced his High Impact Learning System™ (HILS™) Training Management Process. Although this learning process is very multifaceted, and a subsequent book on the subject entitled "High Impact Learning: Strategies for Leveraging Business Results from Training"

(Brinkerhoff and Apking, 2001) was later published, the model depicted in Figure 1 (Brinkerhoff, 1998, 7) reveals, at a cursory level, the basic framework of the process.

FIGURE 1. The High Impact Learning System™ (HILS™) Training Management Process (From Generic Training to Business Results).



The HILS™ Training Management Process is clearly targeted at improving existing training programs rather than at creating entirely new ones.

The HILS™ approach recognizes that the training-itself portion of the overall training process is not usually the cause of low impact. That is, most training programs that companies develop or purchase already do a reasonably good job of imparting new skills and knowledge to learners. Where these programs usually fail to yield maximum business impact, however, is in the critical “before” and “after” portions of the training process. (Op. cit. p. 14).

The author's selection of the HILS™ approach as an instructional design model should thus be viewed within the context of effecting positive changes to an existing course.

3.1 Strategy for Converting Existing Course Contents to High Impact Contents

At this point, it becomes essential to clarify and expound precisely *how* the author set out to make revisions and improvements to his English course, using the HILS™ Training Management Process as a supporting reference, in order to realize a positive effect on the impact of the instruction. Throughout the remainder of this chapter of the report, this will be accomplished by way of a disclosure of relevant information concerning the target audience as well as of the existing/unmodified objectives and contents of the course as published in the Jyväskylä University of Applied Sciences Course Schedule 2006-2007 (see Appendix 3). To allow for a better understanding of the duality of the target audience, Table 1 conveys some basic information about the students' degree program affiliation and language background.

TABLE 1. Students' Degree Program Affiliation and Language Background

Degree Programme in International Business	
Number of students enrolled in the course	31
Degree program students	18
Exchange students	13
Number of students, by native language	Finnish (11), Russian (8), French (7), Chinese (2), German (1), Slovenian (1), English (1)
Degree Programme in Music Management	
Number of students enrolled in the course	8
Degree program students	8
Exchange students	0
Number of students, by native language	Finnish (7), Russian (1)
Other degree program	
Number of students enrolled in the course	4
Degree program students	1
Exchange students	3
Number of students, by native language	Dutch (3), Finnish (1)

Before moving on to an examination of the unmodified course contents, it is of great value to note that, based on the information imparted in the preceding table, there is a high degree of linguistic diversity among the International

Business students, whereas the Music Management students comprise an almost entirely homogeneous group in terms of language background. Aside from recognizing the differences in terms of linguistic diversity among the two major groups represented in the course, one could also hypothesize that the International Business students may very well have a more *internationalized* set of entry behaviors due to their more frequent exposure to and interaction with student peers from other countries.

The objectives and contents of the course are presented in the context of the complete course description in Appendix 3, but for enhanced readability have been placed into Table 2 below.

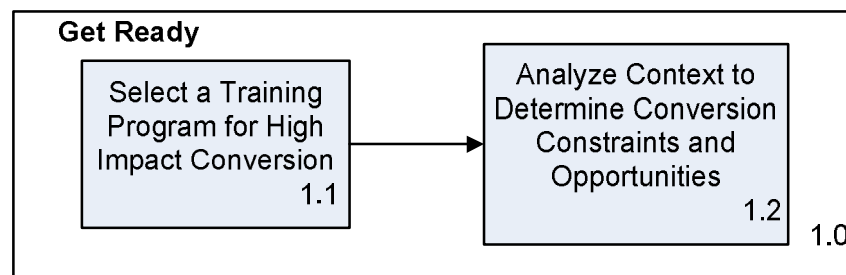
TABLE 2. English Course Objectives and Contents

Objectives:	The students acquire the oral and written communication skills needed to independently master the interaction situations of working life where the boundaries of culture and language are frequently crossed and where different communication styles are required. They feel at home in the typical interaction situations of their field, and are able to read and produce factual texts and master the basic concepts of the field in English. They are also able to utilise the international sources of information of their respective fields and master situations relating to job application in English.
Course Contents:	<ul style="list-style-type: none"> Oral situations and written practices in working life, e.g. job application procedures Understanding and producing factual texts Data collection Phone situations Meetings and negotiations Oral presentations.

3.1.1 The “Get Ready” Phase

Following the model presented by Brinkerhoff's HILS™ Training Management Process, the first phase, shown in Figure 2, involves selecting a training program for high impact conversion and analyzing the context to determine conversion constraints and opportunities.

FIGURE 2. The “Get Ready” Phase



In this case, the English course has been chosen as the target program for conversion, and the contextual analysis has been conducted. In the process, the author identified the following conversion constraints:

- | Exceedingly large class size of forty-three students, severely limiting the amount of time the instructor can spend with individual students
- | Generally poor rate of student attendance in contact lessons
- | Tendency for students to avoid interaction with those from other degree programs
- | Tendency for students to form social cliques with those who speak a mutual native language
- | Lack of CEF Professional language profile data for Music Management students
- | Presence of several exchange students from programs other than International Business and Music Management.

In contrast to the items listed above, the author identified the following conversion opportunities:

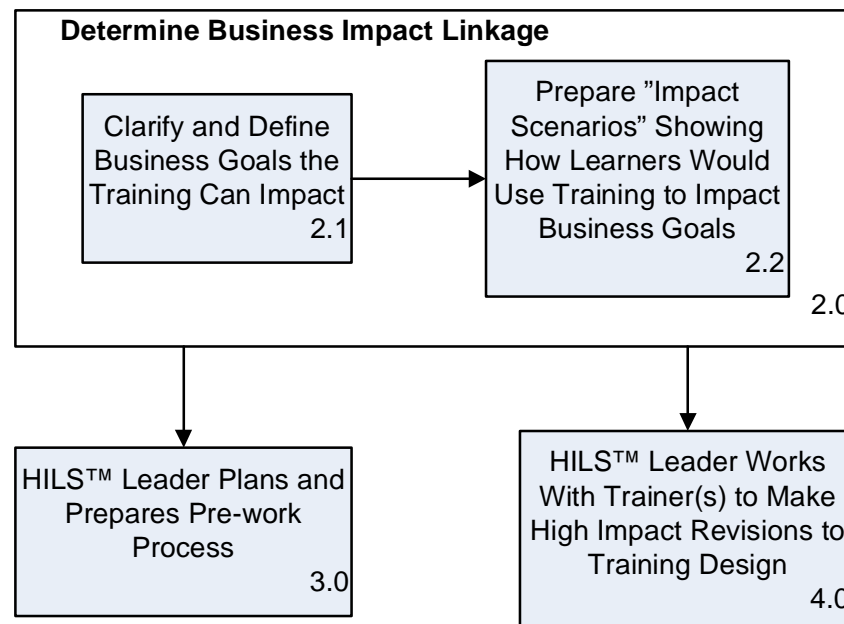
- | Some degree of similarity between the International Business and Music Management students' need for basic business English skills in working life

- | Richness in linguistic diversity, particularly among the International Business students
- | Situational/contextual uses for English in working life proposed by the CEF Professional language profile
- | Occasion to develop and test personal teaching methods.

3.1.2 The “Define Business Impact Linkage” Phase

Moving onward to the second phase of the HILS™ model, depicted in Figure 3, it is plain to see that a clear understanding of the business goals—in this case, the working life application of the right kind of English language and communication skills—would be required in order for the instructor to be able to model the desired behaviors and performance to the learners. This phase of the model also implies a train-the-trainer approach to making high impact instructional revisions. However, in the case of this English course, the instructor had to take on the roles of both the HILS™ leader and trainer.

FIGURE 3. The “Determine Business Impact Linkage” Phase



Working with the objectives and course contents outlined previously in Table 2, the author had a clear vision of specific *areas* for performance development and improvement. As such, the design of an English course aimed at covering

those contents to the extent called for by the objectives would seem to be a rather straightforward task for a professional English teacher. Conversely, when viewing the educational process in a more systemic manner, it indeed becomes evident that a determination of business impact linkages must be made. Ideally, the CEF Professional language profile would serve as a tool for clarifying and defining how the instruction ought to be tailored to the specific working life needs of the learners, since this is in fact the primary aim of the CEF Professional language profiles.

As already established in Chapter 2, the most frequent occasions for using English as a foreign language in working life, based on the CEF Professional language profile for International Business students, were not determined by a large sample population, but instead by data collected from only a few respondents. Therefore, it seems plausible that the needs analysis outcomes may not be entirely reliable or representative of the entire population, which in this case could potentially include *all* current students of the Degree Programme in International Business, *all* employed graduates of the same degree program, as well as other relevant parties, including the employers of the graduates and interns of the program. According to Data Analysis Australia, sampling error:

*is caused by surveying only **some** of the population rather than surveying **all** of the population. If you repeat the survey, but randomly choose a different group of units to include in the sample, you would expect to receive a slightly different answer simply by virtue of surveying these different units. Both are equally valid answers but both have a high degree of uncertainty (Data Analysis Australia, 2007).*

Beyond the possible problems associated with and attributable to sampling error in the CEF Professional needs analysis, there may well have been certain weaknesses in the data collection process itself. Dr. Allison Rossett (1982) offers five distinct and different areas of questioning for generating needs assessment surveys, the second of which deals with priorities within the problem (Seels & Glasgow, 1998, 200). "The respondents need to know on what basis you want them to rank items and whether you want them to describe their needs or a group's needs" (op. cit. p. 200).

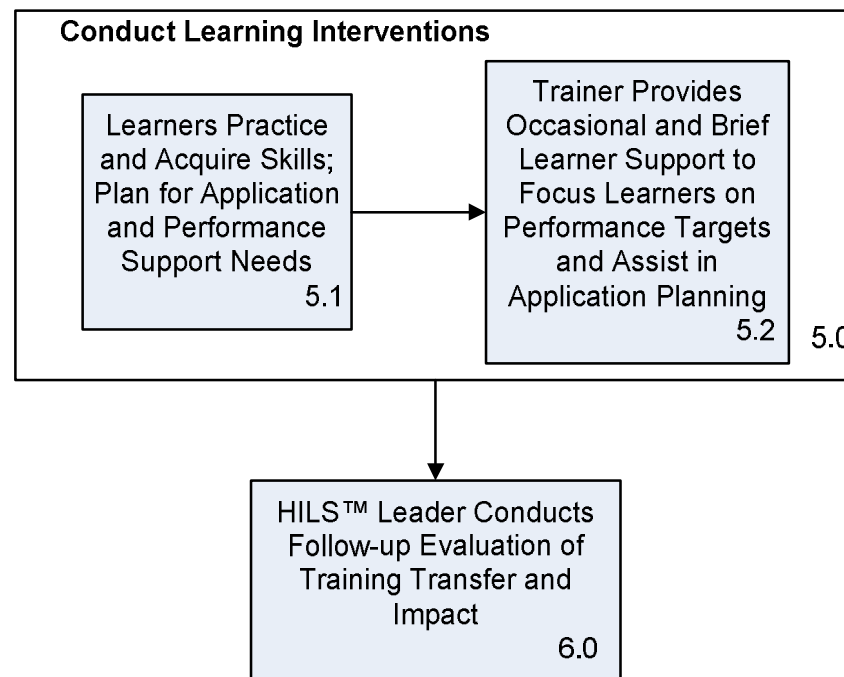
While it is outside the scope of this project to make a full investigation into the

CEF Professional needs analysis process to determine the validity of this well-intentioned project, the author still needed to make decisions as to what information from the language profile to use as a basis for making modifications to his English course, and the concerns relating to the implementation of the needs analysis seemed to be justified by his prior professional experience with needs assessment projects as well as by the relevant literature.

3.1.3 The “Conduct Learning Interventions” Phase

During the final phase of the HILS™ Training Management Process, shown in Figure 4, there is a large emphasis placed on the transfer of training to authentic application situations. At this stage, the model boldly and wisely suggests that the trainer/instructor and the learners work cooperatively while sharing the common goal of arranging and preparing for opportunities for the learners to positively impact business goals. This represents a remarkable deviation from most of the well-known Instructional Systems Design (ISD) models such as R2D2 (1995), Smith and Ragan (1993), Dick and Carey (1985), Reiser and Dick (1996), Seels and Glasgow (1997) (Seels & Glasgow, 174-179), etc., which do not seem to deliberately call for any direct learner involvement in the design process, focusing instead on their mastery of the learning objectives set forth by the instructor or trainer.

FIGURE 4. The “Conduct Learning Interventions” Phase



Although the HILS™ Training Management Process is indeed geared towards use in workplace training and performance improvement initiatives, it is largely for this reason that it was selected as a source of reference in the author's work to align the learning activities of the English course with the actual demands set by international working life on the use of the English language.

An important element of this phase of the HILS™ process involves conducting a follow-up evaluation of training transfer and impact. In order for this to be done most effectively, both a summative and a confirmative evaluation should be conducted. While most professional educators have a clear understanding of what summative evaluation is, the concept of confirmative evaluation is far less familiar to them. According to Van Tiem, Moseley and Dessinger, “confirmative evaluation builds on and goes beyond formative and summative to place a value on knowledge or skills transfer to the job, organizational impact, and return on investment” (2000, 158).

In the setting of a traditional classroom-based English course, there is little chance for a confirmative evaluation to be conducted because the resources for the teaching of the course are exhausted by the end of the study period, leaving no realistic or feasible means of monitoring students' performance

beyond the end of the course. Despite this noteworthy constraint, an instructor can still encourage and support the confirmative evaluation process by taking steps to:

- | Engage students in the process of giving evaluative feedback to other students
- | Train students to seek evaluative feedback on their own performance
- | Ask students to describe the links between the course's learning activities and their own field of study.

The author believes that recognizing the value of confirmative evaluation and instilling in students the desire and motivation to adopt and internalize various methods for taking an active role in evaluating their ongoing academic and professional development will result in a more purposeful educational experience, and likewise have a positive impact on the business goals of the students' future employers.

4 INSTRUCTIONAL DESIGN DECISIONS REGARDING THE CONTENTS OF THE COURSE

For any of the work done so far on the project to have any bearing on the course's outcomes, specific decisions regarding the design and implementation of the course must put to practical use and tested. The syllabus for the course (see Appendix 4) includes the same objectives and course contents seen previously in Table 2. This chapter of the report presents most of the major content areas of the course, in chronological order, and offers explanations for the author's instructional design decisions.

4.1 Telephone English

The CEF Professional language profile (see Appendix 2) suggests a need for International Business students to have a strong command of spoken English in order to be successful in using English on the telephone, and goes as far as to include this in the short list of the most frequent situations in which one would need to use English as a foreign language in working life. This is very much in agreement with the author's own view on the subject, as he has worked for many years in international companies using the telephone to communicate with customers in both English and French, and is keenly aware

of the importance of communicating accurately and effectively, as well as efficiently, with customers, vendors and other parties. The language profile further specifies the ability to understand different native and non-native accents in English as an essential element of successful communication.

Because the contact lessons were relatively short at only 90 minutes per week, and there were 43 students in the course together in the same small classroom with very little possibility for changes in seating arrangements, it was quite a challenge to arrange and orchestrate telephone conversation simulations between and among the students. In reality, even if the seating arrangements could have been changed to suit a more flexible implementation of the oral exercises, the noise level in the classroom during any sort of simultaneous pair or group work has proven in the past to be almost unbearable. Being well aware of these constraints, the instructor decided to maximize the impact of the instructional content by focusing on high-priority matters requiring technical accuracy and precision, such as asking for and giving information successfully on the telephone.

During one of the in-class activities, the instructor asked several of the students to model, in pairs, a simple business telephone conversation to the rest of the class. These telephone conversations required that the pairs, among other things, exchange first and last names and try to write each other's name down. In order to make the activity more challenging and relevant to authentic applications in international working life, the instructor selected students from different language backgrounds in the formation of pairs. At the conclusion of the exercise, each participant was asked to check his/her partner's notes to find out if the spelling of his/her name was correct. When it became evident to the class that exchanging even extremely basic information over the telephone with another person in English could present such substantial challenges, a clear link to the need in working life for precision and accuracy in telephone situations was established.

4.2 Academic and Professional Writing

The subject area of academic and professional writing is not listed in the CEF Professional language profile as one of the most frequent situations calling for

the use of English as a foreign language in the workplace, but is nonetheless mentioned in the part of the profile dealing with contextual information (see Appendix 1) as one of the communication situations International Business students encounter during their degree program studies. One thing all of the students in the course have in common is that English is the main instructional language of their studies, so writing academic papers is, and will continue to be during the rest of their respective degree program studies, an essential skill to develop.

This is probably the content area of the course associated with the highest degree of difficulty in terms of being able to follow the “Determine Business Impact Linkage” phase of the HILS™ process. Instead of linking the instruction with a clearly defined business goal, the author had to focus on building a much more elementary connection between academic and professional writing skills and success in students' other courses, their bachelor's theses, etc. and then try to link varying degrees of academic success with similarly varying opportunities for success in working life.

The students were given carefully planned instruction on using Jyväskylä University of Applied Sciences' Project Reporting Instructions (Liukko & Perttula, 2007) in order to produce a short academic paper making correct use of the prescribed writing and formatting standards. Based on past experiences of students neglecting to cite external sources properly, if at all, much attention was concentrated on getting the students to understand and acknowledge the importance of acting prudently when borrowing text and ideas from external sources by attributing credit to those sources.

The students were given several examples by the instructor of how to properly quote and refer to external sources in the text of a paper, as well as how to document those sources in a list of references. To make the examples as relevant as possible to the students' needs, the instructor based most of them on Internet sources, and selected Web sites of general and common interest among students at Jyväskylä University of Applied Sciences. The students were then given a printed copy of one particular Web page, and asked to write both a text and bibliographic reference to the provided source during the

contact lesson. Following this exercise, two students were selected at random to share the results of their work with the rest of the class. In both cases, the students' work was done accurately and properly, which led to an excellent opportunity for the class to work in groups, comparing notes and ideas until each student was able to either confirm the accuracy of his/her completed exercise or to make adjustments to it as necessary.

In order to provide the students with a near-term transfer of training opportunity, the instructor issued a short academic writing assignment requiring the use of two references to external sources. To take a further step towards establishing a link to the needs of working life, the instructor specified that the students, regardless of degree program affiliation, write about a topic of high relevance to their own professional development within their chosen field. In this way, despite the constraints posed by the somewhat ambiguous alignment of the learning contents with specific business goals, the instructor was able to activate the students' learning process and involve them directly in planning for a field-specific application of their knowledge and skills.

4.3 The Job Application Process in English

The process of applying for a job, a challenging task in itself, is made far more difficult when one must navigate through all of the inherent complexities while relying exclusively on a foreign language. Having taught this subject matter numerous times to students in other English courses, the instructor already had a fairly clear vision of the direction to take with the design and implementation of the contents with the target group in question. This would suffice inasmuch as the pertinent documents, e.g. CV and cover letter templates, are concerned. The situational element that needed to be considered most carefully is that the students in this course will actually *need* to apply for jobs in English in the not-so-distant future. English courses for students of degree programs with instruction in Finnish, on the other hand, also include instruction on the job application process in English, but the fact of the matter is that these students will not likely have an opportunity to transfer the related skills and knowledge to situations beyond the context of the course.

In order to bring a far deeper level of authenticity to the instructional module, the instructor designed the learning activities in such a way as to impart the elements of the job application process that have proven to be the most pivotal in his own life as a native speaker of English with longstanding professional experience in diverse areas of business. This was realized in part by working with the students to reflect on their own strengths and accomplishments compared to those required or beneficial in their future line of work, and having them write several drafts of the argument section of a cover letter, addressing the following three questions posed on the OWL at Purdue University Web site (2004):

1. Why am I qualified for this position?
2. How can I prove I'm qualified for this position?
3. What have I done that sets me apart from other candidates?

The students were encouraged to continue refining their cover letter argument paragraphs throughout the course as their ongoing process of introspection yielded new or different perspectives on their strengths and accomplishments.

To further prepare the students for the application of their continuously developing knowledge and skills in their life beyond the end of the course, the instructor created a set of job interview questions and interrogations, the responses to which he judged to be of relevance and importance in real-life interviews for professional-level jobs. Following is the actual list of interview questions and interrogations introduced to the students:

1. What makes you the best candidate for this job?
2. Please describe one example of something negative you've experienced in your previous work, and what you did about it.
3. What do you consider to be the biggest accomplishment you've made in your previous work? What makes this accomplishment so important to you?
4. Please describe yourself as a member of a team.

There was an engaging class discussion of each of these, including the possible connections to working life competencies as well as the impact a candidate's response might have on a hiring decision. Afterwards, the

students were asked to formulate and rehearse thoughtful and well-worded responses to the same questions and interrogations in preparation for job interview simulations.

4.4 Oral Skills Examination

Building upon the work the students had done in the previous study module to prepare for job interview simulations, the instructor decided to use these simulations as the primary basis for assessing the students' oral skills in English. Whereas most English courses taught at Jyväskylä University of Applied Sciences assess students' oral skills via a group presentation or meeting simulation, the instructor determined that this would not be the best approach in this course for the following key reasons:

- | Most of the same students (first-year students from the Degree Programme in International Business and the Degree Programme in Music Management) had already taken the instructor's Communication Skills course in the Autumn semester, 2006, during which their group presentation skills were assessed.
- | Group presentations and meeting simulations do not, by any measure, demand the user of a foreign language to prove their ability to maintain a fluent and focused dialog as much as one-on-one conversations do.
- | Neither a group presentation nor a meeting simulation would allow as strong and personally/individually relevant a link to working life goals as a properly designed job interview situation would.

To prepare the students for the job interview simulations, the instructor decided to have every student in the class refer to a single job posting and prepare interview questions and responses relevant to that job posting. With 43 students and multiple degree programs represented in the class, it was important to use a democratic approach in selecting a job posting of general interest. To involve the students directly and fairly in the decision-making process, a simple vote was taken on which of a number of different business-related job descriptions would be of greatest appeal. Ultimately, the students voted in favor of using a marketing-related job posting. In addition to the four interview questions provided by the instructor during the previous study

module in the course, each student was required to prepare two or three additional questions to ask while interviewing a partner from the class.

Making an even higher impact on the goal of being able to effectively deal with various native and non-native accents in English, the instructor carefully made impromptu interview pairs, to the greatest extent possible, comprised of students from different language backgrounds. The linguistic diversity among the students from the Degree Programme in International Business proved to be a great asset in this regard, as students from the Degree Programme in Music Management had a unique opportunity to benefit from working one-on-one with students whose native languages were different than their own.

The assessment of the student performance in this oral skills examination was judged by the students themselves, using a specially designed peer evaluation method introduced by the instructor. A customized evaluation instrument was created based on the Council of Europe's Global Scale (Council of Europe, 2007), and the actual instrument used in class is attached as Appendix 5.

In the author's opinion, the design of this study module, together with that of the preceding study module, takes a dramatic step in the intended direction of converting traditional learning objectives, i.e. to master situations relating to job application in English, to more specific, high impact objectives, such as:

- l To create ready-to-use, field-specific job application documents in English with personal/individual strengths accomplishments duly emphasized
- l To identify and understand the significance of the most important and common questions that employers ask candidates during professional-level job interviews, and to be able to offer accurate and factual responses to these questions
- l To be able to manage field-specific job interview situations, acting both as an interviewer and an interviewee, while demonstrating oral skills in English at the B2-C1 level as defined by the Council of Europe's Global Scale (op. cit. 2007).

4.5 Writing Effective E-mail Messages in English

Both the CEF Professional language profile and the course description call for the inclusion of instruction on writing e-mail messages in English. All of the students in the class are used to writing e-mails in English, and the link between this skill and applications in working life is obvious. Therefore, to design a learning activity whereby the students could embrace some of the more challenging demands of communicating via e-mail in working life, the CEF Professional language profile was used as a source for situational/contextual information. Referring to the portion of the profile dealing with the most frequent situations for using English as a foreign language in working life (see Appendix 2), an elaborate group exercise was developed based on the scenario of an HR relocation agency's client relocating to a foreign country. The complete written instructions for the exercise are attached as Appendix 6.

In groups of three, the students were first asked to decide on project roles. Within each group, there were the following three roles:

1. Relocating employee
2. Local relocation specialist
3. Overseas relocation specialist.

The groups were then given some time to engage in a brainstorming session to determine an interesting and sufficiently detailed and complex employee relocation situation. Then, following some instruction regarding the use of formal vs. informal English in e-mail communications in light of the given socioprofessional context and the use of appropriate and effective e-mail subject lines, the students were given a writing assignment. This assignment required that each group create its own discussion thread in the course's online learning environment. Following the instructions for the assignment, the students composed and replied to messages in their own group's thread until all the issues associated with their relocation situation were resolved, treating each post in the thread as an actual e-mail message.

Writing e-mail messages is such a commonplace activity both within and outside of working life, and so flexible and unpredictable in terms of what

might need to be communicated and how it should be communicated, that it makes the task of designing relevant and standardized instruction and activities quite difficult. The author found the CEF Professional language profile neither helpful nor harmful in designing the instructional content for this study module; instead, it would seem that what really matters the most, especially with a diverse group of 43 students, is that they learn the technical and stylistic points of effective professional e-mail writing.

5 STUDENT FEEDBACK ON THE COURSE

From the very start of this English course, the students were made aware that the instructor was studying in the Teacher Education College at Jyväskylä University of Applied Sciences, and that he would be experimenting with the implementation of a CEF Professional language profile in the course. Student feedback was collected midway through the course, but the data collection instrument was designed specifically to gage the instructor's performance during his teaching practice period, so those results are not associated with this development project. At the end of the course, an anonymous summative evaluation instrument was distributed to every student present for the final examination. The evaluation instrument is attached as Appendix 7, and the questions contained in the survey are listed below:

1. Did the contents of the course (assignments, projects, etc.) seem to relate to your own field of study/degree program? If so, how?
2. Did you find it useful to have the opportunity to study and work with students from a degree program other than your own? Please answer *yes* or *no*, and offer any related comments you might have.
3. In your opinion, what was the best thing about this course?

In all, 33 surveys were returned to the instructor. The results of the survey are reported and interpreted in the following three subchapters.

5.1 Relation of Course Contents to Students' Field of Study

The first question in the survey asked students the following:

1. Did the contents of the course (assignments, projects, etc.) seem to relate to your own field of study/degree program? If so, how?

The students' responses to this question are categorized by degree program affiliation, and the corresponding number of “yes,” “no” and other (blank or otherwise invalid) responses are reported in Table 3.

TABLE 3: Survey Results on Relation of Course Contents to Students' Field of Study

Degree Program	“Yes” Responses	“No” Responses	Other (Blank or Otherwise Invalid) Responses
International Business	21	1	3
Music Management	4	2	0
Other	1	0	1

Prior to issuing the survey, the author had some concerns that some of the instructional themes and other elements of the course, even including such things outside of his control such as the classroom's location in the International Business wing of Jyväskylä University of Applied Sciences' main campus, might appear to give some degree of preference or favoritism to the International Business students. A cursory look at the data in Table 3 already suggests, albeit with dubious validity, that the Music Management students expressed a lower (67%) sense of feeling that the course contents related to their own field of study than the International Business students (95%) did. The author must note that blank or otherwise invalid responses were disregarded when performing these basic calculations, as they offered no statistical utility.

Of course the data expressed in Table 3 present a very favorable overall picture of the extent to which the course seemed to relate to the students' own respective fields of study, but it is imperative at this point to report some of the students' written comments, both positive and negative, to gain a better understanding of how students from different degree programs perceived this important aspect of the course.

Positive Comments: International Business Students

The cases that we went through were good, because they were pretty realistic situations that most of us will probably face in the future.

I think the course provided a nice package of formal business English that you need in everyday situations in working life.

After this course I know more about my future job and how I can find it.

All the examples were done with the students' study program in mind. Also, the assignments were related to my program, like for example the job application process.

Negative Comments: International Business Students

In my school we learn more the grammar and vocabulary.

Positive Comments: Music Management Students

It was taken into consideration what subjects the students were specialized in (Music Management/International Business).

Especially tips about how to write a professional text seemed helpful.

Negative Comments: Music Management Students

In my opinion, the contents of the course are designed more for the IB students. There was nothing directly related to Music Management, but of course there is a use for all the things we've learned.

I think this course was more useful for the IB students.

5.2 Advantages of Collaborating with Students from Other Degree Programs

The first question in the survey asked students the following:

- I Did you find it useful to have the opportunity to study and work with students from a degree program other than your own? Please answer *yes* or *no*, and offer any related comments you might have.

The students' responses to this question are categorized by degree program affiliation, and the corresponding number of “yes,” “no” and other responses are reported in Table 4.

TABLE 4: Survey Results on Advantages of Collaborating with Students from Other Degree Programs

Degree Program	“Yes” Responses	“No” Responses	Other (Blank or Otherwise Invalid) Responses
International Business	16	6	3
Music Management	4	2	0
Other	2	0	0

In Chapter 3.1.1 the author listed several constraints associated with the conversion of the course to one of higher impact. Among these constraints were the tendency for students to avoid interaction with those from other degree programs and the tendency for students to form social cliques with those who speak a mutual native language. As a mechanism for confirming the presence of these constraints as perceived by the students themselves, this survey question is of extremely high value in evaluating the progress made so far in teaching English to a large group of students representing fundamentally different degree programs. Likewise, the student's comments will be of considerable help when planning for the next implementation of the course.

Table 4 shows that, overall, students felt quite positively about collaborating with students from other degree programs. Once more, the author's

predictions about how students would answer the question seem to be accurate in that there are no obvious differences between how International Business students and Music Management students behave socially, e.g. how they regard working with students from different cultural, linguistic and academic backgrounds. While the survey question only addresses the matter of working with students from degree programs other than one's own, and not specifically the matters of cultural and linguistic diversity, the author speculates that there is a positive correlation between and among these items.

To properly convey the students' differing perceptions of collaborating with students from other degree programs, some of their comments, both positive and negative, are listed below.

Positive Comments: International Business Students

For me it's always interesting to work with people from different countries. When these people are from other programs, it becomes even more interesting!

Studying with other than IB students is a nice change.

Negative Comments: International Business Students

I didn't find it particularly useful. We could have done the same things with only IB students.

Basically I studied with the students in my own degree program, so in this course I didn't use the opportunity as I found it a bit difficult. It's of course quite normal that the students divide themselves into groups that they know.

Positive Comments: Music Management Students

I think it's useful because you get a broader view of things.

We could share our knowledge in different fields.

Negative Comments: Music Management Students

Not useful, but nice.

We didn't interact that much.

5.3 The Best Things about the Course

The first two survey questions gave the respondents the opportunity to comment freely on the aspects of the course related to the implementation of the CEF Professional language profile. With the aim of finding out what the students perceived as the best elements of the course, the third survey question asked the following:

- | In your opinion, what was the best thing about this course?

An open-ended survey question such as this should allow the respondents to report some very useful evaluative information on dimensions of the course that might not otherwise receive any attention. Interpreting the students' responses in a meaningful and constructive way is not a simple and straightforward task, however. For the responses to have any research validity for purposes of this development project, they must be considered in relation to the aims of the project. The author considers the following items to be the primary target areas for the qualitative assessment of the project:

- | The impact of the CEF Professional language profile on the course's appeal and relevance to students from degree programs other than the Degree Programme in International Business; in particular, the Degree Programme in Music Management
- | The effect of the HILS™ Training Management Process on the students' perception of their ability to transfer their newly acquired skills and knowledge to working life applications.

Student comments, where appropriate, and further discussion relating to the aforementioned areas, are disclosed in the next two subchapters.

5.3.1 The Impact of the CEF Professional Language Profile on the Course's Appeal and Relevance to Music Management Students

The following comments are taken only from the surveys of Music Management students, and, when considered together in broad terms, suggest that these students place great value on developing their social interaction and communication skills.

A lot of communication and opportunities to work in groups as well as individually.

Any group things that were to be performed in front of the class. Those are neat to do.

Practical exercises where you could improve your interaction skills.

Although these comments do not make mention of any specific course contents whose origins can be traced to the CEF Professional language profile, they still yield useful evaluative information for considering how to further leverage the language profile(s). For example, in a future course similar to this one with a diverse student body, even more emphasis could be placed on the development of students' communication and interaction skills, while taking extra steps to ensure that students from different degree programs have the chance to work together on mutually meaningful and challenging tasks. The ongoing challenge will be to find an appropriate common denominator among the language profiles, but based on these student comments, there indeed appears to be an implied willingness to work with others.

5.3.2 The Effect of the HILS™ Training Management Process on the Transfer of Training

The inclusion of the following student comments is intended to be demonstrative of how the author's efforts to design the course for higher impact on the transfer of training influenced the students' own perception of

the best thing(s) about the course.

Learning to use things such as CVs and formal letters in English. This maybe could be of further use in the future.

We always can ask Jason some questions. He is always available for us.

All things about job hunting, interviews, cover letters, and CVs. It's useful. Thank you!

To know how to argue for a job application.

I really liked the lessons about CVs, because it helped me to do my own CV in Russian. Thank you very much for it!

Clearly, there are more direct ways of soliciting feedback on things like learners' sense of achievement and mastery of certain performance objectives. For example, the evaluator could present the learners a series of closed questions related to specific objectives, or ask them to rate their own achievement in relation to certain performance criteria using a Likert scale, etc. However, the author's intention was to gauge the overall impact of the course, allowing the students to freely express what they considered to be the best thing about the course. The HILS™ Training Management Process calls for a follow-up evaluation of training transfer and impact, but it must be understood that in the context of this course, one of the major constraints is that the trainer/instructor will not have the means to evaluate the learners' performance after the conclusion of the course. Therefore, the author considers student responses suggesting a clear present or future usefulness for specific skills or knowledge gained during the course to be a fairly reliable measure of the course's success in employing some of the strategies defined by the HILS™ process. Likewise, a student's recognition of the trainer/instructor's availability to support learners in the process of acquiring and adapting skills and knowledge during the course of instruction should be seen as an indication of success in carrying out the "Conduct Learning

Interventions” phase of the HILS™ model (see Figure 4).

6 DISCUSSION

The initial aims of this development project were quite far-reaching, attempting to use the experiences and working processes of a single English course to establish whether it was possible to test the effectiveness and suitability of a CEF Professional language profile while simultaneously taking steps to promote and uphold Jyväskylä University of Applied Sciences mission. Among the most challenging aspects of the entire project was the complicated matter of trying to meet these project and institutional goals with a very large target group of 43 students from diverse and fundamentally different academic and social backgrounds.

6.1 Conclusions about the Usefulness of CEF Professional Language Profiles

In the work of teaching, many would say that experimenting with new or different methodologies is always a worthwhile investment of time and resources, even if the end result of the experimentation sometimes falls short of hopes and expectations. A teacher's failure to adapt his/her instructional strategies and methods to changes in the needs of working life can certainly lead to a breakdown of the proper and effective functioning of the educational system, and for this reason alone it seems plausible that with any well-intentioned modifications a teacher makes, the educational system as a whole should derive at least *some* benefit.

The experimentation of the CEF Professional language profile during the period of this project was indeed a remarkable learning and developmental experience for the author. Despite the constraints posed by the dualistic target audience on implementing the International Business language profile as prescribed, the majority of students from both the Degree Programme in International Business (95%) and the Degree Programme in Music Management (67%) reported that they were able to identify a clear connection between the course contents and their own respective fields of study.

Overall, it would seem that the various CEF Professional language profiles

would best serve language teachers who lack direct or recent professional experience in the students' field of study. Jyväskylä University of Applied Sciences is an example of an institution of higher education where language teachers have been extracted from the degree-granting educational units and brought together under the common framework of the Language Centre. In this organization, and in others like it, the role of CEF Professional language profiles should become increasingly important and useful to teachers who might not otherwise be able to establish or maintain a sufficient level of familiarity with each of the professional fields representing the object of their language instruction.

6.2 The Need for Pedagogical Models in Teachers' Work

A major goal of this project was to demonstrate that the work associated with carrying out complex teaching assignments and special projects can often contain a substantial degree of ambiguity, and that having a working knowledge of various pedagogical models suited to different purposes can aid teachers in the process of making decisions regarding the design and implementation of instruction. The author's identification and selection of the HILS™ Training Management Process as a source of conceptual reference during the course of this project serves to demonstrate that even models with roots in corporate training settings can be used with success in higher education courses.

Considering all of the feedback collected from students at the end of the English course, the evidence suggests that the greatest achievements made have to do with the skills and knowledge they gained as a result of the instruction and training regarding the job application process in English. The HILS™ model emphasizes the refinement of performance objectives to relate very specifically to authentic tasks, and the research presented in this report suggests that the students not only gained a mastery of the situations relating to job application in English (a traditional objective), but that some of them actually claimed to have the knowledge and skills to find the right job and to formulate an effective argument for consideration as a candidate for a particular job (high impact objectives).

6.3 The Institutional Mission's Role in Continuous Development

Based on the results documented in this report, the author feels that both the experimentation of the CEF Professional language profile and the instructional design decisions attributable to the HILS™ Training Management Process played significant roles in upholding Jyväskylä University of Applied Sciences' mission "to operate as an internationally oriented community of higher education and development, promoting working life competence, competitive edge, entrepreneurship, and wellness for the population of Central Finland" (op. cit. 2006). Aside from the lack of a clearly defined accomplishment of the mission's objective to promote wellness for the population of Central Finland, the other objectives were addressed by:

- | Taking the students' linguistic diversity into account and leveraging it in the design and implementation of the oral skills examination
- | Training, coaching and supporting students in the process of learning to use formal English in professional meeting situations
- | Activating students in the development and deepening of their understanding and awareness of their own strengths and accomplishments in relation to their career ambitions
- | Encouraging students to work independently on the completion of a significant written assignment requiring a great deal of introspection and elaboration of personal and professional goals.

With this development project now in its final stage, the author recognizes a need to further investigate how he can impact the promotion of wellness for the population of Central Finland in teaching students from internationally oriented degree programs. For the most part, these students do not have the intention of living and working in the Central Finland region, so this fact introduces substantial challenges in defining relevant links to the stated objective.

Taking the time to study and analyze the mission of Jyväskylä University of Applied Sciences and to make it a vital part of the work of this development project has been of profound value to the author in the process of growing and

maturing as a professional teacher. The potential impact of this in the future should be a positive influence on this teacher's performance results, and hopefully those of his students, the learning organization, and the community as well.

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APPENDICES

Appendix 1: “Context Information” Section of CEF Professional Language Profile

	LOCATION	PERSONS, COMMUNITIES, COMPANIES, INSTITUTIONS	COMMUNICATION SITUATIONS	TEXTS
Work	Office / Client facilities Production facilities Conference rooms / Video conferencing Fairs / Exhibitions Hotels / Airports / Restaurants	Persons: clients, colleagues, agents, travel agents, receptionists, waiters, fair organisers Organisations: companies in different fields, public bodies and institutions	a) finding and using information from different kinds of sources (Internet, journals, company reports, bulletins, etc.) b) writing e-mails and business letters plus other written documents, such as the Single Administrative Document (SAD), invoices or pro-forma invoices including quantity and price of the goods, declaration of value if required, documents required for applying preferential rates (e.g. certificates of origin, movement certificates, etc.), forwarding documents (bills of lading), insurance bills, packing lists, veterinary or phytosanitary certificate if appropriate. c) telephoning d) meetings and negotiations e) product and company presentations; process descriptions, fairs f) social situations (hosting visitors, small talk, etc.) g) planning, implementation and monitoring of the recruitment process h) face-to-face consultations	a) textbooks, journals, Internet resources b) e-mails, letters, memos, faxes, reports, summaries, statistics, BUYER AND SELLER DOCUMENTS: quotation requests, inquiries, invoices, orders, complaints, etc.; technical specifications; contracts; product and process descriptions; customs declaration forms and other export and import documents c) telephone discourse d) meeting and negotiation discourse; writing agendas & minutes e) devising presentation AV's, presentation conduct f) writing itineraries; small talk interaction g) CV's and job applications

	<i>LOCATION</i>	<i>PERSONS, COMMUNITIES, COMPANIES, INSTITUTIONS</i>	<i>COMMUNICATION SITUATIONS</i>	<i>TEXTS</i>
Study	Home and host university	<p>Persons: fellow and exchange students and teachers; ordinary people of the host country</p> <p>Institutions: potential firms for expatriate practice placement and/or potential institutions for host universities for student exchange</p>	<p>a) finding and using information from different kinds of sources</p> <p>b) writing essays, reports, summaries, academic writing (Degree Programme conducted in English)</p> <p>c) writing job applications and CV's</p> <p>d) presentations (Degree Programme conducted in English)</p> <p>e) telephoning</p> <p>f) social situations: spoken registers, cultural awareness, small talk; exchange periods</p>	<p>a) textbooks, journals, Internet resources</p> <p>b) essays, summaries, reports, final theses</p> <p>c) job applications, CV's</p> <p>d) presentation AV's, presentation conduct</p> <p>e) telephone phrases</p>

Appendix 2: “The Most Frequent Situations” Section of CEF Professional Language Profile

E.g. Taking care of the clients’ relocation needs.

Describe a *common work situation*: Receiving e-mails from clients inquiring about houses that they could go and see. Employee contacts agents by e-mail and phone asking about prospective houses. When getting back to the client the employee asks about the client’s satisfaction with their services so far.

Situation: See above

Place: Office of an HR-relocation agency.

Persons present: Employee, agent and client

What is essential for the communication to be successful? The clarity of message. Ability to understand different accents.

Describe a common work situation:

Situation: The employee worked at a company importing different types of metal working machines to Finland. The work included constant contact with the foreign suppliers of the machines by e-mail, phone and fax.

Place: The employee’s office

Persons present: Client and employee

What is essential for the communication to be successful? Understanding different kinds of native and non-native accents in English. Ability to communicate accurately both in speech and writing; knowing the special terminology of the field and understanding at least the basic technical aspects of the different kinds of machines. Mastering the usage of documents needed in import operations, such as the Single Administrative Document (SAD), invoices including quantity and price of the goods, Declaration of Value if required, certificates of origin, movement certificates, forwarding documents (bills of lading), insurance bills if the goods are insured, packing lists.

Describe a common work situation:

Situation: The employee needs confirmation of the quantity of products (cellulose-based insole products), because the client has changed the normal quantity they have been ordering for years without making a new contract. The confirmation takes place by fax because the e-mail in this Asian country is not always reliable due to some external factors. It takes time to get the fax through and the order is about to be shipped.

Place: The employee’s office

Persons present: Client and employee

What is essential for the communication to be successful? It is essential that the employee masters the phone phrases and is confident in spoken skills.

*Describe a **common work situation***

Situation: The employee working in a middle-sized company manufacturing synthetic fibre fillings for baby diapers, coats, etc. receives an e-mail from a client inquiring about a missing delivery. The delivery should have arrived the previous day. The employee starts tracking the route of the delivery by phoning several institutions; the forwarding agent, the customs, the lorry driver, etc.

Place: The employee's office.

Persons present: Employee.

What is essential for the communication to be successful? It is clear that telephoning skills should be good as well as the knowledge of export operations and documents needed (SAD, invoice or pro-forma invoice including quantity and price of the goods, documents used in the destination country e.g. certificates of origin, movement certificate, forwarding documents, insurance bills if the goods are insured, packing lists, etc.)

The employee should also be aware of how the delivery takes place, step by step, along the logistics chain.

Appendix 3: English Course Description

Course Code:	ZWPCE100
Course Title:	English
Number of Credits:	3
Type of Course:	Compulsory Basic Studies
Target Group / Level of Course:	Bachelor's degree
Recommended Year of Study:	1-2
Prerequisites:	Upper secondary school syllabus of the language starting in grades 1-6 of basic education, or Refresh Your English
Objectives:	The students acquire the oral and written communication skills needed to independently master the interaction situations of working life where the boundaries of culture and language are frequently crossed and where different communication styles are required. They feel at home in the typical interaction situations of their field, are able to read and produce factual texts and master the basic concepts of the field in English. They are also able to utilise the international sources of information of their respective fields and master situations relating to job application in English.
Course Contents:	<ul style="list-style-type: none"> • oral situations and written practices in working life, e.g. job application procedures • understanding and producing factual texts • data collection • phone situations • meetings and negotiations • oral presentations
Recommended Material:	The material for the course is compiled by the teacher in question and it will be given to the students at the beginning of the course. No published material is used.
Implementation:	Flexible teaching methods based on modern learning theories, e.g. PBL, suggestopedia, cooperative learning, dialogue learning, virtual study, project learning.
Assessment:	Assessment methods: 1. a written exam at the end of the course or 2. written assignments that partly or fully compensate for an exam. 3. presentations or other graded oral course performance. The most important assessment criteria: correctness of language and context relevance.
Items of Assessment:	Continuous assessment and written and/or oral exam / skills demonstration.
Grading Scale:	0-5
Course Tutor:	Mr. Hannu Ryyänen
Language of Instruction:	English
Further Information:	Common European Framework of Reference for Languages, level of proficiency B2-C1. Equivalent course with instruction in Finnish: ZZPCE100
Course Homepage:	

Appendix 4: English Course Syllabus

Course Number and Title: ZWPCE100 English

Credit Hours: 3 ECTS credits

Course Prerequisites: Upper secondary school syllabus of the language starting in grades 1-6 of basic education, or Basics of Polytechnic English (ZZCAE110 Refresh Your English)

Course Dates: January 8, 2007 – May 21, 2007

Course Times: Mondays, 10.15-11.45

Course Location: Rajakatu 35, BP07

Instructor: Jason Stevens (jason.stevens@jamk.fi)

Required Text and Other Learning Resources: All course materials will be made available via the R5 Generation environment or otherwise provided by the instructor.

- The R5 Generation workspace is expected to be active before the second week of the course.

Course Overview: Oral situations and written practices in working life, e.g. job application procedures, understanding and producing factual texts, data collection, phone situations, meetings and negotiations, oral presentations

Course Objectives: Upon completion of this course, students should be able to do the following:

- Independently master interaction situations of working life crossing the boundaries of culture and language
- Read and produce factual texts related to their own field and master the basic field-specific concepts in English
- Master situations relating to the job application process in English

Course Calendar/Schedule: The schedule of contact lessons and other activities/assignments will be maintained in the course's R5 Generation workspace. Checking the workspace for updates, assignments, and other details is of extreme importance in keeping up with the course.

Grading Policy and Rubric: A standard grading scale of 0-5 shall be used. The final course grade will be the result of the weighted average of the following:

- Class attendance and active participation – 30%
 - 0-2 absences = 5; 3-4 absences = 4; 5 absences = 3; 6 absences = 2; 7 absences = 1; 8 or more absences = 0
- Oral skills demonstration (interview with instructor) – 35%
 - Rubric to be posted in the R5 Generation workspace
- Written skills demonstration (final written exam) – 35%
 - Exam scores will be graded as follows: 90-100% = 5; 80-89% = 4; 70-79% = 3; 60-69% = 2; 50-59% = 1; < 50% = 0

Course Policies:

- Policy for submitting assignments: All assignments are to be completed and returned by their respective due dates. Late submissions may be accepted up to one week past the assignment due date, but with an automatic grade reduction of one full point on the 0-5 scale. No assignments will be accepted after the last official day of the course (May 21 2007).
- Exam schedule and make-up policy: The final written exam is scheduled to take place on May 14, 2007. Re-sit exams, if necessary, may be scheduled via the ASIO system.
- Attendance and lateness: Attendance in all contact lessons is expected. See **Grading Policy and Rubric** above for more details. Habitual lateness/tardiness will be treated as additional absences, i.e. 2 late arrivals (more than 10 minutes after the beginning of the lesson) = 1 absence.
- Academic dishonesty: Subject to Jyväskylä University of Applied Sciences' policies

Appendix 5: Oral Skills Assessment Form

Student's name: _____

Date: ____ - ____ - ____

Please tick (Ü) **5 = excellent** **4 = very good** **3 = good** **2 = satisfactory** **1 = poor**

Item		5	4	3	2	1
Listening	Ability to follow extended speech even when it is not clearly structured and when relationships are only implied and not signaled explicitly					
Spoken interaction	Ability to use English fluently, accurately and effectively on a wide range of general, professional or academic topics					
Spoken production	Ability to give an extended description or account of something, integrating themes, developing particular points and concluding appropriately					
Strategies	Ability to substitute an equivalent term for a word not recalled without distracting the listener					
Language quality	Ability to maintain a high degree of grammatical accuracy; errors are rare and difficult to spot					

Appendix 6: Group E-mail Project

Group e-mail project: *employee relocation*

As we discussed during our lesson in week 11, this project involves working in groups of 3. Each group will consist of the following persons:

- relocating employee
- local relocation specialist
- overseas relocation specialist

During the initial group discussions last week, the task was to do some brainstorming to think of a specific relocation situation. Each group should already have a good start on the "thinking" part of this project, but of course you will need to continue to work with your group members to further clarify ideas and to come up with an interesting and realistic situation upon which to base your e-mail messages.

An explanation of group roles

The responsibilities for each of the 3 people in each group should be something like this:

Relocating employee: Provides sufficient details about country of origin and destination country, nature of work, family situation, housing needs, personal interests and hobbies, whether or not pets will be subject to relocation, shipment of personal belongings, and whatever else seems appropriate to situation. This person will only exchange e-mails with local relocation specialist.

Local relocation specialist: Is responsible for all communications with relocating employee, investigates all inquiries and replies directly to relocating employee in a professional and courteous manner, communicates with overseas relocation specialist as necessary in order to find answers to questions concerning arrangements in destination country and relays information to relocating employee.

Overseas relocation specialist: Has an in-depth knowledge of local culture and understands needs of temporary foreign residents, has a good professional network of people from different fields and access to important details concerning local regulations, etc. and answers e-mail messages from local relocation specialist in a professional manner.

For further instructions on how to complete the e-mail tasks, please [click here](#).

Instructions for completing the e-mail tasks

During week 11, we already formed groups of 3. It is extremely important to be aware of who the other students in your group are. I will bring along the group sign-up sheet to the lesson this week for any of you who, for whatever reasons, have not yet joined a group.

Important note about the group sign-up process: If you have not joined a group by this week's contact lesson (March 19), it is your responsibility to seek out other students in the class with whom you can work. You can easily access all of your classmates' names and e-mail addresses by clicking on the *Participants* tool in the workspace front page.

I have added a discussion forum to this workspace in order to provide a convenient place to keep track of all the e-mail messages. You can access this discussion forum by clicking on the item *E-mail messages* at the bottom of the directory tree along the left side of the main workspace window.

It is extremely important for each group to create its own discussion thread, and to only post messages in its own thread. What I would like is for each group's relocating employee to post the first message for the group. Then, the group's local relocation specialist should reply to the relocating employee's message, send another message to the group's overseas relocation specialist, and so on.

Since we will be using a discussion thread to simulate "real" e-mail messages, I ask you to write and format your posts in such a way that they look like e-mails. In other words, you should follow a format somewhat like this:

From: (use your own name)

To: (use the name of the group member to whom you're writing)

Subject: (use a descriptive title here)

Remember to use appropriate greetings and closings, and in every way possible, treat your posts in the discussion thread as "real" e-mail messages.

You will have time to write your e-mails during this week's contact lesson, but outside of the classroom I will expect that each group will continue to exchange e-mail messages using the discussion forum so that all of your e-mails are posted before our contact lesson in week 13.

