UNIVERSIDAD DE COSTA RICA
SISTEMA DE ESTUDIOS DE POSGRADO

AN EVALUATION OF THE FULFILLMENT OF AUTHENTICITY AND SUPPORTIVENESS, AS ESP AND TBLT MATERIALS DEVELOPMENT PRINCIPLES, IN A BUSINESS ADMINISTRATION AND ACCOUNTING COURSE

Trabajo final de investigación aplicada sometido a la consideración de la Comisión del Programa de Estudios de Posgrado en la Enseñanza del Inglés como Lengua Extranjera para optar al grado y título de Maestría Profesional en Enseñanza del Inglés como Lengua Extranjera

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Dedicatoria

To our professor, Randolph Zuñiga Coudin, for his constant guidance and advice during our time in the program.

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I dedicate my dissertation to my family and friends. A special dedication to my loving mother who always encourages me in anything I do. I am also very grateful to my partner who always gives me strength despite the obstacles of life.

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RESUMEN

Esta investigación tuvo como objetivo explorar el grado en que los materiales de clase diseñados para un curso de Inglés para Propósitos Específicos (ESP) y de Enseñanza del Lenguaje Basada en Tareas (TBLT) cumplen los principios de autenticidad y de apoyo. Dicho curso fue específicamente planteado para estudiantes de las carreras de Administración de Negocios y Contaduría Pública de la Universidad de Costa Rica y fue impartido por estudiantes de la Maestría Profesional en Enseñanza del Inglés como Lengua Extranjera como parte de su práctica profesional. Los investigadores crearon materiales de clase siguiendo un análisis preliminar que les ayudó a entender las necesidades, carencias y deseos del lenguaje de estas poblaciones. Durante este curso, los instrumentos de investigación fueron creados siguiendo los Métodos Mixtos con el fin de mejorar y analizar los materiales en términos de los principios de autenticidad y apoyo de ESP y TBLT. Con el propósito de triangular la información, los investigadores analizaron la literatura disponible al respecto, la retroalimentación de los supervisores de práctica y las opiniones de los estudiantes participantes del curso. Los datos fueron analizados cuantitativamente, calculando el número combinado de respuestas dadas por los estudiantes a las preguntas cerradas. Igualmente, el análisis cualitativo examinó las respuestas abiertas dadas tanto por los estudiantes como por los supervisores en términos de fortalezas y debilidades relacionadas con los principios de autenticidad y de apoyo. Finalmente, los hallazgos fueron discutidos a la luz de la literatura estudiada, para explicar cuáles principios fueron confirmados y brindar recomendaciones para futuros investigadores y profesores de ESP. Los resultados mostraron, en su mayoría, una evaluación positiva de los materiales de la clase tanto por los estudiantes como por los profesores. Este estudio sugiere que los materiales diseñados para el curso de práctica fueron considerados relevantes, auténticos y útiles para estas poblaciones, sin embargo, es necesario continuar la investigación en este campo, ya que los resultados obtenidos fueron limitados debido al reducido número de estudiantes que formaron parte de este curso de ESP.

Palabras clave: ESP, TBLT, principios, evaluación, Administración de Negocios, Contaduría Pública, autenticidad, apoyo, Inglés para Propósitos Específicos, Enseñanza del Lenguaje Basada en Tareas, materiales.

RESUMEN EN INGLÉS

This research aimed to explore to what extent the class materials for an English for Specific Purposes (ESP) and Task Based Language Teaching (TBLT) course fulfilled the principles of authenticity and supportiveness. This course was specifically designed for students from the Business Administration and Accounting majors from the University of Costa Rica and it was taught by students from the Master's Program in English Teaching as a Foreign Language as part of their practicum project. The researchers created class materials by following a preliminary needs analysis that helped them understand the language needs, lacks, and wants of these populations. During the course, the research instruments were created by following mixed methods in order to improve and analyze the materials in terms of the ESP and TBLT principles of authenticity and supportiveness. In order to triangulate the data, the researchers analyzed the literature about ESP and TBLT, the practicum supervisors' feedback, and the students' opinions. The data were analyzed quantitatively by calculating the combined number of positive close-ended responses given by the students. Likewise, the qualitative analysis examined the open-ended responses provided by the students and the supervisors in terms of strengths and weaknesses related to the principles of authenticity and supportiveness. Finally, the findings were discussed in light of the studied literature to explain which principles were confirmed and draw recommendations for future researchers and ESP teachers. The results showed to a greater extent a positive appraisal of the class materials from both, the students and the supervisors. This study suggests that the materials designed for the practicum course were considered relevant, authentic, and supportive for these populations. However, further research is needed since the results obtained were limited due to the small number of students who took part of this ESP course.

Key words: ESP, TBLT, principles, evaluation, Business Administration, Accounting, authenticity, supportiveness, English for Specific Purposes, Task Based Language Teaching, materials.

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AT: Assistant Teacher

EAP: English for Academic Purposes

EGP: English for General Purposes

EOP: English for Occupational Purposes

ESP: English for Specific Purposes

ICT: Information and Communications Technology

L: Listening

PTT: PowerPoint Presentation

R: Reading

S: Speaking

Ss: Students

T: Teacher

TBLT: Task Based Language Teaching

UCR: University of Costa Rica

UL: Useful Language

W: Writing

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This research project was carried out within the framework of an ESP Practicum course designed and taught by students of the Master's program in Teaching English as a Foreign Language for a population of Business Administration and Accounting students at the University of Costa Rica. The course had a duration of four months from August to November 2020, including a two-hour virtual class per week. The course was specifically designed according to the needs analysis process carried out for these populations between April and July 2020. The practicum course and research project were carried out as requirements for the completion of the master's program offered by UCR.

This research project focused on investigating to what extent the materials developed during the practicum course fulfilled the principles of Task Based Language Teaching (TBLT) and English for Specific Purposes (ESP). To this end, the students who took the ESP course evaluated two principles identified in the theory for materials: authenticity and supportiveness. According to the literature reviewed for the project, materials in ESP and TBLT that comply with these two principles must be successful and appropriate for learning. That way, materials can be appealing, helpful, and specific to the students' fields.

To fulfill the principles, materials for the course were designed taking into account language samples specific for business and accounting students. Several sources such as books, the Internet, and professionals in the field were consulted to create learning materials that were useful and simulated real life situations for the students. To achieve this, a needs analysis process provided the researchers with enough knowledge to plan learning materials for three course units. These units addressed the skills that were considered the most important according to the students' needs and wants.

This study is relevant because assessing ESP courses is always a crucial step to improve their contents, materials, and methodology. On this respect, Hutchinson and

Waters (1987) acknowledge that materials evaluation is key for “judging the fitness,” “questioning,” and “developing” an ESP course “to what is required” (p. 96-97). As a result of ESP materials assessment, the researchers can provide recommendations to future ESP instructors on how to improve linguistic features, integrated skills, and content of their course. Such aspects, of course, can contribute to make materials authentic and supportive for the learners. In the same line, LittleJohn (1998) shared the same view as the previous authors by claiming that materials evaluation is necessary “to examine the implications that certain materials may have” and the “appropriateness of the methodology and content” for a particular context (as cited in Bocanegra-Valle, 2010, p. 148). For achieving this, participants, in this case the students of the ESP course, can be first-hand sources of information since they have the expertise about the field-specific content of their disciplines. Therefore, their opinion can be a valuable and reliable asset for fine-tuning future course materials.

Chapter I: Needs Analysis

The following chapter reflects the first step to develop this project, the needs analysis process. It consists of the collection of data obtained from five instruments, two of them applied to the business and accounting student populations assigned, and three to the stakeholders. In this regard, Woodrow (2018) defines needs analysis as “the systematic analysis of what learners need in order to operate in the target communicative situation” (p. 21). Hence, student-researchers of this project designed a set of instruments to retrieve information from a variety of sources such as students, stakeholders, and other professionals. Based on the information obtained, student-researchers analyzed these populations’ needs, lacks, and wants to design an English course for Academic and Specific Purposes.

The literature states that the Business Administration major and Accounting major students need to be knowledgeable of making presentations, carrying out negotiations, having meetings, making small talks, socializing, delivering correspondence, writing reports, and so on. “Other typical ‘real life’ activities might include requiring learners to integrate information into a spreadsheet, preparing PowerPoint™ presentations, producing written recommendations, and so on” (Frendo, 2005, p. 110). In addition, in the business world, the speaking skill is full of technical terms necessary for negotiating and establishing relationships. Some of the most salient tasks for a businessperson are related to the speaking and writing skill. For instance, Bremner describes several real-life tasks that can be carried out in a business communication class. The author states that students can “write an email request for information to a client” and “write an email response for a company supplier” (as cited in Hafner & Miller, 2019, pp.138 - 139). Furthermore, Dudley-Evans and Saint John (1998) state that business English courses should emphasize “language, pronunciation and intonation, body language, and basic communication skills” for effective spoken interactions (p. 71). Consequently, the tasks for an ESP business course should include writing and speaking skills as the core elements for students to use the language in future academic and professional scenarios.

Methodology

The following section presents a detailed description of the methodology that was used for this needs analysis. Respectively, this section includes the research approach, participants, instruments used to collect data, and procedures.

Research Approach

This needs analysis relies on the mixed method of research. In the words of Creswell (2003), a mixed method “involves gathering both numeric information (e.g., on instruments) as well as text information (e.g., on interviews) so that the final database represents both quantitative and qualitative information” (p. 21). As the author highlights, this approach allows researchers to integrate and take advantage of both numeric and descriptive data for the analysis of information. Further, the author points out that implementing mixed approaches is beneficial because “collecting diverse types of data” provides a better “understanding of a research problem” (p. 21). Based on this statement, a variety of mixed data can lead to more precise and well-supported results. Greene, Caracelli, and Graham also agree that mixed methods assist the researcher in the “elaboration,” “clarification,” “development,” and the “expansion” of the “results from one method with the findings from the other method” (as cited in Molina-Azorin, 2016, p. 37). That is, using qualitative and quantitative information can provide the researcher with a clearer and more detailed picture of the results obtained, the population, and the variables/conditions under study.

Participants

As pointed out before, the participants of this study were initially 49 pre-selected students from the Business Administration and Accounting majors from the University of Costa Rica, one stakeholder, and one specialist informant. The list of students was narrowed down because only 22 students responded to the student needs analysis questionnaire. From those 22 students, 12 students belong to the Business Administration major and 10 to the Accounting major. Out of the 22 students, 21 have an English learning background. According to the data collected, the students' ages range from 18 to 33 years old. Further, two students are in second year, eight in third year, six in fourth year, two in fifth year, one in sixth year, one in Licenciatura, and two are graduates. The stakeholder is a professor for both majors at the University of Costa Rica, and the specialist informant is a professor at National University of Costa Rica.

Instruments

Four instruments were designed to gather the data. These instruments were the following: a quantitative questionnaire of needs for students, a quantitative follow up questionnaire for students, a qualitative interview for stakeholders, and a qualitative survey for specialist informants.

Student Needs Analysis Questionnaire.

This instrument consisted of 14 questions (see Appendix A). Out of those 14 questions, 10 questions were close-ended and four were open-ended. This instrument has seven parts that aimed to collect general and specific information about the students' language learning background, needs, wants, lacks, learning styles, and preferences. The parts of the instrument are the following: personal information, previous English learning experience, use of English, topics related to the business field, English skills, preferences for classroom activities, and learning styles. The instrument was originally applied in Spanish to make it practical and easy to grasp for learners.

The first part of the instrument focused on collecting personal information such as phone number, email address, and data related to the students' majors. This information was necessary to have an accurate picture about the number of students of each major and for later contact. It is worth mentioning that 49 students were included in the first contact emails. Nevertheless, only 22 students answered the student needs analysis questionnaire. This helped the student-researchers to narrow down the population to a smaller number. In addition, this part of the survey provided useful information about the number of students in each of the majors.

The second part of the questionnaire aimed to unveil aspects related to previous English learning experiences. This part included a series of possible language learning scenarios in which learners had to mark the options that best described their reality. This information was important to analyze possible learning experiences the students could have had in the past.

The third part of this instrument focused on discovering possible English use scenarios within both majors. This section included academic and future professional activities in which students may use English. This was helpful to learn about the students' perceived needs regarding language learning. To find out about immediate academic needs of these two majors, the students were asked to indicate the frequency of English use from a list of possible activities. For this specific question, students had to use a Likert scale with five levels. The use of Likert scales is supported by Hartley (2013), who states that Likert scales are beneficial because they provide researchers with a "bigger picture of the issues in question" (p. 84). Thus, when using scales, researchers can strengthen the "validity of the findings" of a study by making meaningful comparisons (Hartley, 2013, p.

84). In the case of future professional activities, students only had to mark those that they considered possible within their reality. This part of the questionnaire also included open-ended questions for learners to express other activities not mentioned by the researchers.

The fourth part seeks to identify the topics related to the business field that involve more use of English. For this part, the student-researchers included another Likert scale for learners to indicate the level of need for the language from a list of business-related topics. Further, an open-ended question was included for learners to indicate other business-related topics in which they would need English.

The fifth part aimed to gather information related to macro and micro English skills that learners might have or lack. The students had to organize by order of importance the four macro skills and justify their answers. Furthermore, a Likert scale was included for learners to communicate their strengths and lacks from a list of macro and micro skills.

For the sixth part of this instrument, the students had to indicate their preferences regarding classroom activities. Similar to other sections of this instrument, students had to mark from a list the classroom activities they were more interested in. This part will allow the researchers to take students' preferences into account for the design of future classroom tasks. For the last part of this instrument, students had to communicate information related to their learning styles. A list of multiple learning styles such as visual, verbal, kinesthetic, among others was included for them to mark the ones they believed fitted their learning profile.

Second Student Questionnaire.

A second student questionnaire (see Appendix B) was designed and applied to the 22 students who answered the first student needs analysis questionnaire. The instrument aimed to unveil new data that could be worthwhile for the design of classroom tasks and to clarify information from the previous instrument. It included nine questions. Out of the nine questions, seven questions were open-ended and two close-ended. This instrument provided the students with opportunities to elaborate on possible tasks, authentic materials, learning expectations, and styles.

Stakeholder Interview.

An interview instrument was created for primary stakeholders from both majors (see Appendix C). The aim of this instrument was to collect general information about linguistic needs of the students and possible teaching tasks for the course. DiCicco and Crabtree (2006) describe an interview instrument as a useful instrument for qualitative research since it "encourages" people to "share rich descriptions of phenomena" (p. 314). Thus, the student-researchers chose this instrument to gather detailed data about the target population. The interview included 12 open-ended questions and two parts. The first part aimed to discover information related to the major such as the presence of English in the study programs, authentic materials, academic activities, and possible teaching tasks. The second part sought to identify linguistic needs related to expected levels of proficiency for undergraduate and graduate students, professional activities, technical vocabulary, and important language skills for the major.

Specialist Informant Survey.

As a result of the low participation of stakeholders in the gathering of data for this project, the student-researchers designed an online survey (see Appendix D) to collect information from specialist informants in the field. The instrument aimed to gather information related to business students' academic and professional needs, possible real-life tasks, and authentic materials they need to use in real life. The student-researchers chose to use this type of instrument to gather data more efficiently during the global pandemic our country is facing. As Minnaar and Heystek (2013) state, online surveys are convenient since they are "self-administered" instruments and "respondents may complete them in their own time” (p. 166). The instrument was sent to three professors from National University of Costa Rica from the Business Administration major. Nevertheless, only one professor responded to the survey. The instrument included 10 questions, four of which were open-ended and six of a close-ended nature.

Procedures

The procedures carried out in this project were atypical due to the emergency at the time of this writing, May 2020, due to the Covid-19 pandemic. Consequently, all communications with stakeholders and students were strictly via email or Zoom. Initially, 49 students from the Business Administration and Accounting majors were contacted via email on March 24, 2020 in order to determine which ones were willing to collaborate with the process of collecting data to design the course. Out of the 49 students, 24 were from Business Administration and 25 from Accounting. From that initial email contact, a total of 25 students responded, 15 from the Business Administration major and 10 from the Accounting major. It took around one week to receive all those responses. One of the students provided three contacts from different professors that could collaborate in the process. Those professors were contacted on March 24 by email, but the student-researchers of this project did not get any response.

After that, student-researchers decided to create a questionnaire for the students and sent it via Google Forms on April 10, 2020 (see Appendix A). At the same time students were reached, student-researchers sent an email to the stakeholder, Professor, Tatiana Valverde Chacón. She was contacted by email on March 24, 2020 and agreed upon having an interview via Zoom. According to the new technological trends, student-researchers considered Zoom as the closest way to interact with people after a face-to-face option. At the same time, other three professors, suggested by one of the students, were contacted to request their collaboration for either having an online meeting or completing the interview instrument on a Word document (see Appendix C). Nevertheless, only one professor agreed to have an online interview, but this professor did not attend it.

Due to the comfort and closeness student-researchers may feel by using Zoom, the opportunity to collect more information, ask additional questions, and clarify concepts or requirements yielded better results and concise information for the needs analysis. The interview with the stakeholder, Professor Valverde, took place on Wednesday, April 29 and lasted about one hour and eight minutes. The sharing option allowed the professor to see the questions at the same time, and the student-researcher could take notes, ask for repetition, clarification, or more follow-up questions. From that interview, the stakeholder provided two contacts, those of the coordinators for the Business Administration and Accounting majors. The student-researchers sent an email to each coordinator asking to fill out the interview on Word and asking for an interview, but they never got a response. The same happened with the three professors suggested by one of the students when they were sent another request to collaborate with the interview in the Word document.

After the administration of the first questionnaire to the students, student-researchers created and sent the second student questionnaire on April 29 as a follow-up instrument to collect more information that needed further explanation to the 22 students who responded (see Appendix B). Only seven students replied, and in those responses, they suggested two other contacts from stakeholders and specialist informants. Because of a global pandemic, the student-researchers decided to send a survey (see Appendix D) to three specialist informants on May 7, 2020 from National University of Costa Rica who have plenty of experience teaching in both majors, but only one responded. The specialist informant who responded is a professor in both majors, Business Administration and Accounting.

The student-researchers requested on several occasions the assistance of eight different stakeholders from both majors at the University of Costa Rica. Nevertheless, as pointed out before, only one stakeholder agreed to meet with the researchers via Zoom. The reason behind the low participation of stakeholders may be linked to the tight schedules that professors and coordinators from the majors are currently having as a result of the damaging global pandemic that is hitting the country.

Due to insufficient responses to this instrument, student-researchers created and sent a further instrument survey to seven stakeholders on May 7. Out of those seven stakeholders, three were suggested by one student in the student needs analysis questionnaire, two by the professor who participated in the interview, and two by other students in the student second questionnaire. Despite all the attempts to get their collaboration, none of them replied to the student-researchers' emails.

Results and Discussion

The results discussed in this section are the product of the data collected primarily from a questionnaire that 22 students from the Business Administration and Accounting majors answered. The students along with the primary stakeholder and an ESP specialist informant are the core subjects whose responses will be used to make decisions about the tasks students require for the English course.

Interests of Primary Stakeholders

This section presents the data collected through the interview with the primary stakeholder. In her opinion, all courses must have a minimum English proficiency requirement because there is a direct link between the productive business market and the language. The demand for bilingual workers is increasing and some of the future needs highlighted are reading and writing emails, giving reports, and speaking to carry out negotiations.

In regard to academic needs, the stakeholder focused on her finance course, Finance Administration I, which is offered to students of both majors. Reading and critical thinking skills are required to carry out one of the tasks in the course using the English language. Students are given a book in Spanish with a chapter in English, and they have to solve a case. The reading skill is the focus on the assignment where students have to extract information to be able to solve a case.

Several of the real life tasks the primary stakeholder emphasizes as future needs are reading and solving a case, having conversations for negotiations, finding conflict resolutions, listening to lectures, interacting with other clients and business-related people, reading and doing oral presentations, describing a product or business strategy, and presenting accounting information to colleagues.

The academic activities students must perform are readings where they are required to solve a case in written form. Although this is done in some courses, it represents only a small percentage of the English use in the Business and Accounting majors, and the speaking skill is not used. In order to achieve this task, students have to read a chapter of a textbook, and occasionally, they watch a video in English with subtitles as a way to illustrate how to acquire problem-solving skills.

From the stakeholder’s criterion, students from both majors must achieve an English level from low intermediate to high intermediate English level. Once graduated, the level must be high intermediate. The tasks that business and accounting students must perform at work will depend on their job positions and the workplace. Some of the most common tasks are reporting to the managers, providing customer service, writing reports, writing emails, listening to be able to understand and interact with other people, and doing research. For the stakeholder, all macro and micro skills (listening, speaking, reading, writing, grammar, pronunciation, and vocabulary) are relevant, and all the technical vocabulary related to business is necessary.

Specialist Informant

The specialist informant responded to a survey in which he stated that some of the real-life tasks are conducting interviews, giving oral presentations, and defending final reports. The academic activities students must perform in English are reading articles and doing research for assignments. Some of the authentic materials in English he uses in class include books, journals, and YouTube videos. Regarding future needs, some of the tasks selected by the specialist informant are reading articles and journals related to business, understanding lectures and seminars related to the students' future work field, establishing business relationships, communicating with customers, describing the characteristics of a product or service, and communicating with other colleagues.

From this specialist informant's point of view, students from both majors must achieve an advanced level. Some of the topics related to business that require a higher English proficiency are finance, management, human resources, entrepreneurship, and empowerment. The technical vocabulary students must command relates to business, accounting, human resources, and finance. The two macro abilities that must receive emphasis are listening and speaking, followed by vocabulary as a micro skill. However, reading and writing are also perceived by the specialist informant as relevant along with pronunciation.

Stakeholder and Specialist Informant Commonalities

Table 1 displays the information obtained from the stakeholder's and the specialist informant's answers about professional, real-life, and academic tasks.

Table 1

Professional Tasks that Require English According to the Stakeholder and the Specialist Informant

Stakeholder	**Specialist Informant**
Reporting to the managers	Reading articles and journals related to business
Providing customer service	Understanding lectures and seminars
Writing reports	Establishing business relationships
Writing emails	Communicating with customers
Listening to be able to understand and interact with other people	Describing the characteristics of a product or service
Doing research	Communicating with other colleagues

Note. Options collected from T. Valverde (personal communication, April 29, 2020) and A. Dávila (questionnaire, May 7, 2020).

Similarly, the stakeholder and specialist informant reported professional tasks that students may need in an English course such as communicating with other people and interacting with others to establish business relationships. Notwithstanding, there are tasks mentioned by the stakeholder such as writing emails and reports or reporting to managers that were not regarded as vital by the specialist informant. For the informant, reading articles and journals, and understanding lectures and seminars are more relevant. As can be seen in Table 1, the stakeholder and the informant have answers in common and differences of opinion as well. The common professional tasks identified as necessary for students are providing customer service and communicating with members of an organization. Therefore, both tasks suggest that spoken and written communication should be emphasized. Hence, speaking and writing should be highlighted as important macro skills to be used for future needs. The stakeholder stated that the professional tasks would depend on the job position and the workplace. Concerning differences, the stakeholder regards writing reports and emails as vital, whereas the specialist informant refers to reading articles and journals related to business as the most relevant activities for future tasks.

Table 2

Real Life Tasks Required in an English Course According to the Stakeholder and the Specialist Informant

Stakeholder	**Specialist Informant**
Reading and solving a case	Conducting interviews
Holding conversations for negotiation and conflict resolutions	Giving oral presentations
Giving lectures	Defending final reports
Interacting with other clients and businesspeople	
Reading and doing oral presentations	
Describing a product or business strategy	
Presenting accounting information to colleagues	

Note. Options collected from T. Valverde (personal communication, April 29, 2020) and A. Dávila (questionnaire, May 7, 2020).

Regarding real life tasks, the stakeholder and the specialist informant reported different tasks for an English class. The only task both reported in common is the ability to give oral presentations in a company. Those oral presentations involve defending final reports, presenting accounting information, and describing a product.

Table 3

Academic Tasks that Require English According to the Stakeholder and the Specialist Informant

Stakeholder	**Specialist Informant**
Reading articles or book chapter to solve a case in written form	Reading articles
Watching a video in English to illustrate how to acquire problem-solving skills	Understanding the assigned readings
	Using English for research purposes

Note. Options collected from T. Valverde (personal communication, April 29, 2020) and A. Dávila (questionnaire, May 7, 2020).

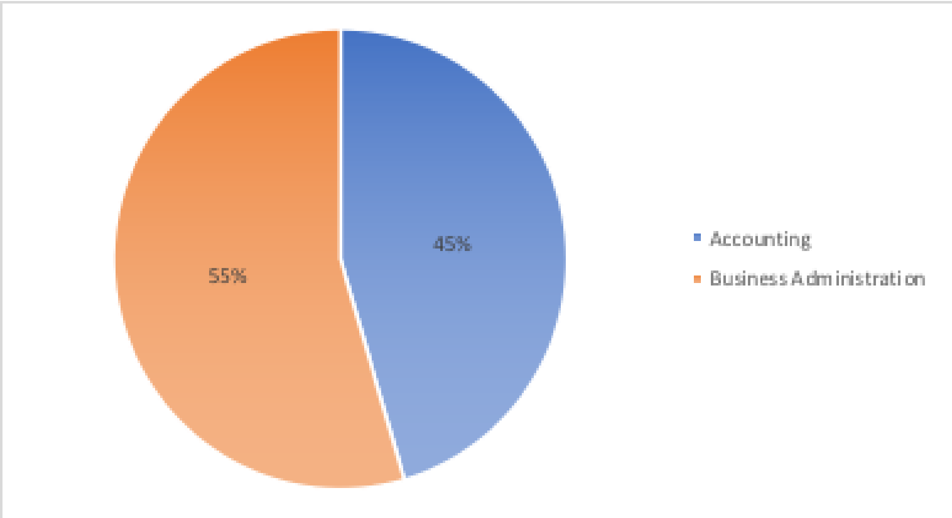
For the academic tasks, both the stakeholder and the specialist informant agreed that the skill the students need the most is reading. They focused on reading articles, book chapters, and journals for research purposes and solving cases.

General Group Profile

The group consists of 22 students from the Business Administration and Accounting majors at the University of Costa Rica. Their ages range from 18 to 33 years old. From the total of students, 12 students belong to the Business Administration major and 10 belong to the Accounting major (see Figure 1).

Figure 1

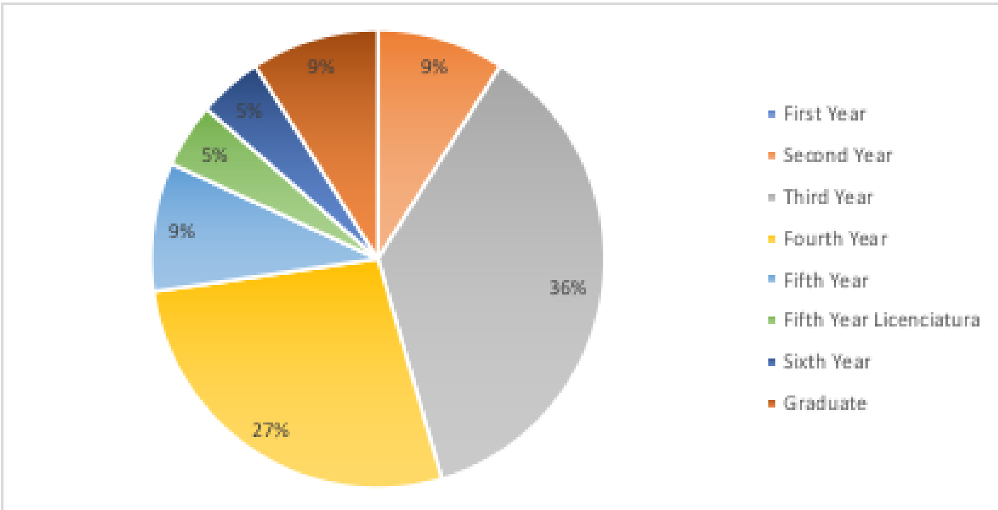
Students in the Business Administration and Accounting Majors



Based on the information gathered, eight students are in the third year of the major, six students are in the fourth year of the major, two students are in the second year of the major, two students are in the fifth year of the major, one student is in the Licenciatura major, one is in the sixth year, and two students are graduates from the Business Administration major (see Figure 2). This information may be helpful to design materials for the course.

Figure 2

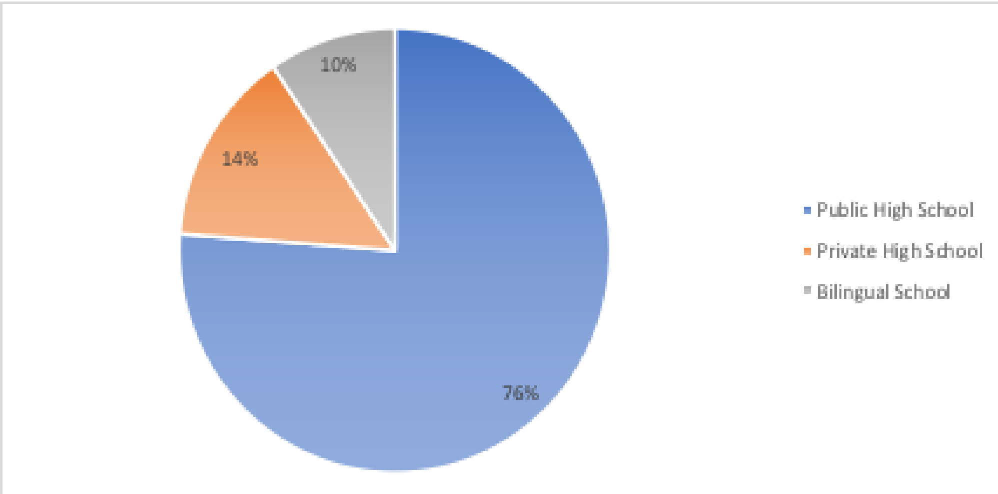
Year of the Students in the Major



According to the information gathered in the questionnaire, Figure 3 shows that 21 of the students have studied English before, and only one has not. Out of the 21 students who have studied English, the figure displays that most of them learned English in public high school, while fewer students learned English in private high schools and in bilingual schools. Because in the questionnaire students could select more than one option, 95% of the students also mentioned that they learned English through informal resources such as watching movies, talking to people who speak the language, and being self-taught, among others.

Figure 3

Types of Institutions Where the Students Have Learned English



Regarding how often the participants use English in their majors, 86% percent of the participants reported they needed to have knowledge of English in order to perform certain academic activities, while 14% stated that they do not need to have any knowledge of the language.

Finally, Table 4 displays the frequency with which students reported having difficulties to perform a series of tasks. The students selected from a range of frequency in a Likert scale how often they had difficulties at performing certain tasks related to their fields. Their lacks were perceived based on the answers marked as “never” and “seldom.” The English skills that indicated difficulties were writing formal emails and letters, pronouncing English correctly, communicating with businesspeople, and speaking about products and services respectively. Based on the information described in the table below, these learners may have a low intermediate/intermediate level of English and need intensive training in some areas to fine-tune their proficiency.

Table 4

Frequency of Difficulty with Specific Tasks according to Students' Own Perceptions

	Never	Seldom	Sometimes	Usually	Always
Writing formal emails and letters	5	7	1	9	0
Communicating with business people	5	3	11	3	0
Speaking about products and services	2	5	10	4	1
Pronouncing English correctly	3	6	6	6	1
Understanding Business vocabulary	1	5	6	9	1
Writing about products and services	4	3	5	8	2
Reading articles, research projects	0	4	6	9	3
Listening to lectures	2	5	7	7	1

Table 5 shows information related to the preferred learning activities by the students. The results indicate that pronunciation exercises and vocabulary activities were the two choices that students selected the most frequently in the learning preferences section of the questionnaire. The third and fourth options that obtained the most answers were the use of visual aids such as PowerPoint presentations and videos, and fill-in-the-blanks grammar exercises, which can be integrated into the speaking/writing activities as well. This is important because teaching vocabulary can be taught along with pronunciation. Therefore, it could be encouraging for the students to feel that their needs and preferences were considered in the design of the course.

Table 5

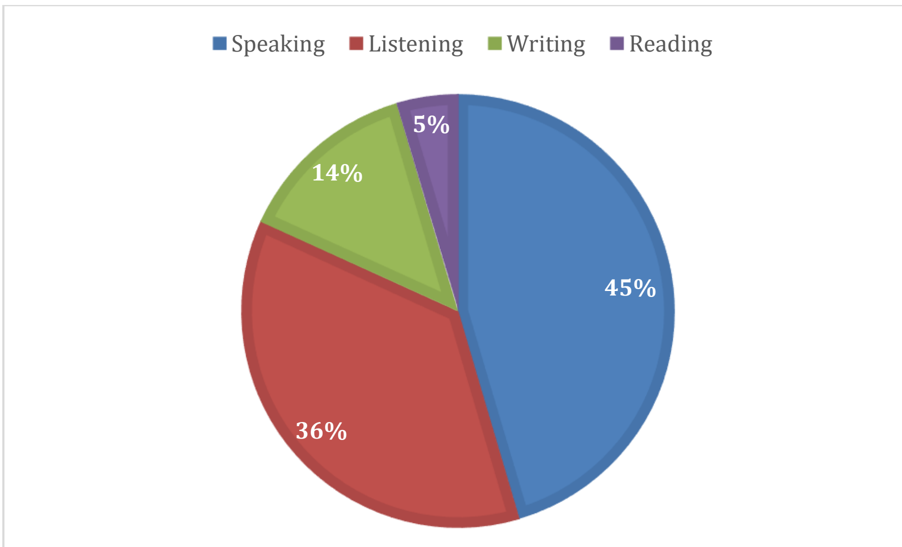
Preferred Learning Activities

	ANSWERS
Pronunciation Activities	21
Vocabulary Activities	20
Use of visual aids	16
Fill-In Blanks Grammar Exercises	14
Listening Activities	12
Oral Presentations	12
Individual Work	11
Debates and Dialogues	11
Games	11
Writing Activities	10
Open Topic Conversations	9
Pair Work	9
Group Work	8
Reading Activities	6
Role-Plays	5

Finally, in the survey, the students were asked to indicate what skill should receive more attention in an ESP course specific for their fields. Figure 4 highlights that speaking and listening are the predominant skills that should receive more attention. Hence, the speaking skill can be considered essential for communicating within professional business scenarios. Professionals with speaking and listening abilities of English are more likely to succeed in the workforce and have more access to different job positions than those professionals who do not speak and understand the language.

Figure 4

Students' Language Macro Skills Needed for a Business Course



Additionally, Table 6 shows several real-life tasks that students indicated for each English language macro skill in the second questionnaire (see Appendix B). Most of the tasks they wrote were related to the speaking skill, and the others integrated speaking as an outcome. For instance, presenting plans, results, business proposals, projects to investors, having conversations about business, and discussing sales are the most salient tasks students mentioned in the questionnaire.

In addition, the students responded that writing could connect to speaking since they can write a report and then present it orally. The same happens with reading when they do research and write a report in order to present a business project or strategy to their superiors in a business meeting.

Table 6

Real Life Tasks for each English Language Skill

Speaking	Debates and presentations, having conversations about business, presenting a plan, launching a campaign, discussing about sales, giving business proposals, interviewing, presenting in a business meeting, presenting a project to investors, and giving opinions about audit results in meetings
Listening	Understanding lectures from business experts, listening and interpreting presentations focused on business such as TED, and understanding management meetings
Readings	Reading emails, reports, articles, marketing books, and projects. Also readings focused on investigations, curiosities about business, books about entrepreneurship, strategies or histories from companies
Writing	Writing emails, reports, and analysis reports

Description of the Participants' Needs

According to the academic tasks provided in the first questionnaire, students rated reading as a necessary skill. This can be concluded from the answers provided in question number four where they needed to select the academic activities in which they use English the most. Based on the data obtained, 59% of the students stated that reading articles and journals and understanding language in assigned readings are the most relevant activities they perform in English. 23% of the students consider listening another important skill in their major. The remaining 9% indicated that speaking is used with less frequency in the major as well as the other 9% for writing.

Table 7 shows future professional activities in which students would need English. It is interesting to notice that even though the students are not currently using all the macro skills in the major, they are concerned that they will need them in their future professional tasks. Considering future tasks that require English, the students pointed out that it will be necessary to perform activities such as reading articles, understanding language in lectures and seminars, writing emails, establishing future business relations, communicating cordially with clients and other organizations in written and oral form. According to the primary stakeholder Valverde, future tasks will depend on the work, job positions, and workplace, but there are some commonalities with what the students described such as providing customer service, writing emails, listening to be able to understand and interact with other people (personal communication, April 29, 2020).

Table 7

Future Professional Activities

	Students
To understand language in lectures and seminars	22
To write emails in English	21
To communicate cordially with clients and other organizations in written and oral form	21
To communicate with other colleagues	21
To understand situations described by clients	20
To establish future business relations	20
To communicate characteristics about a product or a service	20
To establish business negotiations with clients and other organizations	19
To read articles or journals related to business	18
To schedule appointments	14

Description of the Participants' Wants

Figure 5 represents the students' wants in terms of the topics in the business field that need English the most. The answers showed that management and commercial issues are the most relevant topics that require English, followed by marketing and finances. Some other topics that the students reported as important in the questionnaire are audits, costs, and accounting rules. In addition, the information presented in Figure 4 demonstrates the macro skills students want student-teachers to integrate in the ESP course. 45% of the population considers speaking as the most important skill, followed by listening with 36%, writing with 14%, and reading with 5%. This is paramount in order to plan activities in which students understand the language in lectures and seminars, write emails, and communicate cordially with clients and other organizations in written and oral form. Finally, most students pointed out pronunciation, vocabulary, visual aids, and grammar exercises as important learning elements for a class.

Figure 5

Business Topics that Require English

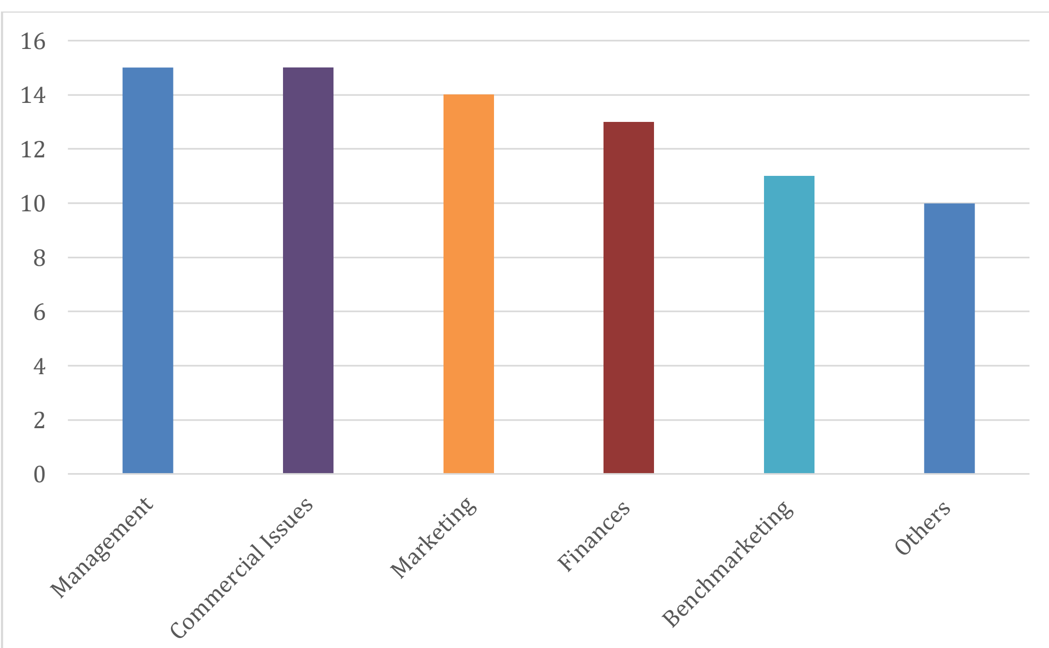


Table 8 addresses the tasks required in an ESP course per business topic. According to the second questionnaire (see Appendix B), students described a series of tasks necessary for them to perform in an ESP course related to the topics of management, commercial issues, marketing, finance, and accounting, among others.

Table 8

Tasks Required in an ESP Course per Business Topic

Management	Having meetings with clients and providers, creating a project with a leader and presenting the strategies used to achieve it, and reading about business leaders
Commercial Issues	Selling a product in English, preparing bid presentations, investigating and presenting selling strategies, writing commercial contracts and using practices and questionnaires to learn concepts
Marketing	Creating and presenting a brand or service, creating and presenting a campaign, analyzing the results of a campaign according to the indicators, presenting and discussing an advertising video, simulating discussions with ideas about launching a new product, delegating roles from marketing researcher to creative managers, and putting into practice problem solving skills to reinforce collective knowledge

Finance	Explaining project results, reading and interpreting financial statements, discussing investment project valuations, creating financial reports and statements about real and fictional companies, and reading dashboards
Human Resources (recruiting)	Conducting an interview, simulating recruiting processes in order to learn the different stages of the process, creating and presenting recruiting strategies for specific profiles, simulating dismissal processes, and reading about innovations and talent retention
Accounting (Auditing)	Managing opinions and accounting standards, reading a case, describing the problem and giving a solution, creating accounting manuals for a company, creating a project and a case to carry out the accounting of a SME

Description of the Participants' Lacks

Based on the student needs questionnaire, the students stated having difficulty writing emails and letters, pronouncing English, communicating with people of their field, and speaking about products and services. Therefore, the student-researchers conclude that the macro skills that need more reinforcement are the speaking and writing skills. Similarly, the stakeholder, and the specialist informant indicated similar difficulties for students of those majors. It is worth mentioning that most of the students did not communicate having trouble with understanding spoken and written English. Thus, the student-researchers can consider listening and reading as their strongest skills. In addition to that, the majority of students reported that they usually recognize business technical vocabulary in context.

It is worth noting that according to the student needs questionnaire, most of the students did not consider themselves fully proficient in the English language. In fact, a vast majority of the population described their proficiency to be average. The information provided by the stakeholder matches their opinion since she believes that students from the major may be placed at a low intermediate level. Thus, it can be implied that their level of English might range from low intermediate to intermediate.

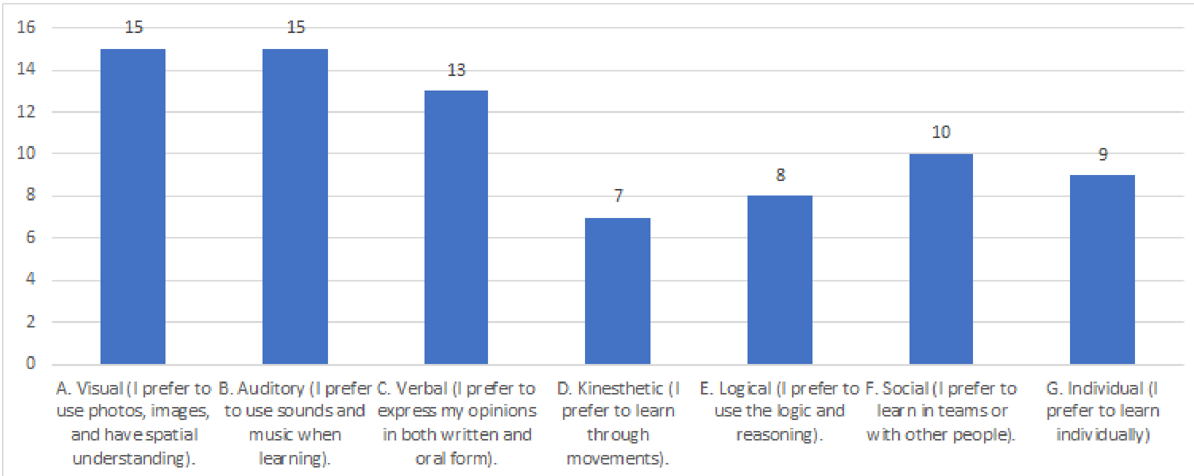
Likewise, the students considered writing and speaking as the most difficult skills to perform. The stakeholder and the specialist informant highlighted that it is necessary for an English course to focus on such skills. For example, they believed that the oral skill is crucial for cordial communication with clients and organizations. Finally, the writing skills were also described as crucial for the same purpose.

Students' Learning Styles

Figure 6 demonstrates students learning styles. According to the information gathered in the students first questionnaire, the four main learning styles reported by the students are visual, auditory, verbal, and social. Thus, the learning tasks that were designed for this course should account for interactive activities that integrate the previously mentioned learning styles. The literature confirms that business-related learning tasks are highly interactive. For instance, Frendo (2005) points out that business learning activities "need to allow learners to produce the language they will need in their workplace" (p. 54). Thus, some activities as such can involve "role-plays, simulations, and/or case studies" (Frendo, 2005, p. 54). In other words, classroom activities must reflect real-life situations in order to help students in their future professional requirements.

Figure 6

Students' Learning Styles



Student Learning Strategies

As Figure 7 shows, most of the students preferred highlighting texts as the main learning strategy, followed by taking notes, repeating information, working in teams to analyze their personal working style, and creating mental images. These strategies relate to the previous learning styles, which reveal that most of the students are visual, auditory, and verbal. They need to listen to something to create mental images, repeat information or verbally communicate with others to express their opinions and infer the best way to learn for them.

Figure 7

Ranking of Students' Preferred Learning Strategies

Conclusions

In order to draw conclusions from this needs analysis, the results obtained from the stakeholders, students, specialist informants, and the literature must be rigorously translated into the next step, the design of the ESP course. However, needs analysis is an ongoing process that requires further research and continuous follow up on the part of the researchers in order to gather more information that may better help students to achieve their learning outcomes. “The needs of learners do not remain static but vary over the duration of the ESP course” (Woodrow, 2018, p. 29). Consequently, course designers must be ready to make changes to the tasks and learning objectives.

The students, stakeholder, and specialist informant agree that the students' academic needs are based on reading articles, books and journals, followed by listening to videos on YouTube, TED or other platforms that reinforce the topics studied in class. In regard to the students' future needs, the students and the specialist informant recognize reading articles, understanding language in lectures and seminars, communicating characteristics of products and services, and establishing future business relations to be areas of interest in a language course. Further, the stakeholder and students foresee writing emails and reports as the most important tasks. Finally, the three parties agree that the students' needs should focus on speaking since they need to communicate cordially with customers and with other colleagues.

Regarding the student wants, they selected the topics of management, commercial issues, marketing, and finance to receive more attention in an ESP course. Moreover, they chose speaking, listening, and writing as the most important skills to work with. They would like to work with technical vocabulary to be able to understand language in lectures and seminars, write emails, and communicate cordially with clients and other organizations. Additionally, as their preferred learning activities, they want to have pronunciation activities, vocabulary activities, visual aids, and grammar exercises.

The lacks described in this needs analysis were obtained based on the student answers to a questionnaire since it was not possible to apply a diagnostic test due to the COVID-19 emergency. Students provided their own personal reflections and concluded that writing formal emails and letters, pronouncing English correctly, communicating with businesspeople, and speaking about products and services are their main lacks. Moreover, as pointed out before, the students do not consider themselves fully proficient in the English language. In light of these considerations, an intensive integrated course must be designed to address the needs identified.

In relation to the job-related tasks, the stakeholder and specialist informant described situations that simulate real-life tasks that students will need in the future such as reading and solving a case, having conversations for negotiations and conflict resolution, giving lectures, interacting with other clients and businesspeople, reading and doing oral presentations, and describing a product or business strategy. The coincidences between these and the students' responses were used to guide the design of the course.

Chapter II: Syllabus Design

The following chapter describes the different aspects that were taken into for the design of the ESP course for the Business and Accounting populations. First, the course logo and name are presented and explained. Later on, the following sections present a description of the course along with the goals and objectives for each of the units designed according to the students' needs, wants, and lacks. Finally, the rationale for the methodological and evaluative aspects of the course are explained thoroughly in light of the theory of ESP, TBLT, and educational assessment.

Course Logo

Figure 8

Course Logo

The course logo represents a reality in the business world in which people often must engage in and close negotiations. The hands represent the action of dealing with businesspeople, partners, clients, customers, dealers, co-workers, among others. Because these negotiations are not exclusive to a single geographical area, an image of the world is included because it alludes to the increasingly global scale.

Course Name

For this ESP course, the chosen name was “Negotiating More Than Meaning: An English Course for Business Administration and Accounting Students at UCR. Designed by Arias, C., Chaves, O., & Navarro, A".

Course Description

This ESP course will be taught by three practicum students of the master’s program in English Teaching as a Foreign Language for students of the Business Administration and Accounting majorss. In the absence of a diagnostic test, their English proficiency was estimated for the purposes of the course by means of a survey based on their own assessment of their background experience with the language. Based on this survey, and understanding its limitations, most of them were placed at a low intermediate level. The name of the course, “Negotiating More Than Meaning: An English Course for Business Administration and Accounting Students at UCR,” appeals to the TBLT teaching approach and online working mode will be used by the instructors. The course will be delivered in synchronic virtual sessions that will be carried out primarily in the Zoom platform and complemented by a series of interactive tools. “Negotiating More Than Meaning” adheres to the task-oriented type of syllabus, where meaning and communication are the main focus along with academic, professional, and real-life tasks. The course will be taught once a week on Wednesday from 5:00 p.m. to 7:15 p.m. including a break at UCR and will last for fourteen weeks, with a total of 48 hours.

This course is designed to provide students with the macro skills needed to fulfill their current and future needs related to their majors and workplace. The macro skills of reading, speaking, and writing will be included in three units, whose purpose is to have students perform academic, professional, and real-life tasks related to business. Some of the tasks students will carry out are reflected in each unit goal, and they are developed with the aid of authentic materials. Reading academic texts, writing, and sending financial statements, and speaking with customers will be some of the main tasks developed in this course. The course will be taught during the second semester of 2020, and students will be required to obtain a grade of 70 or higher to receive a certificate of completion of the Business English course. The course description, goals and objectives, methodology, assessment, and contents were included in the student version of the syllabus (see Appendix E).

Statement of Goals and Objectives

Unit 1: Reading and Discussing Business Texts

Goal: At the end of the unit, students will be able to successfully demonstrate understanding of excerpts from business academic articles and textbooks by identifying relevant technical vocabulary, main and supporting ideas, and key specific details.

1. **General Objective:** By the end of the lesson, students will be able to effectively identify technical vocabulary by skimming and scanning for key terms in academic articles and textbooks according to previously given definitions or explanations.
2. **General Objective:** By the end of the lesson, students will be able to effectively identify main ideas and supporting details in authentic texts by accurately predicting the organization of ideas in article and textbook excerpts.
3. **General Objective:** By the end of the lesson, students will be able to successfully identify key specific details in authentic business texts by choosing the best answer to comprehension questions based on textual evidence.

Unit 2: Speaking Business

Goal: At the end of the unit, students will be able to effectively carry out business meetings, solve marketing case studies, and describe products services orally by appropriately using cordial expressions, business-related vocabulary, and grammar structures.

1. **General Objective:** By the end of the lesson, students will be able to effectively simulate business meetings by using cordial expressions to communicate with colleagues.
2. **General Objective:** By the end of the lesson, students will be able to effectively solve marketing case studies by using appropriate business-related vocabulary and discussing information with classmates.
3. **General Objective:** By the end of the lesson, students will be able to accurately describe and promote a product or service in an oral presentation by using previously learned vocabulary and expressions.

Unit 3: Writing and Sending Financial Statements

Goal: At the end of the unit, students will be able to adequately prepare financial statements by correctly identifying their parts, assembling a complete statement, and writing a submission email.

1. **General Objective:** By the end of the lesson, students will be able to accurately identify the parts of a financial statement by matching the parts of the text with the correct labels in authentic documents.
2. **General Objective:** By the end of the lesson, students will be able to effectively assemble their own financial statements by correctly organizing available information in written form and using previously learned vocabulary.
3. **General Objective**: By the end of the lesson, students will be able to effectively write emails to submit financial statements to superiors by using cordial phrases.

Methodology

This ESP course will allow students to integrate reading, listening, and writing into their academic, professional, and real-life needs. Those needs will be developed by means of a Task-Based Learning Approach (TBLT) into three different units by a team of three student-teachers. Classes will be focused on communication and meaning, allowing students to negotiate meaning, clarify information with classmates and student-teachers, learn the pronunciation of field-related words, apply technical vocabulary in different contexts, comprehend business and accounting texts, write financial reports, write formal business emails, learn business expressions to communicate with co-workers, and communicate cordially with customers. Student-teachers will use authentic materials such as videos, readings, audios, and digital handouts to allow students to have a learning experience that prepares them for real-life tasks.

The course uses task-based instruction mediated by technology where the synchronic participation of students is required for Zoom sessions. In regard to the use of technology, Ellis et al. (2020) believe that

> technology allows the input materials for a task to be fed into the performance of the task in steps. This is also possible in the face-to-face classroom but is much easier in a technologically mediated environment. In short, technology makes tasks that require complex outcomes possible and it can make rich, multilayered input available for achieving them. It not only enriches learners' opportunities for language learning but also helps to foster electronic literacy and increase learners' ability to handle multi-modal communication. (p. 19)

Consequently, technology facilitates the development of the tasks in the same way than face-to-face instruction, giving the students the opportunity to enrich their ability to use electronic devices and apps to further increase their ability to communicate in the language.

Technological tools and platforms will be integrated for the development of the course through the use of Google classroom, Google forms, email communication, interactive games, and Zoom features such as breakout rooms, and sharing screens to train students to face real-life situations in computer-based communication in their future workplaces.

Approach

The syllabus for this course was based on the premise that students should focus mostly on meaning and communication. Furthermore, attention was given to students' academic and professional needs such as reading articles and journals in assigned readings, writing emails, communicating cordially with colleagues and other organizations in written and oral form. Task-Based Language Teaching (TBLT) suits the demands of this type of course due to its compatibility with the English for Specific Purposes (ESP) approach. In this regard, González-Lloret (2015) affirms that a "syllabus is going to be formed by tasks that are developed based on the findings of a needs analysis, but how we choose to implement them in class may vary depending on the teaching context, the teacher's experience, the students' language levels, and so on" (Chapter 3, para. 3). In this light, the student-researchers in this course took into account the context, the students' needs, and their English level for the design of the task-based syllabus.

Defining a task in the TBLT context is relevant to justify the selection of this approach. Nunan (1989) defines a task as a "piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is primarily focused on meaning rather than form" (p.10). What distinguishes a task-based syllabus from others is that it is focused on a more meaningful communicative experience. This makes it suitable for the students' needs to communicate in current academic and future professional scenarios. Larsen-Freeman (2000) expands on this idea by claiming that a task-based approach “aims to provide learners with a natural context for language use” since learners working to complete a task “have abundant opportunity to interact” (p. 144). That interaction “facilitate[s] language acquisition as learners have to work to understand each other and to express their own meaning” (Larsen-Freeman, 2000, p. 144).

According to Nunan (1989), in TBLT, tasks require students to participate in situations that they may find in real life (p. 40). Consequently, there is a strong relationship between Task-Based Learning and English for Specific Purposes. Ellis et al. (2020) claim that the purpose of task-based instruction is to develop an interactive and pragmatic competence that will allow students to negotiate meaning when dealing with tasks that they may need in the future (p. 196). This provides a clear connection between both approaches where students will train themselves to face current academic and future needs through the development of tasks. Following the same line, Brown (2016) finds a task-based syllabus useful for the ESP approach because it is “organized around duties, responsibilities, errands, chores, and so forth that are typically a necessary part of using a particular ESP” (p. 49). This claim highlights that ESP and TBLT are overlapping approaches that share several commonalities in the development of a language lesson.

TBLT is based on tasks and consists of three different phases: pre-task, main task, and post task. According to Ellis et al. (2020), pre-task activities have three purposes: “(1) to motivate students to perform the task, (2) to prepare them to perform it, and (3) to encourage the use of strategies that will help them” (p. 176). This statement places the pre-task stage as a relevant stage that will work on cognitive, linguistic, and strategic levels. Students will be prepared with sufficient knowledge of schemata and will know beforehand which lexical or vocabulary items will be included in the task. In the main task or task cycle, students will engage in simulations of real-life work and study situations. To conclude the cycle, the post task has the purpose of providing a learning opportunity by "(1) asking learners to repeat a task, (2) addressing linguistic forms that had been shown to be problematic for the learners in the main task, and (3) engaging learners in reflective activities" (Ellis et al., 2020, p. 228). In other words, this stage is convenient to address linguistic features and reinforce content at the end of the cycle. All three stages in the TBLT approach scaffold the students' learning process by promoting interaction and negotiation to achieve a successful outcome.

Nunan (2004) shows the usefulness of this approach when describing the different principles and practices that surround it. The first principle refers to TBLT as "a needs-based approach to content selection" (p. 1). This is directly connected to the ESP approach where the focus is on the learners' needs. The content of a TBLT course, therefore, is identified through a process of needs analysis. Through such a process, the student-researchers of this course collected information to determine the students' needs and then made decisions related to the course content. The second principle is that there should be "an emphasis on learning to communicate through interaction in the target language" (Nunan, 2004, p.1). One of the tasks for this course is based on the speaking skill; while not all tasks in this course are based on the speaking skill, the teaching approach will allow learners to communicate in the target language and negotiate outcomes in all the task cycles in the syllabus. The third principle is the "introduction of authentic texts into the learning situation" (Nunan, 2004, p.1). To fulfill this principle, the authentic material for this course will play a key role in the design of instructional materials for the lessons focused on real-life tasks. The fourth principle is about the "provision of opportunities for learners to focus not only on language but also on the learning process itself" (Nunan, 2004, p.1). In this regard, the level of engagement in the task must be high to the point that students will feel comfortable and enjoy the class. The fifth principle is that the “enhancement of the learner’s own personal experiences as important contributing elements to classroom learning” (Nunan, 2004, p.1). In this case, the activation of schemata is a way in which teachers facilitate the learning process because of the existing connection between the new content and students’ previous experiences. Finally, the sixth and final principle is “the linking of classroom language learning with language use outside the classroom” (Nunan, 2004, p.1). In this sense, students will use the experiences they had in class in order to face situations they will encounter in their future jobs.

Classroom Dynamics

The classroom dynamics for this course will be based on a co-teaching experience where three student-teachers will work as a collaborative team in order to teach content, monitor students’ progress, develop materials, and assist each other. Co-teaching is a working mode in which instructors “share responsibility for student learning and highlight social practices to enable each teacher to co-participate fully in the enacted curriculum” (Murphy & Scantlebury, 2010, p. 199). Each student-teacher will take turns teaching one class, once per week, while the two others will serve as assistants by monitoring the students when working in pairs or in teams. Consequently, co-teaching will be delivered in a virtual mode due to the national emergency declared in response to the COVID-19 global pandemic. The videoconferencing platform Zoom will be the medium used to interact with the students. They will work in teams using Zoom’s “breakout rooms,” the group-work spaces allowed by the application to have participants engage in small-group activities. It is also paramount to have the other assistant student-teachers modelling conversations and taking notes about the students’ progress to make proper changes for future sessions.

Many authors support the e-collaborative working mode as a way to enhance instructional practices and learning experiences for the students. For example, Honigsfeld and Dove (2011) consider electronic communication “as an instrument of constructivist ideals for its ability to harness the synergy of teamwork” (p. 102). In light of this, student-teachers have the opportunity to work at their own pace and provide innovative ideas to plan their class by collaborating both synchronously and asynchronously. Another positive aspect of using e-collaboration is that it “allows teachers to defy boundaries of geography and time to engage in pedagogical dialogues” (Honigsfeld & Dove, 2011, p. 108). As a result, having more than one student-teacher in this course will bring more opportunities for students to be monitored for a more effective learning experience.

Tasks and Techniques and their Rationale

In the words of Nunan (2004), a pedagogical task can be defined as a “piece of classroom work that involves learners in comprehending manipulating, producing, or interacting in the in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning” (p. 4). This definition entails that during tasks, learners must use the target language to communicate messages as they pay close attention to language features to express themselves correctly. Therefore, during a TBLT class, learners must engage in meaningful communication and negotiate meaning, but also pay attention to form at some stage to attain their goals. To define task types more closely, Nunan (2004) built his own typology for task types following those proposed by Prabhu (1987), Pattison (1987), and Richards (2001). His typology divides tasks into five strategy types. The types are “cognitive, interpersonal, linguistic, affective, and creative” and each of them contains a variety of achievable classroom tasks (p. 59). The five task types are explained in the following paragraphs.

“Cognitive” strategies take into account tasks such as “classifying,” “predicting,” “inducing,” “taking notes,” “concept mapping,” “inferencing,” “discriminating,” and "diagramming" (Nunan, 2004, pp. 59-60). According to the author, during these tasks, learners interact with the information by putting it together and making sense of it. In this ESP-TBLT course, the student-teachers will focus on activities such as these, for example, during the reading unit. Students will be able to use these tasks to better grasp the ideas from excerpts of academic articles or extracts from textbooks.

"Interpersonal" strategies include tasks that demand more interaction between students and cooperative work such as "co-operating" and "roleplaying" (Nunan, 2004, p. 60). These tasks involve simulations and group work. Simulations can be considered an essential part of a business class since they involve real-life communication within contextualized scenarios. Regarding role-plays, Frendo (2005) considers them as "effective business" tasks since they "allow learners to produce the language they will need in their workplace" (p. 54). Furthermore, Frendo (2005) states that role-plays are beneficial because they provide learners with excellent opportunities "to practice language and concepts already introduced in early activities" (p. 54). To reflect these principles, the student-teachers in this ESP course will need to engage learners of this course in meaningful representations of their academic and future professional reality. In this way, they will be able to deal with possible situations they may face at the workplace. For example, the needs analysis section describes that professionals in the area of business must interact cordially with colleagues and people in other organizations to establish smooth business relations and communication. Such a task has been integrated into the syllabus as a result. Further, solving cases can be highly useful for this population and, as was clearly stated in the needs analysis, this type of task is an immediate need. According to Frendo (2005) case study resolution "enables learners to look at a particular business problem from various perspectives" (p. 57). In other words, in this task, students can work cooperatively to find possible solutions for real-life problems through active participation and negotiation.

"Linguistic" strategies include tasks such as "conversational patterns," "practicing," "using context," "summarizing," "selective listening," and "skimming" (Nunan, 2004, p. 60). These activities involve learners in highly controlled exercises to practice structures, synthesize information, and extract main ideas from texts by using the target language. Tasks such as these can be beneficial for all the units in the course since the students will show comprehension of reading texts and learn appropriate ways of communication in business-related scenarios.

The last type of strategy in Nunan's typology (2004) is "affective" (p. 61). According to the author, these tasks focus on "personalizing," "self-evaluating," and "reflecting" (p. 61). In other words, learners must reflect on their learning experience. Thus, they need to pay attention to their own opinions as well as to areas of improvement. Following this principle, the student-teachers of this ESP course consider essential that their students also reflect upon their own learning experience. Thus, they should be able to notice gaps in their language skills and try to repair them.

The last type of strategy in the typology is "creative" (Nunan, 2004, p. 61). Nunan (2004) states that tasks included in this category are "brainstorming" activities (p. 61). Thus, learners need to think of "ideas or words" related to any given topic (Nunan, 2004, p. 61). This strategy is also useful to activate schemata and create connections between existing knowledge and new language contents. These strategies proposed by Nunan can be integrated into the task cycle in order to provide the students in this ESP course with a more realistic, interactive, and meaningful learning experience.

Role of the Learner

In TBLT, Richards and Rogers (2001) identify three roles that learners can assume in the language classroom. According to the authors, a student can assume the roles of a “group participant,” a “monitor,” and a “risk-taker and innovator” (p. 235). The learner can take the role of a group participant by working in “pairs or small groups” during the development of the tasks (Richards and Rodgers, 2001, p. 235). Thus, students must be involved in communicative settings where active cooperative opportunities take place. As for the second role, the authors argue that students can be monitors since they can “notice how language is used in communication” (p. 235). This implies that learners can pay attention to not only meaning conveyed through messages but also language forms (Richards and Rodgers, 2001, p. 235). Supporting this notion, Ellis et al. (2020) describe the acquisition of language in TBLT as merely incidental. In the words of the authors, learners acquire “language incidentally as they engage with language as a meaning-making tool” (p. 1). Therefore, the authors claim that if forms do not help to achieve the desired communication, students can negotiate meaning and adapt their own production seeking the desired effect. Thus, by completing the tasks, learners can eventually absorb the correct use of language forms.

Concerning the final role, Richards and Rodgers (2001) acknowledge that learners working under the TBLT modality must be innovators and risk-takers since they have to “create and interpret messages” (p. 235). That is, during the tasks, learners must “create and interpret messages” by “guessing from linguistic contextual clues” and “consulting with other learners” (Richards and Rodgers, 2001, p. 235). Learners must take the initiative to formulate statements and questions using the target language to complete their tasks. Hence, completing classroom tasks is a cooperative and autonomous endeavor for learners. Through communication and negotiation during classroom activities, learners can use the classroom activities and materials as a vehicle for language acquisition.

Role of the Teacher

In addition to the roles of learners, Richards and Rodgers (2001) identify three roles that instructors assume in TBLT. According to the authors, those roles are “selector and sequencer of tasks,” “preparing learners for tasks,” and “consciousness raising” (p. 236). The teachers must be selectors and sequencers since their job is “selecting, adapting, and creating the tasks” (Richards and Rodgers, 2001, p. 236). That is, teachers must prepare tasks that are suitable to the students’ learning styles and decide in which order they work best to fulfill the students’ needs. Further, teachers must prepare learners for the tasks (Richards and Rodgers, 2001, p. 236). This implies guiding learners through the lesson in a sequential and logical order for a better understanding of each part of the lesson. Guiding and preparing entails “helping learners learn or recall useful words,” “clarifying tasks,” and “providing partial demonstration of tasks procedures” (Richards and Rodgers, 2001, p. 236). In other words, through the cycle, teachers must provide students with the linguistic and strategic resources that will allow them to understand the intended outcome and engage in interaction successfully to achieve it. Consciousness-raising is thus part of the teachers’ role. Teachers must help learners “notice critical features of the language” they are learning (Richards and Rodgers, 2001, p. 236). Thus, teachers focus the attention of learners to language forms through the different stages of the lesson. To achieve this, the authors mention that teachers must not directly teach grammar before every task but instead use several “form-focused techniques” to make learners pay attention to correct grammatical forms (p. 236). The expectation is that learners will not neglect form for the sake of communication and thus, manage to use language in an acceptable manner.

Assessment Rationale

Assessment measures in this ESP course were classified according to two different distinctions. One distinction is formal vs. informal assessment and the other is formative vs. summative assessment. The following section underscores the evaluative decisions made for the development of this ESP course and their rationale.

Formal and Informal Assessment

For the development of this course, the instructors chose to implement formal and informal assessment. In the words of Brown (2004), informal assessment is characterized by being “incidental,” “unplanned,” and “impromptu” (p. 5). In other words, this form of assessment can happen at any time during or after any classroom activity or homework assignment. For instance, the same author states that feedback provision opportunities such as “marginal comments on papers, responding to draft of an essay, [or an] advice about how to better pronounce a word” are examples of informal assessment (p. 5). Informal assessment will be included in the form of suitable feedback techniques depending on particular situations. For example, delayed feedback comments after assignments or tasks will be provided for students to improve specific language forms. Further, positive comments in the form of praise will be given to students to encourage further language use.

Formal assessment will be the other form of assessment in this course. Brown (2004) defines formal assessment as “planned sampling techniques constructed to give teacher and student an appraisal of student achievement” (p. 6). Thus, formal assessment will come in the form of planned evaluative activities that students need to complete in order to obtain a grade in the course.

Formative and Summative Assessment

This ESP course will also have formative and summative evaluation. Brown (2004) defines formative assessment as that which evaluates students in their "process of forming their competencies and skills with the goal of helping them to continue that growth process" (p. 6). In other words, formative assessment does not rely on a score but on useful information about students' progress/performance during or after any activity with the purpose of helping the students.

The other form of assessment for this course is summative assessment. Brown (2004) defines it as the type that "aims to measure or summarize" the students acquired knowledge at the "end of a course or a unit of instruction" (p. 6). In the case of this ESP course, exams and projects will be part of this type of evaluation.

Assessment Tasks

The following table includes the distribution of the evaluation for this course.

Table 9

Evaluation of the course

Contents	**Value**
Unit 1: Reading test	25%
Unit 2: Speaking test	25%
Course portfolio	10%
Participation	10%
Oral project: Creating and promoting a product or a service	15%

Written project: Writing cordial emails	15%
Total	**100%**

Unit 1: Reading Test.

In this course, there will be a summative reading comprehension test (see Appendix F). This test will be administered asynchronously through the platform “Google Forms” This test aims to evaluate the students’ ability to use reading strategies to extract main and supporting ideas from business-related texts; specifically, excerpts from academic articles and extracts from textbooks. The test will measure the ability of the students to apply the strategies learned in the course to answer comprehension questions. This test will also evaluate vocabulary and grammatical structures studied in Unit 1. Student-teachers will need to pay close attention when choosing reading texts for evaluation. According to Nuttal (2008), there are three main criteria for the selection of reading texts for evaluation which include “suitability of content, exploitability, and readability” (p. 170). The author states that texts should “interest the readers” (suitability of content), “develop the students’ [reading] competence” (exploitability), and “assess the right level for the students” (readability) (Nuttal, 2008, pp. 170-174). Therefore, student-teachers must bear in mind that they need to select texts that are interesting, appropriate for the students’ linguistic competence and level.

Unit 2: Speaking Test.

Unit 2 will include a summative speaking test to measure the students’ ability to successfully perform the tasks focused on participating in business meetings (see Appendix G). This test will be administered synchronously through the platform “Zoom”. For this test, students must use previously learned vocabulary and phrases related to business meetings. This test will be carried out in groups of three and will evaluate aspects such as vocabulary, grammar, pronunciation, and fluency. The aim of the test is for students to use language to communicate within real life contexts that they may encounter in future professional scenarios. This type of test is what Bailey (2005) defines as "direct test" (p. 23). The author states that in a direct test of speaking, "learners actually speak the target language, interacting with the test administrator or with other students" (Bailey, 2005, p. 23). To perform the test tasks, students are expected to use the target language to the best of their abilities. The test has three situations that simulate a role-play about a business meeting. First, the students will choose one of the situations. Then, they will have to use previously learned structures to carry out the role-play. They will receive the instructions for the test along with a student guide. The student guide will serve as an aid for them to organize their ideas during the preparation stage. After that, the students will perform in front of the three student-teachers. Bailey (2005) points out that it is important to keep in mind the evaluative principles of "validity," "reliability," "practicality," and "washback" during speaking tests (p. 22).Therefore, the three student-teachers will grade each role-play at the same time to ensure reliability and practicality during the test administration.

Course Portfolio.

A formative portfolio will also be part of the course evaluation and it will be assed three times during the course, once at the end of each unit, with an analytic rubric (see Appendix H). This portfolio will be assessed virtually with the aid of the platform "Google Classroom". Including a portfolio is relevant since an evaluative tool for students to keep track of their work during the course. As described by O'Malley and Valdez Pierce (1996), portfolios are rich in terms of content validity since their "contents reflect authentic activities through which students have been learning in the classroom" (p. 35). Further, the authors state that “the use of portfolios encourages students to reflect on their work, to analyze their progress, and to set improvement goals” (O’Malley and Valdez Pierce, 1996, p. 35). In other words, the student-teachers seek to have learners reflect on their learning experience by collecting materials, assignments, projects, and feedback sheets. Further, learners can consequently monitor their own progress.

Participation.

Participation will be another aspect to asses in the course evaluation. Participation will be graded with the aid of an analytic rubric at the end of the course (see Appendix I). Participation is not only focused on talking during live sessions but also on performing class tasks and activities, eliciting questions, and collaboratively working as a team. Participation is also a way that student-teachers can use to measure how much the students are involved in classes, how motivated they are, and what their weaknesses and limitations are. Furthermore, ensuring participation means ensuring formative assessment where the student-teachers are active observers of the students’ progress, which at the same time, will provide self-reflection for teaching practices. When necessary, student-teachers might need to adapt teaching practices in order to provide meaningful input that can turn the class into an enjoyable environment, which at the same time, will boost the students’ motivation. In this regard, Chun (1994) points out the role of online tools to trigger the students’ active participation by stating that

> Computer-assisted class discussion (CACD) provides learners with the opportunity to generate and initiate different kinds of discourse, which in turn enhances their ability to express a greater variety of functions in different contexts as well as to play a greater role in managing the discourse. (as cited in Lamy and Hampel, 2007, p. 78)

As highlighted, online interaction stimulates students' participation, but grading it also encourages them to engage during classes. Supporting this idea, Ko and Rossen (2010) state that "one of the most effective ways to promote student participation in an online class is to make it required and graded" (p. 319). To account for these recommendations, student-teachers decided to include this criterion as part of the course syllabus assessment. The choice for the participation percentage is also supported by Ko and Rossen (2010) who believe that "at least 10 percent of the total grade for the course be reserved for online participation" (p. 320).

Oral Project: Creating and Promoting a Product or a Service.

An oral project will be graded at the end of Unit 2 (see Appendix J). For this summative oral project, the students will create and promote a product or service and they will present it orally to the whole class. Some aspects such as vocabulary, content, grammar, fluency, and pronunciation will be considered in the assessment rubric. Oral presentations can be quite beneficial for business students according to the literature. For example, Combee, Folse, and Hubbley (2007) state that "giving oral presentations is a real life skill for students in academic and business programs, so presentations are often used for classroom speaking assessment" (p. 122). For this assignment, students must use visual aids in form of a formal presentation to describe the most important characteristics of an original product or service. For this presentation, students must use previously learned vocabulary, expressions, and aspects of delivery such as appropriate tone of voice and body language.

Written Project: Writing Cordial Emails.

A written project will be assed at the end of Unit 3 (see Appendix K). This summative project follows the direct writing assessment approach. In the words of Coombe, Folse, and Hubbley (2007), the direct writing assessment approach aims to "assess a student's ability to communicate through the written mode based on the actual production of texts" (p. 71). Hence, students must "produce the content, find a way to organize the ideas, and use appropriate vocabulary, grammatical conventions, and syntax" (Coombe, Folse, & Hubbley, 2007, p. 71). In light of that, students will have to produce emails using cordial expressions and vocabulary to send financial statements to superiors within an organization. In this case, this project represents an authentic real-life scenario that students may find in future job-related situations. Further, aspects such as content, vocabulary, and grammar will be considered in the assessment rubric.

Conclusion

After carrying out the process of the course design, the student-researchers gained the following insights and recommendations for each of the sections.

The needs analysis process went through several changes because of the adverse conditions of the global pandemic emergency. In the case of the primary stakeholders, only one contributed to the process of data collection. Regarding the specialist informants, only one offered his help. Hence, the student-researchers had to consult bibliographic and online sources about English for business purposes to tackle this issue. In the same line, there were difficulties to obtain the English proficiency level of the students since the diagnostic test was removed from the needs analysis process. Thus, the student-researchers had to infer the students' level through the responses provided in the first student needs questionnaire (see Table 4). The needs analysis process yielded that this group of students have immediate academic needs such as reading articles and textbooks in English. Regarding future professional needs, it was concluded that these populations need communicative tools to function in the workforce. For example, they need to know how to communicate through written and spoken language. Tasks mentioned by the participants were writing emails, communicating with people, and presenting products and services. Based on the experience learned during the design process, the student-researchers suggest that there should be constant communication with the primary stakeholders. This ongoing communication facilitates the collection of authentic materials and information for the tasks design.

In light of the conclusions drawn from the needs analysis, the syllabus for this course needed to find a balance between the needs, wants, and lacks proposed by the participants. The findings yielded that the groups were interested in management, commercial issues, marketing, and finance. The units chosen for the course were focused on understanding readings, speaking within the business world, and understanding financial information.

Regarding the lesson plans, they were designed according to the perceived proficiency level of the students. In light of this, student-researchers had to include a reasonable cognitive load for a low-intermediate/intermediate level. According to this finding, it is important to be careful when designing activities that are appropriate for the students' proficiency level. In other words, activities must not be too challenging or too simple for their abilities.

As part of the design process, the student-researchers followed the principles of formative and summative assessment. It is important to provide learners with the opportunity to monitor their learning process through formative means. As an example, a summative student performance assessment instrument was included in this proposal. In view of the students' proficiency level, the student performance assessment (see Unit 2: Speaking Test, p. 119) included manageable tasks that the students can carry out. Further, it included an analytic rubric that measures the students' abilities to communicate in English proficiently. As a recommendation, teachers must include assessments that measure what they are intended to evaluate. Furthermore, tests must be practical not only for the students to carry out but also for the teacher to administer. Hence, the principles of evaluation (validity, reliability, and practicality) must be kept in mind when designing assessment instruments. During the development of the course, it is necessary to take into account the students' feedback to be able to fulfill the course expectations, and make the necessary adjustments. Consequently, the course and student-researcher evaluation forms must be applied at the end of each unit. As a result, student-researchers suggest considering all the aspects that reflect the students' perceptions and reflections about the course in the design of future tasks.

To conclude, student-researchers must consider factors such as time constraints to fulfill the goals and objectives of the course, and the virtual working mode to train themselves in the use of apps and web-based activities. In addition, student-researchers must constantly investigate about the students' field and keep contact with specialists and stakeholders to successfully comply with the students' needs, wants, and lacks.

Chapter III: Course Evaluation Report

The following chapter describes to what extent the ESP materials created for these populations fulfilled the TBLT-ESP principles of authenticity and supportiveness. The chapter contains following sections: literature review, method, results, discussion, and conclusions. The literature review highlights the main theories about TBLT and ESP and their principles for learning materials. The method section explores the rationale behind the data analysis approach, context, participants, instruments, and procedures. Next, the results and discussion sections present and discuss the main findings of this research study. Lastly, at the end of this paper, the conclusions summarize the results and limitations that this study faced and provides recommendations for future research. To unveil the necessary data, this study was guided by the following research question and sub-questions.

Research Question

To what extent did the role of materials in an ESP course for Business and Accounting students at UCR fulfill the principles of TBLT-ESP in a virtual environment according to related theory and students' perceptions?

Sub-questions

1. How did the materials fulfill the principles of authenticity and supportiveness of TBLT in a virtual environment?
2. How did the materials fulfill the principles of authenticity and supportiveness of ESP in a virtual environment?
3. What were the students' perceptions of the fulfillment of TBLT and ESP principles in the use of materials in the course for Business and Accounting students in a virtual environment?

Literature Review

The following chapter presents the main literature that has been written about Task-Based Language Teaching (TBLT) and English for Specific Purposes (ESP). Further, the section touches upon the principles that materials must fulfill for these two approaches.

Theory of English for Specific Purposes

The following section presents a definition of ESP and needs analysis. Further, it summarizes the expected roles for the content, teacher, and materials when following the principles of this teaching approach.

Defining ESP

ESP is a language teaching approach that has been defined and characterized in multiple ways. According to Dudley-Evans and St. John (1998), ESP is an approach that is designed “to meet the specified needs of the learner” and related “to activities of the disciplines it serves” (p. 4). In the same line, Richards and Schmidt (2010) define ESP as an approach that is “fixed by the specific needs of a particular group of learners” (as cited in Brown, 2016, p. 4). García and Frances (2015) provide a similar definition stating that ESP is an approach “directed towards the immediate professional or academic demands and applicable situations” (p. 40). In other words, this approach is meant for students from different disciplines addressing the academic and professional needs in each case. Thus, ESP courses offer suitable programs that contain specific language that students may need in their real-life academic and professional tasks.

As stated in the previous definitions, the aim of ESP is always to unveil possible tasks that specific populations require within their disciplines. Required tasks may have an academic or a professional focus. Therefore, ESP has been classified into two main types: English for Academic Purposes (EAP) and English for Occupational Purposes (EOP). Hutchinson and Waters (1987) define EAP as English required for “academic studies” and

EOP as English needed for “work” or “training” (p. 16). When course designers identify the context clearly (EAP or EOP), it is easier to define the characteristics that the course will have. To this end, it is important to carry out an analysis of needs. In the case of EOP, course designers need to analyze the experiences that the target learners undertake as part of the workforce. For example, tasks can include “business communication situations such as meetings and telephone conversations” (Dudley-Evans & St. John, 1998, p. 28). As for EAP, the same authors define academic tasks like improving reading skills through suitable strategies as the main focus (Dudley-Evans & St. John, p. 8). In both approaches, the learner’s needs are considered, but the focus of the course depends on the immediate needs reported by the participants during the needs analysis process.

Defining Needs Analysis

Basturkmen (2010) defines needs analysis in ESP as the “course development process” in which “language and skills that the learners will use in their target professional or vocational workplace or in their study areas are identified and considered” (p. 19). In light of this, instructors must carry out a thorough study in order to discover the appropriate language and communication strategies for the activities the target learners need to carry out in real life scenarios. Brown (2016) defines needs analysis as the “systematic collection and analysis” of information to define a curriculum that satisfies “the language requirements of students within a context” (p. 4). For collecting this information, instructors must consult several sources such as the future students, stakeholders, authentic materials, and experts, among others. During this process, Basturkmen (2010) claims that questionnaires and interviews are useful tools for exploring “needs” and “difficulties” that learners may have (p. 32). Nevertheless, “samples of language use or learners’ performance in events in the target situation” should be considered as well (Basturkmen, 2010, p. 32). To summarize, the needs analysis process involves collecting data from all the parties involved and the study of authentic texts, real life tasks, discourse, and vocabulary, among others.

The needs analysis process is the core of ESP course design. According to Dudley-Evans and St. John (1998), ESP courses must be “relevant to the learner” (p. 9). Hence, ESP courses must be student-centered and oriented to specific tasks that students need to carry out constantly in their academic and professional lives. As a result, instructors must examine what the learner “needs to do in the target situation” to design a suitable rationale for the ESP course (Hutchinson & Waters, 1987, p. 54). To achieve this, Hutchinson and Waters (1987) categorize the target needs into three categories “necessities, lacks, and wants” (p. 55). “Necessities are the type of need determined by the demands of the target population” (Hutchinson & Waters, 1987, p. 55). That is, necessities refer to the competencies that the learner must demonstrate in order to function appropriately in his/her context. For instance, necessities can include tasks such as communicating in conferences, writing emails, or understanding lectures. These may not always match the learners’ own desires for learning, but their urgent character for professional purposes gives them a prominent role in the eventual design of the course. Lacks refer to the tasks that learners cannot perform because there is a “gap” between the “target proficiency” and the “existing proficiency of the learners” (Hutchinson & Waters, 1987, p. 55). In other words, lacks are skills that learners still need to master through intensive instruction. For example, they may not be able to write emails to a superior or a client using a cordial tone or cordial language. Therefore, this task can be considered a lack that has to be emphasized within the course. According to Hutchinson and Waters (1987), necessities and lacks are considered “objective” target needs (p. 56). In contrast, wants refers to the subjective views that learners have about “what their needs are” (p. 56). Wants are usually tasks learners desire instructors to incorporate into their course.

For example, learners might believe that their speaking ability should be improved even if it is not an essential skill for their discipline. Given the potential divergence between subjective and objective target needs, instructors must find a balance regarding necessities, lacks, and wants when designing ESP courses in order to ensure an enriching and useful learning experience for the target population.

Role of the Content

Dudley Evans and St. John (1998) make a distinction between "carrier content" and "real content" (p. 11). This distinction is important to understand how ESP work is developed as it defines the focus of the learning required of the ESP course designer and of the proposed tasks themselves. Basturkmen (2010) defines real content as the "features of language the learners will hopefully become more aware of or be better able to produce or the language skills they gain control of" (p. 59). In other words, the real content includes language aspects such as grammar, vocabulary, and discourse from the target language that students will be acquiring through the tasks. Carrier content, in turn, refers to the "authentic topic which can be used as a vehicle for the real content" (Dudley-Evans and St. John, 1998, p. 11). For example, a financial report may be the carrier content to learn business vocabulary. Therefore, ESP instructors must teach real content through carrier content and real-life tasks that the students need to perform regularly. By using content from their own fields, students are likely to acquire the structures and skills they need in the target language more easily.

Role of the Teacher

Dudley-Evans and St. John (1998) state that the main aim for an ESP instructor is "helping students to learn" (p. 13). Therefore, the process of teaching implies guiding the learner through the process of acquiring the necessary language features. In addition to that, the teacher becomes a “consultant” who has the knowledge of the language that learners need (Dudley-Evans & St. John, 1998, p. 14). Even if learners are more familiar with the carrier content, teachers must be the primary language source for students to achieve language proficiency in the course.

Another role that ESP instructors must adopt is that of material providers. Hutchinson and Waters (1987) state that texts selected for the target population must be “elements in a learning process” (p. 162). That is, the carrier content that is chosen should be used as a conduit for learners to access the required language. Therefore, the instructor must be in charge of “choosing suitable published material, adapting material when it is not suitable, or even writing material where nothing suitable exists” (p. 15). As can be seen, teachers must take into consideration not only the learners’ proficiency level, but also the availability and appropriateness of the subject matter. The development of materials is thus a rather complex task but an essential one if the course is to truly address the learners’ stated target needs.

To design suitable learning materials, instructors must be constant researchers of the learner’s field. That is why their role is to “understand the discourse of the texts that students use” (Dudley-Evans & St. John, 1998, p. 16). This might involve speaking to primary stakeholders or experts in the field, consulting bibliographic information, or analyzing communicative target scenarios. Researching and understanding the carrier content of the learners is not an easy task. In this respect, Hutchinson and Waters (1987) believe that the ESP instructor should not become a “teacher of the subject matter” but rather a “student of the subject matter” (p. 162). In other words, teachers must be willing to learn from the carrier content material and the learners. The “willingness” to understand target “disciplines or professional activities” is one of the keys for successful ESP teaching (Dudley-Evans & St. John, 1998, p.16). Therefore, teachers must constantly show interest and improve their knowledge about the learner's field looking forward to developing effective materials and activities for their courses. In regard to business populations, Frendo (2005) states that "effective business English materials need to allow learners to produce the language they will need in their workplace" (p. 54). These activities involve "role-plays, simulations, and/or case studies" (Frendo, 2005, p. 54). Thus, business ESP materials must let learners experience situations that would likely occur when being part of the workforce. For example, materials should allow students to simulate scenarios such as participating in negotiations, holding business meetings, or presenting reports since they are part of the reality of the business context.

Role of Materials

According to the existing literature, materials in ESP should fulfill certain principles in order to be appropriate for learners. Hereafter, the principles of authenticity and supportiveness are discussed in light of ESP theory.

Principle of Authenticity in ESP.

When referring to the principle of authenticity, Blagojevic (2013) proposes that language teaching experts working in ESP "focus their attention solely on authentic language material" (p. 304). Similarly, Rodgers and Medley (1988) describe authentic language material as that which "reflects the naturalness of form and appropriateness of cultural and situational context" (as cited in Blagojevic, 2013, p. 304). In light of this statement, the principle of authenticity should reflect the specific discourse that different disciplines use within their areas to communicate. Therefore, samples of authentic texts that were originally created for professional purposes can be used for teaching in ESP environments. Added to this, Marra (2013) states that ESP materials must reflect "authentic workplace talk" and "address the needs of the learners" (p. 185). This statement, like those of the previous authors, highlights the importance of mixing language and carrier content to develop language proficiency in ESP environments through learning materials.

Authenticity is closely linked to the context in which language takes place. According to Richards (2001), authentic materials are highly necessary for contextualized communication that closely resembles real life scenarios (as cited in Lesiak-Bielawska, 2015, p. 7). Hence, ESP courses make use of authentic texts and tasks that usually portray the specific realities faced by learners on a daily basis. Referring to this principle, Robinson (1991) claims that authentic activities can be linked to learners' target needs (as cited in Lesiak-Bielawska, 2015, p. 7). This suggests that during the needs analysis, it is important to investigate language samples from students who will participate in the course to guarantee the selection of authentic, appropriately contextualized language and tasks.

Authenticity is also a triggering principle for motivation. For example, Ruzhekova-Rogozherova (2018) states that authenticity of materials in ESP "is recommendable as it enhances learner motivation, bringing students into contact with real language" (p. 4). Motivation is important when it comes to effective classroom engagement. The fact that students experience learning through materials that they will find in their fields makes the learning process more enriching and useful for learners. Following the same line, Blagojevic (2013) claims that authentic input can bring motivation to the ESP classroom since learners can use materials that are "directly relevant" to their academic discipline (p. 123). It follows that learners attain class motivation as a result of learning specific aspects of the language while they examine the discourse and the vocabulary that they need for functioning within their area.

Even if authentic materials are highly motivating, they can also be discouraging if not used properly. An important issue to pay attention to when using authentic materials in

ESP is text complexity. According to Blagojevic (2013), text selection should match the learners' linguistic and cognitive competences (p. 124). Nevertheless, it is common that texts not designed for teaching purposes are overly complex for some learners' linguistic capacities. Barnard and Zemach (2003) suggest that the ESP instructors can adapt the authentic input, making sure that the "original character and discourse features are retained" (p. 318). By doing this, they can still relate the real content to the carrier content but at a level that is manageable for the learners. Thus, learners can establish linguistic and cognitive connections between language aspects and the subject matter. Similarly, Basturkmen (2010) acknowledges the need for adapting authentic materials when necessary to avoid "frustration" in the classroom and lack of teaching "effectiveness" (p. 64). To avoid negative and unexpected outcomes, editing authentic materials can contribute to effective language learning. Another suggestion pointed out by Blagojevic (2013) is providing learners with "short authentic texts" instead of large texts with complex structures (p. 118). Blagojevic (2013) claims that short authentic texts can allow learners to "recognize and remember lexis and structures easily" (p. 118). By having learners pay attention to small and meaningful texts, they are likely to understand and acquire the language structures they need instead of being overwhelmed and discouraged from further learning.

Principle of Supportiveness in ESP.

The principle of supportiveness in ESP relates to materials that gradually aid learners in the process of learning. In the words of Dudley-Evans and St. John (1998), supportive learning materials must provide learners with a "sense of progression" and enough opportunities to think and use the target language (p. 171). That is, materials must engage learners in communicative interaction that promotes the achievement of learning goals throughout the ESP course by gradually building upon previous learning and success.

Additionally, materials should also be “self-study and reference” aids that assist the learner outside the classroom (Dudley-Evans & St. John, 1998, p. 172). Therefore, the principle of supportiveness allow learners to consult materials repeatedly and practice language examples when needed. Another aspect pointed out by Dudley-Evans and St. John (1998) is that materials should consider “different learning styles” (p. 172). This implies that the materials should assist different types of learners with different characteristics. For example, there are learners who have visual, verbal, interpersonal, or intrapersonal styles of learning. Therefore, ESP materials should include elements that comply as much as possible with the characteristics of the target population.

Hutchinson and Waters (1987) also point out ways in which materials can aid the learning process in ESP environments. The authors highlight that ESP materials provide a “coherent unit structure” that guides the learner and provides a sense of achievement (Hutchinson and Waters, 1987, p. 107). That is, ESP materials are coherently placed into course units to ensure that students gradually achieve learning goals and objectives, which can be translated into meaningful milestones that systematically lead learners to achieve language competence.

Supportiveness is also reflected in the relevance of materials to the students’ needs. As pointed out before, learners that enroll in ESP courses usually have the necessity to acquire language necessary to function in the workforce. Marra (2013) refers to this idea by stating that relevant teaching materials should “help prepare learners for the realities of English at work” (p. 185). Dudley-Evans and St. John (1998) also claim that materials should “match how the input would be used outside the learning situation” (p. 172). Therefore, materials should always contain language samples that are key for the target population to be competent in their fields. For example, ESP materials should provide readily accessible linguistic support for learners to participate competently in meetings, presentations, or negotiations.

Finally, Hutchinson and Waters (1987) also claim that supportive ESP materials should provide learners with a “stimulus to learning” (p. 107). This implies that learning materials should be “enjoyable” and “interesting” to encourage learners to use their own knowledge to learn (Hutchinson and Waters, 1987, p. 107). Thus, through the existing knowledge about their professional field, learners can be encouraged to use the target language in communicative activities. This encouragement enhances motivation among learners and increases language use in ESP contexts.

In conclusion, supportive ESP materials should provide learners with a sense of progression through the achievement of academic goals. Through the learning process, materials should be a guide and a self-study source. Learners should be able to consult the material and reinforce language studied in class. Finally, supportive materials should be built upon the students’ needs in an enjoyable, interesting, and motivating environment. Moreover, this environment should encourage participation and increase opportunities to use the target language.

Theory of Task-Based Language Teaching

Now that authenticity and supportiveness have been highlighted as important in ESP, the following section defines TBLT first and provides a few theoretical considerations, then focuses on exploring how TBLT principles, components and roles include the principles of authenticity and supportiveness.

Defining TBLT

The Task-Based Approach, also known as Task-Based Language Teaching (TBLT), is one of the most influential methods for teaching languages based on the completion of a task through meaning and interaction. Considering this, teachers have relied on TBLT as a way to facilitate language learning through different stages in the task process. Task-Based Language Teaching is an approach “based on the use of tasks as the core unit of planning and instruction in language teaching” (Richards & Rodgers, 2001, p.223). Tasks are meant to be developed with the purpose of achieving an outcome and are mostly a reflection of what a student might need for a real-life scenario. As an exception, some tasks might be pedagogical depending on the purpose of the lesson. As a main construct, the Task-Based Approach is based on scaffolding, defined by Ellis et al. (2020) as “the interactional work by which one speaker (usually the expert) assists another speaker (usually the novice) to perform a skill or a linguistic feature that he/she cannot perform by him/herself)” (p. 108). In this case, the Task-Based Approach guides the learner in the process of acquiring a new language through scaffolding in which the main construct is interaction.

Theoretical Considerations

The theoretical considerations underlying TBLT are centered on meaning and “the assessment of the task is in terms of outcome and that Task-Based instruction is not concerned with language display” (Skehan, 1998, p. 98 as cited in Richards & Rodgers, 2001, p.226). This first assumption distinguishes TBLT from previous approaches in the sense that language is not taught from the structural model only, but on the premise that functional and interactional models need to be integrated. The second consideration deems vocabulary essential in language production, not as isolated word lists but as “lexical phrases, sentence stems, prefabricated routines, and collocations” (Richards &

Rodgers, 2001, p.227). In this way, learners are given the opportunity to work on language production with the aid of large phrase units that are internalized in context. Finally, the last theoretical assumption places conversation as the keystone in TBLT. As this approach focuses on meaning, it is paramount to include tasks based on interaction and negotiation of meaning. Candlin and Murphy (1987) support that tasks must be presented as a means to promote "problem-solving negotiation" skills that a learner develops when facing previous knowledge against new knowledge (as cited in Larsen-Freeman, 2000, p. 144). Hence, schema activation provides learners the opportunity to use what they already know by allowing them to exchange information and opinions on the subjects. These three theoretical assumptions must be reflected in TBLT course materials by providing the students the opportunity to be focused on meaningful structures, vocabulary, interaction, and problem-solving negotiation skills when learning the language.

TBLT Principles

According to Nunan (2004), there are seven principles underlying Task-Based Language Teaching; those principles are scaffolding, task dependency, recycling, active learning, integration, reproduction to creation, and reflection. These TBLT principles will be discussed by highlighting ways in which they relate to authenticity/supportiveness. The first one is scaffolding, which needs to be balanced during the learning process. Students need guidance during the lesson, but at some point, it is the teacher's duty to determine when to remove the scaffolding with the objective of letting students be independent and autonomous language users. Both the lesson and the materials must provide the right amount of support at each stage, progressively allowing the learner to become more autonomous.

The second principle is task dependency. This principle consists of leading learners to carry out learning tasks with easiness after having followed a sequence of pre-tasks. At the beginning, learners may take longer to complete production activities because they spend a great deal of time in the pre-task activities learning vocabulary, grammar points, or activating previous knowledge. Once learners are "on the task," however, they should be able to produce according to all the input they have previously assimilated.

The third principle is recycling, which consists of providing learners with the opportunity to encounter a linguistic item more than once in experiential or linguistic environments. That means learning is not an "all-or-nothing process" where the learner will be able to master a linguistic item just by encountering it the first time it is introduced. Instead, the learner will need to see the item more than once to activate the previous learning and discover that an item can be used in conjunction with other closely related items. Hence the reintroduction or recycling of different lexical units and grammar items is crucial for their eventual mastery.

The fourth principle is active learning. This principle points out that learners learn best by putting into practice the language they have already learned in an active way. This is the same as learning by doing; having students produce instead of having the teacher explain the content or linguistic items. This implies that teacher talking time must be reduced because the main protagonist must be the learner who will be doing most of work. It is the teacher's responsibility to plan lessons that devote plenty of opportunities for learners to use the language.

The fifth principle is integration, and it is related to the core components of TBLT, which are form, function, and meaning. In the 1980's, TBLT emerged because of criticism to other approaches where grammar was not considered as important for linguistic competence and performance (Communicative Language Teaching). In addition, other approaches, such as the Grammar-Translation Method, tended to overuse grammar, and yet others relied on principles of behaviorism, based on imitation and repetition but overlooking meaning. As an alternative to all of these, TBTL aimed to establish a clear relationship between the linguistic form, that is, grammar, the communicative function, which is based on the pragmatic role of social transactions, and the semantic meaning, which is based on the negotiation of meaning.

The sixth principle is reproduction to creation. This principle encourages teachers to provide students with the necessary language so that they are able to create novel sentences focusing on form, function, and meaning. This principle can also be applied to beginners, who would normally focus more on prepared chunks, as long as the teacher carefully designs activities with the appropriate sequence and scaffolding.

The seventh principle is reflection. This principle lets students reflect upon their learning process and track their performance in the completion of the objectives. This principle is essential for students because they can question the reasons for what they are doing, and at the same time, they can become aware of which strategies they need the most to learn. Consequently, this principle encourages the notion of learning by doing (Nunan, 2004, pp. 35-38).

By following these seven principles of TBLT, the students can progressively become autonomous learners by having the necessary support during their learning stages. Further, students can also be guided through preliminary tasks where they can gradually incorporate new vocabulary and grammatical structures for a successful completion of learning objectives. Finally, TBLT provides learners with opportunities for active participation. Active participation can translate into meaningful production of language structures and continuous development of inter-language features. That is why, learning by doing and interacting constitutes a core element of this learning approach.

TBLT Components

Since tasks are the core unit of TBLT, it is necessary to take a look at their components. In this regard, Shavelson and Stern (1981) suggest that task design should take into account the following components: content, materials, activities, goals, students, and social communities (as cited in Nunan, 1989, p. 47). However, Nunan (1989) includes the role of the teachers in this task design process as well. In addition, the author claims that one of the main components of a task is goals; each task must have a goal tied to it (p.49). They can be stated implicitly or explicitly and may have different outcomes that will depend on their specific nature, whether communicative, socio-cultural, or reflective. The task goals will also be influenced by other factors such as the teacher's or students' behaviors or the students' needs. A student taking an English for General Purposes cours will not receive the same content as a student taking an English for Specific Purposes course. The content, input, materials, and activities will all depend on the goals of the course. Nunan (1989) defines input as "data that form the point of departure for the task," normally coming from a variety of source materials that are found in the form of written or spoken texts (p. 53). After carefully having selected the appropriate input (content plus materials), the teacher must design the activities which will have different purposes, such as preparing students for real life situations, using certain skills, and fostering their fluency and accuracy.

Role of the Learner

Regarding the role of the learners, Richards and Rodgers (2001) have proposed different ones that emerge from task dynamics. Some of the most relevant roles are those related to social interaction where learners are given the opportunity to work in pairs or small groups (p. 235). However, as TBLT is also centered on learner autonomy, there are some activities that students develop individually.

As an integrated component of that autonomy and as part of TBLT principles, learners become their own self-monitors, which allows them to reflect upon their performance during and after each lesson (Richards & Rodgers, 2001, p.235). The self-monitoring ability encourages students' continuous search for new learning strategies that will trigger their linguistic needs such as fluency and accuracy. Other characteristics of TBLT learners are their roles as risk-takers and innovators. As the sixth principle of this approach highlights, creativity is one of the abilities TBTL wants students to explore so that they go beyond the memorization of dialogues or the imitation of language modelled by the teacher. In doing so, students also take risks because there might be linguistic resources or prior experience that they are lacking. Richards and Rodgers (2001) state that "the skills of guessing from linguistic and contextual clues, asking for clarification, and consulting with other learners may also need to be developed" (p. 235). In this regard, most of these skills must be provided by the teacher, but with the sequence of tasks, recycling, and reviewing, students can start being more independent in their acquisition.

Role of the Teacher

Regarding the role of the teachers, they are depicted as selectors and sequencers of tasks, facilitators, motivators, and advisers. The first roles, selector and sequencer of tasks, consist of the teachers "selecting, adapting, and/or creating the task themselves and then forming these into an instructional sequence in keeping with learner needs, interests, and language skill level" (Richards & Rodgers, 2001, p. 236). Because tasks must comply with authenticity, everything related to their development must be original and created by the teachers. Then, teachers must make sure that they are sequenced in a way that provides enough scaffolding for the students. For ESP students, those tasks are more linked to their work-related needs and what they will encounter in real life.

Teachers are also facilitators in the sense that they must find a balance between "setting a task which provides the right kind of challenge and making sure that learners can manage the task" (Willis & Willis, 2007, p.150). Thus, TBLT portrays teachers as curriculum designers of their own objectives and tasks. Willis & Willis (2007) also define teachers as motivators in a twofold direction. On the other hand, teachers must assume a positive function when providing effective feedback to students every time they perform a task. On the other hand, they must enhance motivation by helping learners notice their progress every time they become more fluent, they use new words or useful phrases, or they acquire knowledge about a new topic. Finally, teachers are advisers in the way they do not display any authority or hierarchic position in relation to their interaction with the students (p. 149). On the contrary, the teacher assumes the role of a friend who listens to the other students and is available to help them construct new meaning or structures they may require when having a conversation (Willis & Willis, 2007, p.151). Therefore, teachers must be guides who help develop their learners' inter-language by motivating them and providing them with the necessary feedback to fill possible learning gaps.

Role of Materials in Task-Based Language Teaching

According to the existing literature, materials in TBLT should fulfill certain principles in order to be appropriate for learners. Hereafter, the principles of authenticity and supportiveness are discussed in light of TBLT theory.

Principle of Authenticity in TBLT.

Nunan (2004) defines authenticity as "the use of spoken and written material that has been produced for purposes of communication, not for purposes of language teaching" (p. 49). This is basically any material we can find in the target language and that is not available in textbooks. Some of the main advantages of the use of authentic materials are to expose students to learning opportunities and to provide learners with real life situations to be able to communicate in the target language. For instance, in the reading skill, the purpose used in class must be identical to the one used in real life. Reading purposes are described by Clark and Silberstein (1977) in the following way "1) to obtain a specific fact or piece of information (scanning), 2) to obtain the general idea of the author (skimming), 3) to obtain a comprehensive understanding of reading, as in reading a textbook (thorough comprehension), or 4) to evaluate (critical reading)" (as cited in Nunan, 2004, p. 53). An authentic task that resembles what students will do in real life with the language can help them reflect upon the purpose of why they are doing what they are doing. Therefore, the process of reading a text in class must be as close as possible to the process students will go through in real life with a similar text. In this way, they can become critical and aware of the purposes and reasons for learning.

In this regard, Gilmore (2007) highlights the importance of audiovisuals as a means "to develop learners' communicative competence" (p. 103). This is, at the same time, motivating for students; they will perceive authentic materials as more interesting in the sense that their intention is to "communicate a message rather than highlight target language" (Swaffar 1985; Freeman & Holden 1986; Hutchinson & Waters 1987; Little, Devitt & Singleton 1989; King 1990; Little & Singleton, 1991 as cited in Gilmore (2007), p. 106). Besides fulfilling the main focus of TBLT, which is to lead to a communicative task, authenticity is motivating for students because it meets their needs unlike textbooks (Morrison 1989; McGarry 1995; Mishan 2005 as cited in Gilmore, 2007, p. 107). However, many are opposed to the idea of replacing textbooks because it takes more time to select, adapt or supplement coursebooks.

Richards and Rodgers (2001) support the idea that materials should expose students to authentic input. Even pedagogical tasks that consist of interviewing the teacher, listening to music, or doing a project facilitate language acquisition when this input is comprehensible and the student can respond to it. For Richards and Rodgers (2001)

> materials should also stimulate learner interaction with the input rather than just passive reception of it. This does not necessarily mean that the learners should always produce language in response to the input; but it does mean that they should at least always do something mentally or physically in response to it. (p. 13)

As language acquisition is a process of language internalization, students can respond to the input in different ways. This claim deals with the fifth principle of TBLT, integration, where form, function, and meaning are put together. For instance, there are cloze, matching, discrimination, or short answer exercises that become meaningful in the learning process due to the use of authentic materials and input.

Regarding negotiation of meaning, many Task-Based communication activities are common in a language class. Games, role plays, simulations, and presentations are some of them; there are also “pair-communication practice materials,” supported by student-interaction materials that can come in the form of booklets or as “two sets of material for a pair of students, each set containing different kinds of information” (Richards and Rodgers, 2001, p. 169). This highlights that even jigsaw or fill in the blank exercises can become interactive as long as the practice material is presented in interactional formats. In light of this, materials need to present language in a context that exposes students to real life uses in order to fulfill their needs. Audi, Dian, and Tutut (2019) also agree that “educators must provide opportunities for students to use language communicatively and practically,” and their suggestion is to do it by designing materials that can meet their needs and characteristics. They also point out the role of ICT, information and communications technology, as a rich source of ready-made materials. The authors state that “ICT is viewed as technological tools that are able to make the situation of English learning become creative and interactive. It gives students' exposure to practice in four main aspects of language skills – listening, speaking, reading and writing" (p.31). In the field of materials design, ICT has become a virtual library and a means for finding authentic materials that facilitate inventive thinking and effective communication in all the different language skills.

In recent years, educators have relied on the use of electronic and Internet databases as a vast and rich source of authentic material. Peters, Hulstijn, Sercu, and Lutjeharms (2009) have provided the example of online materials including hyperlinks that are very appealing for raising the students' interest and provide more learning opportunities (as cited in González-Lloret & Ortega, 2014, p. 264). Another example is the use of multimedia video files that contain captions, subtitles, or explanatory texts that enhance both listening and form-meaning mapping (Danan, 1992, as cited in González-Lloret & Ortega, 2014, p. 264). Another advantage attributed to online learning is the fact that teachers can record their students and the students can record their own voices with online software and check their speech samples before submitting them. (Egbert, 2005, as cited in González-Lloret & Ortega, 2014, p. 264). In sum, technology and the Internet have changed class dynamics by allowing teachers to simplify the process of materials design, and most important, to successfully achieve the integration of authentic materials that expose students to language in real life contexts.

Principle of Supportiveness in TBLT.

Like for ESP, the principle of materials' supportiveness can be identified in TBLT and is also reflected in scaffolding. In this first principle of TBLT, both materials and lessons are meant to facilitate the students' performance through a guided and progressive teaching-learning process. As Nunan (2004) affirms, "a basic role for an educator is to provide a supporting framework within which the learning can take place" (p.

35). The aim of using supportive materials is to trigger students' language acquisition through comprehensible input.

In this regard, Ellis (1998) agrees that through materials, teachers should provide students with enough support to be able to understand the tasks assigned (p. 222). That is translated into the successful completion of the task cycle, encouraging students to be autonomous learners and facilitating language acquisition.

Nunan (2010) justifies the use of schema activation as a way to expose learners to "chunks" of language through Task- Based materials that help them build mental processes they can use when dealing with daily life situations. The procedures suggested by Nunan (2010) make use of vocabulary items, pictures, and brainstorming that will lead to a list of expressions and phrases students already know (p. 148). This process of schema activation is presented to students through the warm-up of the task-cycle, and it is of great utility because it eases the learning process by allowing the students to become familiar with the type of content, the linguistic items, and the vocabulary they will encounter in class. In this way, Task-Based materials are supportive every time they allow the students to connect existing knowledge with current learning items.

Among the roles of teachers in TBTL is related to selecting and developing materials that fulfill the principle of supportiveness. In addition to being materials designers, they must evaluate the usefulness and effectiveness of the materials they use. One of the central points to determine effectiveness has to do with "the potential that a set of materials may have in effectively and efficiently supporting learning, as a 'frame' for learning and teaching opportunities" (Rubdy, 2003, p.42). Furthermore, teachers evaluate the materials they use in class through the "tracking of individual students' responses and achievements," as well as by adjusting the "support and level of difficulty," and by observing the students' "flexible progression through the materials allowing for student decision-making and ownership (e.g., in terms of pace of learning, sequence, content or feedback, level of difficulty, amount of practice)" (Derewianka, 2003, p. 214). As a consequence, TBLT materials must reflect students' progress as they learn in class, making it possible for them to make decisions about what they want and need to learn. The level of difficulty will vary according to how much students become more autonomous and less scaffolding is necessary depending on their pace of learning.

In conclusion, TBLT and ESP share commonalities in both principles that must be considered for the development of materials. First, the principle of authenticity is achieved in the materials when they are communicative-oriented with the purpose of resembling real-life scenarios; these scenarios will let students use the language in context for professional purposes. For instance, in the EAP context, the needs analysis results unveiled the need for materials to be used in the reading skill; as a result, the researchers used readings that were just like those the students used in their academic context. Second, authenticity leads to motivation because it encourages students to use real language to meet their needs. When learners can perceive their current and future needs in classroom materials, they feel more motivated since the input they receive is directly relevant to their academic discipline. For example, if students highlight speaking as the most important skill for their future needs, instructors must design pair-communication materials to provide opportunities for students to trigger their interaction and negotiation of meaning. In addition, virtual classroom environments lead to the use of electronic and web-based materials suitable for attaining course objectives in terms of needs, content, and interaction; if materials are appealing for raising the students' interest, students will have more opportunities to be exposed to real life contexts.

In regard to supportiveness, ESP and TBLT consider the scaffolding process as crucial to provide a sense of progression in the students' learning process. Therefore, materials must promote the students' gradual language learning process through an adequate guidance by the instructors; in addition, learning stages present materials that progressively expose students to content and activate their knowledge and previous experiences as in the case of the warm-up activity that serves as an introduction to the units. One of the roles of the teachers is to select and develop supportive materials that consider different learning styles and can serve as a self-study resource so that students can review and consult them outside the classroom. Likewise, supportive materials trigger students' motivation because they create a stimulus for learning that helps students to feel more interested and focused on the lesson. Both TBLT and ESP advocate for the use of enjoyable materials that facilitate the learning process through a task cycle, letting students connect the existing knowledge they have of their professional field with the target language.

The Method

The following chapter underlines the research approach chosen for this paper along with information regarding context, population, instruments, and procedures.

Research Approach

Based on the collected information and the means to gather it, this research paper followed the mixed method approach. According to Johnson et al. (2007), the mixed method approach can be defined as that in which "the researcher or team of researchers combines elements of qualitative and quantitative research approaches" (p. 123). The same authors point out that this method is meant to explain and understand the collected data thoroughly (Johnson et al., 2007, p. 123). In light of this, the mixed method approach not only allows researchers to gather and interpret numerical data, but it also brings the opportunity to analyze personal opinions to identify trends and find possible explanations to the studied phenomena.

Creswell and Ivankova (2009) also highlight the benefits of using the mixed method approach by claiming that it can be helpful "in gaining in-depth understanding of trends and patterns" (p. 145). That is, researchers have the opportunity to understand research results better by acquiring more insightful knowledge. Creswell (2003) adds that by combining different sets of qualitative and quantitative information, the mixed approach allows the researcher to triangulate data (as cited in Creswell & Ivankova, 2009, p. 145). In other words, the information collected can be compared and analyzed in order to identify inconsistencies that may then need an explanation.

In addition to the previously stated benefits, Creswell and Ivankova (2009) state that the mixed method approach is useful due to its flexibility to address each research question qualitatively or quantitatively (p. 145). In this particular study, the researchers obtained close and open-ended responses from the students enrolled in the practicum course. These responses were analyzed from a qualitative and quantitative perspective to look for an accurate appreciation of the students' perceptions towards the learning materials used in the course.

Context

This study was carried out during the ESP practicum course "Negotiating More Than Meaning: An English Course for Business Administration and Accounting Students at UCR," which took place from August 19, 2020 to November 18, 2020. This course was taught virtually through videoconferences on the platform "Zoom" and with the support of "Google Classroom" every Wednesday from 5:00 p.m. to 7:00 p.m. Students enrolled in the course were expected to connect, actively participate, and develop tasks designed under the TBLT approach.

Participants

The study was carried out with the participation of two populations, one from the Business Administration major and another from the Accounting major at UCR. Out of the 22 students who participated in the preliminary initial needs analysis process, only seven students enrolled in the ESP course itself. Further, out of those seven students who started the course, two students dropped out during the first two weeks of the course. Hence, the course was carried out with a population of five students, two from the Accounting major and three from the Business Administration major at UCR.

The participants' age ranged from 21 to 25 years old. Additionally, four out of the five students were undergraduate, and one was enrolled in the undergraduate post-bachelor's degree (licenciatura). Their level of proficiency was assessed by the "Oxford Placement Test – Version 1," which was administered asynchronously through the platform "Google Forms" during the first week of the ESP course. According to the placement test, the students' level ranged from A2 to B2 in the Common European Framework of Reference for Languages (CEFR). It is important to clarify that the test did not have an interview section to assess the oral performance of the students due to practical reasons, namely, that the course had already started, and at that point, the researchers needed time to design lessons and materials. As a feasible alternative, the researchers decided to collect oral recordings from the students speaking in English following a prompt (see Appendix L). Based on those recordings and the results from the Oxford Placement Test, the researchers could get a clearer picture of what the students were capable of doing and where they had difficulties. Finally, four out of the five students indicated having some experience learning English and one indicated not having any formal learning experience. Thus, it could be implied that the student without an English learning background probably had some informal experience learning the language, possibly watching movies or listening to music, since he/she obtained an A2 level in the test. However, the student should have studied English as part of his/her school or high school years.

Instruments

For this research study, two instruments were used to retrieve the students' perceptions about the course materials. These instruments were useful to answer the research questions from a qualitative and quantitative point of view. That is, the items of these instruments included open-ended and closed-ended sections to better understand how the students viewed the materials in terms of the principles under consideration. Moreover, this research study analyzed the feedback received from the supervisors on materials during the practicum course as a further data set. It is important to mention that the instruments designed for the students were completely in English. The rationale behind this decision was to encourage students to use the target language when evaluating the course and thus, motivate them further. For reliability, the researchers phrased the items in the instruments carefully matching the students' level of proficiency. Additionally, they gave the students the possibility of answering the instruments in their native language in case they needed to give more complex answers than their level allowed. Nonetheless, the students always preferred to write their responses in English.

Unit Evaluation Form.

During the course design process, a unit evaluation form was created to inquire about the students' perceptions about each element of the unit, for example, the activities, the content, and the materials. Specifically, the section about materials contained a list of 11 criteria that the students had to evaluate in a close-ended checklist (Likert scale) by using the frequency indicators "always," "usually," "rarely," and "never." The indicators “always” and “usually” are considered positive and “rarely” and “never” negative indicators. The list of criteria contained statements that corresponded to the principles of authenticity (statements 3, 5, 7, 8) and supportiveness (statements 1, 2, 4, 5, 6, 7, 8, 9, 10, 11) (see Appendix M). Statements 3, 5, 7, and 8 overlap because they both have elements that are related to both principles. For example, motivation and achievement of goals through tasks that resemble real-life tasks are linked to authenticity and supportiveness. Close-ended questions were selected because they are generally considered practical and easy to answer. For instance, Reja et al. (2003) claim that close-ended questions “limit the respondent to the set of alternatives being offered” (p. 161). Hence, the participants do not struggle when providing their responses. Similarly, the researchers were able to easily tabulate the responses quantitatively to find patterns and establish similarities and differences.

Additionally, the instrument included an open-ended section at the end that was also taken into account for the data analysis of this research study. The questions in this section were not specifically focused on materials, but rather, they aimed at identifying aspects that were important to the students for the overall improvement of the course. This section was not specifically about materials because the researchers wanted to avoid asking students to justify negative responses in the case of materials since many other aspects were being evaluated at the same time. Further, the researchers wanted to give the students instruments that promoted response and participation to obtain plentiful data instead of overwhelming them with specific questions.

Materials Checklist.

A two-part materials checklist was designed to gather the overall perceptions of the students about the materials in terms of the principles of authenticity and supportiveness (see Appendix N). The first part consisted of 10 statements (1-5 about authenticity and 6-

10 about supportiveness). Like with the other instrument, participants were asked to assess the materials by using a Likert scale. The participants used the frequency words “always,” “usually,” “rarely,” and “never.” The indicators “always” and “usually” are considered positive and “rarely” and “never” negative indicators. This instrument differs from the other one because it focuses on the students’ final perceptions about the materials at the end of the ESP course.

Additionally, the instrument contained a section with open-ended questions for the students to provide their opinions freely and more thoroughly. In the open-ended section, students had to answer three questions to expand on the answers provided in the first part regarding the principles of authenticity and supportiveness. Here, students were asked how helpful and appropriate the materials were for their learning profile. The open-ended questions were included because they can be considered rich sources of information. For example, Brown (2009) states that open-response items are appropriate for “exploring issues and contexts which have not been previously investigated” (p. 205). In other words, open-ended questions lead researchers to obtain flexible answers that promote further analysis, for example, by revealing potential explanations for negative answers or unexpected explanations for positive answers.

Feedback from the Supervisors on Materials.

During the practicum course, every class was observed by the master’s program supervisors to pinpoint positive aspects as well as areas of improvement regarding teaching performance and materials. For additional data to support the analysis, the researchers consider it worthwhile to examine the comments and suggestions provided in the feedback forms to find evidence that either confirmed the fulfillment of the principles of supportiveness and authenticity or proposed improvements in this regard.

Procedures

The Materials Checklist was administered at the end of the course and the Unit Evaluation Form at the end of each unit (Unit 1: Reading, Unit 2: Speaking, Unit 3: Writing) of the course (three times, one per unit). The Unit Evaluation Form was administered asynchronously via “Google Forms” and posted on “Google Classroom.” The instrument was anonymous so the students would be encouraged to answer the questions objectively. The aim of the instrument was to have students point out perceived strengths and weaknesses in the materials, thus providing the researchers with valuable information to improve the following units. This is key since course materials evaluation in ESP provides “solutions” as well as “improvements in current and future classroom work” (Bocanegra-Valle, 2010, p. 149). As explained in the previous section, this instrument gathered information about the content, activities, and materials of the course. Nevertheless, only the section on materials was used for this analysis.

The Materials Checklist instrument was administered during the last session at the end of the course. Similar to the unit evaluation, the instrument was sent to the students via “Google Forms.” Nevertheless, the instrument was administered synchronously during class time. Like with the unit evaluation, students’ answers were completely anonymous to ensure their maximum objectivity. It took the students around 10 minutes to complete the form. The decision to carry out this evaluation at the end of the course is supported by Dudley-Evans and St. John (1998), who favor final ESP course evaluations because they allow course designers “to modify the existing situation,” “to provide information for the next version,” or “to support” aspects that successfully worked (p. 130). Hence, by administering this instrument, the researchers intended to obtain a clear view of how successful and useful the course materials were to fulfill the students’ needs.

Data Analysis Procedures

As explained before, the Unit Evaluation Form and the Materials Checklist evaluated the principles of authenticity and supportiveness by using the frequency indicators “always,” “usually,” “rarely” and “never.” The principles were ranked quantitatively from most to least frequently fulfilled by calculating the combined number of positive responses received (always and usually). The responses provided by the students were analyzed by discussing the information in light of the theory investigated for this research paper. Specifically, the researchers tried to explain which principles from the theory were confirmed by the students’ answers to draw implications for future ESP teaching practices.

As for the qualitative analysis, the open-ended responses given by the students in both instruments and the supervisors’ feedback forms were also examined to find strengths and weaknesses related to the principles of authenticity and supportiveness in the materials. For the analysis, the comments were classified into positive and negative as a further indication of where the students and the supervisors wanted to give praise or felt that improvement was needed. The analyzed comments about materials were worthwhile to provide supporting information to the quantitative responses given in the close-ended sections of the Materials Checklist and the Unit Evaluation Form.

Results

This section summarizes the main results obtained from this research study. The first part of the analysis underscores the findings gathered from the three Unit Evaluation Forms. Following, the second part describes the results from the Materials Checklist conducted at the end of the ESP course and the data from the supervisor’s feedback.

Results from the Unit Evaluation Form

The following subsection summarizes the results obtained from the three Unit Evaluation Forms filled by the students. Firstly, the first part presents the information gathered from the checklist section of each form. After that, the second part describes the data obtained from the open-ended section of each form.

Part I: Checklist.

As previously mentioned, this instrument was administered at the end of each unit. According to the information presented before, this analysis is based on the principles of authenticity and supportiveness found in materials according to the theory of ESP and TBLT. The former is reflected in statements 3, 5, 7, 8, and the latter in statements 1, 2, 4, 5, 6, 7, 8, 9, 10, 11 (see Appendix M).

Unit 1 – Perception of Materials.

The following table presents the results corresponding to the frequency of fulfillment of authenticity and supportiveness principles found in the ESP materials for Unit 1.

Table 10

Frequency of Fulfillment of Authenticity and Supportiveness Principles in ESP Materials for Unit 1

Assessed criteria	Number of respondents			
The materials…	Always	Usually	Rarely	Never
1. were user-friendly.	5	0	0	0
2. were appealing to my senses.	4	1	0	0
3. resembled real life situations for a business and accounting student.	5	0	0	0
4. were adequate for my proficiency level.	5	0	0	0
5. motivated me to complete the activities.	4	1	0	0
6. were carefully designed to facilitate my learning experience.	4	1	0	0
7. helped me stay focused in class.	5	0	0	0
8. helped me to achieve the objectives of the unit.	4	1	0	0
9. helped me improve my vocabulary.	4	1	0	0

10. helped me improve my use of grammar.	5	0	0	0
11. matched my learning preferences (visual, auditory, kinesthetic, verbal, etc.)	4	1	0	0

Note: Researchers' own elaboration and analysis.

Based on the results in Table 10, to a great extent, the students responded that the materials comply with the authenticity principle. Statements 3 and 7 were ranked as the most frequently fulfilled with five students answering "always" while statements 5 and 8 were ranked as slightly less frequent, yet still positively ranked, with one student answering "usually" instead of "always" in each case.

Additionally, Table 10 shows that, overall, the students reported that the materials fulfilled the principle of supportiveness. Statements 1, 4, 7, and 10 were rated as the most frequently fulfilled with five students answering always while statements 2, 5, 6, 8, 9, and 11 were rated as somewhat fulfilled, yet positively fulfilled, with one student marking "usually" instead of "always" in each case.

Unit 2 – Perception of Materials.

The following table presents the results concerning the frequency of fulfillment of authenticity and supportiveness principles found in the ESP materials for Unit 2.

Table 11

Frequency of Fulfillment of Authenticity and Supportiveness Principles in ESP Materials for Unit 2

Assessed criteria	Number of respondents			
The materials…	Always	Usually	Rarely	Never
1. were user-friendly.	5	0	0	0
2. were appealing to my senses.	5	0	0	0
3. resembled real life situations for a business and accounting student.	5	0	0	0
4. were adequate for my proficiency level.	5	0	0	0
5. motivated me to complete the activities.	5	0	0	0
6. were carefully designed to facilitate my learning experience.	5	0	0	0
7. helped me stay focused in class.	5	0	0	0
8. helped me to achieve the objectives of the unit.	5	0	0	0

9. helped me improve my vocabulary.	5	0	0	0
10. helped me improve my use of grammar.	5	0	0	0
11. matched my learning preferences (visual, auditory, kinesthetic, verbal, etc.)	5	0	0	0

Note: Researchers' own elaboration and analysis.

According to Table 11, the five students assessed the materials as supportive and authentic with the highest score in all of the statements included in the checklist. This shows that, for the students, the materials were authentic because they were "always" useful, adequate, authentic, appealing, and motivating. They also evaluated the materials as supportive with a rating of "always" for statements 1, 2, 4, 5, 6, 7, 8, 9, 10, and 11. This shows that students perceived the materials for this unit as helpful to achieve learning objectives and well-designed according to students' proficiency level and professional and academic needs.

Unit 3 – Perception of Materials.

The table below shows the results found in regard to the frequency of fulfillment of the principles of authenticity and supportiveness in the ESP materials for Unit 3.

Table 12

Frequency of Fulfillment of Authenticity and Supportiveness Principles in ESP Materials for Unit 3

Assessed criteria	Number of respondents			
The materials…	Always	Usually	Rarely	Never
1. were user-friendly.	4	1	0	0
2. were appealing to my senses.	4	0	1	0
3. resembled real life situations for a business and accounting student.	4	1	0	0
4. were adequate for my proficiency level.	4	1	0	0
5. motivated me to complete the activities.	4	1	0	0
6. were carefully designed to facilitate my learning experience.	5	0	0	0
7. helped me stay focused in class.	4	1	0	0
8. helped me to achieve the objectives of the unit.	5	0	0	0
9. helped me improve my vocabulary.	5	0	0	0
10. helped me improve my use of grammar.	5	0	0	0

11. matched my learning preferences (visual, auditory, kinesthetic, verbal, etc.)	5	0	0	0

Note: Researchers' own elaboration and analysis.

Based on the results in Table 12, overall, the students reported that the materials comply with the principle of authenticity, yet not with the highest frequency for the majority of the statements. Statements 3, 5, and 7 were rated positively, although to a smaller extend, with one student answering "usually" in each case. On the other hand, statement 8 was ranked as the most frequently fulfilled with five students answering "always."

Additionally, to a greater extent, the students evaluated positively the materials for the principle of supportiveness, yet not with the highest frequency for some of the statements. Statements 6, 8, 9, 10, and 11 were ranked as the most frequently achieved with five students answering "always." Statements 1, 4, 5, and 7 were ranked as somewhat less frequent, but still positively, with one student responding "usually" instead of "always" for each statement. While statement 2 was rated largely positively with four "always" ratings, it was ranked as the least frequently fulfilled statement with one student responding "rarely."

The results obtained by this section of the instrument suggest that, to a greater extent, the ESP materials used throughout the course might have positively influenced the students' learning experience. For instance, the scores provided by the students imply that the materials were evaluated as authentic, user-friendly, adapted to their needs, and motivating. Further, the materials were appraised as useful for learning grammar and vocabulary in contextualized scenarios.

Part II: Open Ended Section.

The following subsection describes the findings from the open-ended section part Unit Evaluation forms. As previously mentioned, this instrument contained an open-ended section that aimed to gather more information from the students. As stated before, the questions in that section were not focused on materials, but rather, on aspects to improve in the ESP course. The rationale behind these questions was to promote participation and gather more data instead of asking for specific responses that might overwhelm the students (see Appendix M).

Unit 1: Reading Unit.

For this unit, the students rated the fact that the materials explored and taught cultural aspects about negotiation around the world as a positive feature related to the principle of authenticity. Moreover, the students answered that the materials promoted discussion among peers, which is also related to authenticity since class discussion revolved around real-life scenarios identified as target needs. Regarding supportiveness, the students appraised materials as easy to complete and full of useful vocabulary. The students elaborated more on their positive comments about the vocabulary by answering that words learned in this unit were useful for their future careers.

As for aspects that needed improvement, the students reported that the materials needed a higher cognitive load in terms of vocabulary. That is, some students felt that instructors should increase the number of words for subsequent units. This aspect can positively improve the quality of the materials since activities that contain more vocabulary can be considered more supportive and authentic for students. Moreover, the students also pointed out that there should be more interactive materials such as videos and not only written texts. The students' answers suggest that integrating other skills, such as listening to videos, can be important when designing virtual materials for an ESP reading cycle.

Unit 2: Speaking Unit.

For the speaking unit, the students provided a generally positive appraisal of the learning materials. For authenticity, some students reported that the materials contained appropriate specific vocabulary for their area. Specifically, the students pointed out that the polite expressions learned were useful in order to communicate efficiently in English in business situations. For supportiveness, the students reported that the materials were entertaining and gave them the opportunity to interact among peers. Further, the students responded that they felt comfortable while doing the activities because the materials were easy to follow. Finally, the students highlighted the importance of learning pronunciation as a means to fine-tune their English oral production.

In regard to aspects to improve, the students stated that teachers should include materials that promote opportunities to use the language outside the class such as speech recordings to monitor oral performances. These answers indicate that supportiveness could be improved as well by having students do extra activities to monitor their English use. Further, both comments are related to learning autonomy, which is also a key feature of supportive materials. The authenticity of the materials can also be improved by allowing learners to communicate freely during post-tasks that can be assigned as homework.

Unit 3: Writing Unit.

Like in the other two units, the students evaluated the learning materials positively. For example, the students reported that the materials included specific and useful polite expressions to write an email and to understand financial information. Moreover, the students commented that understanding financial statements is key for their future careers. As stated before, specific vocabulary and polite expressions are evidence of authenticity of materials. Likewise, the students also gave praise to the pronunciation activities and emphasis for appropriate oral communication. Finally, the students also commented positively about the business presentations of products and services. This aspect is related to authenticity as well since business presentations are realistic activities that this group of learners may face when they join the workforce. Regarding supportiveness, the students also stated that materials were interactive and promoted participation. According to the theory of ESP and TBLT, learning materials that provide learners with opportunities to use the language in meaningful communication are evidence of the presence of supportiveness.

In addition to positive aspects, the students reported repetitiveness in some of the activities as a negative aspect of the learning materials from this unit. Repetition of activities may affect active engagement during the learning tasks, which is a key element of authenticity and supportiveness. Therefore, instructors should always keep in mind varying the materials and activities as this may be key to keep motivation high among the students. Nevertheless, the overall balance of results reported by the students was positive, suggesting that other aspects of the materials likely helped to compensate for the perceived repetitiveness and should be maintained when looking for variety.

Results from the Materials Checklist

The following subsection discusses the results obtained from the Materials Checklist that was administered at the end of the ESP course. Firstly, the first part summarizes the results obtained from the checklist section of the instrument. After that, the second part describes the results obtained

Part I: Checklist.

According to the information provided before about this instrument, the principle of authenticity is reflected in statements 1-5 and the principle of supportiveness in statements 6-10 (see Appendix N).

Table 13

Frequency of Fulfillment of Authenticity and Supportiveness Principles in ESP Materials during the course

Assessed criteria The materials…	Number of respondents Always	 Usually	 Rarely	 Never
1. resemble real life professional and academic language related to your field.	4	1	0	0
2. promote communicative interactions during the class.	5	0	0	0
3. contain specific vocabulary related to your field.	5	0	0	0
4. contain elements that resemble professional and academic tasks that you usually encounter in your field.	4	1	0	0
5. reflected your needs as a student and professional of your field.	4	1	0	0
6. facilitate your performance through a guided teaching-learning process.	5	0	0	0
7. facilitate the comprehension of the contents of the course.	5	0	0	0
8. facilitate the acquisition of specific language related to your field.	4	1	0	0
9. promote student autonomy to develop the tasks.	5	0	0	0
10. suitable for your learning process in terms of difficulty.	5	0	0	0

Note: Researchers' own elaboration and analysis.

Based on the data displayed in Table 13, overall, at the end of the course the students answered that the materials fulfilled the principle of authenticity. Statements 2 and 3 were appraised as the most frequently fulfilled, with 5 students responding "always" while statements 1, 4, and 5 were ranked as slightly less frequent, but still positively, with one student answering "usually" for each statement. The scores for the two top-ranked statements strongly suggest that the materials were effective at promoting communicative interactions and that they contained specific vocabulary for the students' area of expertise.

For the principle of supportiveness, to a greater extent, the students evaluated the course materials as supportive. Statements 6, 7, 9, and 10 were evaluated as the most frequently complied with, with five students answering "always" while statement 8 was ranked as positive, yet less frequent with one student answering "usually. The scores for the four top-ranked statements suggest that the materials facilitated the students' performance and the content of the course. Likewise, the five students appraised the materials as suitable for their learning process and helpful to promote their autonomy for developing tasks.

Part II: Personal Opinion.

For this part of the instrument, the students had to answer three questions in an open-ended manner. They reported their opinions about the principles of authenticity and supportiveness. For the first question, the students had to specify the types of materials they found more useful for academic and professional needs. As seen in Appendix O, Table 14, the majority of the students answered that games and handouts were useful tools that facilitated interaction in the class. Further, opinions suggested that the interactive materials were helpful for remembering and learning language features.

For the second question, the students had to express their perceptions when using the materials during the course. As shown in Appendix O, Table 15, students perceived the materials as supportive. Among the positive responses, some students described materials as entertaining, user-friendly, and useful to learn. Moreover, the students highlighted that the materials helped them overcome feelings of anxiety that arise when using the target language. As a negative response, one student reported that sometimes activities were repetitive and therefore slightly boring.

The third question aimed to unveil the students' perceptions about the materials in terms of their helpfulness to learn English interactively and effectively. The results in Appendix O, Table 16, show that students perceived course materials as supportive tools to learn vocabulary and practice language easily. Moreover, one student pointed out that the materials allowed him/her to notice his/her progress through the course, which is a characteristic of supportive materials.

Results from the Supervisors' Feedback

The following subsection discusses the results obtained from the supervisors' feedback regarding materials for each unit of the ESP course. As stated before, the results are discussed in terms of strengths and weaknesses found in the ESP materials for each unit.

Unit 1: Feedback on Reading Materials.

According to the supervisors, the ESP materials for Unit 1 presented the following strengths and weaknesses.

Strengths.

According to the supervisors, the learning materials had positive features that can be linked with the principles of authenticity and supportiveness. For example, overall, the instructors pointed out that the materials were engaging, interactive, ESP-focused, and organized. When materials are ESP-focused, they can be described as authentic since they contain specific language examples from the students' professional and academic areas. Moreover, materials that are described as engaging, interactive, and organized can be considered supportive since they facilitate communication and participation during the class (see Appendix P, Table 17).

Weaknesses.

As for weaknesses, the supervisors reported some problems related to editing and the procedures to complete some materials. The main issue related to the procedures was the way the instructions were written and presented. According to the feedback provided, the instructions needed to be more concise and clear to guide the students throughout the task cycles. Hence, the suggestion the supervisors provided was to rephrase and proofread the instructions for upcoming learning materials. Despite not being critical, these problems may have affected the supportiveness of the learning materials and thus the development of the classes (see Appendix P, Table 17).

Unit 2: Feedback on Speaking Materials.

This subsection underscores the strengths and weaknesses found by the supervisors in the ESP materials for Unit 2.

Strengths.

Similar to the reading materials, the speaking unit materials were evaluated positively by the supervisors for the most part. For the speaking materials, the supervisors praised the materials for giving opportunities for communication and providing ESP-focused vocabulary for the students. These comments can be linked to the principle of authenticity since materials contained specific vocabulary and promoted the use of the target language during the task cycles. The supervisors also commended the materials were engaging and supporting for the students when completing the main task. These positive comments can also be evidence of the element of supportiveness being fulfilled since the students could have enough activities to prepare themselves and remain motivated to achieve the objectives of the unit (see Appendix P, Table 18).

Weaknesses.

For the speaking materials, the supervisors pointed out a few minor problems related to editing, language accuracy, phrasing, and conciseness. These problems could have affected the authenticity of the learning materials since the language examples included in ESP materials need to be as realistic and accurate as possible for being completely successful (see Appendix P, Table 18). For instance, the figure below shows one example pointed out by one supervisor that lacks language accuracy and conciseness.

Figure 9

Problematic Useful Language Example in Terms of Language Accuracy and Conciseness

Useful Language:

- What do you think this phrase is used for?
- I think/guess/believe this phrase is for…
- I don't think/believe this phrase is for…
- Can you repeat that please?

Note: Researchers' own elaboration and analysis.

As shown in Figure 9, the useful phrase "What do you think this phrase is used for?" lacks conciseness and thus authentic language since it can be simplified to a more accurate and realistic phrase such as "What is this phrase used for?". By using the simplified and concise version, students could have used and learned more authentic language structures during the class. Despite this problem, the utterance is not incorrect and did not represent a language problem during the class.

Unit 3: Feedback on Writing Materials.

The following subsection describes the strengths and weaknesses found by the supervisors in the ESP materials for Unit 3.

Strengths.

For the writing unit, there were positive comments by the supervisors that seem to confirm what the students stated in the other two instruments. Regarding authenticity, the supervisors reported that the materials were ESP-focused, appropriate for individual learning styles, and engaging. As for supportiveness, the supervisors highlighted that the materials were organized and useful to guide the students through the task cycles.

Further, they also stated that the presentation of vocabulary through different stages gave enough support for the students' performance. Finally, one supervisor also highlighted that the use of color-coding for grammar points in the materials was advantageous and provided the learner enough support to understand the possible uses of some structures (see Appendix P, Table 19).

Weaknesses.

Additionally, the supervisors reported some aspects that needed improvement regarding materials. For example, some of the issues were related to possible misunderstandings the students may have had while using some utterances explained through the materials. Namely, one supervisor indicated that the use of verbs for reporting financial information needs to be treated with caution because some verbs cannot be used with certain subjects. This problem may have mostly affected the principle of authenticity since utterances that are not well explained can be used as non-idiomatic expressions in the future by the students (see Appendix P, Table 19). The Figure below shows the examples of reporting verbs indicated by the supervisor that can cause misunderstandings and the production of incorrect utterances.

Figure 10

Problematic Reporting Verbs in Terms of Authentic Language

Reporting Financial Information
Language Focus

When presenting financial information, you can use the following verbs:

show	demonstrate
represent	report
indicate	present
display	

When the information you are referring to is in **singular**, you have to add an "s" to the verb.
For example: This financial statement reports a total of $15,300 million in revenues.

When the information you are referring to is in **plural**, you must not add the "s" to the verb.
For example: The revenues represent a total of $15,300 million.

Practice: What information can you report from this income statement? Write 5 sentences in the spaces below. Use the useful language below to interact with your partner.

Note: Researchers' own elaboration and analysis.

As shown in Figure 10, some of the verbs cannot be used with certain subjects. For example, an expression such as "The revenues demonstrate a total of $15,300 million" would be an incorrect and non-authentic expression that the students can produce when carrying out this task. Therefore, more examples need to be included in the handout with the possible combinations of subjects and verbs to avoid the production of incorrect language.

Discussion

This section discusses the main findings from this research study. This study aimed to discover to what extent the materials in a virtual ESP course for Business and Accounting students fulfilled the principles of authenticity and supportiveness in TBLT and ESP. To this end, the perceptions of the students and the supervisors along with the theory were taken as the primary sources of information to explain the findings. In this chapter, a quantitative and qualitative analysis is carried out in order to explain the results found through the research instruments and feedback forms. The first part of this analysis focuses on the ESP-TBLT principle of authenticity and the second part on the principle of supportiveness.

Authenticity of Materials

According to the information obtained, largely, the students perceived the course materials as highly authentic. Based on their opinions, the materials reflected authenticity due to the number of real life elements that were included as the carrier content. Additionally, to a greater extent, the supervisors' feedback seemed to confirm that the materials were ESP-focused and appropriate for this group of learners. This complies with Marra's (2013) expectation that ESP materials should prepare learners for "authentic workplace talk" (p. 185). During the design process, the researchers attempted to fulfill this expectation by looking for specific language that the target learners needed to use as business and accounting professionals. These materials were designed after an in-depth needs analysis process that provided the researchers with information for the creation of this course. Several sources such as books, professionals in the field, and the internet provided prior insightful information. In addition, the researchers considered the students' pre-course input as the basis for the design of the virtual materials, in line with Dudley-Evans and St. John (1998), who give importance to cooperation in the ESP course design process by claiming that the language teacher must take the initiative to find out what happens in students' field (p. 44). The students' responses in both instruments seem to confirm that cooperation and research yielding valuable information about the students' real-life tasks contributed to the authenticity in the ESP course materials.

In light of the students' overall perceptions, the materials contained language that they could find in professional and academic settings. Additionally, the supervisors agreed with this idea since they constantly praised the authenticity of the materials during the practicum course. For example, there were comments that highlighted the ESP-focused vocabulary, polite expressions, and structures that the materials included. According to the students, the materials triggered their motivation towards the virtual classwork and thus allowed them to participate actively during the task cycles. Active participation and meaningful communication among peers were also aspects reported by the supervisors in the feedback forms. According to the theory of ESP and TBLT, active participation in class triggers meaningful communicative opportunities to use the target language, which is related to authenticity. This is closely related to Richard's (2001) claim supporting the notion of using authentic materials to promote contextualized communication similar to real life practices that students may face (as cited in Lesiak-Bielawska, 2015, p. 7). The students' and the supervisors' answers suggest that course materials allowed opportunities for authentic communication where the students were able to use vocabulary and language structures that will be necessary in their future professional lives. Despite the fact that most of the comments and results in this regard were positive, the supervisors pointed out the presence of some minor authentic-language problems in the materials for the writing unit. This can create misunderstandings among the students when using the language in their context. For example, learners may use non-idiomatic expressions in the future. Therefore, it is important to take action and fine-tune the final version of the materials in order to make them as authentic as possible.

Following the same line, overall, authentic materials were perceived as motivating by the students and supervisors. As stated in the previous paragraph, opportunities to use the target language trigger contextualized communication that consequently promotes motivation. This reflects Ruzhekova-Rogozherova (2018) expectation that authentic materials enhance learning motivation due to the contact with real language students experience in the classroom (p. 4). This is related to the specificity that characterizes ESP courses. Authenticity is also reflected in the students' needs when it comes to motivation in TBLT settings. In TBLT, communication is the main focus, but when the materials are authentic and match the students' needs, it is motivating for learners to participate in class (Morrison 1989; McGarry 1995; Mishan, 2005, as cited in Gilmore, 2007, p. 107). When using language in general English courses, students lack the opportunity of using specific language. For ESP courses, all the language material designed is specific to the students' reality. Therefore, students can be encouraged to use the language in their own context.

The students also highlighted how the principle of authenticity was perceived in the interactional virtual materials. According to the students, materials such as games, videos, and virtual handouts were authentic, interactive, appropriate for their needs, entertaining, and useful. This was also confirmed by the supervisors, who expressed that the materials were engaging and interactive. This is closely related to what Richards and Rodgers (2001) state about games, role-plays, and presentations as "pair-communication practice materials" to promote interaction in TBLT environments (p. 169). For the students, materials provided them opportunities to interact with other classmates, which is a key aspect of TBLT. Further, students were given useful language in the handouts for them to always use the target language independently. Nevertheless, this study found that according to some students, the reading unit could have been slightly more motivating and engaging. Hence, it is important to take into account more interactive activities for reading-focused units that allow learners to communicate actively and remain engaged. In this virtual course, most of the tasks were done in breakout rooms and in pairs. Hence, future course designers need to integrate more interactive activities such as games and videos as part of activity cycles leading to reading tasks to keep class engagement and motivation high.

Supportiveness of Materials

According to the information found through the two instruments and the feedback forms, for the most part, the students and the supervisors reported the presence of the principle of supportiveness in the virtual materials used in the course. Based on the students' responses, the materials helped them improve their vocabulary and grammar and progress throughout the course. As was discussed in the literature review chapter, students enrolled in ESP courses experience "a sense of progression" because they are immersed in a setting where opportunities to acquire and use the language are quite common (Dudley-Evans & St. John, 1998, p. 171). Based on the results obtained, through interactive activities in the virtual classroom, students were able to achieve language tasks, objectives, and goals to move progressively through each unit. This was evidenced through the evaluations and their participation in the class. Further, the supervisors noted in the feedback forms that materials were useful to guide the students through different stages of their performance during the tasks cycles. This suggests that, by achieving learning goals and objectives, learners were able to maximize their class motivation, which is common in ESP-TBLT settings. Additionally, the students responded that learning materials helped them consolidate their learning outside the ESP class. This complies with Dudley-Evans and St. John (1998), who state that supportive ESP-TBLT materials aim for providing learners with enough input that matches the language "outside the learning situation" (p. 172). The students' answers seem to prove that supportive materials gather samples of vocabulary and grammatical structures that the target learners would find in their daily professional and academic lives. Despite the positive comments in this regard, the students expressed in the Unit Evaluation Form the need to have extra activities to use the language outside of class such as speech recordings to monitor oral performances. Therefore, extra materials in the form of post-tasks may maximize the quality of the materials in terms of supportiveness for the students.

Following the same line, based on the students' responses, materials used in the ESP course were considered useful for the students' learning process. Throughout the course, students showed evidence of progression through evaluations and constant participation in class, completing the activities independently, and using the target language easily. In other words, the virtual materials may have triggered learning autonomy and motivation in the class. Similarly, the supervisors seem to confirm that there was motivation in the class while using the learning materials. As pointed out in the previous section, motivation can promote active participation in ESP-TBLT classes. For instance, Hutchinson and Waters (1987) state that materials that are "enjoyable" and "interesting" are the cause for learners' active engagement in communicative activities (p. 107). Additionally, the students also expressed that materials helped them build learning autonomy to develop the tasks. This goes in line with Nunan (2004), who argues that autonomy is related to the TBLT principle of "task dependency," which is related to building confidence after developing a series of learning tasks (pp. 35-36). For example, one of the students expressed in the Materials Checklist that the set of materials helped him/her overcome feelings of nervousness and build feelings of confidence (see Appendix O, Table 14). In terms of task dependency and autonomy, the supervisors also included in the feedback forms that there was active engagement and participation in the class. In this regard, students expressed that the materials were easy to follow, interactive, and easy to understand. These features were frequently evaluated as positive in the learning materials by the supervisors during the ESP course. For example, elements such as clear instructions and useful language were also highlighted by the students as supportive aspects included in the materials, and the way the materials presented grammar structures as the supervisors commented. For instance, the positive appraisal of the color-coding strategies for grammar learning suggest that the element of supportiveness was also noticeable during the tasks cycles. Hence, the results seem to confirm that materials offered enough guidance and supportive elements that facilitated the process of learning.

Another element of supportiveness perceived by the students was that materials were designed as useful tools for remembering and reviewing contents outside the classroom. This confirms Dudley-Evans and St. John’s (1998) statement that the principle of supportiveness also implies materials becoming sources for “self-study and reference” to assist learners outside the classroom. Through the virtual platform “Google Classroom,” students were able to consult any material and keep track of their progress whenever needed. Moreover, students enrolled in the ESP course had access to the virtual portfolio on “Google Classroom,” where they could consult all the materials, answer keys, and evaluations at any time from any electronic device. As previously mentioned, one of the few negative observations pointed out by the students in the Unit Evaluation Form was the need for extra activities for practicing the language outside the class. As stated earlier, materials in the forms of post-tasks that help students use the language outside the classroom may maximize the supportiveness of the materials and consolidate the students’ learning. Therefore, it is important to consider this recommendation in the future for designing supportive ESP learning materials.

Students also indicated that materials were supportive since they were designed according to their cognitive load and needs. For example, students stated that materials were appropriate for their proficiency level in terms of difficulty. Similarly, the supervisors seem to confirm this by expressing that the materials were developed according to individual learning styles and ESP content in the feedback forms. Concerning level of proficiency, Dudley-Evans and St. John (1998) claim that ESP “materials need to be challenging yet achievable” (p. 172). That is, students should build new learning upon previously gained knowledge through activities that are appropriate for their cognitive level. According to the results, the students’ assessment suggests that the effort to design the materials for the indicated levels was fruitful. A further aspect of level appropriate materials is the ongoing evaluation. Following Derewianka’s (2003) recommendation that instructors should evaluate materials in class in order to make adjustments in terms of difficulty and thus provide less or more scaffolding (p. 214), the instructors added this practice to the tailoring of the materials to the level. In this regard, the Unit Evaluation form provided some insights during the ESP course on what aspects needed refinement and improvement. For example, during the first unit of the course, the students reported the need for more vocabulary words to learn during the lessons. Therefore, the instructors paid attention to this aspect and increased the cognitive load of the materials in terms of vocabulary for the following units. The students’ answers point to the fulfillment of this purpose during the course. In fact, it can be said that according to the students’ responses, the reading unit could have provided more vocabulary considering the students’ level, and this, more support since supportive materials need to be suitable for the learning process in terms of difficulty. In light of these results, the recommendation stands that instructors should always look at the students’ level and have an ongoing assessment to make necessary adjustments to the learning materials.

Finally, the students’ responses suggest that materials were appropriate for their learning styles and needs. Concerning styles and needs, Simonova (2016) highlights the importance of adjusting the learning experience to “individual learners’ needs and preferences” (p. 142). To this end, learners can feel comfortable when participating and putting new knowledge into practice. Similarly, the supervisors also noticed how the materials used contained high-interest content for the students. Adjusting materials is also supported by Hutchinson and Waters (1987), who highlight the importance of following “a unit structure” according to the students’ needs (p. 107). Carefully designed ESP courses include materials placed into units that allow learners to progress gradually and achieve learning goals and objectives. Among the positive responses, a student communicated through the Materials Checklist that materials allowed him/her to notice how much he/she had learned (see Appendix O, Table 16). This response reflects how adjusted materials may allow learners to achieve learning milestones progressively throughout an ESP course. Additionally, as the course develops, participation and positive results in evaluations can be a possible outcome of adjusting materials according to the students’ necessities and styles. As a negative response, a student reported in the Unit Evaluation Form and The Materials Checklist that some activities and materials became repetitive during the course (see Appendix O, Table 15). This is a warning that repetitive activities can negatively affect students’ motivation and participation. To avoid this, the researchers recommend finding ways to vary the materials and activities as the course develops.

Conclusions

This section contains the researchers’ conclusions and recommendations for future investigations based on the ongoing evaluation by students of the course materials created and developed during this virtual course.

After having administered the course unit evaluations and the materials checklists, students’ responses unveiled a very positive level of acceptance of the materials in regard to the two principles of authenticity and supportiveness that the researchers investigated in the TBLT and ESP contexts. In light of this, the students’ level of engagement in classes and motivation were achieved because of adequate levels of support and authenticity they found in the use of the different materials such as games, videos, and virtual handouts.

Likewise, the supervisors' feedback was paramount to determine whether materials accomplished the principles of authenticity and supportiveness. Their comments provided insights that supported the students' responses and level of acceptance towards the use of the ESP materials. Notwithstanding, it is crucial to highlight the comments provided in regard to areas of improvement that will be discussed in the recommendations for future ESP courses.

Concerning how materials fulfilled the principles of authenticity in TBTL and ESP, the students' responses and supervisors' feedback suggest that the efforts to design authentic and supportive materials for the ESP course by including academic and professional real-life situations were largely successful. The materials contained elements and specific language (grammar and vocabulary) necessary for the business and accounting settings that could match the students' needs. In addition, the students also considered the materials as motivating, interactive, and engaging. This strongly supports that the purposeful promotion of critical thinking and problem-solving skills through interactive virtual materials also yielded the desired result. The students highlighted materials such as games, videos, and virtual handouts as authentic, interactive, and appropriate for their needs.

In respect to the principle of supportiveness, students drew attention to the way materials assisted them in improving the use of micro skills such as vocabulary and grammar. In the same way, supervisors noted the presence of guidance through the learning process to help students complete the task cycles. Hence, a sense of progression and achievement was noticed by the students, likely giving them confidence and comfort when using English in class. In turn, tasks and objectives were achieved during the lessons with the aid of interactive virtual materials, which at the same time maximized the students' motivation and interest. Additionally, the level of students' engagement increased progressively through the classes when participating actively, completing the activities independently, and using the target language easily. At the same time, students viewed the materials as useful tools for remembering and reviewing content. Clear evidence of this is that most handouts contained language that they could consult and reuse in further lessons. Further, students and supervisors agreed that the materials were user-friendly and appropriate to the students' cognitive level, learning styles, and needs. The supervisors praised the use of clear instructions and useful language as supportive elements included in the materials. As a result of the presence of these elements, the students' dependency, and autonomy to complete the tasks were fulfilled.

Lastly, ongoing ESP assessment allowed the researchers to make adjustments in order to improve materials design and continue their effort to fulfill the students' needs, preferences, and learning styles to the best of their abilities. Regarding authenticity, the students perceived the course materials as highly authentic; not only did the number of real-life situations reflect current and future needs, but also, it promoted the use of linguistic features that they could find in professional and academic contexts. Additionally, the materials triggered their motivation, which resulted in their active participation due to the meaningful communicative opportunities they encountered in classes. Their answers also suggested that course materials provided contextualized communication leading to plenty of opportunities to use vocabulary and language necessary for their future needs, Following the same line of authenticity, the students perceived interactional virtual materials as authentic, interactive, appropriate for their needs, entertaining, and useful. Since the speaking ability was the student's main want and need, the researchers designed handouts, games, presentations, and role plays that involved cooperative learning because the students worked mostly in pairs. Hence, for them, materials created opportunities to interact with other classmates.

In regard to the principle of supportiveness, students indicated that it was present in the virtual materials. The materials were not only helpful in terms of the teaching of vocabulary and grammar, but also in the sense of progression the students experienced along the completion of the different objectives. This gradual progression helped them trigger their motivation, leading to a comfortable and enjoyable classroom environment. During and at the end of the course, the students unveiled evidence of progression through evaluation and ongoing participation in class by completing the activities in an autonomous way and using the target language appropriately and easily. The sense of becoming independent learners was also supported by the use of self-study materials that were available on Google Classroom to be consulted and accessed by students at any time in and outside the virtual sessions. As a final remark, the materials were supportive because they were designed according to the students' cognitive levels and needs; the student's levels of difficulty, proficiency level, learning styles and needs were taken into account. These considerations are linked to the students' sense of progression that could be developed because of the presence of all these elements in the virtual materials. It follows that administering instruments is necessary to gather the students' opinions and recommendations about the materials during the development of the course, so that required changes can be applied in a timely manner. In order to comply with the "learner-centered" TBLT and ESP approach, researchers took into consideration the students' learning styles, cognitive level, wants, needs, lacks, and language level when designing materials in virtual settings. In like manner, the supervisors stated in the units' feedback that the materials were appropriate for the students' level, and they praised the use of ESP vocabulary, polite expressions, and structures that matched the ESP principle of authenticity. Through their observations, they confirmed the students' active participation and level of engagement as well as meaningful communication. Both the supervisors' and the students' comments seem to confirm that the course materials matched the principle of authenticity by providing learning opportunities, triggering motivation, increasing students' engagement, and promoting the use of authentic communication to put into practice vocabulary and language structures necessary for a future academic and professional setting.

Nevertheless, the students' responses provided insights in terms of improvement that needed careful attention. For instance, they reported repetitiveness in some activities that might have affected their level of engagement. Another observation was the need for extra activities to use the language outside of class time such as speech recordings that could allow them to monitor their progress; the need for more vocabulary in the reading unit was also pointed out as a way for students to complete the tasks with more support. They also pointed out the need for more interactive materials in the reading lesson; as a consequence, the materials used in the following units were considerably improved in this regard. In the same way, the supervisors provided feedback in order to focus on areas of improvement. One of the comments found in the three units was related to the presence of minor mistakes with authentic language, materials editing, language accuracy, phrasing, and conciseness that could create misunderstandings when using the language in context. In sum, although minor weaknesses were found in the ESP materials, to a greater extent, the appraisal from the students and supervisors leaned more towards the positive results.

Recommendations

As part of the ongoing assessment of an ESP course, there are opportunities for further development and improvement of the materials. In this section, the researchers provide recommendations for future designers to take into account the students' opinions throughout the course.

1) Design additional goals and objectives in order to avoid repetitive activities during the course. This could maximize the students' motivation and active participation by taking into consideration their needs, learning styles, preferences, and cognitive and language level. The researchers recommend finding ways to vary the materials by including more games, applications, virtual handouts, and videos that are communicative-oriented. In addition to ongoing materials' evaluation, future researchers can administer an instrument to find out other areas that students would like to improve instead of recycling content in materials that the students feel they already master. It is also necessary to conduct further research about interactive platforms, website tools, applications, online educational games, and video generators in order to keep students motivated and to enhance participation during the class.
2) Take into account the students' cognitive level, linguistic needs, and language skills that the target population needs. In order to successfully comply with the principles of authenticity and supportiveness, the researchers carried out a needs analysis that involved several sources such as experts in the topic, authentic materials, and the population itself. In virtual environments, there is a diversity of materials online that can be used and adapted in order to teach a lesson that resembles real life situations and authentic language.
3) Create interactive activities for the reading unit. Reading is a skill that is difficult to assimilate for students due to the heavy workload that it entails. Therefore, it is

important to incorporate activities such as games that trigger and keep students' engagement in the reading classes.

4) Keep the materials in one educational online platform such as "Google Classroom" for students to access the materials at any time as a self-study source as the researchers in this course did. The use of these platforms lets students have all the materials in one place and allows them to access self-study contents triggering their autonomous learning and sense of progression as learners.
5) Proofread the materials before teaching the lessons. Fine-tuning and reviewing instructions, language use, structures, and vocabulary are necessary steps to avoid misunderstandings for the students. This step is crucial to have materials be as realistic and accurate as possible in order to match the principles of authenticity and supportiveness in TBLT and ESP contexts.

Limitations

During this investigation, the researchers encountered three main limitations. The first limitation was related to the number of students who participated in the ESP course. The second limitation was about obtaining information from the students for research purposes. Finally, the third limitation was related to the limited access to virtual applications.

To begin with, the small number of students enrolled in the ESP course could be considered a limitation from a quantitative research point of view. Nonetheless, from the qualitative ESP context of the study, the results obtained from a small group can still be valid and positive as they reflect the evolution of the students and the tailoring of the materials to their needs based on their regular input. Additionally, the triangulation of data obtained from different sources adds more validity to the results obtained, strongly suggesting that the ESP materials were indeed rich in terms of authenticity and supportiveness. Further, the effort to tailor the materials through an ongoing evaluation process ensured that ESP principles were largely fulfilled.

Secondly, it was difficult to collect information from the students for research purposes due to the virtual teaching environment. Since research instruments were sent to students via Google Forms asynchronously, data collection was more difficult to complete. For instance, some students forgot to fill out the forms, and some others had time limitations. As a result, it was harder for the researchers to make adjustments according to the students' needs and recommendations regarding materials in a timely manner. Though this does not seem to have affected students' responses negatively, with a different population it may very well affect the assessment of materials.

Finally, the limited access to virtual applications and websites affected the variety of activities and interactive materials. For example, some online applications provided limited features and options for free versions. Therefore, some materials could have been more interactive and attractive for the students. In the ESP course, some activities had to be repeated with the same applications and websites, and some materials had to be more traditional. However, although some web tools had to be reused, the creation of digital handouts was able to overcome these limitations so that the students' performance was not affected, resulting in useful means for the students to put into practice the language in context and to successfully complete the classroom activities in various interactional settings.

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Appendices

Appendix A: Student Needs Analysis Questionnaire

Universidad de Costa Rica
PF0309-Diseño de Práctica Profesional
Cuestionario de análisis de necesidades
Christofer Rolando Arias Corrales, B20569
Olga Jannid Chaves Mendoza, A06578
Angie Navarro Rodríguez, A16191

Este cuestionario fue diseñado para recolectar información acerca de las necesidades del aprendizaje del inglés de un grupo de estudiantes de la carrera de Bachillerato y Licenciatura en Contaduría Pública y Bachillerato y Licenciatura en Dirección de Empresas de la Universidad de Costa Rica. Este instrumento es parte de la recolección de datos para el curso de Diseño de Práctica Profesional del Programa de Maestría en la Enseñanza del Inglés como Lengua Extranjera. Por lo tanto, toda la información recolectada en el siguiente cuestionario será estrictamente confidencial y utilizada únicamente para fines de la investigación.

Parte I. Información Personal.

Número telefónico: _____________________.

Correo electrónico: _____________________.

Carrera a la que pertenece: _____________________.

Año de carrera: _____________________.

Parte II. Experiencia previa del aprendizaje del inglés.

Marque con una “X” la opción que mejor se ajusta a su situación.

1. ¿Ha estudiado inglés anteriormente? Sí____. No____.

2. Si marcó “Sí”, puede seleccionar una o varias de las siguientes opciones:

   ❑ He tomado cursos de inglés previamente.

   ¿Por cuánto tiempo? ___________.

   ❑ Aprendí inglés en la escuela y/o colegio.

   Público ___. Privado ___. Bilingüe ___.

- ❑ Aprendí inglés informalmente mientras vivía en otro país.

  ¿Por cuánto tiempo? ___________.

- ❑ Aprendí inglés por ver películas, por jugar videojuegos y escuchar música en inglés. Especifique el método ______________________________

- ❑ Aprendí inglés por medio de tutorías privadas.

- ❑ Aprendí inglés de forma autodidacta.

- ❑ Otro (Especifique) ____.

Parte III. Uso del inglés.

3. ¿Utiliza el inglés en sus estudios actuales?

   Sí ____. No ____. (En caso de que haya seleccionado "No", continúe a la pregunta 6)

4. ¿En cuáles actividades académicas utiliza el inglés? Marque con una "X" la opción entre 1 y 5 en la siguiente escala en donde el número 1 indica que usted utiliza el inglés con una frecuencia muy baja y el 5 con una frecuencia muy alta para estas actividades.

Actividades académicas	**1**	**2**	**3**	**4**	**5**
Leer artículos o diarios relacionados con su área de estudio.					
Escribir cartas para otras personas en inglés.					

Entender el idioma en las conferencias y videos relacionados con su área de estudios.					
Entender el idioma en lecturas asignadas.					
Entender el idioma en talleres y capacitaciones.					
Entender el idioma con fines investigativos.					
Entrevistar expertos en mi materia para realizar una asignación en un curso.					

5. Si usted necesita el inglés en otras actividades académicas descríbalas en el espacio a continuación.

____

____

____

6. ¿En cuáles actividades profesionales futuras considera usted que necesitará el inglés? Selecciónelas con una "X".

- ❑ Leer artículos o revistas relacionadas con negocios.
- ❑ Entender el idioma en las conferencias y seminarios relacionados con su área de trabajo.
- ❑ Escribir emails en inglés.
- ❑ Establecer relaciones de negocios.
- ❑ Entender situaciones laborales descritas por clientes.
- ❑ Comunicarse cordialmente con los clientes u otras organizaciones de manera escrita.

- ❑ Establecer negociaciones con clientes u otras organizaciones.
- ❑ Comunicarse cordialmente con los clientes u otras organizaciones de manera oral.
- ❑ Comunicar las características de un producto o servicio.
- ❑ Agendar citas.
- ❑ Comunicarse con otros colegas.
- ❑ Otra: ____

Parte IV. Temáticas referentes al área de negocios.

7. ¿En cuáles temáticas referentes al área de negocios considera usted que necesita más el inglés? Marque con una “X” la opción entre 1 y 5 en la siguiente escala en donde el número 1 indica que usted necesita el inglés con una frecuencia muy baja y el 5 con una frecuencia muy alta para estas actividades.

Temáticas referentes al área de negocios	**1**	**2**	**3**	**4**	**5**
Finanzas					
Marketing					
Management					
Temas fiscales					
Liderazgo					

Recursos humanos					
Emprendedurismo					
Temas comerciales					
Benchmarketing					
Empowerment					

8. Si usted necesita el inglés en otras actividades temáticas referentes al área de negocios descríbalas en el espacio a continuación.

____
____
____

Parte V. Destrezas en el inglés.

9. En orden de preferencia (del 1 al 4), indique cuáles destrezas deberían recibir más atención en un curso específico para su área de estudios y laborales.

    - Auditivas ______.
    - Orales ______.
    - Lectura ______.
    - Escritura ______.

10. En su opinión, ¿por qué asignó tal orden de preferencia?

11. Marque con una “X” la opción que mejor describe sus destrezas en el idioma inglés.

Destrezas	Nunca	Rara vez	Algunas veces	Usualmente	Siempre
Puedo entender el vocabulario de negocios en inglés.					
Puedo describir oralmente información referente a productos o servicios en inglés.					
Puedo describir por escrito información referente a productos o servicios en inglés.					
Puedo redactar emails y cartas formales en inglés.					
Puedo comunicarme con personas de mi área de estudio en inglés.					

Puedo entender el inglés escrito en artículos, trabajos de investigación o revistas de negocios.					
Puedo pronunciar el inglés correctamente.					
Entiendo el inglés hablado en las conferencias.					

12. Si considera que hay alguna otra destreza importante de mencionar, descríbala en el espacio a continuación.

    ____
    ____
    ____

Parte VI. Preferencias de actividades en clase.

13. Marque con una "X" las actividades en clase que usted considera importantes para un curso de idiomas.

Yo prefiero aprender cuando…

- ❑ Trabajo de forma individual
- ❑ Trabajo en parejas
- ❑ El enfoque es en ejercicios de escucha
- ❑ El enfoque es en escritura
- ❑ Trabajo en grupos
- ❑ Realizo juegos
- ❑ Tengo conversaciones de temas libres con mis compañeros
- ❑ Uso de dramatizaciones en grupo para simular situaciones de la vida real
- ❑ Se hacen diálogos o debates en grupo

- ❏ Hay apoyo visual (observo presentaciones, imágenes, videos)
- ❏ Uso de la repetición y fonética para aprender a pronunciar
- ❏ El enfoque es en lectura
- ❏ Uso de ejercicios de completar para practicar la gramática
- ❏ Uso de presentaciones individuales para mejorar la habilidad de hablar en público
- ❏ Uso de artículos, libros y revistas de mi área para aprender vocabulario.
- ❏ Otros: ____

Parte VII. Estilos de aprendizaje

14. Marque con una “X” la o las formas que me facilitan aprender un idioma.

- ❏ Visual (Prefiero usar fotos, imágenes, y entendimiento espacial).
- ❏ Auditivo (Prefiero usar sonido y música al aprender).
- ❏ Verbal (Prefiero expresar mis opiniones de manera oral como escrita).
- ❏ Kinestésico (prefiero aprender a través del movimiento).
- ❏ Lógica (prefiero usar la lógica y el razonamiento).
- ❏ Social (prefiero aprender en grupos o con otras personas).
- ❏ Individual (prefiero aprender de manera individual).

Appendix B: Second Student Questionnaire

Universidad de Costa Rica
PF0309-Diseño de Práctica Profesional
Cuestionario de análisis de necesidades
Christofer Rolando Arias Corrales, B20569
Olga Jannid Chaves Mendoza, A06578
Angie Navarro Rodríguez, A16191

Cuestionario de Seguimiento

Este cuestionario fue diseñado para dar seguimiento a la recolección de información acerca de las necesidades del aprendizaje del inglés de un grupo de estudiantes de la carrera de Bachillerato y Licenciatura en Contaduría Pública y Bachillerato y Licenciatura en Dirección de Empresas de la Universidad de Costa Rica. Este instrumento es parte de la recolección de datos para el curso de Diseño de Práctica Profesional del Programa de Maestría en la Enseñanza del Inglés como Lengua Extranjera. Por lo tanto, toda la información recolectada en el siguiente cuestionario será estrictamente confidencial y utilizada únicamente para fines de la investigación.

1. Según los resultados, aparte de utilizar la habilidad de escribir para enviar correos, algunos de ustedes respondieron que el inglés es necesario para enviar informes. ¿Podría especificar qué tipos de informes tiene usted que realizar en su carrera? ¿Cuál es su propósito?

____
____
____

2. ¿Ha utilizado libros, artículos, videos, o algún otro recurso en inglés en su carrera como parte del material de un curso?

____
____
____

3. Si ha marcado "Sí" en la pregunta anterior, mencione algunos ejemplos.

____
____
____

4. ¿Con qué propósitos específicos necesita/usa el lenguaje técnico en inglés en su área de estudio?

____
____
____

5. ¿Qué actividades propiamente de su área considera usted que serían provechosas para aprender en un curso de inglés específico de su carrera? Indique en cada una de las áreas.

Oral:

____
____
____

Auditiva:

____
____
____

Lectura:

____
____
____

Escritura:

____
____
____

6. Para cada una de las siguientes temáticas, sugiera actividades concretas que se podrían enseñar en un curso de inglés específico para su carrera.

Finanzas:

____
____
____

Marketing:

____
____
____

Management:

____
____
____

Temas comerciales:

____
____
____

Recursos Humanos (reclutamiento):

____
____
____

Contaduría (Auditoría):

____
____
____

7. Marque con una “X” la o las estrategias que le facilitan su aprendizaje.

- ❑ Tomar notas.
- ❑ Realizar resúmenes.
- ❑ Crear una palabra clave para recordar mejor.
- ❑ Subrayar o resaltar textos.
- ❑ Memorizar.
- ❑ Deducir significados por contexto.
- ❑ Representar gráficamente los contenidos (esquemas, mapas conceptuales, diagramas, mapas mentales, dibujos y gráficos entre otros).
- ❑ Practicar una presentación.
- ❑ Repetir información.
- ❑ Asociar unas ideas del tema con otras o con su propia experiencia.
- ❑ Trabajar conjuntamente con otros compañeros para comprobar su forma de trabajo.
- ❑ Grabar el tema y escucharlo.
- ❑ Formar una imagen mental.
- ❑ Identificar mentalmente las ideas importantes.
- ❑ Centrar la atención en lo importante.
- ❑ Releer el material o esperar a que se clarifique la duda más adelante.
- ❑ Predecir, a medida que leo; lo que vendrá después en el texto.

8. ¿Podría usted facilitarnos algún material digital sin importar el idioma (vídeo, revista, artículo, libro, asignación u otro) que haya utilizado en algún curso de su carrera y que nos ayude con el diseño del curso de inglés específico? Favor enviar archivos a éste correo. Si gustan compartir links, favor usar el espacio a continuación.

9. ¿Podría usted recomendarnos el contacto de algún profesor o coordinador dentro de la carrera que nos pueda facilitar información para el diseño del curso de inglés específico?

Appendix C: Stakeholder Interview

Universidad de Costa Rica
PF0309-Diseño de Práctica Profesional
Entrevista de análisis de necesidades
Christofer Rolando Arias Corrales, B20569
Olga Jannid Chaves Mendoza, A06578
Angie Navarro Rodríguez, A16191

Entrevista

Este instrumento fue diseñado para recolectar información acerca de las necesidades de aprendizaje del idioma inglés de un grupo de estudiantes de las carreras de Bachillerato y Licenciatura en Contaduría Pública y Bachillerato y Licenciatura en Dirección de Empresas de la Universidad de Costa Rica. Este instrumento es parte del proceso de recolección de datos para el curso de Diseño de Práctica Profesional del Programa de Maestría en la Enseñanza del Inglés como Lengua Extranjera. Por lo tanto, toda la información recolectada en el siguiente cuestionario será estrictamente confidencial y utilizada únicamente para fines del desarrollo de un curso de inglés específico para el área de estudio y laboral de la población estudiantil en consideración.

I. Información general de la carrera

1. De la totalidad de cursos de las carreras de Bachillerato y Licenciatura en Contaduría Pública y Bachillerato y Licenciatura en Dirección de Empresas, ¿cuáles requieren del uso del idioma inglés? Mencione los cursos y las actividades que se realizan utilizando el idioma.

____
____
____

2. ¿Qué tipo de actividades se podrían realizar en una clase de inglés que se asemejen a situaciones de la vida real relacionadas con las carreras de Bachillerato y Licenciatura en Contaduría Pública y Bachillerato y Licenciatura en Dirección de Empresas?

____
____
____

3. ¿Qué tipo de actividades académicas deben realizar los estudiantes de las carreras de Bachillerato y Licenciatura en Contaduría Pública y Bachillerato y Licenciatura en Dirección de Empresas en las que se requiera el uso del idioma inglés?

4. ¿Qué tipos de materiales auténticos son utilizados en los cursos de las carreras de Bachillerato y Licenciatura Dirección de Empresas y Bachillerato y Licenciatura Contaduría Pública que requieren el uso del idioma inglés?

II. Necesidades lingüísticas

1. En su criterio, ¿cuál debe ser el nivel de conocimiento del idioma inglés para un estudiante de las carreras de Bachillerato y Licenciatura en Contaduría Pública y Bachillerato y Licenciatura en Dirección de Empresas? (principiante bajo, principiante avanzado, intermedio bajo, intermedio avanzado, o avanzado).

2. En su opinión, ¿cuál debe ser el nivel de dominio del idioma inglés de un egresado de las carreras de Bachillerato y Licenciatura en Contaduría Pública y Bachillerato y Licenciatura en Dirección de Empresas para desenvolverse en el mercado laboral? (principiante bajo, principiante avanzado, intermedio bajo, intermedio avanzado, o avanzado).

3. ¿En cuáles actividades profesionales considera usted que los estudiantes de las carreras de Bachillerato y Licenciatura en Contaduría Pública y Bachillerato y Licenciatura en Dirección de Empresas utilizarían el idioma inglés?

4. ¿En cuáles aspectos de estudio o trabajo de las carreras de Bachillerato y Licenciatura en Contaduría Pública y Bachillerato y Licenciatura en Dirección de Empresas considera usted que se necesita un mayor nivel de dominio del inglés?

___

___

___

5. ¿Qué tipo de vocabulario técnico y académico de las carreras de Bachillerato y Licenciatura en Contaduría Pública y Bachillerato y Licenciatura en Dirección de Empresas debe dominar los estudiantes en el idioma inglés?

___

___

___

6. ¿Cuáles habilidades del idioma inglés son más necesarias para los estudiantes de las carreras de Bachillerato y Licenciatura en Contaduría Pública y Bachillerato y Licenciatura en Dirección de Empresas? (escuchar, escribir, hablar, leer, vocabulario, pronunciación y gramática).

___

___

___

Appendix D: Specialist Informant Survey

Universidad de Costa Rica
PF0309-Diseño de Práctica Profesional
Entrevista de análisis de necesidades
Christofer Rolando Arias Corrales, B20569
Olga Jannid Chaves Mendoza, A06578
Angie Navarro Rodríguez, A16191

Encuesta para Especialistas

Este instrumento fue diseñado para recolectar información acerca de las necesidades de aprendizaje del idioma inglés de un grupo de estudiantes de las carreras de Bachillerato y Licenciatura en Contaduría Pública y Bachillerato y Licenciatura en Dirección de Empresas de la Universidad de Costa Rica. Este instrumento es parte del proceso de recolección de datos para el curso de Diseño de Práctica Profesional del Programa de Maestría en la Enseñanza del Inglés como Lengua Extranjera. Por lo tanto, toda la información recolectada en el siguiente cuestionario será estrictamente confidencial y utilizada únicamente para fines del desarrollo de un curso de inglés específico para el área de estudio y laboral de la población estudiantil en consideración.

1. Carrera(s) para la(s) cual(es) labora
   - ❑ Bachillerato y Licenciatura en Contaduría Pública
   - ❑ Bachillerato y Licenciatura en Dirección de Empresas

2. De los cursos de la carrera para la cual labora, ¿sabe usted cuáles requieren del uso del idioma inglés? Mencione los cursos.

____
____
____

3. ¿Qué tipo de actividades se podrían realizar en una clase de inglés que se asemejen a situaciones de la vida real relacionadas con las carreras?

____
____
____

4. De las siguientes actividades académicas, ¿cuáles deben realizar los estudiantes de la carrera en las que se requiere el uso del idioma inglés?
   - ❑ Leer artículos o diarios relacionados con su área
   - ❑ Escribir cartas para otras personas en inglés.
   - ❑ Entender el idioma en las conferencias y vídeos relacionados con su área de estudios.
   - ❑ Entender el idioma en lecturas asignadas.
   - ❑ Entender el idioma en talleres y capacitaciones.
   - ❑ Entender el idioma con fines investigativos.
   - ❑ Entrevistar expertos en mi materia para realizar una asignación en un curso.

5. ¿Qué tipos de materiales no didácticos (por ejemplo: estados financieros, informes de auditoría, entre otros) son utilizados en los cursos de las carreras que requieren el uso del idioma inglés?

   ____
   ____
   ____

6. En su opinión, ¿cuál debe ser el nivel de dominio del idioma inglés de un egresado de la carrera para desenvolverse en el mercado laboral?
   - ❑ Principiante bajo
   - ❑ Principiante avanzado
   - ❑ Intermedio bajo
   - ❑ Intermedio avanzado
   - ❑ Avanzado

7. ¿En cuáles actividades profesionales considera usted que los estudiantes de las carreras utilizarían el idioma inglés?
   - ❑ Leer artículos o revistas relacionadas con negocios.
   - ❑ Entender el idioma en las conferencias y seminarios relacionados con su área de trabajo.
   - ❑ Escribir emails en inglés.
   - ❑ Establecer relaciones de negocios.
   - ❑ Entender situaciones laborales descritas por clientes.
   - ❑ Comunicarse cordialmente con los clientes u otras organizaciones de manera escrita.
   - ❑ Establecer negociaciones con clientes u otras organizaciones.
   - ❑ Comunicarse cordialmente con los clientes u otras organizaciones de manera oral.
   - ❑ Comunicar las características de un producto o servicio.
   - ❑ Agendar citas.

- ❑ Comunicarse con otros colegas.
- ❑ Otra____.

8. ¿En cuáles aspectos de estudio o trabajo considera usted que se necesita un mayor nivel de dominio del inglés?
    - ❑ Finanzas
    - ❑ Marketing
    - ❑ Management
    - ❑ Temas fiscales
    - ❑ Liderazgo
    - ❑ Recursos humanos
    - ❑ Emprendedurismo
    - ❑ Temas comerciales
    - ❑ Benchmarketing
    - ❑ Empowerment
    - ❑ Otra:____.

9. ¿Qué tipo de vocabulario técnico y académico relacionados con las carreras debe dominar los estudiantes en el idioma inglés?

____
____
____

10. ¿Cuáles habilidades del idioma inglés son más necesarias para los estudiantes de las carreras? Marque con una "X" la opción entre 1 y 5 en la siguiente escala en donde el número 1 indica una frecuencia muy baja y el 5 una frecuencia muy alta.

Habilidades y destrezas	**1**	**2**	**3**	**4**	**5**
Escuchar					
Escribir					
Habla					

Leer					
Vocabulario					
Pronunciación					
Gramática					

Appendix E: Student Syllabus

University of Costa Rica

Master's program in Teaching English as a Foreign Language

Instructors: Christofer Arias, Olga Chaves, and Angie Navarro

Schedule: Wednesdays from 5:00 p.m. to 7:15 p.m.

Course Name: Negotiating More Than Meaning: An Online English Course for Business and Accounting Students.

I. Course Description

This ESP online course was designed by three practicum students of the Master's Program in English Teaching as a Foreign Language for students of the Business Administration and Accounting majorss of the UCR. "Negotiating more than Meaning" is designed to provide students with the macro skills needed to fulfill their current and future needs related to their majors and future occupations. The course will be aimed mainly at students with a low intermediate proficiency level. The course will be offered online by means of different interactive tools, led by the videoconferencing platform Zoom to carry out synchronic class sessions. The course will be taught on Wednesdays from 5:00 p.m. to 7:15 p.m.

The macro skills of reading, speaking, and writing will be included in three units, whose purpose is to have students perform academic, professional, and real-life tasks related to business. Reading academic texts, writing, and sending financial statements, and speaking with customers will be some of the main tasks developed in this course. The course will be taught during the second semester of 2020, and students will be required to obtain a grade of 70 or higher to receive a certificate of completion of the Business English course.

II. Statement of Goal and Objectives

Unit 1: Reading and Discussing Business Texts

Goal: At the end of the unit, students will be able to successfully demonstrate understanding of excerpts from business academic articles and textbooks by identifying relevant technical vocabulary, main and supporting ideas, and key specific details.

1. **General Objective:** By the end of the lesson, students will be able to effectively identify technical vocabulary by skimming and scanning for key terms in academic articles and textbooks according to previously given definitions or explanations.
2. **General Objective:** By the end of the lesson, students will be able to effectively identify main ideas and supporting details in authentic texts by accurately predicting the organization of ideas in article and textbook excerpts.
3. **General Objective:** By the end of the lesson, students will be able to successfully identify key specific details in authentic business texts by choosing the best answer to comprehension questions based on textual evidence.

Unit 2: Speaking Business

Goal: At the end of the unit, students will be able to effectively carry out business meetings, solve marketing case studies, and describe products services orally by appropriately using cordial expressions, business-related vocabulary, and grammar structures.

1. **General Objective:** By the end of the lesson, students will be able to effectively simulate business meetings by using cordial expressions to communicate with colleagues.

2. **General Objective:** By the end of the lesson, students will be able to effectively solve marketing case studies by using appropriate business-related vocabulary and discussing information with classmates.

3. **General Objective:** By the end of the lesson, students will be able to accurately describe and promote a product or service in an oral presentation by using previously learned vocabulary and expressions.

Unit 3: Writing and Sending Financial Statements

Goal: At the end of the unit, students will be able to adequately prepare financial statements by correctly identifying their parts, assembling a complete statement, and writing a submission email.

1. **General Objective:** By the end of the lesson, students will be able to accurately identify the parts of a financial statement by matching the parts of the text with the correct labels in authentic documents.

2. **General Objective:** By the end of the lesson, students will be able to effectively assemble their own financial statements by correctly organizing available information in written form and using previously learned vocabulary.

3. **General Objective**: By the end of the lesson, students will be able to effectively write emails to submit financial statements to superiors by using cordial phrases.

III. Methodology

This ESP course will allow students to integrate reading, listening, and writing into their academic, professional, and real-life needs. Those needs will be developed by means of a Task-Based Learning Approach (TBLT) in three different units by a team of three student-teachers. Classes will be focused on communication and meaning, allowing students to negotiate meaning, clarify information with classmates and student-teachers, learn the pronunciation of field-related words, apply technical vocabulary in different contexts, comprehend business and accounting texts, write financial reports, write formal business emails, learn business expressions to communicate with co-workers, and communicate cordially with customers. Instructors will use authentic materials such as videos, readings, audios, and digital handouts to allow students to have a learning experience that prepares them for real-life tasks. Technological tools and platforms are integrated for the development of the course through the use of Google classroom, Google forms, email communication, interactive games, and Zoom features such as breakout rooms, and sharing screens to train students to face real-life situations in computer-based communication in their future workplaces.

IV. Assessment

Evaluation of the course

Contents	**Value**
Unit 1: Reading test	25%
Unit 2: Speaking test	25%
Course portfolio	10%
Participation	10%
Oral project: Creating and promoting a product or a service	15%
Written project: Writing cordial emails	15%
Total	**100%**

V. Contents

Unit 1: Reading and Discussing Business Texts

Unit 2: Speaking Business

Unit 3: Writing and Submitting Financial Statements

Appendix F: Unit 1: Reading Test

C. Arias, O. Chaves, A. Navarro
Negotiating More Than Meaning
Unit 1: Reading and Discussing Business Texts
Reading Test

Total: 40 points
Percentage: 25%

Instructions: In the following test, you will find excerpts and paragraphs from different business texts. Read carefully each text and answer the questions below. Please, do not use the aid of any external sources such as dictionaries, books, people, or the internet. Your answers must be as honest as possible.

Student's Name:

Email:

Part I: Scanning

Scan the following text and answer the questions in short form. (5 points)

Brands as a barometer of personal beliefs

In this new brand context, a brand's values and what it contributes to a person's belief system has become the decisive choice factor for many. This applies to what car people drive, what clothes they wear, what food they eat. Price and location also matter, but values can be the differentiator for the discerning consumer or for one making a choice between similarly priced brands. Those values can be anything from demonstrating wealth and being part of a particular elite class – such as when purchasing the latest Audi convertible – to demonstrating more morally based buying choices, such as choosing a 'green', environmentally conscious brand such as the Toyota Prius. Brands must be in tune with these changes in society as well as with wider cultural currents. The current 'ethical' stance in Western Europe is for brands to be more environmentally responsive, though this is not yet necessarily evident in newer consumer markets such as those of the Ukraine, China or India. Brands in these emergent consumer markets are often associated with a status and wealth and so environmental concerns may be secondary or not considered at all. Likewise, in tougher economic times, consumers may make less discerning choices regarding quality or ethics, and simply buy on price. Today's brands exist in a new environment that poses challenges to marketers. The emergence of social media, environmental and social responsibility and segmented audiences (such as the super-rich, those in developing countries or young teenagers), have created more complex environments for brands, which offer opportunities for brands to move to new, different levels of engagement, or to lead in a particular area.

Taken from: Davis, M. (2009). The fundamentals of branding. AVA Publishing SA.

1. What is an example of a "green" brand?

2. Where are brands more environmentally responsive?

3. In what countries are brands often associated with a status and wealth?

4. What are the challenges that marketers face in today's markets?

5. What are examples of segmented audiences mentioned in the text?

Part II: Skimming

Read the following texts and select the option that best represents the main idea. (20 points)

Text 1

The term 'branding' is often used as a catch-all to define many things, from the general marketing of a product to a name change or logo creation. Developing a brand that is sustainable requires a deep understanding of how that business, organization or person operates. The branding process offers a backbone to the business by helping to define the company's position in its market (including its place among its competitors), and a direction and vision for the business. Once this is established, a brand strategy can be formulated which acts as a blueprint for the business and further defines areas such as audiences and brand values. In essence, a brand is the encapsulation of a company’s core value as well as representing its aspirations and aims. It must be an accurate and authentic reflection of the business and should be visible to employees as well as to customers.

Taken from: Davis, M. (2009). The fundamentals of branding. AVA Publishing SA.

1. What is the main idea of the text?

A. Branding should be visible to employees as well as to customers.

B. Branding strategies can help businesses define audiences and values.

C. Branding not only involves to the promotion of a product but also the company's values.

Text 2

The buying power of individuals has increased as parts of society have become more affluent. Couple this with an increasingly fragmented media, spanning endless TV channels, magazines, online media and forms of advertising, and it is easy to see how brand audiences have become much more segmented, forming their own individual communities and associations. Dividing audiences into segments can help identify a larger group of people with similar tastes. It has spawned a range of distinct audience ‘types’. A brand may offer a key service or product for that audience and then extend the range. This audience segmentation may lead brands to adopt a variety of means to catch the customer’s attention – from mainstream advertising to forms of digital advertising and ambient media.

Taken from: Davis, M. (2009). The fundamentals of branding. AVA Publishing SA.

2. What is the main idea of the text?

A. Brand audiences can form their own invidual communities and associations.

B. Audience segmentation helps brands to catch consumers' attention through advertisment and media.

C. A brand may offer a key service or product for an audience and then extend the range.

Text 3

In most emerging or newly emerged markets, from BRIC (Brazil, Russia, India, and China) to Southeast Asia and Africa, negotiators are unlikely to trust their counterparts until an affective connection has been made. The same is true for most Middle Eastern and Mediterranean cultures. That may make negotiations challenging for task-oriented Americans, Australians, Brits, or Germans. Ricardo Bartolome, a Spanish manager, told me that he finds Americans to be very friendly on the surface, sometimes surprisingly so, but difficult to get to know at a deeper level. “During a negotiation they are so politically correct and careful not to show negative emotion,” he said. “It makes it hard for us to trust them.”

Adapted from: Meyer, E. (2015). Getting to si, ya, oui, hai, and dai. Harvard Business Review

3. What is the main idea of the text?

A. Americans are friendly on the surface but hard to get to know them.

B. For some cultures, building an affective connection is necessary to have successful negotiations.

C. Negotiations may be challenging for task-oriented cultures.

Text 4

Salespeople use an assume-the-close technique frequently. After having a general discussion about the needs and positions of the buyer, often the seller will take out a large order form and start to complete it. The seller usually begins by asking for the buyer’s name and address before moving on to more serious points (e.g., price, model). When using this technique, negotiators do not ask the other party if he or she would like to make a purchase. Rather, they act as if the decision to purchase something has already been made so they might as well start to get the paperwork out of the way.

Taken from: Lewicki, R. J., Saunders, D. M., & Barry, B. (2012). Essentials of negotiation. McGraw-Hill.

4. What is the main idea of the text?

A. A general discussion about the needs of the buyer is recommended to close a deal.

B. Salespeople ask to the other party if he or she would like to make a purchase.

C. Salespeople regularly assume that the the decision to purchase something has already been made.

Text 5

In salary negotiations alone, women routinely leave hundreds of thousands of dollars on the table. Over the course of their careers, small differences between what women accept and what they could have earned mount up dramatically. Suppose that two 30-year-old recent MBA graduates, a man and a woman, receive job offers for $100,000 a year. By negotiating, the man raises his offer to $111,000, while the woman accepts the $100,000 without trying to get more. Even if both receive identical 3% raises for the rest of their careers, by the time they retire at 65, the difference between their annual salaries will have widened to $30,953.

Taken from: Training women to be leaders: Negotiating skills for success. (2012). Program on Negotiation Harvard Law School.

5. What is the main idea of the text?

A. Men negotiate their salaries better than women do.

B. Women and men with the same MBA degree receive equal job offers and salaries.

C. In a long term, women lose lots of money by not negotiating their salaries as men do.

Part III: Comprehension Questions

Read the following text and select the correct answer. (10 points)

BUSINESS NEGOTIATION STRATEGIES

So, you want to reach a more creative agreement... but how?

You've heard it many times: to get the most out of an agreement and a new business relationship, you have to collaborate to find new sources of value in addition to claiming value for yourself. Yet coming up with original, value- creating ideas can be easier said than done.

As Daniel Kahneman explains in his book Thinking, Fast and Slow (Farrar, Straus and Giroux, 2011), the vigilant, analytic thinking that we strive to adopt in negotiation is actually less conducive to creativity than the superficial, intuitive thinking we often try to avoid. In the midst of formulating arguments and crunching numbers, how can we open our minds to novel ideas? Here we present three basic techniques that you can use to get your creative juices flowing the next time you want to squeeze more value out of a negotiation.

1. Break the problem into smaller parts.

Perhaps the most helpful step you can take to promote creativity as a negotiator is to break problems into smaller components, writes Leigh Thompson in The Mind and Heart of the Negotiator (Pearson Prentice Hall, 2011). By doing so, you can build a multi-issue negotiation out of what might appear to be a single-issue deal.

Negotiators often think they are haggling over a single issue, but that is rarely the case. In 2003, a university and its food and commercial workers' union avoided a strike despite a $300,000 deficit by breaking a single issue— the union's desire for wage increases—into multiple issues, including job security, parking fees, access to facilities, and overtime costs, writes Thompson. Identifying multiple issues positions you to make valuable tradeoffs based on your differing preferences.

How can you foster this type of creative mind-set in a counterpart who seems fixated on a single issue? Ask lots of questions, and listen carefully to the answers. Then consider using the information the other party shares to open up a conversation about your respective preferences regarding the varying issues.

If your counterpart is reluctant to engage in such a discussion, put together several different packages for his review. When you put forth several proposals at the same time, you are likely to impress the other side with your flexibility and encourage him to reciprocate with his own innovative ideas. Even if he doesn't like any of your initial proposals, his reactions will steer you in new directions for discussion.

2. Consider novel deal terms.

An array of issues may be on the table, but price can remain a sticking point, especially in the current economy. Unconventional deal-structuring arrangements can offer a way to bridge the gap between what a seller wants and what a buyer can afford.

When one side doesn't have the funds needed to push through a deal, consider whether you can barter your way to the finish line. Thompson tells the story of a Formula 1 motor-racing team that wanted to launch a new website but didn't have the budget to pay a London-based design studio to do the work. Instead of haggling over price, the team offered to pay for the website with tickets to upcoming Formula 1 races. The design studio readily agreed, seeing the opportunity to use the tickets to reward staff members for their performance and to woo new clients and pamper existing ones.

In addition, as we've discussed in past articles, a contingent contract offers a way to overcome differences in beliefs about future events and outcomes. Instead of arguing about how the future will play out, negotiators can place a bet on it. The same design studio described in the previous paragraph took this route when negotiating a deal to build an e-commerce website for the U.K. Football Association, writes Thompson. The association was working with a limited budget and wasn't sure the website would pay off. So the studio proposed receiving a percentage of sales from the new site instead of a flat fee for its work. Such contingencies serve as a safety net that limits each side's losses if the agreement goes awry, according to Thompson.

Finally, negotiators often overlook opportunities to create more value by adding conditions to their deals, says Harvard Law School and Harvard Business School professor Guhan Subramanian. A condition is a deal-structuring technique that can be expressed in an "if " statement, such as "I'll do X if you'll do Y."

According to Subramanian, a condition might have been a game-changer for NBC in 2001, when the television network was negotiating with Paramount Studios to renew the eight-year-old hit TV show Frasier for another three years. NBC wanted a “cutback right” to cancel the show if ratings fell before the contract ended. Under pressure from the show’s star, Kelsey Grammer, Paramount refused; NBC backed down and agreed to pay approximately $5.4 million per episode for Frasier with no cutback right.

Subramanian argued that if NBC had given Paramount a choice between $5.2 million per episode without a cutback right or $5.5 million with a cutback right, this condition might have motivated the studio to put pressure on its star to accept the cutback right. As this example shows, creative negotiators not only find innovative ways to collaborate but also use their creativity to get what they want.

3. Try some mind games.

We’re all at least vaguely familiar with the concept of brainstorming—the popular technique used to unleash creativity in groups (and reduce the negative impact of “groupthink”). In a brainstorming session, individuals are encouraged to share whatever idea comes to mind, no matter how outlandish. Avoiding the urge to evaluate and criticize, the group gathers as many ideas as possible. At the end of the idea-generation stage, members may realize that they have adopted a more creative mind-set, and they may even find some good ideas on the list they’ve drawn up. Though research has found mixed results for the overall effectiveness of brainstorming in generating useful outcomes, negotiators who want to break out of an analytical mind-set might give it a try.

In her chapter “Creativity and Problem-Solving” in The Negotiator’s Fieldbook (American Bar Association, 2006), Jennifer Gerarda Brown suggests several other exercises that negotiators might use to stimulate their creativity. In “mind mapping,” a form of word association, negotiators write down the problem they are facing and then add whatever related words come to mind on the same piece of paper. After covering the paper with words, negotiators can draw lines to connect those that seem related. This technique is designed to draw potentially useful links between various aspects of a problem and thus trigger creative solutions to difficult problems.

Another technique, known as “flipping,” involves considering the opposite of a given situation or idea. Mediator Christopher Honeyman has found that this can help parties find novel solutions to their conflicts. When encouraged to share their “bad ideas,” disputants may feel freed to offer ideas they partially or secretly support. As in brainstorming, Brown writes, being given permission to disclaim ownership of our ideas may inspire more creative thinking.

Taken from: Business negotiation strategies: How to negotiate better business deals by Harvard University. (2014). Program on Negotiation Harvard Law School.

1. What are the three basic techniques mentioned in the text useful for?

A. To collaborate to find new sources of value.

B. To get the most out of an agreement and a new business relationship.

C. To be more creative next time you want to get more value out of a negotiation.

2. What is the purpose of "break the problem into smaller parts" technique?

A. To create a single-issue deal into a multi-issue negotiation.

B. To unleash creativity in groups (and reduce the negative impact of “groupthink”.

C. To build a multi-issue negotiation out of what might appear to be a single-issue deal.

3. What would a negotiator do if the counterpart refuses to engage in a discussion? The negotiator would

A. focus on a specific topic.

B. write down the problem they are facing.

C. motivate the other party to bring up new ideas.

4. What is the purpose of considering new deal terms?

A. Bargaining prices.

B. Adding conditions to their deals.

C. Considering the opposite of a given situation or idea.

5. What is the purpose of a contingent contract?

A. To inspire more creative thinking.

B. To benefit each side's earnings.

C. To keep a balance for each side's losses.

6. According to Subramanian, unconventional deal-structuring arrangements can

A. benefit only one counterpart.

B. creatively collaborate to please both parties.

C. break down problems by adding new conditions.

7. What is the main purpose of brainstorming when negotiating?

A. To break problems into smaller components.

B. To encourage to share whatever idea comes to mind.

C. To gather as many ideas ideas as possible to evaluate and criticize.

8. What is the main purpose of "mind-mapping"?

A. To cancel the contract before it ends.

B. To associate aspects of a problem and create solutions for it.

C. To add whatever related words come to mind on the same piece of paper.

9. What does the "flipping" technique mean?

A. To secretly support bad ideas.

B. To criticize all the solutions of the problem.

C. To consider the opposite of a given situation or idea.

10. As a conclusion, the text main idea is that we should

A. keep a close mind when negotiating.

B. have intuitive thinking to create novel ideas.

C. formulate arguments to use against the counterpart.

Part IV: Vocabulary

Complete the following statements by using the words and phrases in the word bank. (13 points)

cost breakdown	enhance	trade
market segmentation	outsourcing	brand engagement
joint venture	bid	supplier
legally binding	product ownership	risks
pull out the contract		

1. Movistar is looking for a ______________________________ with another company to offer a more quality entertaining experience to its users.

2. The company almost got broke because they did not consider the ______________________________ of accepting that deal.

3. The company is looking for new strategies to ______________________________ its marketing plan.

4. Costa Rica and USA signed a ______________________________ agreement that was crucial for our country's economy.

5. The company's ______________________________ asked for information about the arrival of our next order.

6. The company is considering ______________________________ to a new location as a measure to reduce costs.

7. Nike's new marketing campaign increased ______________________________ for their new "Air Jordans" by including celebrities in a TV commercial.

8. Before launching a product, it is important to analyze its ______________________________ in order to know how convenient it could be to offer it in the market.

9. Microsoft made a multimillion-dollar ______________________________ to buy Skipe.

10. Once a contract is signed, it becomes ______________________________ because all the parties have agreed on its terms and conditions.

11. If you could ______________________________ before tomorrow’s negotiation, I would really appreciate it.

12. ______________________________ enhances the personal value of a product for the consumers.

13. ____________________________ is a useful way for companies to define their audiences every time they need to promote a new product.

Part V: Discourse Markers

Read the following statements and select the correct discourse marker. (7 points)

1. The company needs a new marketing strategy. ___________ , it needs a create a joint venture to reduce costs.

A. In summary

B. In addition

C. For instance

2. Companies are looking for new proposals to attract consumers. ___________, the government is implementing new measures to ensure consumers' safety.

A. Finally

B. Although

C. Similarly

3. The global pandemic is affecting our country's economy. ___________, some people are creating small businesses to face the economic crisis. *

A. Finally

B. Therefore

C. To illustrate

4. ____________, I would like to thank everyone for attending this meeting. Have wonderful week.

A. In summary

B. Although

C. To illustrate

5. Negotiation tactics are very common when working out a deal. __________, some parties do not like them because they feel overwhelmed.

A. First

B. However

C. In summary

6. Marketers need to keep in mind the market segmentation when launching a product. _____________, their age, geographical area, education, needs, etc.

A. Although

B. However

C. For instance

7. First, when working out a negotiation, you need to bargain its conditions. _____________, you need to discuss if those are convenient for both parties.

A. Then

B. However

C. To sum up

Appendix G: Unit 2: Speaking Test

C. Arias, O. Chaves, A. Navarro
Negotiating More Than Meaning
Unit 2: Speaking Business
Speaking Test

Business Meetings

Instructions:

- For this test, you will work in groups of 3.
- You and your partner will role-play a business meeting.
- You and your partner will receive a card describing the **situation of the business meeting.**
- Follow the steps in the **student guide** below to prepare your role-play.
- Use vocabulary, expressions, and grammatical structures learned during the unit to prepare to prepare your participation in the meeting.
- You will have 5 minutes to prepare your role-play from the time you receive the situation.

Student Guide for the Speaking Test

Steps for the business meeting:

1: Opening the meeting:

- Welcome the audience: ____.

2. Introducing the agenda: Write the topics to be discussed during the meeting.

- Topic 1: ____.
- Topic 2: ____.

3. Introducing and discussing Topic 1:

- Introduction: ____.
- Discussion: ____.
- Steps to follow: ____.

4. Introducing and discussing Topic 2:

- Introduction: ____.
- Discussion: ____.
- Steps to follow: ____.

5. Closing the meeting.

- Wrapping up: ____.
- Reminders: ____.
- Expressing gratitude: _____________________________________.

<table>
<tr><td colspan="2">Situation 1

The tour company “Sunset Trips” is planning to open a new branch in Guanacaste to increase the number of customers. They need to discuss the new location and set a budget for the project.</td></tr>
<tr><td>Student A plays the role of the meeting chairperson

A meeting chairperson…
• controls the meeting.
• leads the discussion.
• concludes one point and leads into the next.
• highlights important points.</td><td>Student B and Student C play the role of the meeting participant.

A meeting participant…
• participates by sharing opinions and solutions.
• keeps an open mind.
• listens to the opinions of others.</td></tr>
<tr><td colspan="2">Situation 2

The cereal company “Sugar Flakes” is having a meeting to talk about the company’s low sales in the last month. A recent marketing study revealed that the company should improve sales in rural areas. The company has to discuss a new marketing strategy and set the budget for a new campaign.</td></tr>
<tr><td>Student A plays the role of the meeting chairperson

A meeting chairperson…
• controls the meeting.
• leads the discussion.
• concludes one point and leads into the next.
• highlights important points.</td><td>Student B and Student C play the role of the meeting members.

A meeting member…
• participates by sharing opinions and solutions.
• keeps an open mind.
• listens to the opinions of others.</td></tr>
</table>

Roles adapted from: https://www.skillsyouneed.com/ips/conduct-meeting.html

Speaking Test

<table>
<tr><td colspan="2">Situation 3
The automotive company “Deluxe Motors” is about to launch their new sedan vehicle. They need to discuss the price for the vehicle and the extras that it will include. They need to keep in mind that this is an executive vehicle that targets business people.</td></tr>
<tr><td>Student A plays the role of the meeting chairperson

A meeting chairperson…
• controls the meeting.
• leads the discussion.
• concludes one point and leads into the next.
• highlights important points.</td><td>Student B and Student C play the role of the meeting members.

A meeting member…
• participates by sharing opinions and solutions.
• keeps an open mind.
• listens to the opinions of others.</td></tr>
</table>

Roles adapted from: https://www.skillsyouneed.com/ips/conduct-meeting.html

C. Arias, O. Chaves, A. Navarro
Negotiating More Than Meaning
Unit 2: Speaking Business
Speaking Test

Student's Name:
Total of points: 20 points
Total percentage: 25%

Points obtained:
Percentage obtained:
Score:

Analytic Rubric for the Speaking Test

	4 Exceeds expectations	**3 Meets expectations**	**2 Needs improvement**	**1 Does not meet expectations**
Vocabulary	Vocabulary is thoroughly appropriate for the topic.	Vocabulary is mostly appropriate for the topic.	Vocabulary is partially appropriate for the topic.	Vocabulary is rarely appropriate for the topic.
Grammar	Sentences are complete and well developed with none or very few grammar mistakes.	Sentences are mostly complete and well developed with few grammar mistakes.	Sentences are partially complete and developed with several grammar mistakes.	Few or no sentences are well developed; they contain many grammar mistakes.
Pronunciation and Intonation	Pronunciation and intonation are consistently accurate with none or only isolated errors.	Pronunciation and intonation are mostly accurate with none or only isolated errors.	There are several errors in pronunciation and intonation.	There are many errors in pronunciation and intonation.
Fluency	Speech is consistently fluent with none or only isolated instances of hesitation/silent lapses.	Speech is mostly fluent with only isolated instances of hesitation/silent lapses.	Speech is partially fluent with several instances of hesitation/silent lapses.	Speech is not fluent with many instances of hesitation/silent lapses.
Presentation technique	The presentation is consistently clear, well planned, and organized.	The presentation is mostly clear, well planned, and organized.	The presentation shows several gaps in clarity and organization.	The presentation shows numerous gaps in clarity and organization.

Appendix H: Analytic Rubric for the Course Portfolio

C. Arias, O. Chaves, A. Navarro
Negotiating More Than Meaning
Unit Portfolio

Student's Name:
Total of points: 16 points
Total percentage: 3,3%
Unit: 1__ | 2__ | 3___.

Points obtained:
Percentage obtained:
Score:

Analytic Rubric for the Unit Portfolio

	4 Exceeds expectations	**3 Meets expectations**	**2 Needs improvement**	**1 Does not meet expectations**
Punctuality	Materials are turned in within the allotted time.	Materials are turned in 1 day after the deadline.	Materials are turned in 2 or 3 days after the deadline.	Materials are not turned in 3 days after the deadline.
Grammar	Materials have none or very few grammar mistakes.	Materials have some grammar mistakes.	Materials have several grammar mistakes.	Materials contain many grammar mistakes.
Mechanics	The materials are free of spelling, punctuation, and capitalization errors.	The materials are mostly free of spelling, punctuation, and capitalization errors.	The materials are partially free of spelling, punctuation, and capitalization errors.	The materials are rarely free of spelling, punctuation, and capitalization errors.
Content	The portfolio is complete with all the required handouts.	The portfolio is mostly complete with almost all the required handouts.	The portfolio is partially complete with some of the required handouts.	The portfolio is rarely complete with almost none of the required handouts.

Appendix I: Analytic Rubric for Participation

C. Arias, O. Chaves, A. Navarro
Negotiating More Than Meaning
Participation Rubric

Student's Name:
Total of points: 20 points
Total percentage: 10%

Points obtained:
Percentage obtained:
Score:

Analytic Rubric for Participation

	4 Exceeds expectations	**3 Meets expectations**	**2 Needs improvement**	**1 Does not meet expectations**
Punctuality	The student is always on time.	The student is mostly on time.	The student is rarely on time.	The student is never on time.
Active Participation	The student participates actively during the lessons.	The student mostly participates during the lessons.	The student rarely participates during the lessons.	The student never participates during the lessons.
Collaborative Work	The student collaborates with peers actively during group tasks.	The student mostly collaborates with peers during the lessons.	The student rarely participates during the lessons.	The student never participates during the lessons.
Positive Attitude	The student always demonstrates a positive attitude when participating.	The student mostly demonstrates a positive attitude when participating.	The student rarely demonstrates a positive attitude when participating.	The student never demonstrates a positive attitude when participating
Attendance	The student attends all of the lessons.	The student attends most of the lessons.	The student rarely attends the lessons.	The student never attends the lessons.

Appendix J: Oral Project: Creating and Promoting a Product or a Service

C. Arias, O. Chaves, A. Navarro
Negotiating More Than Meaning
Unit 2: Speaking Business
Oral Project

Business Product/Service Presentation Project

Instructions:

- Fine-tune the product/service presentation that you created during the main task of lesson 13.
- Design a PowerPoint/Google Slides presentation with the most important features of your product/service.
- This project should be carried out in pairs or groups of three.
- Apply the corrections given during the post-task of lesson 13.
- Remember to use cordial phrases and adjectives to present your product/service.
- Your presentation should last from 5 to 7 minutes.
- The oral project will be presented next week, November 11th.

C. Arias, O. Chaves, A. Navarro
Negotiating More Than Meaning
Unit 2: Speaking Business
Oral Project

Student's Name:
Total of points: 20 points
Total percentage: 15%

Points obtained:
Percentage obtained:
Score:

Analytic Rubric for the Oral Project

	4 Exceeds expectations	3 Meets expectations	2 Needs improvement	1 Does not meet expectations
Vocabulary	Vocabulary is thoroughly appropriate for the topic.	Vocabulary is mostly appropriate for the topic.	Vocabulary is partially appropriate for the topic.	Vocabulary is rarely appropriate for the topic.
Grammar	Sentences are complete and well developed with none or very few grammar mistakes.	Sentences are mostly complete and well developed with few grammar mistakes.	Sentences are partially complete and developed with several grammar mistakes.	Few or no sentences are well developed; they contain many grammar mistakes.
Pronunciation and Intonation	Pronunciation and intonation are consistently accurate with none or only isolated errors.	Pronunciation and intonation are mostly accurate with none or only isolated errors.	There are several errors in pronunciation and intonation.	There are many errors in pronunciation and intonation.
Fluency	Speech is consistently fluent with none or only isolated instances of hesitation/silent lapses.	Speech is mostly fluent with only isolated instances of hesitation/silent lapses.	Speech is partially fluent with several instances of hesitation/silent lapses.	Speech is not fluent with many instances of hesitation/silent lapses.
Presentation technique	The presentation is consistently clear, well planned, and organized.	The presentation is mostly clear, well planned, and organized.	The presentation shows several gaps in clarity and organization.	The presentation shows numerous gaps in clarity and organization.

Appendix K: Written Project: Writing Cordial Emails.

C. Arias, O. Chaves, A. Navarro
Negotiating More Than Meaning
Unit 3: Writing and Sending Financial Statements
Writing Project

Preparing an Email for Sending Financial Information

Instructions:

- Using the Balance Sheet that you assembled during the main task, prepare an email for a superior.
- Use the outline created during the post-task for writing the email.
- This email should comply with the parts and language of a formal email.
- Remember to use cordial phrases and reporting verbs when communicating financial information.
- Remember that this email should be concise (100-150 words).
- Write your email in the space below and upload this document on Google Classroom.

Unit 3: Writing and Sending Financial Statements
Writing Project

From:
To:
Subject:

________________________,

____

____

____

____

____

____

____

____

____

____

________________________,

____
____
____
____

C. Arias, O. Chaves, A. Navarro
Negotiating More Than Meaning
Unit 3: Writing and Sending Financial Statements
Writing Project

Student's Name:
Total of points: 20 points
Total percentage: 15%

Points obtained:
Percentage obtained:
Score:

Analytic Rubric for the Writing Project

	4 Exceeds expectations	3 Meets expectations	2 Needs improvement	1 Does not meet expectations
Vocabulary	Vocabulary is thoroughly appropriate for the topic.	Vocabulary is mostly appropriate for the topic.	Vocabulary is partially appropriate for the topic.	Vocabulary is rarely appropriate for the topic.
Grammar	Sentences are complete and well developed with none or very few grammar mistakes.	Sentences are mostly complete and well developed with few grammar mistakes.	Sentences are partially complete and developed with several grammar mistakes.	Few or no sentences are well developed; they contain many grammar mistakes.
Mechanics	The email is entirely free of spelling, punctuation, and capitalization errors.	The email is mostly free of spelling, punctuation, and capitalization errors.	The email is partially free of spelling, punctuation, and capitalization errors.	The email is rarely free of spelling, punctuation, and capitalization errors.
Organization	The email is complete with all the required elements and format.	The email is mostly complete with almost all the required elements and format.	The email is partially complete with some of the required elements and format.	The email is rarely complete with none of the required elements and format.
Content	Ideas are consistently clear, thorough, and concise.	Ideas are mostly clear, thorough, and concise.	Ideas are partially clear, thorough, and concise.	Ideas are rarely clear, thorough, and concise.

Appendix L: Speaking Prompt

C. Arias, O. Chaves, A. Navarro
Negotiating More Than Meaning
Speaking Recording

NEGOTIATING
MORE THAN MEANING

Instructions: The following exercise contains tree questions that you must answer orally. Record yourself and attach the audio to this email. Your recording should not exceed 5 minutes.

1. Tell us about yourself (name, place where you live, hobbies, studies, dream job, etc).

2. Briefly, tell us some recommendations that you would give to people who own small businesses during the pandemic we are facing.

3. Describe the picture below. Give as many details as possible.

Appendix M: Unit Evaluation Form

Universidad de Costa Rica
Christofer Rolando Arias Corrales, B20569
Olga Jannid Chaves Mendoza, A06578
Angie Navarro Rodríguez, A16191
ESP Course Evaluation Form

Unit 3 Evaluation Form

Part I. Instructions: Check the statement that represents your opinion about the development of the course:

The content of unit 3…	Always	Usually	Rarely	Never
1. was well-developed.				
2. was meaningful for my studies.				
3. was useful for my future professional needs.				
4. was adequate for my proficiency level.				
5. integrated significant vocabulary.				
6. increased my understanding of the topic.				
7. helped me with the pronunciation of key words.				
8. helped me to identify the parts of an e-mail.				
9. helped me to write short e-mails.				
10. helped me to assemble my financial statements.				
The materials…				
1. were user-friendly.				
2. were appealing to my senses.				
3. resembled real-life situations for a business and accounting student.				

4. were adequate for my proficiency level.				
5. motivated me to complete the activities.				
6. were carefully designed to facilitate my learning experience.				
7. helped me stay focused in class.				
8. helped me to achieve the objectives of the unit.				
9. helped me improve my vocabulary.				
10. helped me improve my use of grammar.				
11. matched my learning preferences (visual, auditory, kinesthetic, verbal, etc.)				
The activities…				
1. were varied.				
2. integrated easy-to-follow instructions.				
3. engaged me to complete the tasks.				
4. promoted the use of more than one macroskill.				
5. were entertaining.				
6. helped me achieve the objectives of the unit.				
7. helped me participate more often.				
8. were adequate for my proficiency level.				
9. were interesting.				
10. involved the exchange of information.				
11. involved the use of problem-solving skills.				
12. matched the content of the course.				

Part II. Answer the following questions. You can use Spanish too.

Write at least three aspects that you particularly liked about this unit.

1. ____

2. ____

3. ____

Write at least three recommendations to improve this course.

1. ____
2. ____
3. ____

Write at least three things you learned in this course that will help you in your future job.

1. ____
2. ____
3. ____

Part I adapted from: Coto, L., & Rojas, G. (2019) English for mechanical engineering. The gearbox: Engineering your English. Universidad de Costa Rica.

Appendix N: Materials Checklist

Universidad de Costa Rica
Christofer Rolando Arias Corrales, B20569
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Materials Checklist

The following instrument is a materials evaluation checklist for students to evaluate aspects related to the principles of English for Specific Purposes. Please be as honest as possible. All the answers are anonymous.

Part I: Materials

Mark an option that best describes the learning materials used in the course.

The materials...	Always	Usually	Rarely	Never
1. resemble real life professional and academic language related to your field.				
2. promote communicative interactions during the class.				
3. contain specific vocabulary related to your field.				
4. contain elements that resemble professional and academic tasks that you usually encounter in your field.				
5. reflected your needs as a student and professional of your field.				
6. facilitate your performance through a guided teaching-learning process.				
7. facilitate the comprehension of the contents of the course.				
8. facilitate the acquisition of specific language related to your field.				
9. promote student autonomy to develop the tasks.				

10. suitable for your learning process in terms of difficulty.				

Part II: Personal Opinion

Please answer the following questions.

1. What materials (games, handouts, texts, videos, etc.) did you find more useful for your academic and professional needs? Why?

2. How did you feel when using the materials during the learning tasks developed during the course? Explain.

3. Do you think that the materials used in the course helped you acquire the language interactively and effectively? Why?

Appendix O: Materials Checklist: Part II – Personal Opinions

Table 14

What materials (games, handouts, texts, videos, etc.) did you find more useful for your academic and professional needs? Why?

Student	Answer
Student 1	The handouts, usually we did it in pairs so we had the opportunity to practice a lot.
Student 2	Games, handouts and videos because we could practice what we learned.
Student 3	Games because those are the best way to learn instead of reading just texts or watching videos.
Student 4	Games, because it is a very funny way to learn the topics and, for me, it let me remember all the things studied in classes.
Student 5	I found the games and videos more useful to learn interactively, to be able to understand by listening and not just reading.

Note: Researchers' own elaboration and analysis.

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Table 15

How did you feel when using the materials during the learning tasks developed during the course? Explain

Student	Answer
Student 1	Happy, I mean, it was a fun and entertainment way to learn.
Student 2	I felt very well, but sometimes I felt that we repeated some activities and it was a little bit boring.
Student 3	Really good because it gives us the capacity to learn more and to interact with others while learning.
Student 4	Materials are so user-friendly for us, and they have all the instructions and useful vocabulary that we could use.
Student 5	A little nervous because I don't know English, but I was able to learn with them, it felt good.

Note: Researchers' own elaboration and analysis.

Table 16

Do you think that the materials used in the course helped you acquire English interactively and effectively? Why?

Student	Answer
Student 1	Yes, especially for the practice part.
Student 2	Yes, because we practiced a lot in the class and the teachers were very kind.
Student 3	Games, because it makes a good idea on how to learn in an easy going way. At the end, we notice how much we have learned.
Student 4	Effectively, the materials let us have a tool for learning more vocabulary and different ways for expressing.
Student 5	Yes, because I learned not only by reading or watching a text, but by playing and listening.

Note: Researchers' own elaboration and analysis.

Appendix P: Supervisors' Feedback

Table 17

Unit 1: Feedback on Reading Materials

Lesson	Strengths	Weaknesses
Lesson 1 – August 19th	Engaging interactive media. In activities where integration of skills succeeded, integration was effective.	Design of pre-task needs revision in terms of vocabulary and actual procedure. Design of main task needs revision to avoid the pronunciation component (reading aloud) and focus the task on the skimming strategy.
Lesson 2 – August 26th	Materials were ESP-focused. Materials motivated students.	Edit your materials before sending them to your supervisors.
Lesson 3 – September 2nd	Very good text: authentic, appealing to the students. The students were engaged in discussion, in finding the answers to the questions in the text. The students seemed to be adequately challenged. Appropriate video. The lesson shows a coherent line of tasks.	- Instructions Handout pre-task 2: Wordy: Ask ~~to~~ your classmate the following questions. Write the answers about him or her. , and write the answer below.

Note: Researchers' own elaboration and analysis.

Table 18

Unit 2: Feedback on Speaking Materials

Lesson	Strengths	Weaknesses
Lesson 1- September 9th	Nicely organized lesson plan Easy to follow	Simplify Useful language. What do you think this phrase is used for?→ What is this phrase used for? These two sentences are not good examples: I think the boss is coming. Next time we'll finish the report You could have deleted this part since students didn't need it to do the activity.
Lesson 2 – September 16th	Very careful progression providing necessary support to perform in main task. Variety of activities works well to motivate students to	Attention to the functions identified for the modals. The examples do correspond to the intended purpose; only the identification needs revision.

	participate. Clear ESP focus at all times and relevant objectives for students' field.	Edit materials carefully for accurate identification, for conciseness (in some places), and for language accuracy (a few errors).
Lesson 3 – September 23rd	Good materials. Interesting activities. ESP focused activities	Normally, we don't use very long phrases or sentences as useful language.
Lesson 4 – September 30th	Very well organized lesson to provide opportunities for a useful review of vocabulary, pronunciation and communication functions. The LP is organized very well in terms of keeping Ss busy working in groups with a useful task while the others were taking the test.	Some minor issues in the handouts. Jeopardy (Handout 1): When a product is suitable, it means it is (easy-to-use/appropriate/reasonably priced). In Handout 2, *"Asking questions"* actually included two possible functions: Asking for clarification and Asking for Information There is a comma splice here: You need a period, not a comma: I appreciate your attention during this meeting, have a wonderful morning/afternoon/evening.
Lesson 5 – November 4th	Pre-task 1 (Memory game): Good to have students repeat phrases for business presentations before the game This game was very engaging; students enjoyed it.	Pre-task 1 (Memory game): The instructions for this game were not clear at the beginning. It was very difficult for the students to read the cards that were not a match.
Lesson 6 – November 11th	Very well planned task cycle with a clear ESP focus resulted in ample participation, motivated students, and successful task performance. Task cycle paid attention to consciousness raising and students demonstrated increased awareness of aspects to pay attention to in their language acquisition. Students were actively engaged in negotiation and demonstrated a growing	Planning with team members is evident in task cycle design; however, edit thoroughly for language and clear phrasing.

	awareness of strategies to improve their performance.	

Note: Researchers' own elaboration and analysis.

Table 19

Unit 3: Feedback on Writing Materials

Lesson	Strengths	Weaknesses
Lesson 1 – October 7th	Pre-task 1 (Vocabulary): Good to praise students when they do a good job. Good to present new vocabulary, but some of the definitions were more difficult than the translation of the terms (net income, accrued expenses, etc.). Jeopardy: Students loved this game.	
Lesson 2 – October 14th	Very careful progression to guide students to perform the task. Appropriate useful language and adequate presentation/practice of vocabulary at different stages to support students in their performance. Overall, clear ESP focus and high-interest content for students. Variety of activities provides for individual learning styles while maintaining the focus on the ESP objective. Good use of colors to show the possible uses of reporting verbs in Handout 2.	Take full advantage of bingo by having students report their results orally (UL was provided but not used). If you only play two rounds, you can also have students who did not win report what they got so that more of them get to speak/pronounce the words. Use of reporting verbs needs further explanation to prevent non-idiomatic utterances, particularly in pre-task 2 (writing). For this purpose, add to the explanation (what can be the subject of each verb? Which verb can the categories in the statement perform?) and add examples using the same color scheme to illustrate.
Lesson 3 – October 21st	Activities kept the students' attention, and they were always attentive to do what asked.	As a team, every member has to edit and proofread all the documents to

		spot errors and correct them before the class.
Lesson 4 – October 28th	Task design. ESP component. Opportunity for real interaction in the task with very engaging business content. Email expressions: excellent idea to work on this very important subgenre. You designed a very good task and students did an excellent job. Kahoot game: excellent interactive practice; excellent choice of words and prompts. Assembling financial statements: fill in a chart while discussing terms.	

Note: Researchers' own elaboration and analysis.

Appendix Q: Lesson Plans and Materials

University of Costa Rica
Master's Program in TEFL

Course name: Negotiating More Than Meaning

Arias, Chaves, Navarro

Date: August 19, 2020 Lesson Plan #1
Student teacher: Angie Navarro
Assistants: Olga Chaves and Christofer Arias
Title of unit: Unit 1: Reading and Discussing Business Texts

Unit Goal: At the end of the unit, students will be able to successfully demonstrate understanding of excerpts from business academic articles and textbooks by identifying relevant technical vocabulary, main and supporting ideas, and key specific details.

General Objective: By the end of the lesson, students will be able to effectively identify technical vocabulary by skimming and scanning for key terms in academic articles and textbooks according to previously given definitions or explanations.

Specific Objectives: The students will be able to
1. successfully use prior knowledge to infer the meaning of words and phrases by reading a series of comic strips in pairs;
2. properly demonstrate comprehension of technical vocabulary used in negotiations by identifying the pronunciation with the definitions;
3. appropriately demonstrate their knowledge of technical vocabulary by answering questions in an interactive game;
4. successfully identify key information in a conference agenda by scanning for details;
5. correctly identify the main idea in an academic article by skimming for the gist;
6. adequately identify key terms in an academic article by scanning for specific information;
7. accurately formulate comprehension questions in present tense by unscrambling sentences.

Objectives	Procedures	Language (Vocabulary, expressions, useful language, grammatical or phonetic features)	Strategies	Macro Skills	Time
1	**Warm-up: Finding the meaning of words and phrases in comic strips.**	**Vocabulary:** bargaining, outsourcing, joint venture, legally	Schema Activation	Speaking Writing Listening	10 minutes

	Ss work in pairs and use handout 1 to ask each other the meaning of some words from a series of comic strips. Each pair goes into breakout rooms. ATs help monitor and assist the pairs. Using handout 1, each pair tries to guess the meaning of the vocabulary by using context. Finally, each pair goes back to the main room and briefly explains what they think the definitions are. **Materials:** Handout 1: Warm up	binding, pull out the contract, be set in stone. **UL:** -What is the meaning of bargaining/outsourcing? -What do you think bargaining/outsourcing is? - I think/ guess/ believe/ suppose "bargaining" means… - I think/ guess/ believe/ suppose "bargaining" refers to… - I think/ guess/ believe/ suppose "bargaining" is…	Negotiation of Meaning		
2.	**Pre-task 1:** 1.T projects a list of vocabulary words and phrases to Ss using a PowToon video with definitions and images. Ss repeat the pronunciation of the words and listen to the definition.	**Vocabulary:** bargaining, outsourcing, supplier, upgraders, downgrades, joint venture, recap a meeting, legally binding, pull out the	Getting the meaning of words.	L S R	10 minutes

	Materials: PowToon Video https://www.powtoon.com/s/cF60b8solHq/1/m	contract, work out a deal, be set in stone. **UL:** Can you repeat the pronunciation of that word? Can you repeat that again please? I didn't understand the meaning of ___.			
3.	**Pre-task 2:** Ss play a game in the platform "Socrative" to review and consolidate their knowledge of the vocabulary words of the previous task. Ss must answer multiple choice, true-or-false, and short answer questions related to the words. Then, T presents the answers of the game to the Ss. **Materials:** Socrative game: https://b.socrative.com/teacher/#import-quiz/49414059	**Vocabulary:** bargaining, outsourcing, supplier, upgraders, downgrades, joint venture, recap a meeting, legally binding, pull out the contract, work out a deal, be set in stone.	Getting the meaning of words.	R	10 minutes

4	**Pre Task 3:** In pairs, Ss use handout 2 to practice the scanning reading strategy. Ss locate key information from a conference agenda and answer comprehension questions. Later, T and Ss check the answers orally with the entire class. Materials: Handout 2	Wh- questions in the present tense. UL: I think the answer is The speaker on ______ is _________. The topic on ________ is _________. The speaker/moderator is ________.	Negotiation of meaning Scanning for details	S L R W	10 minutes
5, 6	**Main task:** 1. T. explains through a Power Point Presentation the two reading skills for academic study: Skimming and Scanning. 2. T. asks Ss show how they can read more in less time. 3. For the skimming task, Ss and T. read the highlighted text together. As Ss read, they quickly look over the rest of the text. 4. Then the T. asks what the general and main idea of this article is.	**Vocabulary:** skimming, scanning, bargaining, upgraders, downgrades, joint venture, recap a meeting, legally binding, pull out the contract, work out a deal, be set in stone. **UL:** How can you read more in less time?	Skimming Scanning Getting the gist Negotiation of Meaning	L R S	40 minutes

	5. For the scanning task, Ss work in pairs in breakout rooms. In this case Ss only search for keywords. Each AT will be in a different breakout room in order to help or guide Ss during the task. •Once you have found the right sentence, read it attentively to get the answer. •Ss use a handout to read the questions and answer them orally. **Materials:** PowerPoint Presentation Article: Getting to Sí, Ja, Oui, Hai, and Da How to negotiate across cultures by Erin Meyer (both forms for the skimming and scanning tasks) Handout 5	When reading a text for the first time, you should skim over it to grasp the main idea. What is the general idea of this article (gist)? What is the main idea of this article? Don't read the text again! Who was..? How many..? What are..? Which..?			
7	**Post task:** In pairs, Ss use handout 6 to review the correct structure of comprehension questions. Ss unscramble question in the correct	Wh questions in the present tense. UL:	Negotiation of meaning Noticing	L R S W	10 minutes

	order. Later, T and Ss check the answers orally with the group. Materials: Handout 6 and Handout 2	I think that the order is I don't think that is the correct order	Reorganizing information		

Abbreviations to be used: T = teacher AT = assistants Ss = students L = listening S = speaking R = reading W = writing Others: ______

References:

https://ielts-up.com/reading/skimming-scanning.html

C. Arias, O. Chaves, & A. Navarro
Lesson #1
Unit: 1
Handout 1

Warm up

Instructions: In pairs, read the following comic strips and try to find the meaning of the following words: bargaining, outsourcing, joint venture, legally binding, pull out the contract, and be set in stone.

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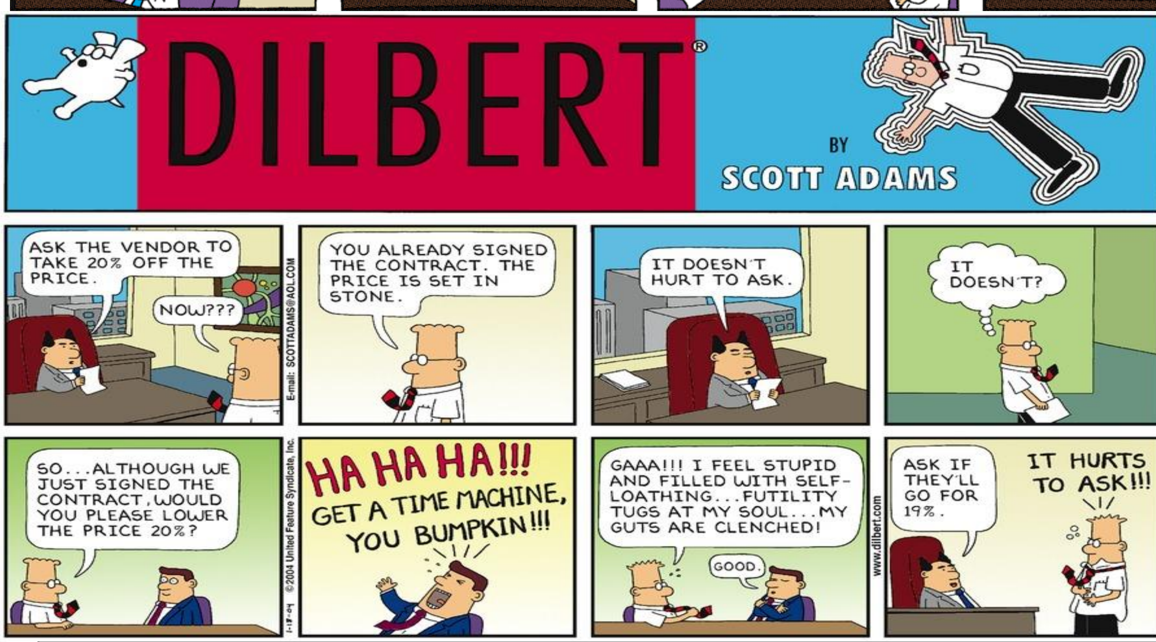
Useful Language

-What is the meaning of bargaining/outsourcing?

- What do you think bargaining/outsourcing is?

- I think/guess/believe/suppose "bargaining" means …

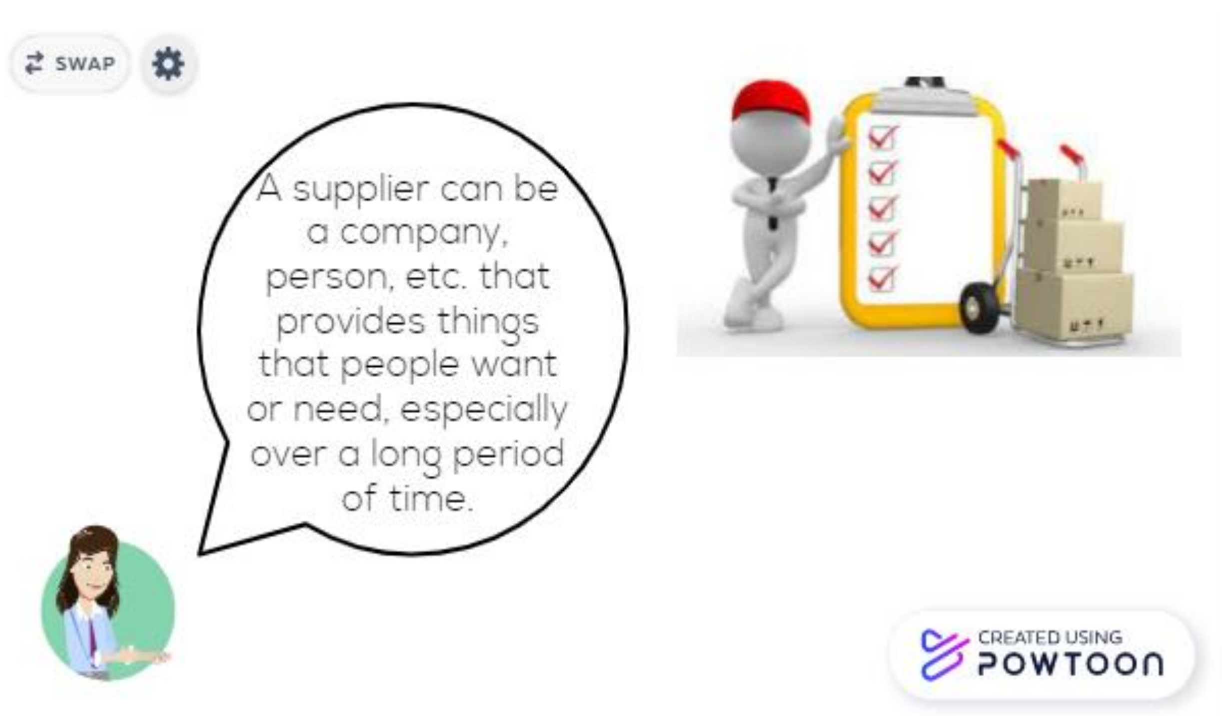
- I think/guess/believe/suppose "bargaining" refers to…

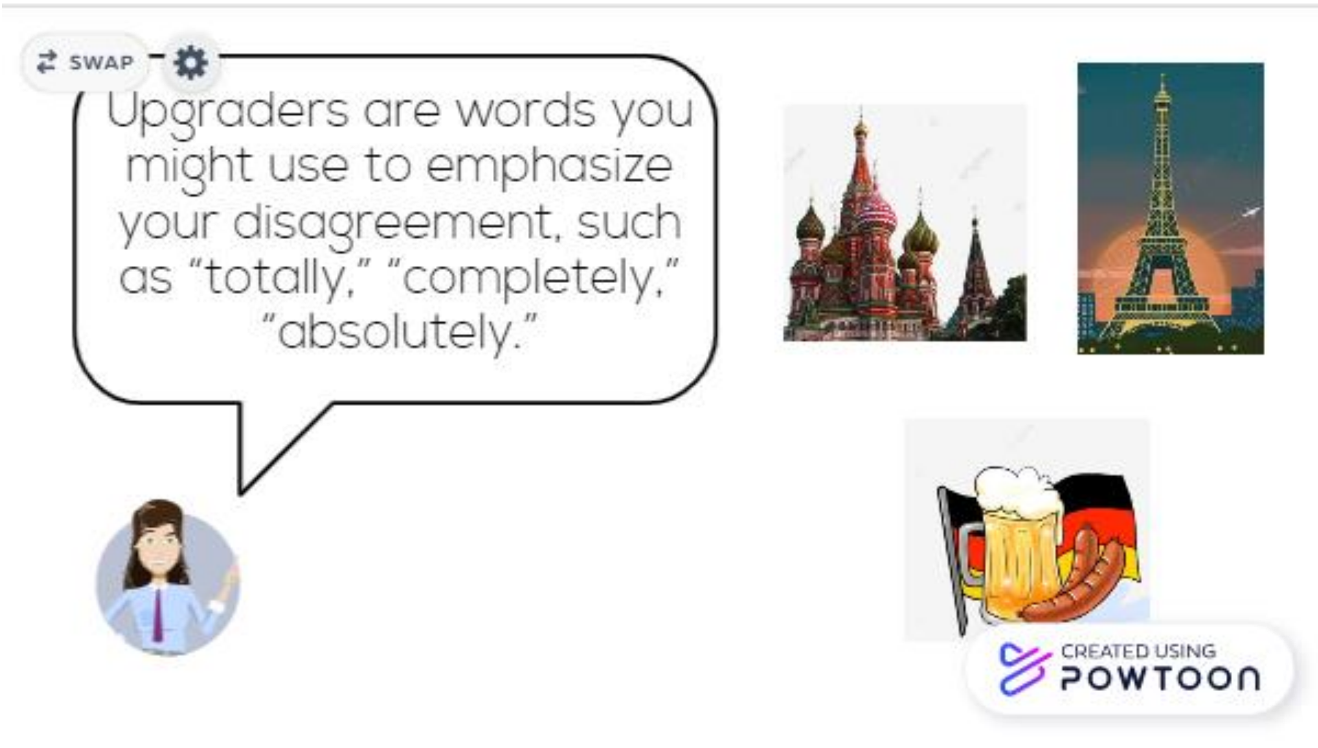


Source: https://www.thecomicstrips.com & https://dilbert.com/

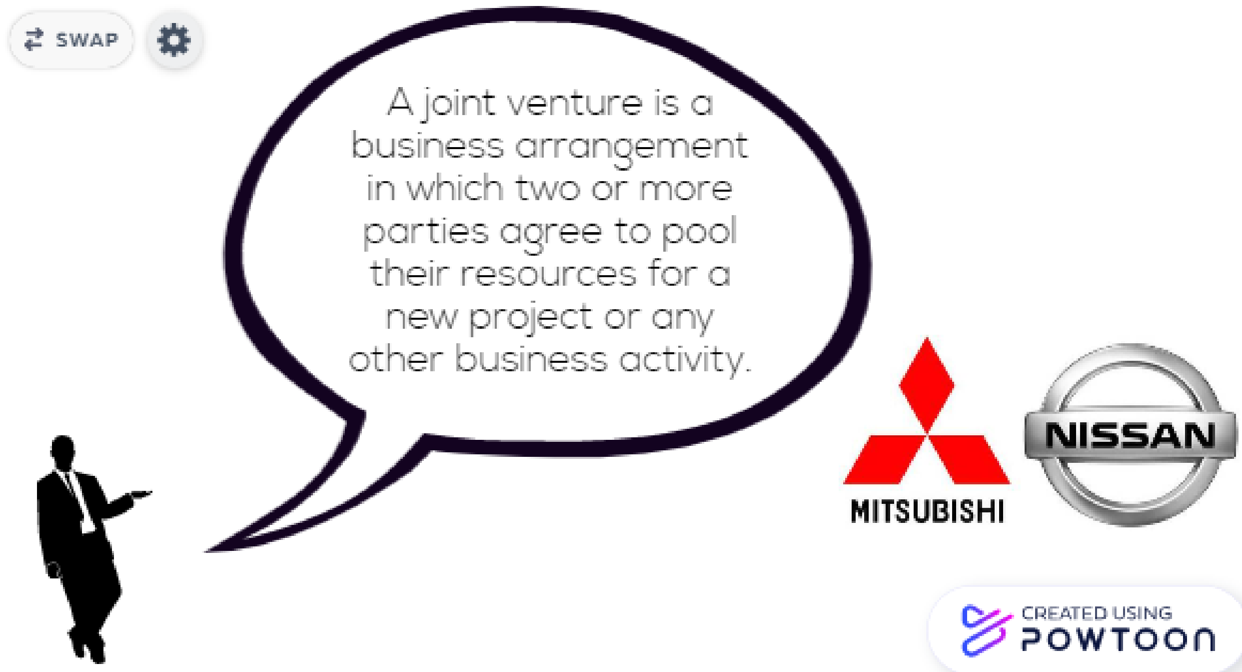
C. Arias, O. Chaves, & A. Navarro
Lesson #1
Unit: 1
Powtoon Slides

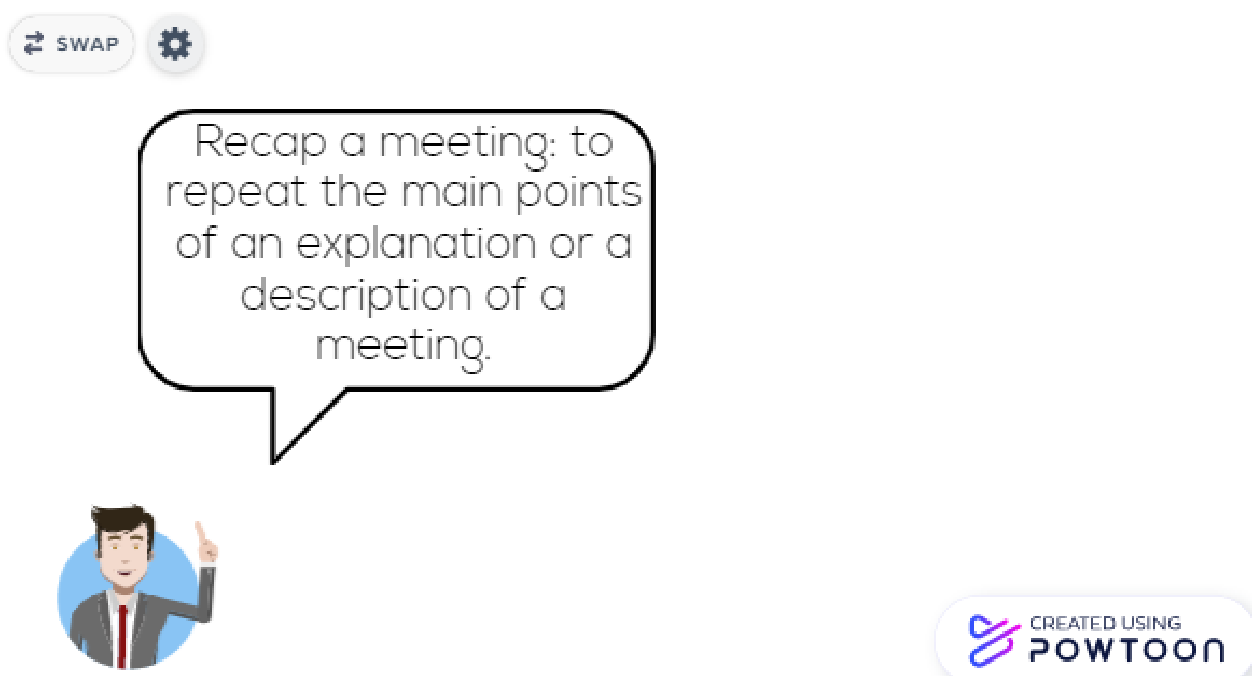

SWAP
Outsourcing is a business agreement where a company hires another to handle its operations.
CREATED USING POWTOON


SWAP
A supplier can be a company, person, etc. that provides things that people want or need, especially over a long period of time.
CREATED USING POWTOON


SWAP
Upgraders are words you might use to emphasize your disagreement, such as “totally,” “completely,” “absolutely.”
CREATED USING
POWTOON


SWAP
Downgraders are words used to soften a disagreement–such as “partially,” “a little bit,” and “maybe”.
PERU
CREATED USING
POWTOON

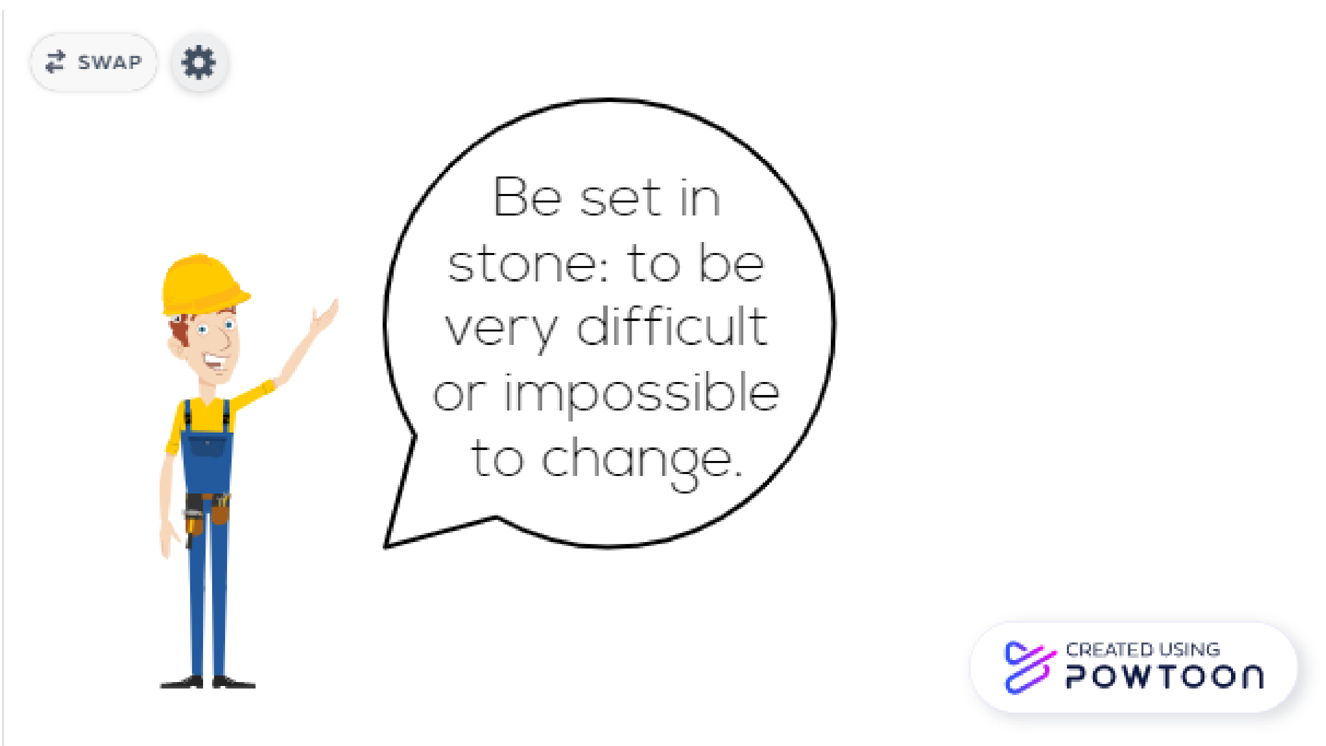

SWAP
A joint venture is a business arrangement in which two or more parties agree to pool their resources for a new project or any other business activity.
MITSUBISHI
NISSAN
CREATED USING POWTOON

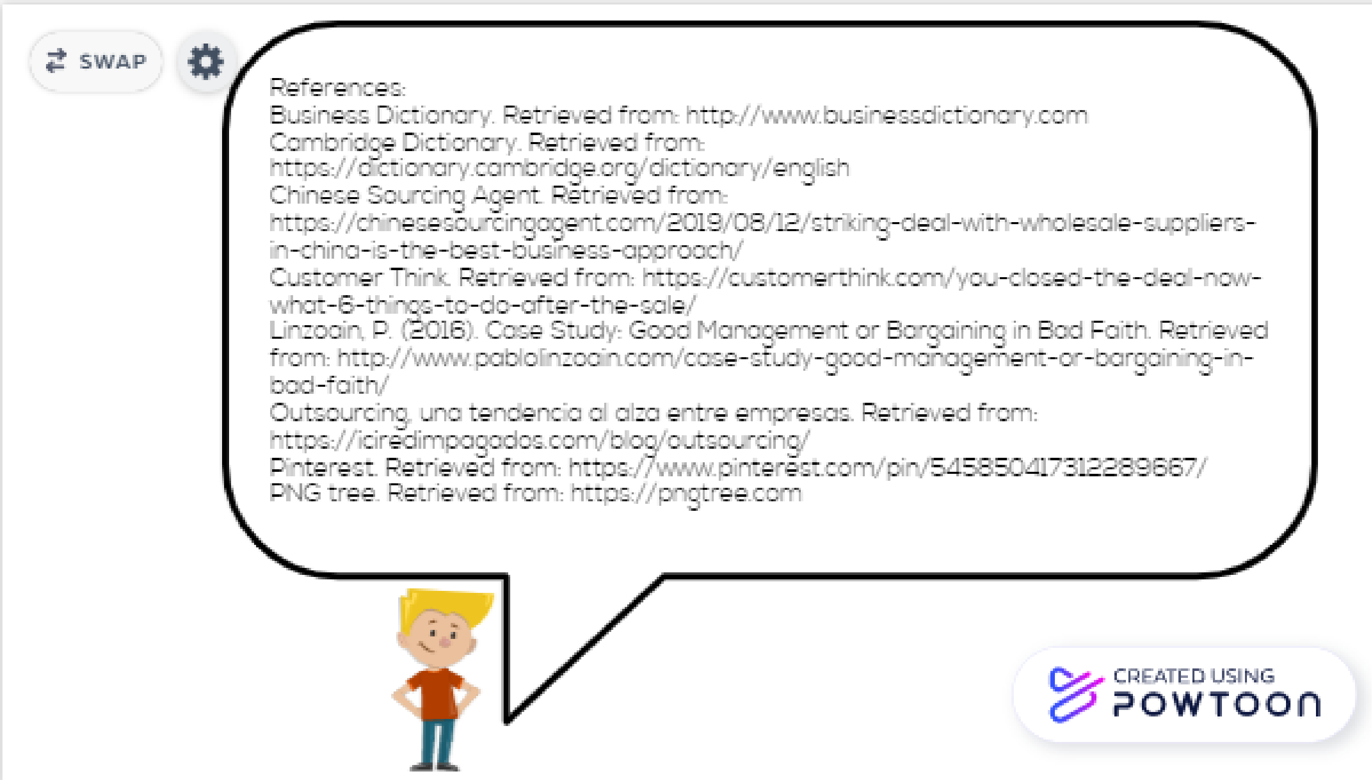

SWAP
Recap a meeting: to repeat the main points of an explanation or a description of a meeting.
CREATED USING POWTOON


SWAP
Legally binding: Common legal phrase indicating that an agreement has been consciously made, and certain actions are now either required or prohibited.
CREATED USING
POWTOON


SWAP
Pull out a contract: to present the contract before it is signed.
CREATED USING
POWTOON


SWAP
Work out a deal: negotiate or engage in discussions to reach an agreement
CREATED USING POWTOON


SWAP
Be set in stone: to be very difficult or impossible to change.
CREATED USING POWTOON



Original Powtoon available at: https://www.powtoon.com/s/cF60b8solHq/1/m

Arias, Chaves, & Navarro
Lesson #1
Unit 1
Pre-task 2 – Socrative Game

Words and Phrases used when Negotiating

Save and Exit

Align Quiz to Standard

Enable Sharing
SOC-49414059

1. What is bargaining?

A A business agreement where a company hires another to handle its operations
B A discussion between 2 people to reach an agreement
C A company that provides businesses with products they need for a long time
D A business arrangement between 2 or more companies to join resources for creating a new project

2. Downgraders are words to emphasize your disagreement

False

3. ___________ are words to soften a disagreement

Downgraders downgraders

6. What is the definition of outsourcing?

- **A** A company that provides businesses with products they need for a long time
- **B** A business arrangement between 2 or more companies to join resources for creating a new project
- **C** A discussion between 2 people to reach an agreement
- **D** A business agreement where a company hires another to handle its operations

7. To recap is to review the main points of a meeting

True

8. What is the definition of "to work out a deal"?

- **A** To negotiate or engage in discussions to reach an agreement
- **B** To be impossible to change
- **C** To present the contract before it is signed
- **D** To express that some actions are required or prohibited

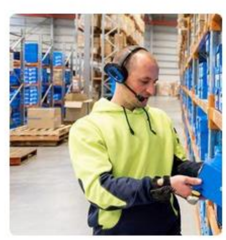
9. ___________ is a common phrase to indicate that an agreement has been consciously made and some actions are required.

- **A** "Work out a deal"
- **B** "Pull out a contract"
- **C** "Legally binding"
- **D** "Be set in stone"

4. ___________ is an arrangement between 2 parties to work together on a project

- **A** Bargaining
- **B** Outsourcing
- **C** Joint Venture
- **D** Supplying

5. A supplier can be a company that provides businesses with products they need for a long time



True

10. When something "is set in stone" is difficult or impossible to change.

True

11. __________ are words to emphasize your disagreement

Upgraders upgraders

12. What does the phrase "To pull out a contract" mean?

A To be impossible to change in the contract

B To negotiate or engage in discussions to reach an agreement

C To express that some actions are required or prohibited in the contract

D to present the contract before it is signed

C. Arias, O. Chaves, & A. Navarro
Lesson #1
Unit: 1
Handout 2
Pre-task

Scanning for Details

Instructions: In pairs, answer the following questions based on the conference agenda.

1. Who is the speaker on Thursday, August 20 at 3:15?

2. Who is the moderator on Friday, August 21 at 1:15?

3. What is the topic on Thursday, August 20 at 12:15?

4. How many speakers present on Friday, August 21 at 3:15?

5. When does Matt Schwab present?

6. When does Ramona Ortega present?

7. Who is Corinne Hodges?

8. Who is Leonard Chang?

9. What are the topics after the break on Thursday, August 20?

Useful Language:

I think the answer is

The speaker on ______ is _________.

The topic on ________ is _________.

The speaker/moderator is .

About this Event

Are you an independent inventor, entrepreneur, small business owner, or intellectual property (IP) professional? If so, mark your calendars now for Invention-Con 2020, coming Thursday – Friday, August 20 – 21. This year's theme is "Your IP: A power tool for building success."

At Invention-Con 2020, you'll have the chance to:

- Learn how to use your IP to achieve success from accomplished innovators, inventors, entrepreneurs, and business owners
- Learn about resources available to assist you throughout the innovation ecosystem
- Receive valuable information to assist with developing an IP strategy from IP and business experts
- This program will be done all online via WebEx.

Invention-Con 2020 agenda

Thursday, August 20 (all times ET)

12:00 – 12:05 p.m. Introduction
- Sean Wilkerson, Innovation Development Program Manager, USPTO

12:05 – 12:10 p.m. Leadership welcome
- Andrei Iancu, Under Secretary of Commerce for Intellectual Property and Director of the USPTO

12:15 – 1:10 p.m. Understanding the patent examination process
- Patrick Nolan, Training and Development Program Manager, Office of Patent Training, USPTO
- Leonard Chang, Academy Supervisory Patent Examiner, USPTO

1:15 – 2:10 p.m. Filing a provisional application
- Sudhanshu Pathak, Supervisory Patent Examiner, USPTO

2:10 – 3:10 p.m. Break

3:15 – 4:10 p.m. Best practices for filing a successful patent application
- Janice Tippett, Management and Program Analyst, Office of Patent Application Processing, USPTO

4:15 – 5:10 p.m. Applying for a trademark

- Matt Schwab, Staff Attorney for Electronic Filing and Public Web Services, USPTO

5:10 – 5:15 p.m. Wrap up and reminders

Friday, August 21

12:00 – 12:05 p.m. Introduction

- Dennis Forbes, Innovation Development Program Manager, USPTO
  12:05 – 12:10 p.m. Leadership welcome
- Drew Hirshfeld, Commissioner for Patents, USPTO

12:15 – 1:10 p.m. Government resources

- Wayne Stacy, Director of the Silicon Valley Regional USPTO, **moderator**
- Craig Buerstatte, Director, Office of Innovation and Entrepreneurship, Economic Development Administration
- Joann Hill, Chief, Office of Business Development Minority Business Development Agency
- George Koklanaris, Associate Administrator Small Business Development Centers, office of Entrepreneurial Development, Small Business Administration

1:15 – 2:10 p.m. Building your business model

- Corinne Hodges, CEO, Association of Women's Business Council, **moderator**
- Mike Watts, CEO of LoveHandle
- Ira Carl Wolpart, Attorney, SCORE

2:10 – 3:10 p.m. Break

3:15 – 4:10 p.m. Building a virtual business

- David Sardi, Founder, DineroHispano, **moderator**
- Andrew Baluch Co-Founder of Markup LLC
- Ramona Ortega, CEO & Founder of My Money My Future
- David Toledo, Director of Product Development, Thrasio

4:15 – 5:10 p.m. Keynote

- Sam Zaid, CEO and Founder of Getaround
  5:10 – 5:15 p.m. Wrap up and reminders

Invention-Con is presented by the U.S. Patent and Trademark Office, Office of Innovation Outreach
For more information, or questions about Invention-Con, email InventionCon@uspto.gov.
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Adapted from: https://www.eventbrite.com/e/invention-con-2020-tickets-106007465182?aff=ebdssbonlinesearch

C. Arias, O. Chaves, & A. Navarro
Lesson #1
Unit: 1
Handout 2

Pre-task

Scanning for details – Answer Key

Instructions: In pairs, answer the following questions based on the conference agenda.

1. Who is the speaker on Thursday, August 20 at 3:15?

    The speaker is Janice Tippett.

2. Who is the moderator on Friday, August 21 at 1:15?

    The moderator is Corinne Hodges.

3. What is the topic on Thursday, August 20 at 12:15?

    The topic is “Understanding the patent examination process”.

4. How many speakers present on Friday, August 21 at 3:15?

    There are 3 speakers.

5. When does Matt Schwab present?

    He presents on Thursday, August 20 at 4:15.

6. When does Ramona Ortega present?

    She presents on Friday, August 21 at 3:15.

7. Who is Corinne Hodges?

    She is the CEO of the Association of Women’s Business Council

8. Who is Leonard Chang?

    He is the academy supervisory patent examiner of USPTO

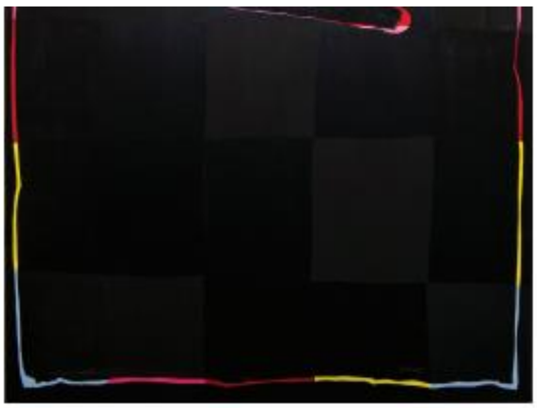
9. What are the topics after the break on Thursday, August 20?

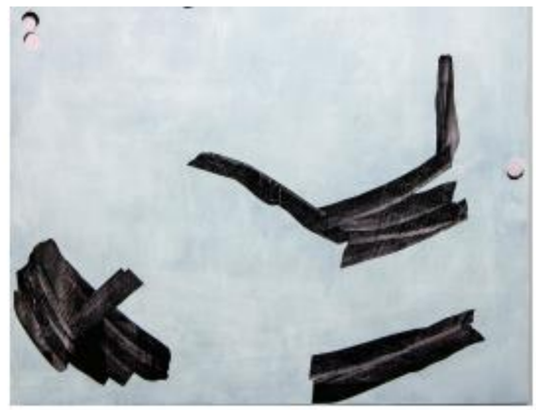
    The topics are “best practices for filing a successful patent application”and “applying for a trademark”.

C. Arias, O. Chaves, & A. Navarro
Lesson #1
Unit: 1
Handout 3 – Reading Article

Getting to *Sí*, *Ja*, *Oui*, *Hai*, and *Da*

How to negotiate across cultures by Erin Meyer





Tim Carr, an American working for a defense company based in the midwestern United States, was about to enter a sensitive bargaining session with a high-level Saudi Arabian customer, but he wasn't particularly concerned. Carr was an experienced negotiator and was well-trained in basic principles: Separate the people from the problem. Define your BATNA (best alternative to a negotiated agreement) up front. Focus on interests, not positions. He'd been there, read that, and done the training.

The lengthy phone call to Saudi Arabia proceeded according to plan. Carr carefully steered the would-be customer to accept the deal, and it seemed he had reached his goal. "So let me just review," he said. "You've agreed that you will provide the supplies for next year's project and contact your counterpart at the energy office to get his approval. I will then send a letter....Next you've said that you will...." But when Carr finished his detailed description of who had agreed to what, he was greeted with silence. Finally a soft but firm voice said, "I told you I would do it. You think I don't keep my promises? That I'm not good on my word?"

That was the end of the discussion—and of the deal.

The many theories about negotiation may work perfectly when you're doing a deal with a company in your own country. But in today's globalized economy you could be negotiating a joint venture in China, an outsourcing agreement in India, or a supplier contract in Sweden. If so, you might find yourself working with very different norms of communication. What gets you to "yes" in one culture gets you to "no" in another. To be effective, a negotiator must have a sense of how his counterpart is reacting. Does she want to cooperate? Is she eager, frustrated, doubtful? If you take stock of subtle messages, you can adjust your own behavior accordingly. In an international negotiation, however, you may not have the contextual understanding to interpret your counterpart's communication—especially unspoken signals—accurately. In my work and research, I find that when managers from different parts of the world negotiate, they frequently misread such signals, reach erroneous conclusions, and act, as Tim Carr did, in ways that thwart their ultimate goals.

In the following pages, I draw on my work on cross-cultural management to identify five rules of thumb for negotiating with someone whose cultural style of communication differs from yours. The trick, as we will see, is to be aware of key negotiation signals and to adjust both your perceptions and your actions in order to get the best results.

1
Adapt the Way You Express Disagreement

In some cultures it's appropriate to say "I totally disagree" or to tell the other party he's wrong. This is seen as part of a normal, healthy discussion. A Russian student of mine told me, "In Russia we enter the negotiation ready for a great big debate. If your Russian counterpart tells you passionately that he completely disagrees with every point you have made, it's not a sign that things are starting poorly. On the contrary, it's an invitation to a lively discussion."

In other cultures the same behavior would provoke anger and possibly an irreconcilable breakdown of the relationship. An American manager named Sean Green, who had spent years negotiating partnerships in Mexico, told me that he quickly learned that if he wanted to make progress toward a deal, he needed to say things like "I do not quite understand your point" and "Please explain more why you think that." If he said, "I disagree with that," the discussions might shut down completely.

The key is to listen for verbal cues—specifically, what linguistics experts call "upgraders" and "downgraders." Upgraders are words you might use to strengthen your disagreement, such as "totally," "completely," "absolutely." Downgraders—such as "partially," "a little bit," "maybe"—soften the disagreement. Russians, the French, Germans, Israelis, and the Dutch use a lot of upgraders with disagreement. Mexicans, Thai, the Japanese, Peruvians, and Ghanaians use a lot of downgraders.

Try to understand upgraders and downgraders within their own cultural context. If a Peruvian you're negotiating with says he "disagrees a little," a serious problem may well be brewing. But if your German counterpart says he "completely disagrees," you may be on the verge of a highly enjoyable debate.

2
Know When to Bottle It Up or Let It All Pour Out

In some cultures it's common—and entirely appropriate—during negotiations to raise your voice when excited, laugh passionately, touch your counterpart on the arm, or even put a friendly arm around him. In other cultures such self-expression not only feels intrusive or surprising but may even demonstrate a lack of professionalism.

What makes international negotiations interesting (and complicated) is that people from some very emotionally expressive cultures—such as Brazil, Mexico, and Saudi Arabia—may also avoid open disagreement. (See the exhibit "Preparing to Face Your Counterpart.") Mexicans tend to disagree softly yet express emotions openly. As a Mexican manager, Pedro Alvarez, says, "In Mexico we perceive emotional expressiveness as a sign of honesty. Yet we are highly sensitive to negative comments and offended easily. If you disagree with me too strongly, I would read that as a signal that you don't like me."

In other cultures—such as Denmark, Germany, and the Netherlands—open disagreement is seen as positive as long as it is expressed calmly and factually. A German negotiator, Dirk Firnhaber, explains that the German word *Sachlichkeit*, most closely translated in English as "objectivity," refers to separating opinions from the person expressing them. If he says, "I totally disagree," he means to debate the opinions, not disapprove of the individual.

People from cultures like these may view emotional expressiveness as a lack of maturity or professionalism in a business context. Firnhaber tells a story about one deal he negotiated with a French company. It began calmly enough, but as the discussion continued, the French managers grew animated: "The more we discussed, the more our French colleagues became emotional—with voices raised, arms waving, ears turning red...the whole thing." Firnhaber was increasingly uncomfortable with the conversation and at times thought the deal would fall apart. To his surprise, the French took a very different view: "When the discussion was over, they seemed delighted with the meeting, and we all went out for a great dinner."

So the second rule of international negotiations is to recognize what an emotional outpouring (whether yours or theirs) signifies in the culture you are negotiating with, and to adapt your reaction accordingly. Was it a bad sign that the Swedish negotiators sat calmly across the table from you, never entered into open debate, and showed little passion during the discussion? Not at all. But if you encountered the same behavior while negotiating in Israel, it might be a sign that the deal was about to die an early death.

3
Learn How the Other Culture Builds Trust

During a negotiation, both parties are explicitly considering whether the deal will benefit their own business and implicitly trying to assess whether they can trust each other. Here cultural differences hit us hard. How we come to trust someone varies dramatically from one part of the world to another.

Consider this story from John Katz, an Australian negotiating a joint venture in China. Initially, he felt he was struggling to get the information his side needed, so he asked his company's China consultant for advice. The consultant suggested that Katz was going at the deal too quickly and should spend more time building trust. When Katz said he'd been working hard to do just that by supplying a lot of information from his side and answering all questions transparently, the consultant replied, "The problem is that you need to approach them from a relationship perspective, not a business perspective. You won't get what you want unless you develop trust differently."

Research in this area divides trust into two categories: *cognitive* and *affective*. Cognitive trust is based on the confidence you feel in someone's accomplishments, skills, and reliability. This trust comes from the head. In a negotiation it builds through the business interaction: You know your stuff. You are reliable, pleasant, and consistent. You demonstrate that your product or service is of high quality. I trust you. Affective trust arises from feelings of emotional closeness, empathy, or friendship. It comes from the heart. We laugh together, relax together, and see each other on a personal level, so I feel affection or empathy for you. I trust you.

In a business setting, the dominant type of trust varies dramatically from one part of the world to another. In one research project, Professor Roy Chua, of Singapore Management University, surveyed Chinese and American executives from a wide range of industries, asking them to list up to 24 important members of their professional networks. He then asked them to indicate the extent to which they felt comfortable sharing their personal problems and dreams with each of those contacts. "These items showed an affective-based willingness to depend on and be vulnerable to the other person," Chua explains. Finally, participants were asked to indicate how reliable, competent, and knowledgeable each contact was. These assessments showed a more cognitive-based willingness to depend on the other person.

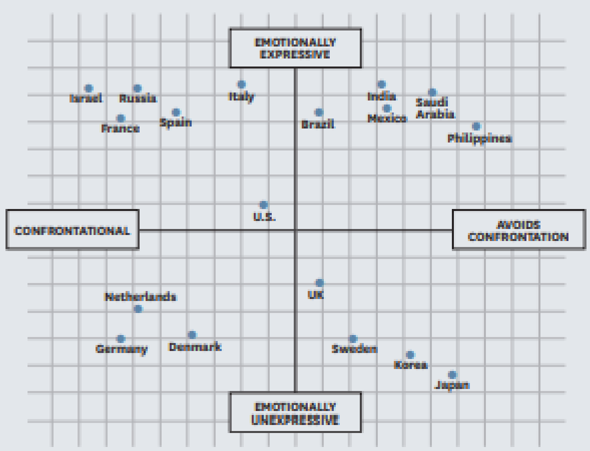
The survey revealed that in negotiations (and business in general) Americans draw a sharp line between cognitive and affective trust. American culture has a long tradition of separating the emotional from the practical. Mixing the two risks conflict of interest and is viewed as unprofessional. Chinese managers, however, connect the two, and the interplay between cognitive and affective trust is much stronger. They are quite likely to develop personal bonds where they have financial or business ties.

In most emerging or newly emerged markets, from BRIC to Southeast Asia and Africa, negotiators are unlikely to trust their counterparts until an affective connection has been made. The same is true for most Middle Eastern and Mediterranean cultures. That may make negotiations challenging for task-oriented Americans, Australians, Brits, or Germans. Ricardo Bartolome, a Spanish manager, told me that he finds Americans to be very friendly on the surface, sometimes surprisingly so, but difficult to get to know at a deeper level. "During a negotiation they are so politically correct and careful not to show negative emotion," he said. "It makes it hard for us to trust them."

So in certain cultures you need to build an affective bond or emotional connection as early as possible. Invest time in meals and drinks (or tea, karaoke, golf, whatever it may be), and don't talk about the deal during these activities. Let your guard down and show your human side, including your weaknesses. Demonstrate genuine interest in the other party and make a friend. Be patient: In China, for example, this type of bond may take a long time to build. Eventually, you won't have just a friend; you'll have a deal.

Preparing to Face Your Counterpart

The map below sorts nationalities according to how confrontational and emotionally expressive they are. Although negotiators often believe that the two characteristics go hand in hand, that's not always the case.



4

Avoid Yes-or-No Questions

At some point during your negotiation you'll need to put a proposal on the table—and at that moment you will expect to hear whether or not the other side accepts. One of the most confounding aspects of international negotiations is that in some cultures the word "yes" may be used when the real meaning is no. In other cultures "no" is the most frequent knee-jerk response, but it often means "Let's discuss further." In either case, misunderstanding the message can lead to a waste of time or a muddled setback.

A recent negotiation between a Danish company and its Indonesian supplier provides a case in point. One of the Danish executives wanted reassurance

Look for Cultural Bridges

There's no substitute for learning all you can about the culture you will be negotiating with. But taking a cultural bridge—someone who is from the other culture, has a foot in both cultures, or, at the very least, knows the other culture intimately—to the negotiating table will give you a head start.

Of course, if one party doesn't speak English well, it's common to have the help of a translator; but a cultural bridge can make a huge impact even if no linguistic divide exists. During breaks in the negotiation, for example, you can ask this person to interpret what's going on between the lines.

The British executive Sarah Stevens was leading a U.S. team negotiating a deal in Japan. The Japanese parties all spoke English well, but three hours into the negotiation Stevens realized that her team was doing 90% of the talking, which worried her. She asked a colleague from her company's Japan office for advice. He explained that the Japanese often pause to think before speaking—and that they don't find silence uncomfortable the way Americans or the British do. He advised Stevens to adopt the Japanese approach: After asking a question, wait patiently and quietly for an answer. He also told her that the Japanese often make decisions in groups, so they might need to confer before giving an answer. If after a period of silence no clear answer had been given, Stevens might suggest a short break so that they could have a sidebar.

In Japan, he said, it is common to iron out a lot of potential conflicts in one-on-one informal discussions before the formal group meeting, which is seen more as a place to put a stamp on decisions already made. This particular nugget came too late for that trip, but Stevens made sure the next time to enable informal discussions in advance. Thanks to her cultural bridge, she got the deal she had hoped for.

If your team has no obvious candidate for this role, look elsewhere in your company. But don't make the common mistake of thinking that someone who speaks the language and has a parent from the culture will necessarily make a good cultural bridge.

Consider this British manager of Korean origin: He looked Korean, had a Korean name, and spoke Korean with no accent, but he'd never lived or worked in Korea; his parents had moved to Britain as teenagers. His company asked him to help with an important negotiation in Korea, but once there, he quickly realized that his team would have been better off without him. Because he spoke the language so well, the Koreans assumed that he would behave like a Korean, so they took offense when he spoke to the wrong person in the room and when he confronted them too directly. As he observes, "If I hadn't looked or sounded Korean, they would have forgiven me for behaving badly."

that the Indonesians could meet the desired deadline, so he asked them directly if the date was feasible. To his face they replied that it was, but a few days later they informed the company by e-mail that it was not. The Danish executive was aggrieved. "We'd already wasted weeks," he says. "Why didn't they tell us transparently during the meeting? We felt they had lied to us point-blank."

After hearing this story, I asked an Indonesian manager to explain what had happened. He told me that from an Indonesian perspective, it is rude to look someone you respect and like in the eye and say no to a request. "Instead we try to show 'no' with our body language or voice tone," he said. "Or perhaps we say, 'We will try our best.'" Signals like these are a way of saying "We would like to do what you want, but it is not possible." The interlocutor assumes that his counterpart will get the message and that both parties can then move on.

The problem can work the other way. The Indonesian manager went on to describe his experience negotiating with a French company for the first time: "When I asked them if they could kindly do something, the word 'no' flew out of their mouths—and not just once but often more like a 'no-no-no-no,' which feels to us like we are being slapped repeatedly." He found out later that the French were actually happy to accede to his request; they had just wanted to debate it a bit before final agreement.

When you need to know whether your counterpart is willing to do something, but his answer to every question leaves you more confused than before, remember the fourth rule of cross-cultural negotiations: If possible, avoid posing a yes-or-no question. Rather than "Will you do this?" try "How long would it take you to get this done?" And when you do ask a yes-or-no question in Southeast Asia, Japan, or Korea (perhaps also in India or Latin America), engage all your senses and emotional antennae. Even if the response is affirmative, something may feel like no: an extra beat of silence, a strong sucking in of the breath, a muttered "I will try, but it will be difficult." If so, the deal is probably not sealed. You may well have more negotiations in front of you.

5 Be Careful About Putting It in Writing

American managers learn early on to repeat key messages frequently and recap a meeting in writing. "Tell them what you're going to tell them, tell them, and then tell them what you've told them" is one of the first communication lessons taught in the United States. In Northern Europe, too, clarity and repetition are the basis of effective negotiation.

But this good practice can all too often sour during negotiations in Africa or Asia. A woman from Burundi who was working for a Dutch company says, "In my culture, if we have a discussion on the phone and come to a verbal agreement, that would be enough for me. If you get off the phone and send me a written recap of the discussion, that would be a clear signal that you don't trust me." This, she says, repeatedly caused difficulty for her company's negotiators, who recapped each discussion in writing as a matter of both habit and principle.

The difference in approach can make it difficult to write a contract. Americans rely heavily on written contracts—more so than any other culture in the world. As soon as two parties have agreed on the price and details, long documents outlining what will happen if the deal is not kept, and requiring signatures, are exchanged. In the U.S. these contracts are legally binding and make it easy to do business with people we otherwise have no reason to trust.

But in countries where the legal system is traditionally less reliable, and relationships carry more weight in business, written contracts are less frequent. In these countries they are often a commitment to do business but may not be legally binding. Therefore they're less detailed and less important. As one Nigerian manager explains, "If the moment we come to an agreement, you pull out the contract and hand me a pen, I start to worry. Do you think I won't follow through? Are you trying to trap me?"

In Nigeria and many other high-growth markets where the business environment is rapidly evolving, such as China and Indonesia, successful businesspeople must be much more flexible than is necessary (or desirable) in the West. In these cultures, a contract marks the beginning of a relationship, but it is understood that as the situation changes, the details of the agreement will also change.

Consider the experience of John Wagner, an American who had been working out a deal with a Chinese supplier. After several days of tough negotiations, his team and its legal department drafted a contract that the Chinese seemed happy to sign. But about six weeks later they reopened discussion on points that the Americans thought had been set in stone. Wagner observes, "I see now that we appeared irrationally inflexible to them. But at the time, we were hitting our heads against our desks." For the Americans, the contract had closed the negotiation phase, and implementation would follow. But for the Chinese, signing the contract was just one step in the dance.

So the fifth and final rule for negotiating internationally is to proceed cautiously with the contract. Ask your counterparts to draft the first version so that you can discern how much detail they are planning to commit to before you plunk down a 20-page document for them to sign. And be ready to revisit. When negotiating in emerging markets, remember that everything in these countries is dynamic, and no deal is ever really 100% final.

FINALLY, DON'T FORGET the universal rules: When you are negotiating a deal, you need to persuade and react, to convince and finesse, pushing your points while working carefully toward an agreement. In the heat of the discussion, what is spoken is important. But the trust you have built, the subtle messages you have understood, your ability to adapt your demeanor to the context at hand, will ultimately make the difference between success and failure—for Americans, for Chinese, for Brazilians, for everybody.

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C. Arias, O. Chaves, & A. Navarro
Lesson #1
Unit: 1
Handout 3

Main Task: Skimming

Let's practice skimming

Article: Getting to *Sí, Ja, Oui, Hai,* and *Da* ***How to negotiate across cultures*** *by Erin Meyer*

- When reading a text for the first time, you should skim over it to **grasp the main idea**.
- In this article, *read the highlighted text and quickly look over the rest of the text.*

Questions

1. What is the general idea of this article?

2. What is the main idea of this article?

a. It is important to be social in a business meeting.

b. Everybody should show cultural differences in negotiation settings.

c. Everything from language barriers to body language can have an impact on your negotiations.

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Handout 4

Main Task: Skimming – Answer Key

Let's practice skimming

Article: Getting to *Sí, Ja, Oui, Hai,* and *Da* ***How to negotiate across cultures*** *by Erin Meyer*

- When reading a text for the first time, you should skim over it to **grasp the main idea**.
- In this article, *read the highlighted text and quickly look over the rest of the text.*

Questions

1. What is the general idea of this article?

To be effective, a negotiator must be careful with subtle messages being passed around the table. In international negotiations, however, you may not know how to interpret your counterpart's communication accurately, especially when it takes the form of unspoken signals. The author identifies five rules of thumb for negotiating in other cultures.

2. What is the main idea of this article?

a. It is important to be social in a business meeting.
b. Everybody should show cultural differences in negotiation settings.
c. Everything from language barriers to body language can have an impact on your negotiations.

The correct answer is c.

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Lesson #1
Unit: 1
Handout 5

Main Task: Scanning

Let's practice scanning. Answer the questions in pairs:

1. Who was the **bargaining session** with?
2. How many rules of thumb does the author mention?
3. What are the five rules of thumb for negotiating with someone whose cultural style of communication differs from yours?
4. In rule #1, which people use more **upgraders** with disagreements and which people use more **downgraders**?
5. In rule #3, who was negotiating a **joint venture** in China
6. In rule #5, who learns early on to repeat key messages frequently and "**recap a meeting**" in writing?
7. In rule #5, which country does require contracts to be **legally binding**?
8. In page 80, what would a Nigerian manager think if in the moment of an agreement the other person **pulls out the contract** and hands a pen?

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Unit: 1
Handout 5

Main Task: Scanning - Answer key

Let's practice scanning. Answer the questions in pairs:

1. Who was the "bargaining session" with?

Answer: With a high-level Saudi Arabian customer

2. How many rules of thumb does the author mention?

Answer:5

3. What are the five rules of thumb for negotiating with someone whose cultural style of communication differs from yours?

1. Figure out how to express disagreement.
2. Recognize what emotional expressiveness signifies.
3. Learn how the other culture builds trust.
4. Avoid yes-or-no questions.
5. Beware of putting it in writing.

4. In rule #1, which people use more "upgraders" with disagreements and which people use more "downgrades"?

-Upgraders: Russians, the French, Germans, Israelis, and the Dutch use a lot of upgraders with disagreement.
-Downgrades: Mexicans, Thai, the Japanese, Peruvians, and Ghanaians use a lot of downgrades.

5. In rule #3, who was negotiating a joint venture in China?

Answer: An Australian was negotiating a joint venture in China.

6. In rule #5, who do learn early on to repeat key messages frequently and recap a meeting in writing?

Answer: American managers learn early on to repeat key messages frequently and recap a meeting in writ- ing.

7. In rule #5, which country does require contracts to be legally binding?

Answer: In the U.S. these contracts are legally binding and make it easy to do business with people we otherwise have no reason to trust.

8. In page 80, what would a Nigerian manager think if in the moment of an agreement the other person "pulls out the contract" and hands a pen?

Answer: He would start to worry. "Do you think I won't follow through? Are you trying to trap me?"

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Post-Task

Handout 6

Language Focus
Wh-Questions in Present Tense

Wh-questions are useful to ask for specific information.

The structure for wh-questions in present tense is:

1. Wh + auxiliary (do / does) + subject + verb (base form) + complement?

For example: When does the meeting start on Thursday?

For verb "be", the structure is different:

2. Wh + verb "be" (is / are / am) + subject + complement?

For example: Who is the supplier of your company?

Practice: Unscramble the following questions in the correct order.

1. is / the topic of the meeting / what ?

2. the speakers / at 3:15 / who / are?

3. the meaning of bargaining / is / what?

4. located / are / where / the outsourced companies ?

5. where / the author / does / that information / mention?

6. pull out / when / we / do / the contract?

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Post-Task

Handout 6

Language Focus- Answer Key
Wh-Questions in Present Tense

1. What is the topic of the meeting?

2. Who are the speakers at 3:15?

3. What is the meaning of bargaining?

4. Where are the outsourced companies located?

5. Where does the author mention that information?

6. When do we pull out the contract?

University of Costa Rica
Master's Program in TEFL

Course name: Negotiating More Than Meaning

Arias, Chaves, Navarro

Date: August 26, 2020 Lesson Plan #2
Student teacher: Olga Chaves
Assistants: Christofer Arias and Angie Navarro
Title of unit: Unit 1: Reading and Discussing Business Texts

Unit Goal: At the end of the unit, students will be able to successfully demonstrate understanding of excerpts from business academic articles and textbooks by identifying relevant technical vocabulary, main and supporting ideas, and key specific details.

General Objective: By the end of the lesson, students will be able to effectively identify main ideas and supporting details in authentic texts by predicting the organization of ideas in article and textbook excerpts.

Specific Objectives: The students will be able to
1. properly activate prior knowledge and schemata to predict what the lesson is about by looking at some images;
2. effectively demonstrate understanding of vocabulary related to negotiation tactics from a book excerpt by matching words with their corresponding definitions;
3. accurately identify the function of discourse markers to their meanings by selecting the one that fits in the sentence;
4. properly identify the main idea and the supporting details of a paragraph by organizing the sentences in sequential order;
5. effectively identify the main idea and supporting details of different negotiation tactics from a book excerpt by completing a chart and interacting with a classmate;
6. correctly identify the discourse markers and their functions by using synonyms in sentences from the book excerpt.

Objectives	Procedures	Language (Vocabulary, expressions, useful language, grammatical or phonetic features)	Strategies	Macro Skills	Time
1	**Warm-up: Making Predictions**	UL:	Schema Activation	R S	10 minutes

	1. T projects some pictures and asks Ss to guess the topic of the reading that they are going to read. 2. Students share their predictions with the rest of the class. **Materials:** PowerPoint presentation References: •https://pulse.venerocapital.com/6-negotiation-tips-when-selling-your-company-10eb1159564d •https://www.negotiations.com/cartoons/ •https://www.istockphoto.com/es/vector/stick-figura-de-la-mano-gm176661238-26382123	I/ believe/think/guess that the topic is about...	Negotiation of Meaning Prediction	L	
2	**Pre-Task 1: Vocabulary for the lesson** 1. T pronounces the vocabulary words before the task. Ss repeat the words	**Vocabulary:** -Achieve -Overwhelm	Negotiation of Meaning Guessing meaning from context	L S R W	10 minutes

	aloud to practice the pronunciation. 2. T. starts by modelling the activity with the ATs so Ss can see what they are required to do in the task. 3. Ss work in breakout rooms in Zoom to work with the assigned tactics. Each AT will be in a different breakout room in order to monitor and assist Ss during the task. 4. Using handout 1 and in pairs, Ss match the definitions of the vocabulary for the lesson with their corresponding words used in sentences. 5. Finally, each pair goes back to the main room. The T goes over the answers by having Ss read the definitions aloud one by one. **Materials:** -Handout 1	-Agreement -Headed in a different direction -Risks -Trade -Proposals -Cost Breakdown -Bid **UL:** · What do you think ______ means? · I think/believe/guess this word means… · I think you're right			

3	**Pre-Task 2: Discourse Markers** 1. T projects handout 2 and explains what discourse markers are and their different functions. 2. Ss decide which discourse marker best fits in the sentence. Orally Ss tell the function of each discourse marker. **Materials:** -Handout 2	**Vocabulary:** **Discourse Markers:** -also -moreover -in addition -furthermore -Similarly -in the same way -likewise -equally -however -although -on the other hand -hence -therefore -consequently -as a result -in summary -overall -finally -to sum up -in conclusion -for example -for instance -to illustrate -first -second -third -next	Negotiation of Meaning	R S L	20 minutes

		-after -later -then **UL:** -I think/guess/believe the discourse marker for this sentence is ________. -The function is ________. -Its function is ________.			
4	**Pre-task 3: Main and Supporting ideas in a Paragraph** 1. T explains the definitions and characteristics of main ideas and supporting details. 2. T. starts by modelling the activity with the ATs so Ss can see what they are required to do in the main task. 3. Ss work in breakout rooms in Zoom to work with the assigned tactics. Each AT will be in a different breakout room in order to	**UL:** I think this sentence is the main idea/supporting detail. I don't think this is the main idea/supporting detail. Which is number…? Which one is next? The first/next/last on is…	Negotiation of Meaning Identifying main and supporting details Organizing information	L S R W	15 minutes

	monitor and assist Ss during the task. 4. Ss organize the sentences from a paragraph extracted from the reading that will be used in the main task. Ss write sequentially if the sentence is a main idea or a supporting detail. 5. Finally, each pair goes back to the main room. The T goes over the answers by having Ss say the answers aloud. T indicates if the answers are correct. **Materials:** -Handout 3				
5	**Main-task: Identifying the main and supporting details** 1. T. starts by modelling the activity with the ATs so Ss can see what they are required to do in the main task. 2. T. asks Ss to read and complete the boxes with the main and supporting details by interacting with a classmate.	**UL:** -What do you think the main idea of the "snowball" tactic is? - I think/ guess/ believe/ suppose the main idea of the "snowball" tactic is _________	Negotiation of Meaning Getting the gist Identifying main and supporting details	S L R W	30 minutes

	3. T. assigns tactics to the different pairs so they can present them to the rest of the class. 4. Ss work in breakout rooms in Zoom to work with the assigned tactics. Each AT will be in a different breakout room in order to monitor and assist Ss during the task. 5. Finally, Ss go back to the main room and using handout 4 read the main idea and supporting details of the assigned tactic. **Materials:** Excerpt from chapter 2 "Strategy and Tactics of Distributive Bargaining" taken from the book: Lewicki, R. J., Saunders, D. M., & Barry, B. (2012). Essentials of negotiation. McGraw-Hill. Handout 4	- What do you think the supporting details of the "bogey" tactic are? - I think/ guess/ believe/ suppose the supporting details of the "bogey" tactic are_____, ____ and______.			
6	**Post task: Discourse markers review** As homework, Ss use handout 5 to review the use of the discourse markers by answering eight	**Vocabulary:** **Discourse Markers:** -also -moreover	Recognizing functions and equivalents of cohesive devices	R W	10 minutes

	sentences where they must identify the discourse markers, use a synonym and choose the function. Ss must upload the homework on Google classroom. T will upload the answer key so Ss can check their answers. Materials: Excerpt from chapter 2 "Strategy and Tactics of Distributive Bargaining" taken from the book: Lewicki, R. J., Saunders, D. M., & Barry, B. (2012). Essentials of negotiation. McGraw-Hill. Handout 5 and handout 2	-equally -however -although -on the other hand -hence -therefore -consequently -as a result -in summary -overall -finally -to sum up -in conclusion -for example -for instance -to illustrate -first -second -third -next -after -later -then			

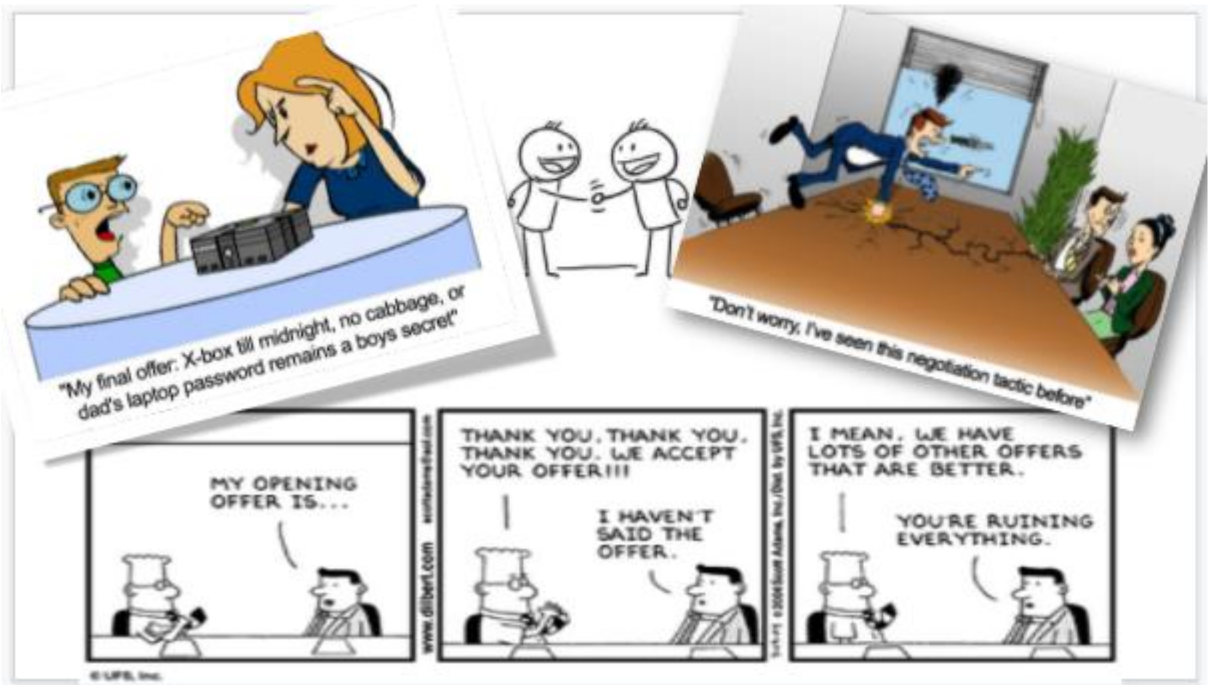
Abbreviations to be used: T = teacher AT = assistants Ss = students L = listening S = speaking R = reading W = writing Others: ______

References:

Excerpt from chapter 2 "Strategy and Tactics of Distributive Bargaining" taken from the book: Lewicki, R. J., Saunders, D. M., & Barry, B. (2012). Essentials of negotiation. McGraw-Hill.

https://dictionary.cambridge.org

C. Arias, O. Chaves, & A. Navarro
Lesson #2
Unit 1: Reading and Discussing Business Texts
Warm Up



Useful language

- What do you think the topic is about?
- I think/guess/believe the topic is about...

References

- https://pulse.venerocapital.com/6-negotiation-tips-when-selling-your-company-10eb1159564d
- https://www.negotiations.com/cartoons/
- https://www.istockphoto.com/es/vector/stick-figura-de-la-mano-gm176661238-26382123

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Lesson #2
Unit 1: Reading and Discussing Business Texts
Pre-Task 1

Handout 1

Vocabulary for the Lesson

Instructions: Write the number of the definition in the parenthesis next to the sentences.

Sentences		Definitions
The company *achieved* their objectives.	( )	1. a decision or arrangement, often formal and written, between two or more groups or people.
Negotiators can try to *overwhelm* each other with lots of information about a deal.	( )	2. a suggestion for a possible plan or action.
There is no *agreement* and the negotiations are continuing.	( )	3. an offer of a particular amount of money for something.
The negotiation *headed in a different direction.*	( )	4. to be too much to deal with.
In this negotiation, the *risks* are high.	( )	5. to do or obtain something that you wanted after planning and working to make it happen.
The 2 countries will sign a *trade* agreement for 2 years.	( )	6. the process of dividing the cost of something into the different parts.
The management accepted our *proposals* for the new marketing campaign.	( )	7. the activity of buying and selling, or exchanging, goods and/or services.
The chairperson asked for a detailed *cost breakdown* for the new product campaign.	( )	8. To go in a particular direction.
The company made a *bid* of $1 million dollars.	( )	9. the possibility of something bad happening.

Definitions adapted from: https://dictionary.cambridge.org

Useful Language:

What do you think _____ means?

I think/believe/guess this word means…

I think you're right

I'm not sure I think

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Lesson #2
Unit 1: Reading and Discussing Business Texts
Pre-Task 1
Handout 1

Vocabulary for the Lesson – Answer Key

Instructions: Write the number of the definition in the parenthesis next to the sentences.

Sentences		Definitions
The company *achieved* their objectives.	(5)	1. a decision or arrangement, often formal and written, between two or more groups or people.
Negotiators can try to *overwhelm* each other with lots of information about a deal.	(4)	2. a suggestion for a possible plan or action.
There is no *agreement* and the negotiations are continuing.	(1)	3. an offer of a particular amount of money for something.
The negotiation *headed in a different direction.*	(8)	4. to be too much to deal with.
In this negotiation, the *risks* are high.	(9)	5. to do or obtain something that you wanted after planning and working to make it happen.
The 2 countries will sign a *trade* agreement for 2 years.	(7)	6. the process of dividing the cost of something into the different parts.
The management accepted our *proposals* for the new marketing campaign.	(2)	7. the activity of buying and selling, or exchanging, goods and/or services.
The chairperson asked for a detailed *cost breakdown* for the new product campaign.	(6)	8. To go in a particular direction.
The company made a *bid* of $1 million dollars.	(3)	9. the possibility of something bad happening.

Definitions adapted from: https://dictionary.cambridge.org

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Lesson #2
Unit: 1
Handout 2

Pre-task 2

Discourse Makers

Discourse markers are words and phrases that help us to understand the organization of a text. They provide coherence to the sentences that constitute a text.

To add information: also – moreover – in addition – furthermore	Negotiators need to recognize that these tactics can **also** be counterproductive and costly.
To sequence events: first – second – third - next – after – later – then	**First**, negotiators face some independent situations
To show similarities: similarly – in the same way – likewise – equally	**Similarly**, a condo buyer may tell the seller his absolute maximum price and support it with an explanation of income and other expenses.
To contrast: however – although – on the other hand	It is always possible to respond to a hardball tactic with one of your own. **Although,** this response can result in chaos.
To show cause and effect: hence – therefore – consequently – as a result	**Therefore**, when influencing the other's viewpoint, you must also deal with the other party's understanding of your value for a particular outcome.
To conclude: in summary – overall – to sum up – finally – in conclusion	**Finally**, negotiators should listen carefully to the other party and identify consistent and inconsistent information.
To illustrate: for example – for instance – to illustrate	**For example**, a man buying a car may claim that he must consult his wife before making a final decision.

Practice

Read each sentence carefully. Highlight the discourse marker that best matches with the sentence. Then orally tell its function.

1. The investors accepted the proposal for the new campaign. (Therefore – On the other hand), the product will be launched next month.
2. When making a negotiation, first, you need to pull out the contract, then – however), you need to bargain its terms.
3. Companies can use negotiation tactics to reach agreements. (First – However), they could overwhelm their business parties.
4. Manufacturing costs have significantly changed. (In conclusion – Similarly), the price of the product has been affected.
5. The C.E.O of our company asked for previous information before proceeding with the deal. (On the other hand – For example), she asked for the cost breakdown.

Useful Language

- I think/guess/believe the discourse marker for this sentence is ________.
- The function is ________.
- Its function is ________.

Practice – Answer Key

Read each sentence carefully. Highlight the discourse marker that best matches with the sentence. Then orally tell its function.

1. The investors accepted the proposal for the new campaign. (Therefore – On the other hand), the product will be launched next month.

2. When making a negotiation, first, you need to pull out the contract, (then – however), you need to bargain its terms.

3. Companies can use negotiation tactics to reach agreements. (First – However), they could overwhelm their business parties.

4. Manufacturing costs have significantly changed. (In conclusion – Similarly), the price of the product has been affected.

5. The C.E.O of our company asked for previous information before proceeding with the deal. (On the other hand – For example), she asked for the cost breakdown.

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Lesson #2
Unit 1: Reading and Discussing Business Texts
Pre-Task 3

Handout 3

Main and Supporting ideas in a Paragraph

In a text, a paragraph is a group of sentences that are related to a topic. Every paragraph consists of **main ideas** and **supporting details**.

Main ideas: The main idea of the paragraph is called topic sentence and it is generally the first sentence in the paragraph. This sentence contains the most important information in the paragraph.

Supporting details: Supporting details are sentences that support the main idea. They usually contain explanations, details, examples, or facts related to the main topic of the paragraph.

Instructions: Organize the following paragraph in the correct order. Write the sequential order from 1 **(main idea)** to 6 next to each of the sentences below.

Sentences	**Order**
Third, every negotiation situation has the potential to require distributive bargaining skills when at the "claiming value" stage.	
Second, because many people use distributive bargaining strategies and tactics almost exclusively, all negotiators need to understand how to counter their effects.	
There are three reasons why every negotiator should be familiar with distributive bargaining.	
First, negotiators face some interdependent situations that are distributive, and to do well in them they need to understand how they work.	
Often they cause the negotiating parties to focus so much on their differences that they ignore what they have in common.	
Understanding distributive strategies and tactics is important and useful, but negotiators need to recognize that these tactics can also be counterproductive and costly.	

Excerpt from chapter 2 "Strategy and Tactics of Distributive Bargaining" taken from the book: Lewicki, R. J., Saunders, D. M., & Barry, B. (2012). Essentials of negotiation. McGraw-Hill.

Useful Language:

- I think this sentence is the main idea/supporting detail.
- I don't think this is the main idea/supporting detail.
- Which is number…?
- Which one is next?
- The first/next/last on is...

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Lesson #2
Unit 1: Reading and Discussing Business Texts
Pre-Task 3

Handout 3 – Answer Key

Main and Supporting ideas in a Paragraph

In a text, a paragraph is a group of sentences that are related to a topic. Every paragraph consists of **main ideas** and **supporting details**.

Main ideas: The main idea of the paragraph is called topic sentence and it is generally the first sentence in the paragraph. This sentence contains the most important information in the paragraph.

Supporting details: Supporting details are sentences that support the main idea. They usually contain explanations, details, examples, or facts related to the main topic of the paragraph.

Instructions: Organize the following paragraph in the correct order. Write the sequential order from 1 **(main idea)** to 6 next to each of the sentences below.

Sentences	**Order**
Third, every negotiation situation has the potential to require distributive bargaining skills when at the "claiming value" stage.	4
Second, because many people use distributive bargaining strategies and tactics almost exclusively, all negotiators need to understand how to counter their effects.	3
There are three reasons why every negotiator should be familiar with distributive bargaining.	1
First, negotiators face some interdependent situations that are distributive, and to do well in them they need to understand how they work.	2
Often they cause the negotiating parties to focus so much on their differences that they ignore what they have in common.	6
Understanding distributive strategies and tactics is important and useful, but negotiators need to recognize that these tactics can also be counterproductive and costly.	5

Excerpt from chapter 2 "Strategy and Tactics of Distributive Bargaining" taken from the book: Lewicki, R. J., Saunders, D. M., & Barry, B. (2012). Essentials of negotiation. McGraw-Hill.

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Lesson #2
Unit: 1
Handout 4

Main Task

Instructions: Read the following text and complete the charts with the main idea and supporting details of the tactic assigned by your instructor. Use the useful language to interact with your classmate.

CHAPTER 2

Strategy and Tactics of Distributive Bargaining

Distributive bargaining is sometimes called competitive, or win-lose, bargaining. In a distributive bargaining situation, the goals of one party are usually in fundamental and direct conflict with the goals of the other party. Resources are fixed and limited, and both parties want to maximize their share.

There are three reasons why every negotiator should be familiar with distributive bargaining. First, negotiators face some interdependent situations that are distributive, and to do well in them they need to understand how they work. Second, because many people use distributive bargaining strategies and tactics almost exclusively, all negotiators need to understand how to counter their effects. Third, every negotiation situation has the potential to require distributive bargaining skills when at the "claiming value" stage.[2] Understanding distributive strategies and tactics is important and useful, but negotiators need to recognize that these tactics can also be counterproductive and costly.

Hardball Tactics

We now turn to a discussion of hardball tactics in negotiation. Many popular books of negotiation discuss using hardball negotiation tactics to beat the other party.[38] Such tactics are designed to pressure negotiators to do things they would not otherwise do, and their presence usually disguises the user's adherence to a decidedly distributive bargaining approach. It is not clear exactly how often or how well these tactics work, but they work best against poorly prepared negotiators.

Typical Hardball Tactics

Good Cop/Bad Cop The good cop/bad cop tactic is named after a police interrogation technique in which two officers (one kind, the other tough) take turns questioning a suspect. The use of this tactic in negotiations typically goes as follows: The first interrogator (bad cop) presents a tough opening position, punctuated with threats, obnoxious behaviour, and intransigence. The interrogator then leaves the room to make an important telephone call or to cool off—frequently at the partner's suggestion.

While out of the room, the other interrogator (good cop) tries to reach a quick agreement before the bad cop returns and makes life difficult for everyone. A more subtle form of this tactic is to assign the bad cop the role of speaking only when the negotiations are headed in a direction that the team does not want; as long as things are going well, the good cop does the talking. Although the good cop/bad cop tactic can be somewhat transparent, it often leads to concessions and negotiated agreements.[43]

Lowball/Highball Negotiators using the lowball (highball) tactic start with a ridiculously low (or high) opening offer that they know they will never achieve. The theory is that the extreme offer will cause the other party to re-evaluate his or her own opening offer and move closer to or beyond their resistance point. The risk of using this tactic is that the other party will think negotiating is a waste of time and will stop negotiating. Even if the other party continues to negotiate after receiving a lowball (highball) offer, it takes a very skilled negotiator to be able to justify the extreme opening offer and to finesse the negotiation back to a point where the other side will be willing to make a major concession toward the outrageous bid.

Bogey Negotiators using the bogey tactic pretend that an issue of little or no importance to them is quite important. Later in the negotiation, this issue can then be traded for major concessions on issues that are actually important to them. This tactic is most effective when negotiators identify an issue that is quite important to the other side but of little value to themselves. For example, a seller may have a product in the warehouse ready for delivery. When negotiating with a purchasing agent, the seller may ask for large concessions to process a rush order for the client. The seller can reduce the size of the concession demanded for the rush order in exchange for concessions on other issues, such as the price or the size of the order.

The Nibble Negotiators using the nibble tactic ask for a proportionally small concession (for instance, 1 to 2 percent of the total profit of the deal) on an item that hasn't been discussed previously to close the deal. Herb Cohen describes the nibble as follows: After trying many different suits in a clothing store, tell the clerk that you will take a given suit if a tie is included for free.[44] The tie is the nibble. Cohen claims that he usually gets the tie. In a business context, the tactic occurs like this: After a considerable amount of time has been spent in negotiation, when an agreement is close, one party asks to include a clause that hasn't been discussed previously and that will cost the other party a proportionally small amount. This amount is too small to lose the deal over, but large enough to upset the other party.

Aggressive Behaviour A group of tactics similar to those described under intimidation includes various ways of being aggressive in pushing your position or attacking the other person's position. Aggressive tactics include a relentless push for further concessions ("You can do better than that"), asking for the best offer early in negotiations ("Let's not waste any time. What is the most that you will pay?"), and asking the other party to explain and justify his or her proposals item by item or line by line ("What is your cost breakdown for each item?"). The negotiator using these techniques is signalling a hard-nosed, intransigent position and trying to force the other side to make many concessions to reach an agreement.

Snow Job The snow job tactic occurs when negotiators overwhelm the other party with so much information that he or she has trouble determining which facts are real or important, and which are included merely as distractions. Governments use this tactic frequently when releasing information publicly. Rather than answering a question briefly, they release thousands of pages of documents from hearings and transcripts that may or may not contain the information that the other party is seeking. Another example of the snow job is the use of highly technical language to hide a simple answer to a question asked by a non-expert. Any group of professionals—such as engineers, lawyers, or computer network administrators—can use this tactic to overwhelm ("snow") the other party with so much information and technical language that the non-experts cannot make sense of the answer. Frequently, in order not to be embarrassed by asking "obvious" questions, the recipient of the snow job will simply nod his or her head and passively agree with the other party's analysis or statements.

Watch for hardball tactics and don't be swayed by them. Remember, for most tactics the best defence is preparation. Keeping your cool and signalling that you know what you are doing go a long towards minimizing the effect of hardball tactics.

Excerpt from chapter 2 "Strategy and Tactics of Distributive Bargaining" taken from the book: Lewicki, R. J., Saunders, D. M., & Barry, B. (2012). Essentials of negotiation. McGraw-Hill.

Useful Language

-What do you think the main idea of the "snowball" tactic is?
- I think/guess/believe/suppose the main idea of the "snowball" tactic is ________
- What do you think the supporting details of the "bogey" tactic are?
- I think/guess/believe/suppose the supporting details of the "bogey" tactic are_____, ____ and______.

Main idea for the Good Cop/ Bad Cop tactic:

____

Supporting details:

- ____
- ____
- ____

Main idea for the Lowball/ Highball tactic:

____

Supporting details:

- ____
- ____
- ____

Main idea for the Bogey tactic:

____

Supporting details:

- ____
- ____
- ____

Main idea for the Nibble tactic:

____

Supporting details:

- ____
- ____
- ____

Main idea for the Aggressive Behavior tactic:

____

Supporting details:

- ____
- ____
- ____

Main idea for the Snow Job tactic:

____

Supporting details:

- ____
- ____
- ____

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Lesson #2
Unit: 1
Handout 4

Main Task – Answer Key

Instructions: Read the following text and complete the charts with the main idea and supporting details of the tactic assigned by your instructor. Use the useful language to interact with your classmate.

Main idea for the Good Cop/ Bad Cop tactic: The good cop/bad cop tactic is named after a police interrogation technique in which two officers (one kind, the other tough) take turns questioning a suspect.

Supporting details:

1.The use of this tactic in negotiations typically goes as follows: The first interrogator (bad cop) presents a tough opening position, punctuated with threats, obnoxious behaviour, and intransigence.
2. The interrogator then leaves the room to make an important telephone call or to cool off—frequently at the partner's suggestion.

3. While out of the room, the other interrogator (good cop) tries to reach a quick agreement before the bad cop returns and makes life difficult for everyone.

4. A more subtle form of this tactic is to assign the bad cop the role of speaking only when the negotiations are headed in a direction that the team does not want; as long as things are going well, the good cop does the talking.

5. Although the good cop/bad cop tactic can be somewhat transparent, it often leads to concessions and negotiated agreements.

Main idea for the Lowball/ Highball tactic: Negotiators using the lowball (highball) tactic start with a ridiculously low (or high) opening offer that they know they will never achieve.

Supporting details:

1.The theory is that the extreme offer will cause the other party to re-evaluate his or her own opening offer and move closer to or beyond their resistance point.
2.The risk of using this tactic is that the other party will think negotiating is a waste of time and will stop negotiating.
3.Even if the other party continues to negotiate after receiving a lowball (highball) offer, it takes a very skilled negotiator to be able to justify the extreme opening offer and to finesse the negotiation back to a point where the other side will be willing to make a major concession toward the outrageous bid.

Main idea for the Bogey tactic: Negotiators using the bogey tactic pretend that an issue of little or no importance to them is quite important.
Supporting details:
1.Later in the negotiation, this issue can then be traded for major concessions on issues that are actually important to them.
2.This tactic is most effective when negotiators identify an issue that is quite important to the other side but of little value to themselves.
3.For example, a seller may have a product in the warehouse ready for delivery.
4.When negotiating with a purchasing agent, the seller may ask for large concessions to process a rush order for the client.
5.The seller can reduce the size of the concession demanded for the rush order in exchange for concessions on other issues, such as the price or the size of the order.

Main idea for the Nibble tactic: Negotiators using the nibble tactic ask for a proportionally small concession (for instance, 1 to 2 percent of the total profit of the deal) on an item that hasn't been discussed previously to close the deal.
Supporting details:
1.Herb Cohen describes the nibble as follows: After trying many different suits in a clothing store, tell the clerk that you will take a given suit if a tie is included for free.
2.The tie is the nibble.
3. Cohen claims that he usually gets the tie.
4. In a business context, the tactic occurs like this: After a considerable amount of time has been spent in negotiation, when an agreement is close, one party asks to include a clause that hasn't been discussed previously and that will cost the other party a proportionally small amount.
5.This amount is too small to lose the deal over, but large enough to upset the other party.

Main idea for the Aggressive Behavior tactic: A group of tactics similar to those described under intimidation includes various ways of being aggressive in pushing your position or attacking the other person's position.
Supporting details:
1.Aggressive tactics include a relentless push for further concessions ("You can do better than that"), **2.** asking for the best offer early in negotiations ("Let's not waste any time. What is the most that you will pay?"), **3.** and asking the other party to explain and justify his or her proposals item by item or line by line ("What is your cost breakdown for each item?").
4.The negotiator using these techniques is signaling a hard-nosed, intransigent position and trying to force the other side to make many concessions to reach an agreement.

Main idea for the Snow Job tactic: The snow job tactic occurs when negotiators overwhelm the other party with so much information that he or she has trouble determining which facts are real or important, and which are included merely as distractions.
Supporting details:
1. Governments use this tactic frequently when releasing information publicly.
2. Rather than answering a question briefly, they release thousands of pages of documents from hearings and transcripts that may or may not contain the information that the other party is seeking.
3. Another example of the snow job is the use of highly technical language to hide a simple answer to a question asked by a non-expert.

3. Any group of professionals—such as engineers, lawyers, or computer network administrators—can use this tactic to overwhelm ("snow") the other party with so much information and technical language that the non-experts cannot make sense of the answer. 4. Frequently, in order not to be embarrassed by asking "obvious" questions, the recipient of the snow job will simply nod his or her head and passively agree with the other party's analysis or statements.

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Lesson #2
Unit: 1
Handout 5

Post task

Language Focus: Discourse Markers

Instructions: Read the following sentences, underline the discourse markers, write a synonym you could use to replace them in the blank, and highlight the functions. Use Handout 2 to help yourself.

1. Later, this issue can then be traded for major concessions on issues that are actually important to them. ___________ (to contrast – to conclude – to sequence events)

2. For example, a seller may have a product in the warehouse ready for delivery. ___________ (to show cause and effect – to illustrate – to conclude)

3. In addition, time pressure in negotiation appears to reduce the demands of the other party. ___________ (to add information – to show similarities – to emphasize)

4. However, it is important to remember that both sides are better off because the sale price is superior to each party's reservation points. ___________ (to contrast – to conclude – to sequence events)

5. Finally, you should be very cautious about sudden reversals in positions taken by the other party. ___________ (to show cause and effect – to illustrate – to conclude)

6. Therefore, negotiators who make exaggerated opening offers should also have viable alternatives they can employ if the opposing negotiator refuses to deal with them. ___________ (to show cause and effect – to illustrate – to conclude)

7. Similarly, if you know that a position is important to the other party you can expect the other to resist giving up on that issue. ___________ (to show similarities – to show cause and effect – to emphasize)

Excerpt from chapter 2 "Strategy and Tactics of Distributive Bargaining" taken from the book: Lewicki, R. J., Saunders, D. M., & Barry, B. (2012). Essentials of negotiation. McGraw-Hill.

C. Arias, O. Chaves, & A. Navarro
Lesson #2
Unit: 1
Handout 5

Post task- Answer Key

Language Focus: Discourse Markers

Instructions: Read the following sentences, underline the discourse markers, write a synonym you could use to replace them and highlight the functions. Use Handout 2 to help yourself.

1. Later, this issue can then be traded for major concessions on issues that are actually important to them. next, then, after (to contrast – to conclude – to sequence events)

2. For example, a seller may have a product in the warehouse ready for delivery. for instance, to illustrate (to show cause and effect – to illustrate – to conclude)

3. In addition, time pressure in negotiation appears to reduce the demands of the other party. Also, moreover, furthermore (to add information – to show similarities – to emphasize)

4. However, it is important to remember that both sides are better off because the sale price is superior to each party's reservation points. on the other hand, (to contrast – to conclude – to sequence events)

5. Finally, you should be very cautious about sudden reversals in positions taken by the other party. In summary, to sum up, overall, in conclusion (to show cause and effect – to illustrate – to conclude)

6. Therefore, negotiators who make exaggerated opening offers should also have viable alternatives they can employ if the opposing negotiator refuses to deal with them. _hence, consequently, as a result (to show cause and effect – to illustrate – to conclude)

7. Similarly, if you know that a position is important to the other party you can expect the other to resist giving up on that issue. _In the same way, likewise, equally (to show similarities – to show cause and effect – to emphasize)

Excerpt from chapter 2 "Strategy and Tactics of Distributive Bargaining" taken from the book: Lewicki, R. J., Saunders, D. M., & Barry, B. (2012). Essentials of negotiation. McGraw-Hill.

University of Costa Rica
Master's Program in TEFL

Course name: Negotiating More Than Meaning

Arias, Chaves, Navarro

Date: September 2, 2020 Lesson Plan #3
Student teacher: Christofer Arias
Assistants: Olga Chaves and Angie Navarro
Title of unit: Unit 1: Reading and Discussing Business Texts

Unit Goal: At the end of the unit, students will be able to successfully demonstrate understanding of excerpts from business academic articles and textbooks by identifying relevant technical vocabulary, main and supporting ideas, and key specific details.

General Objective: By the end of the lesson, students will be able to successfully identify key specific details in authentic business texts by choosing the best answer to comprehension questions based on textual evidence.

Specific Objectives: The students will be able to

1. successfully activate schemata about the topic of the reading by completing a graphic organizer while watching a video;
2. properly show understanding of the definitions provided by matching them with the corresponding image;
3. correctly determine the pronunciation of the final -s/-es by identifying the final sound in some sentences taken from the excerpt;
4. successfully obtain general information from classmates by asking each other questions;
5. successfully demonstrate understanding of details of a text by answering comprehension questions based on textual evidence;
6. correctly recognize the final pronunciation of the final -s/es by classifying words from a paragraph in a chart.

Objectives	Procedures	Language (Vocabulary, expressions, useful language, grammatical or phonetic features)	Strategies	Macro Skills	Time
1	**Review:** 1. T writes some words that have been mispronounced during previous lessons on the virtual board. 2. Then, T and Ss pronounce the words with the correct pronunciation. **Warm-up:** 1. In pairs, Ss go into breakout rooms and use handout 1 to access a link that contains a video about the topic of the text chosen for the class. 2. As Ss watch the video, they complete a graphic organizer with information that is essential for the lesson. 3. After that, Ss get in the main room and discuss their answers orally with the rest of the class.	**Vocabulary:** Wh-questions **UL:** I believe/think/guess the definition of extended-self is… I believe/think/guess some examples are…	Negotiation of meaning Organizing information Sharing information	L S R W	15 minutes

	Materials: Handout 1 Video: https://www.youtube.com/watch?v=ZCbcjcTcKak				
2	**Pre-Task 1: Matching words and pictures** 1. T pronounces the vocabulary words before the task. Ss repeat the words aloud to practice the pronunciation. 2. T. starts by modelling the activity with the ATs so Ss can see what they are required to do in the pre-task. 3. Ss work in breakout rooms in Zoom to work with a classmate. Each AT will be in a different breakout room in order to monitor and assist Ss during the pre-task. 4. Using handout 2 and in pairs, Ss match the	**Vocabulary:** Purchase Brand engagement Bond Product ownership Self-worth Display Market segmentation Enhance Self-image congruity	Negotiation of meaning Giving information	R L S W	15 minutes

	definitions of the vocabulary for the lesson with their corresponding images. 5. Finally, each pair goes back to the main room. The T goes over the answers by having Ss read the word or phrases corresponding to each image. **Materials:** -Handout 2	**UL:** · What do you think number 1 corresponds to? · I think/believe/guess number 1 corresponds to… · I think you're right · I don't think/believe number 1 corresponds to…			
3	**Pre-Task 2: Pronunciation of the final -s** 1. T projects handout 3 and explain the final -s/-es with the pronunciation and Ss repeat the words. 2. Ss decide which final -s/-es sound corresponds to the underlined part of some words in sentences taken from the text they will use in the main task. Orally Ss tell the correct pronunciation	**Vocabulary:** parts products person's self others aspects appears brands differences people's attempts services	Checking for understanding Identifying final -s/-es pronunciation	R L S W	15 minutes

	and T checks if the answers are correct. **Materials:** Handout 3				
4	**Pre-task: Interviewing a Classmate** 1. T. starts by modelling the activity with the ATs so Ss can see what they are required to do in the pre-task. 2. In pairs, Ss go into breakout rooms. Each AT will be in a different breakout room in order to monitor and assist Ss during the pre-task. 3. Using handout 4, Ss take turns to ask and answer questions about their preferences regarding products and services. 4. Ss write the answers about their classmates in the handout. 5. In the main room, Ss report to the rest of the class the information provided by their classmates. Ss produce the final -s sound correctly	**UL** **To give reasons** Because… **Turn taking techniques** What about you? **Clarification Questions** -Can/Could you repeat that please? -What did you say? -Sorry can you say that again… **Pronunciation** /s/ - /z/ - /Iz/	Asking information questions Asking for clarification Giving information Identifying final -s pronunciation Sharing information	R L S	15 minutes

	when presenting the information. **Materials:** Handout 4				
5	**Main Task: Answering Comprehension Questions** 1. T projects handout 5 and explains the instructions for the main task. 2. T starts by modelling the activity with the ATs so Ss can see what they are required to do in the task. 3. As a pre-reading activity, T and Ss pronounce words that are important for the task. 4. In pairs, Ss go into breakout rooms and read the text chosen for the lesson. Each AT will be in a different breakout room in order to monitor and assist Ss during the task. 5. Ss have to decide the best answer for some	**Vocabulary** Purchase Brand engagement Bond Product ownership Self-worth Display Market segmentation Enhance Self-image congruity **UL:**	Negotiation of meaning Skimming Scanning Organizing information Sharing information	R S L W	30 min

	comprehension questions based on the text. 6. After that, Ss have to orally present their answers in the main room. When presenting the information, Ss have to pronounce the final -s sounds correctly. **Materials:** Handout 5	· I think/believe/guess that the answer is… · I don't think that is the answer… · Where is the answer for this question located in the text?			
6	**Post-Task** 1. Individually, Ss use handout 6 to read a small paragraph extracted from the same chapter of the reading used in the main task. 2. In handout 6, Ss complete a chart with at least three examples of the final -s sound that are found in the reading. **Materials:** Handout 6	**UL** I found the following word/s with the /s/ - /z/ - /Iz/ sound… I think these words are pronounced with the /s/ - /z/ - /Iz/ sound... **Pronunciation** /s/ - /z/ - /Iz/	Scanning Checking for understanding Identifying final -s pronunciation	R S	15 minutes

Abbreviations to be used: T = teacher AT = assistants Ss = students L = listening S = speaking R = reading W = writing Others: ______

References:

Excerpt extracted from chapter 12 "Self-Concept and Lifestyle" taken from the book Hawkins, D., Mothersbaugh, D., Mookerjee, A. (2010). Consumer behavior: Building Marketing Strategy. McGraw-Hill.

Definitions adapted from:
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https://www.nbrii.com/faqs/market-research/brand-engagement-matter/
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C. Arias, O. Chaves, & A. Navarro
Lesson #3
Unit 1: Reading and Discussing Business Texts
Warm Up

Handout 1

Consumer's Self-Concept in Marketing

Instructions: Watch the following video and complete the graphic organizer with the information requested. Use the useful language below to interact with your partner.

Video: https://www.youtube.com/watch?v=ZCbcjcTcKak

What is the definition?

What are some examples from the video?

The Extended-Self and Self-Concept

What are some examples from your own life?

Useful Language:

- I believe/think/guess the definition of extended-self is…
- I believe/think/guess some examples are…

C. Arias, O. Chaves, & A. Navarro
Lesson #3
Unit 1: Reading and Discussing Business Texts
Warm Up

Handout 1 – Answer Key

Consumer's Self-Concept in Marketing

Instructions: Watch the following video and complete the graphic organizer with the information requested. Use the useful language below to interact with your partner.

Video: https://www.youtube.com/watch?v=ZCbcjcTcKak

The Extended-Self and Self-Concept

What is the definition?

Objects that people integrate to their identity to define themselves.

What are some examples from the video?

Piercings, clothing, cars, material things, a new condo, acquisitions.

What are some examples from your own life?

Useful Language:

- I believe/think/guess the definition of extended-self is…
- I believe/think/guess some examples are…

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Lesson #3
Unit 1: Reading and Discussing Business Texts
Pre-Task 1

Handout 2

Vocabulary for the Lesson

Instructions: Read the definitions and write the word or phrase that corresponds to each image.

Brand engagement: It refers to an emotional commitment to a brand.

Bond: It is a close connection with something or someone.

Purchase: To buy something.

Product ownership: It is the fact of owning a product.

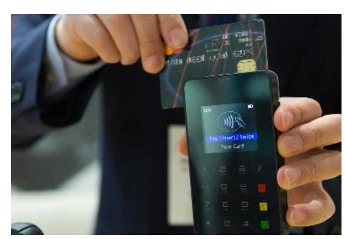
Self-worth: It is the value you give to your life and achievements.

Display: to arrange something so that it can be seen by the public.

Market segmentation: It is the dividing of all possible customers into groups based on their needs, age, education, income, etc.

Enhance: To improve the quality, amount, or strength of something.

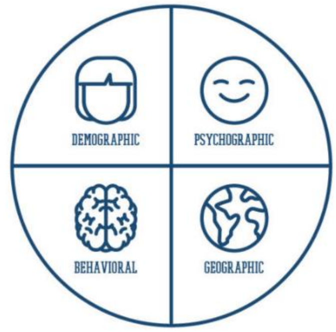
Self-image congruity: It is a match between the consumer's self-concept and a product or brand.



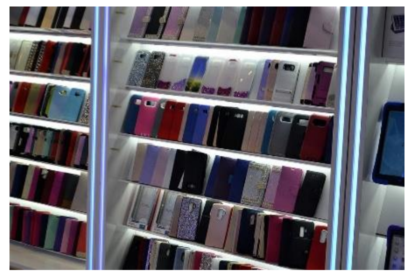
1 ______________ 2. ______________ 3. ______________

4.______________

5. ______________



6. ______________



7. ______________

8. ______________

9. ______________

Useful Language:

- What do you think number 1 corresponds to?
- I think/believe/guess number 1 corresponds to…
- I think you're right
- I don't think/believe number 1 corresponds to…

Definitions adapted from: https://dictionary.cambridge.org/dictionary/english
https://ro.uow.edu.au/cgi/viewcontent.cgi?article=2011&context=commpapers
https://www.nbrii.com/faqs/market-research/brand-engagement-matter/

Excerpt extracted from chapter 12 "Self-Concept and Lifestyle" taken from the book Hawkins, D., Mothersbaugh, D., Mookerjee, A. (2010). Consumer behavior: Building Marketing Strategy. McGraw-Hill.

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Unit 1: Reading and Discussing Business Texts
Pre-Task 1

Handout 2 – Answer Key

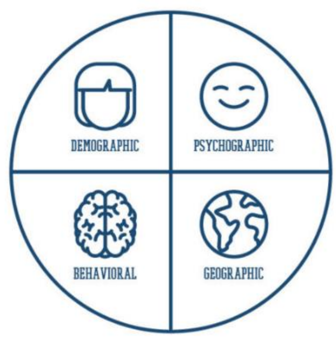
1 _product ownership

2. self-worth

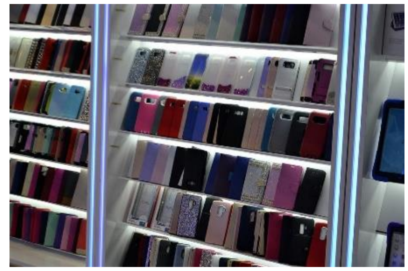
3. purchase

4. bond

5. self-image congruity



6. market segmentation



7. enhance

8. _brand engagement

9. _display__

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Unit 1: Reading and Discussing Business Texts
Pre-Task 2

Handout 3

Final -s/-es Pronunciation

The final -s/-es is particularly important when speaking because we can find it at the end of the plural nouns, verbs in the present tense (he/she/it), possessive nouns, and contractions.

For example:
One**'s** self-worth (possessive noun)
She**'s** negotiating (contraction)
New imag**es** (plural noun)
He want**s** the product (present tense verb)

Pronunciation tip: There are three pronunciation forms: /s/, /z/ and /ɪz/.

How do we know which pronunciation form to use?

It all depends on the final sound, if it vibrates (voiced) or does not vibrate (voiceless) in the vocal cords.

/s/	**/z/**	**/ɪz/.**
If the final sound of the base form of the word is voiceless, use the voiceless sound /s/. Some voiceless sounds are represented with the letters **p, t, k, f, th.** **For example**: Grou**ps** Affec**ts** Mon**ths**	If the final sound of the base form of the word is voiced, use the voiced sound /z/. **For example:** <u>Vowel sounds</u>: Strateg**ies** Pl**ays** sh**ows** Voiced sounds represented with the letters: **b, d, g, l, m, n, r, v, w, y, ng.** Person**'s** extended self appea**rs** bran**ds** *The final -e is not pronounced: strategies	If the final sound of the word is represented with the letters **s, z, sh, ch, ce, ge,** you must add the extra syllable **/ɪz/.** **For example:** Change- (one syllable) Chan**ges** (two syllables) Choice- (one syllable) Choi**ces** (two syllables) Bus- (one syllable) Bu**ses** (two syllables)

Listen to the last ***sound of the base word*!**

(NOT the *letter*, but the ***sound*** it makes!)

Determine if the -s/-es in the underlined part of the word in the following sentences is pronounced with the sounds /z/, /s/ or /Iz/.

1. The self-concept can be divided into four basic part<u>s</u>, as shown in Table 12-1:

   / /

   actual versus ideal, and private versus social.

2. Some product<u>s</u> acquire substantial meaning to an individual or are used to signal

   / /

   particularly important aspect<u>s</u> of that person'<u>s</u> self to other<u>s</u>.

   / / / / / /

3. The extend to which brand<u>s</u> become part of the extended self appear<u>s</u> to be

   / / / /

   affected by the individual differenc<u>es</u> in brand engagement.

   / /

4. People'<u>s</u> attempt<u>s</u> to obtain their ideal self-concept, or maintain their actual self-

   / / / /

   concept, often involve the purchase and consumption of product<u>s</u>, servic<u>es</u>, and

   the media. / / / /

Examples taken from the excerpt extracted from chapter 12 "Self-Concept and Lifestyle" taken from the book Hawkins, D., Mothersbaugh, D., Mookerjee, A. (2010). Consumer behavior: Building Marketing Strategy.

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Pre-Task 2

Handout 3 – Answer Key

Determine if the -s/-es in the underlined part of the word in the following sentences is pronounced with the sounds /z/, /s/ or /ɪz/.

1. The self-concept can be divided into four basic parts, as shown in Table 12-1:

   / s /

   actual versus ideal, and private versus social.

2. Some products acquire substantial meaning to an individual or are used to signal

   / s /

   particularly important aspects of that person's self to others.

   / s / / z / / z /

3. The extend to which brands become part of the extended self appears to be

   / z / / z /

   affected by the individual differences in brand engagement.

   / ɪz /

4. People's attempts to obtain their ideal self-concept, or maintain their actual self-

   / z / / s /

   concept, often involve the purchase and consumption of products, services, and

   the media. / s / / ɪz /

Examples taken from the excerpt extracted from chapter 12 "Self-Concept and Lifestyle" taken from the book Hawkins, D., Mothersbaugh, D., Mookerjee, A. (2010). Consumer behavior: Building Marketing Strategy.

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Pre-Task 3

Handout 4

Interviewing a Classmate

Don't forget to pronounce the /s/ - /z/ - /ɪz/

Work in pairs. Ask your classmate the following questions, and write the answers below. Do not forget to use the correct verb ending in your answers.

Example: John, "Which airline best fits your needs, British Airways or Copa?" Why?

John prefer**s** British Airways because it serves better food.

1. Do you prefer to buy in a store or online? Why

2. Which streaming service do you feel a bond with? (Spotify or Apple Music)

3. Where do you like to eat when you hang out with friends?

4. When you purchase a product, do you think about the price or the brand?

5. What car do you prefer, a Mercedes or an Audi?

Useful Language

To give reasons
- Because...

Turn taking techniques
- What about you?

Clarification Questions
- Can/Could you repeat that please?
- What did you say?
- Sorry can you say that again...

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Lesson #3
Unit 1: Reading and Discussing Business Texts
Main Task

Handout 5

The Self-Concept of Marketing

Instructions: Read carefully the following text about the self-concept of marketing with a partner. Use reading strategies from previous lessons to understand the text.

In this chapter, we discuss the meaning of lifestyle and the role it plays in developing marketing strategies. Lifestyle is, in many ways, an outward expression of one's self-concept. That is, the way an individual chooses to live, given the constraints of income and ability, is heavily influenced by that person's current and desired self-concept. Therefore, we begin the chapter with an analysis of the self-concept. We then describe lifestyles, the ways lifestyle is measured, and examples of how lifestyle is being used to develop marketing programs.

SELF-CONCEPT

LO1 **Self-concept** is defined as *the totality of the individual's thoughts and feelings having reference to himself or herself as an object.* It is an individual's perception of and feelings toward him- or herself. In other words, your self-concept is composed of the attitudes you hold toward yourself.

The self-concept can be divided into four basic parts, as shown in Table 12-1: actual versus ideal, and private versus social. The actual–ideal distinction refers to the individual's perception of *who I am now* **(actual self-concept)** and *who I would like to be* **(ideal self-concept).** The private self refers to *how I am or would like to be to myself* **(private self-concept),** and the social self is *how I am seen by others or how I would like to be seen by others* **(social self-concept).**

TABLE 12-1 Dimensions of a Consumer's Self-Concept

Dimensions of Self-Concept	Actual Self-Concept	Ideal Self-Concept
Private self	How I actually see myself	How I would like to see myself
Social self	How others actually see me	How I would like others to see me

Possessions and the Extended Self

Some products acquire substantial meaning to an individual or are used to signal particularly important aspects of that person's self to others. Belk developed a theory called the *extended self* to explain this.[8] The **extended self** consists of *the self plus possessions;* that is, people tend to define themselves in part by their possessions. Thus, some possessions are not just a manifestation of a person's self-concept; they are an integral part of that person's self-identity. People are, to some extent, what they possess. If one were to lose key possessions, he or she would be a somewhat different individual.[9]

Owning a product affects a person even if it does not become an important part of the person's extended self. The **mere ownership effect,** or the *endowment effect,* is *the tendency of an owner to evaluate an object more favorably than a nonowner.* This occurs almost immediately upon acquiring an object and increases with time of ownership. Thus, people tend to value an object more after acquiring it than before. People also tend to value objects they own more highly than they value similar objects owned by others.[16]

The extent to which brands become part of the extended self appears to be affected by individual differences in **brand engagement.** Brand engagement *refers to the extent to which an individual includes important brands as part of his or her self-concept.* Sample items used to measure brand engagement include "I have a special bond with the brands that I like," "I often feel a personal connection between my brands and me," and "Part of me is defined by important brands in my life."[17] Research shows that the strongest predictor of brand engagement is materialism. It also shows that consumers with higher brand engagement like products better when the brand logo is prominently displayed on the product. *Which segment from the opener do you feel is highest in brand engagement and materialism? What design aspects relating to logo would be important to this group? Explain.*

The concept of the extended self and the mere ownership effect have numerous implications for marketing strategy. One is that communications that cause potential consumers to *visualize product ownership* may result in enhanced product evaluations. Product sampling or other trial programs may have similar results.

Using Self-Concept to Position Products

People's attempts to obtain their ideal self-concept, or maintain their actual self-concept, often involve the purchase and consumption of products, services, and media.[20] This process is described in Figure 12-1. While this figure implies a rather conscious and deliberate process, many times that is not the case. For example, a person may drink diet colas because his desired self-concept includes a trim figure, but he is unlikely to think about the purchase in these terms. However, as the following statement illustrates, sometimes people do think in these terms:

> And I feel if you present yourself in the right way, people will start to notice. But this leads back to image and self-worth, which can be achieved through having the right clothes and a good haircut . . . having a good portrait of yourself on the outside can eventually lead to an emotionally stable inside.[21]

All this suggests that marketers should strive to develop product images that are consistent with the self-concepts of their target markets.[22] While everyone's self-concept is unique, there is also significant overlap across individuals and groups, which is one basis for market segmentation. For example, many consumers see themselves as environmentalists. Companies and products that create an image of being concerned about or good for the environment are likely to be supported by these consumers.

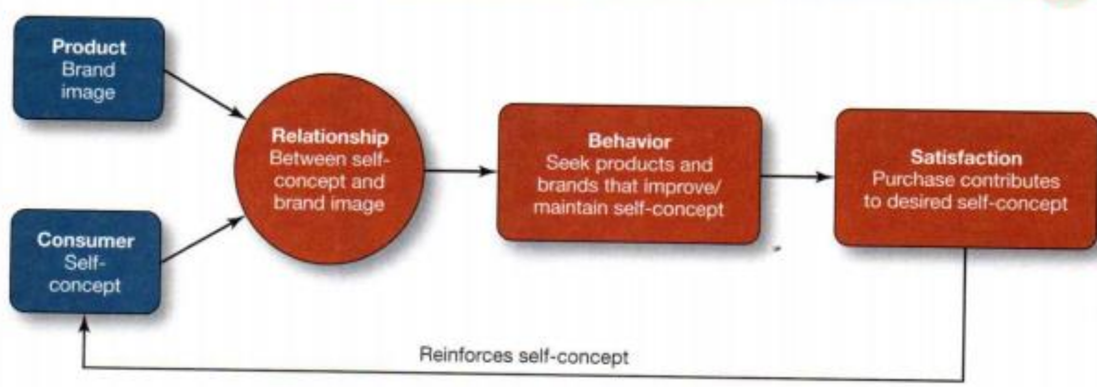
Consumers maintain and enhance their self-concepts not only by what they consume, but by what they avoid.[23] Some consumers make a point of avoiding certain product categories, such as red meat, or certain brands, such as Nike, as part of maintaining "who they are."

In general, consumers prefer brands that match their self-concepts. However, it is important to realize that the degree to which such "self-image congruity" influences brand preference and choice depends on a number of product, situational, and individual factors. First, self-image congruity is likely to matter more for products such as perfume where value-expressive *symbolism* is critical than for more utilitarian products such as a garage door opener. Second, self-image congruity (especially ideal social self) is likely to matter more when the situation involves *public* or *conspicuous consumption* (e.g., having a beer with friends at a bar) than when consumption is private (e.g., having a beer at home).[24]

Finally, self-image congruity is likely to matter more for consumers who place heavy weight on the opinions and feelings of others (called *high self-monitors*) than for consumers who do not (called *low self-monitors*), particularly in public situations where consumption behaviors can be observed by others.[25]

Look at Illustration 12–2 and the various aspects of self-concept listed in Table 12-2. *Which aspect(s) of self-concept does this ad appeal to?*

The Relationship between Self-Concept and Brand Image Influence **FIGURE 12-1**



Marketing Ethics and the Self-Concept

The self-concept has many dimensions. Marketers have been criticized for focusing too much attention on the importance of being beautiful, with *beautiful* being defined as young and slim with a fairly narrow range of facial features. Virtually all societies appear to define and desire beauty, but the intense exposure to products and advertisements focused on beauty in America today is unique. Critics argue that this concern leads individuals to develop self-concepts that are heavily dependent on their physical appearance rather than other equally or more important attributes.

Finding Details with a Partner

Before reading: Practice aloud with your teacher the pronunciation of the following words.

1. Increase
2. Identity
3. Attitudes
4. Towards
5. Consumer
6. Displayed

Instructions: Answer the following questions by discussing information with a partner. Use the useful language below to interact with each other. Answer in complete form.

1. What is the definition of self-concept for marketing?

2. How is the extended-self related to a person's self-concept?

3. How does the mere ownership effect of a product increase?

4. What is the strongest indicator of brand engagement according to research?

5. When do consumers show higher brand engagement towards a product?

6. How do the concept of extended-self and mere ownership effect contribute to marketing strategies?

7. What is an example of market segmentation related to the idea of self-concept?

8. When is self-image congruity important?

9. Why are marketers who develop self-concepts criticized?

Useful Language:

- I think/believe/guess that the answer is…
- I don't think that is the answer…
- Where is the answer for this question located in the text?

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Lesson #3
Unit 1: Reading and Discussing Business Texts
Main Task

Handout 5 – Answer Key

Instructions: Answer the following questions by discussing information with a partner. Use the useful language below to interact with each other. Answer in complete form.

1. What is the definition of self-concept for marketing?

Self-concept is defined as the thoughts, feelings, or attitudes that an individual has towards himself or herself.

2. How is the extended-self related to a person's self-concept?

The extended-self helps to define the individuals' self-concept by adding possessions as part of their identity.

3. How does the mere ownership effect of a product increase?

It increases with time of ownership.

4. What is the strongest indicator of brand engagement according to research?

The strongest indicator of brand engagement is materialism.

5. When do consumers show higher brand engagement towards a product?

Consumers show higher brand engagement when the logo of the brand is displayed on the product.

6. How do the concept of extended-self and mere ownership effect contribute to marketing strategies?

They can cause that consumers visualize product ownership and enhance product evaluations.

7. What is an example of market segmentation related to the idea of self-concept?

Companies can create an image of being concerned for the environment to be supported by environmentalist consumers.

8. When is self-image congruity more important?

It is more important when it involves public consumption.

9. Why are marketers who develop self-concepts criticized?

Marketers are criticized for focusing too much on the concept of beauty and developing self-concepts that are based on physical appearance.

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Post-task

Handout 6

Final -s Pronunciation

Remember that the -s ending is pronounced: /s/, /z/, and /Iz/.

Let's practice scanning!

Directions: Read the following excerpt from the article about the self-concept of marketing. Complete the chart with at least three examples of the final -s sound.
Hint: There is only one example with the final /Iz/ sound. Please add two more examples of your own.

Independent/Interdependent Self-Concepts

The self-concept is important in all cultures. However, those aspects of the self that are most valued and most influence consumption and other behaviors vary across cultures. Researchers have found it useful to categorize self-concepts into two types—independent and interdependent, also referred to as one's separateness and connectedness.[2]

An independent construal of the self is based on the predominant Western cultural belief that individuals are inherently separate. The **independent self-concept** *emphasizes personal goals, characteristics, achievements, and desires.* Individuals with an independent self-concept tend to be individualistic, egocentric, autonomous, self-reliant, and self-contained. They define themselves in terms of what they have done, what they have, and their personal characteristics.[3]

An interdependent construal of the self is based more on the common Asian cultural belief in the fundamental connectedness of human beings. The **interdependent self-concept** *emphasizes family, cultural, professional, and social relationships.* Individuals with an interdependent self-concept tend to be obedient, sociocentric, holistic, connected, and relation oriented. They define themselves in terms of social roles, family relationships, and commonalities with other members of their groups.

Independent and interdependent self-concepts are not discrete categories; rather, they are constructs used to describe the opposite ends of a continuum along which most cultures lie. However, as we emphasized in Chapter 2, most cultures are heterogeneous. Therefore, within a given culture, subcultures and other groups will vary on this dimension, as will individuals.[4] For example, women across cultures tend to have more of an *interdependent* self-concept than do men.[5]

/s/	/z/	/ɪz/

Useful Language

I found the following word/s with the /s/ - /z/ - /Iz/ sound…

I think these words are pronounced with the /s/ - /z/ - /Iz/ sound...

Excerpt taken from the excerpt extracted from chapter 12 “Self-Concept and Lifestyle” taken from the book Hawkins, D., Mothersbaugh, D., Mookerjee, A. (2010). Consumer behavior: Building Marketing Strategy. McGraw-Hill.

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Lesson #3
Unit 1: Reading and Discussing Business Texts

Post-task

Handout 6 – Answer Key

Final -s Pronunciation

/s/	***/z/***	***/ɪz/***
characteristics	cultures	emphasizes
concepts	goals	
relationships	individuals	
aspects	one's	
constructs	commonalities	

University of Costa Rica
Master's Program in TEFL

Course name: Negotiating More Than Meaning

Arias, Chaves, Navarro

Date: September 9, 2020 Lesson Plan #1
Student teacher: Angie Navarro
Assistants: Olga Chaves and Christofer Arias
Title of unit: Unit 2: Speaking Business

Unit Goal: At the end of the unit, students will be able to effectively carry out business meetings, solve marketing case studies, and describe products services orally by appropriately using cordial expressions, business-related vocabulary, and grammar structures.

General Objective: By the end of the lesson, students will be able to effectively simulate business meetings by using cordial expressions to communicate with colleagues.

Specific Objectives: The students will be able to:
1. Effectively activate background knowledge about business meetings by brainstorming ideas orally.
2. Successfully recognize the function of business cordial expressions used in meetings by classifying them in a graphic organizer.
3. Correctly determine the rising and falling intonation by practicing two conversations related to business meetings.
4. Actively hold a business meeting by discussing ideas and solutions about a project during a role-play.
5. Properly recognize the rising and falling intonation by identifying them in cordial expressions and questions used in a business meeting.

Objectives	Procedures	Language (Vocabulary, expressions, useful language, grammatical or phonetic features)	Strategies	Macro Skills	Time
1	**Warm-up: Brainstorming activity** 1. The T uses a virtual board, Jamboard, in the Google	**Vocabulary:** Topics for a business meeting	Schema Activation	S L	10 minutes

	platform to ask Ss the following questions: "*What are some possible topics for a business meeting?*" and "*How is a business meeting structured?*" 2. Ss will provide possible answers for the questions and will share them orally. 3. The T will write the Ss' answers on the virtual board **Materials:** Warm up - Google Jamboard https://jamboard.google.com/d/1tdeQP65JjHh0UA6gK8Z3Wkq_Q0rVEEqAPSiH0akQ6FA/edit?usp=sharing	Stages of a business meeting	Negotiation of Meaning		
2	**Pre-Task 1: Classifying Phrases** 1. Before the task, the T models the correct pronunciation and intonation of the cordial phrases in Handout 1. 2. T starts by modelling the activity with the ATs so Ss can see what they are	**Vocabulary:** **Cordial Phrases:** I would like to welcome everyone… Can you repeat that please?	Classifying information Negotiation of Meaning	S L R W	15 minutes

	required to do in the pre-task. 3. Ss work in breakout rooms in groups of 3 depending on the number of Ss that attend the class. Each AT will be in a different breakout room in order to monitor and assist Ss during the pre-task. 4. Using handout 1, Ss will classify cordial phrases according to their function in a graphic organizer. 5. Finally, each group goes back to the main room. The Ss share the answers from their handouts orally. **Materials:** Handout 1	I called this meeting in order to discuss the following topic(s). First… I appreciate your attention during this meeting, have a wonderful morning/afternoon/evening. Excuse me for interrupting but… To summarize, let me just run through what we agreed here… I would like to thank everyone for attending this meeting. Any final thoughts before we close the meeting? Could you explain to me how that is going to work? Sorry, but just to clarify… I would like to thank everyone for coming today.			

		We're going to run through the main point(s) of the agenda. First… **UL:** - What do you think this phrase is used for? - I think/guess/believe this phrase is for… - I don't think/guess/believe this phrase is for… - Can you repeat that please?			
3	**Pre-task 2: Practicing Rising and Falling Intonation** **1.** T will project handout 2 and explain the concept of intonation and the two main types, rising and falling intonation. T reads the examples and Ss repeat. 2. T explains the instructions for the intonation practice and pronounces some	**Vocabulary:** **Cordial Phrases and Questions:** I would like to welcome everyone. I arranged this meeting because we need to discuss... Let's go around the table and start with some ideas.	Checking for understanding Negotiation of meaning Identifying rising and falling intonation	S L R W	20 minutes

	important words for the pre task. 3. T starts by modelling the activity with the ATs so Ss can see what they are required to do in this task. 4. In groups of three, depending on the number of Ss that attend the class, Ss go into breakout rooms. Each AT will be in a different breakout room in order to monitor and assist Ss during the pre-task. 5. Using handout 2, one of the Ss projects the handout and Ss identify the type of intonation for each sentence and question by using the useful language. Then Ss practice the conversations. Ss must take turns. 6. In the main room, T checks the answers with the students and asks a group to present the conversation. **Materials:**	That's an excellent point. Do you have any comments? I called this meeting in order to discuss… Sorry I didn't quite hear that; can you say it again? Thanks for the clarification. What do you think about this proposal? Are there any other ideas? **UL:** -What do you think the intonation for number 1 is? -I think/guess/believe it is rising/falling intonation. -I don't think/guess/believe it is rising/falling intonation because…			

	Handout 2	-Can you repeat that please?			
4	**Main Task: Business Meetings** 1. Ss will work in groups of three depending on the number of Ss that attend the class. 2. Ss will role-play a business meeting. 3. First, they will have 15 minutes to prepare the role-play (Ss can take notes) and 15 minutes to present the task to the rest of the class. 4. One group will role-play situation 1 and the other group situation 2. 5. Ss will follow the steps for the business meeting, vocabulary, expressions, and grammar learned during the previous tasks. **Materials:**	**Vocabulary:** -Opening the meeting -Introducing the agenda - Brainstorming and discussing the topic -Closing the meeting - Scheduling the next meeting **Cordial Phrases:** I would like to welcome everyone. Can you repeat that please? I called this meeting in order to discuss the following topic(s). First…	Clarifying information Checking for understanding Negotiation of meaning	R W S L	45 minutes

	Handout 3	I appreciate your attention during this meeting, have a wonderful morning/afternoon/evening. Excuse me for interrupting but… To summarize, let me just run through what we agreed here… I would like to thank everyone for attending this meeting. Any final thoughts before we close the meeting? Could you explain to me how that is going to work? Sorry, but just to clarify… I would like to thank everyone for coming today. We're going to run through the main point(s) of the agenda. First…			

		Cordial Phrases and Questions: I would like to welcome everyone. I arranged this meeting because we need to discuss... Let's go around the table and start with some ideas. That's an excellent point. Do you have any comments? I called this meeting in order to discuss… Sorry I didn't quite hear that; can you say it again? Thanks for the clarification. What do you think about this proposal?			

		Are there any other ideas?			
5	**Post Task: Language Focus on Intonation** As homework, Ss use handout 4 to review the use of rising and falling intonation in eight sentences and questions. Ss must identify the corresponding intonation for each and upload the homework on Google classroom. T will upload the answer key so Ss can check their answers. **Materials:** **Handout 4**	**Vocabulary:** **Cordial Phrases and Questions:** Thank you for listening. Any final thoughts before we close the meeting? Sorry, but just to clarify… Are there any more comments? Can you have these action points finished by next week's meeting? Excuse me for interrupting. I would like to thank everyone for coming today. We are going to run through the main points of the agenda.	Checking for understanding Identifying rising and falling intonation	R W	10 minutes

Abbreviations to be used: T = teacher AT = assistants Ss = students L = listening S = speaking R = reading W = writing
Others: ______

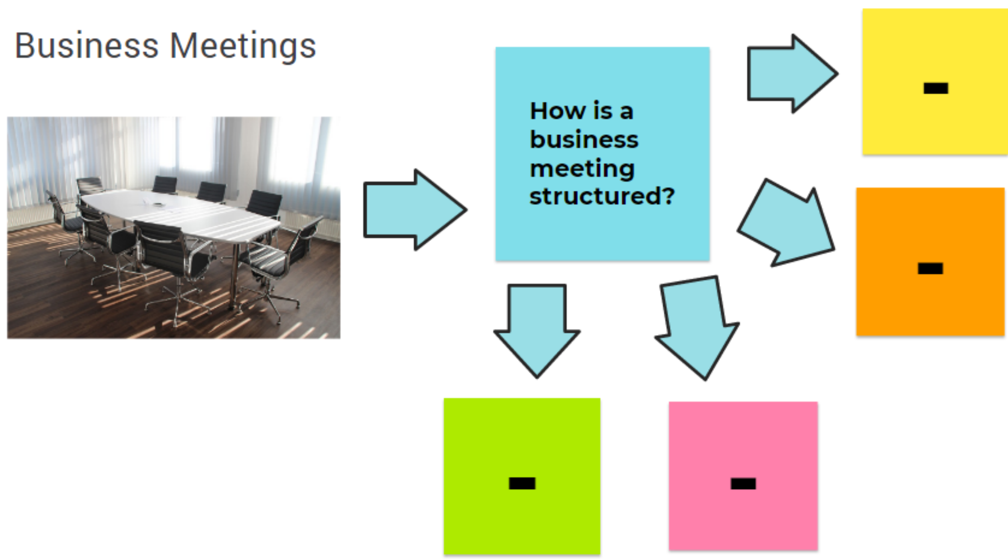
References:

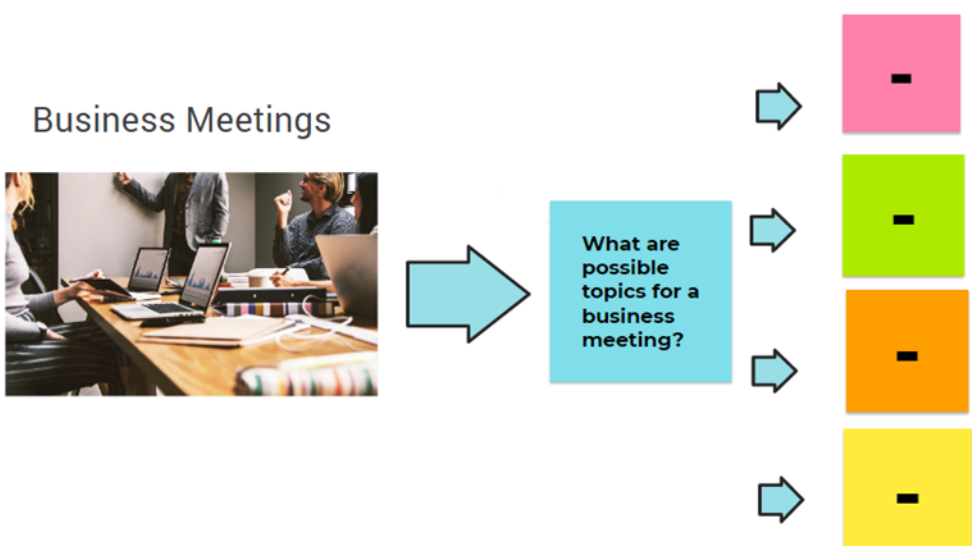
Image taken from: https://www.dreamstime.com/business-coworkers-talking-office-meeting-vector-illustration-graphic-design-vector-illustration-graphic-design-business-image145023363

Phrases adapted from: https://virtualspeech.com/blog/english-phrases-workplace-meeting

Arias C, Chaves O, & Navarro A
Lesson #1
Unit 2: Speaking Business
Warm Up

Google Jamboard





Arias C, Chaves O, & Navarro A
Unit 2: Speaking Business
Lesson #1
Pre-Task 1

Handout 1

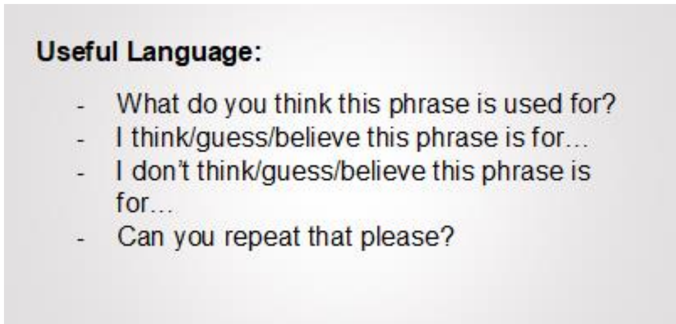
Useful Cordial Phrases Used in Business Meetings

When a business meeting is held, members can use several cordial phrases for interacting. In the chart below, you will find phrases for **welcoming the audience, introducing the agenda, asking questions, interrupting politely, wrapping up, and expressing gratitude**.

I would like to welcome everyone.	Excuse me for interrupting.	Could you explain to me how that is going to work?
Can you repeat that please?	To summarize, let me just run through what we agreed here.	Sorry, but just to clarify.
I called this meeting in order to discuss the following topic(s). First…	I would like to thank everyone for attending this meeting.	I would like to thank everyone for coming today.
I appreciate your attention during this meeting; have a wonderful morning/afternoon/evening.	Any final thoughts before we close the meeting?	We are going to run through the main point(s) of the agenda. First…

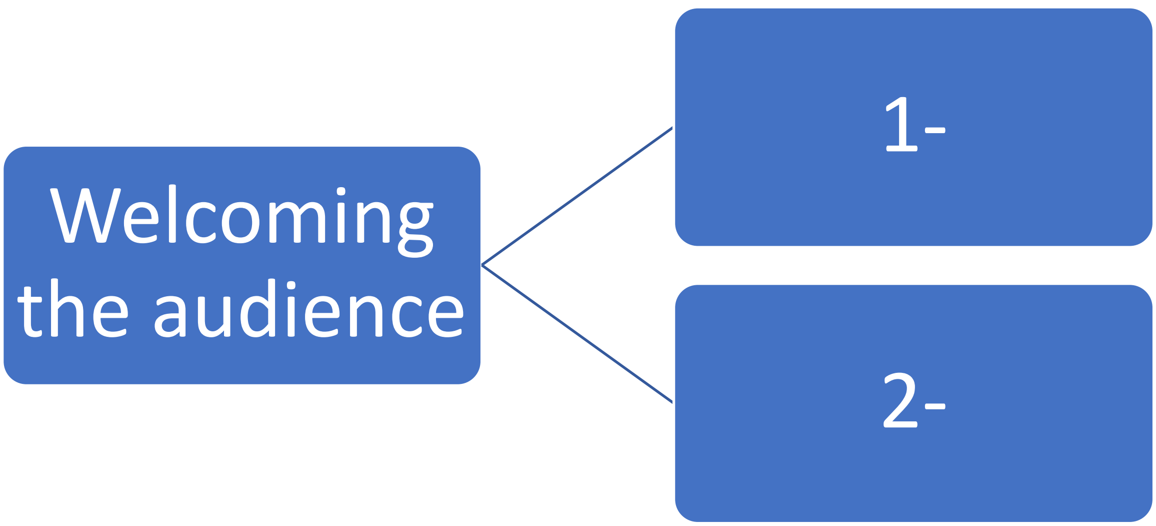
Phrases adapted from: https://virtualspeech.com/blog/english-phrases-workplace-meeting

Instructions: Classify the business phrases below according to their function in the graphic organizers. Use the useful language below to interact with your classmates.



Useful Language:

- What do you think this phrase is used for?
- I think/guess/believe this phrase is for…
- I don't think/guess/believe this phrase is for…
- Can you repeat that please?

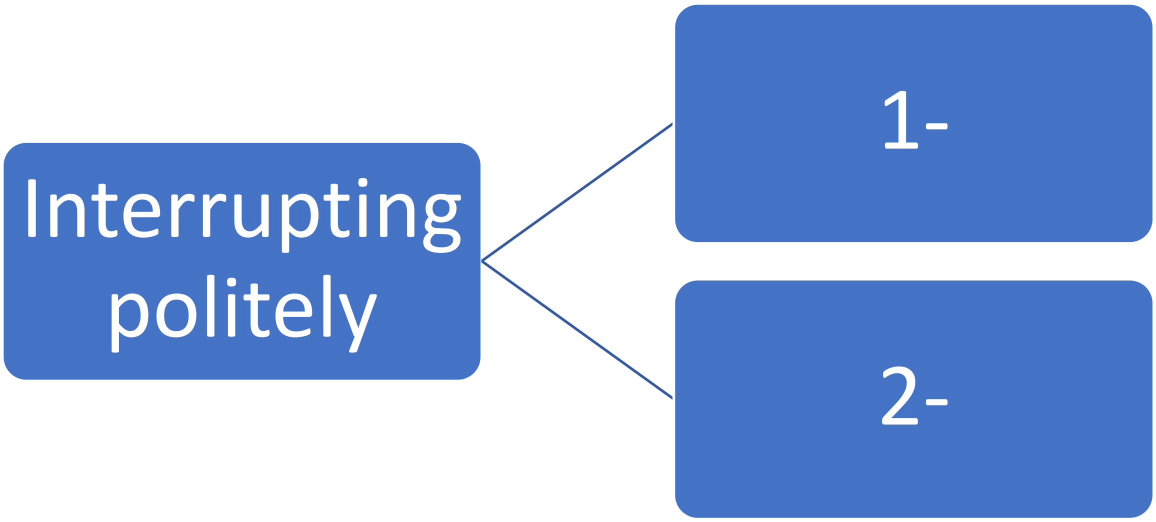


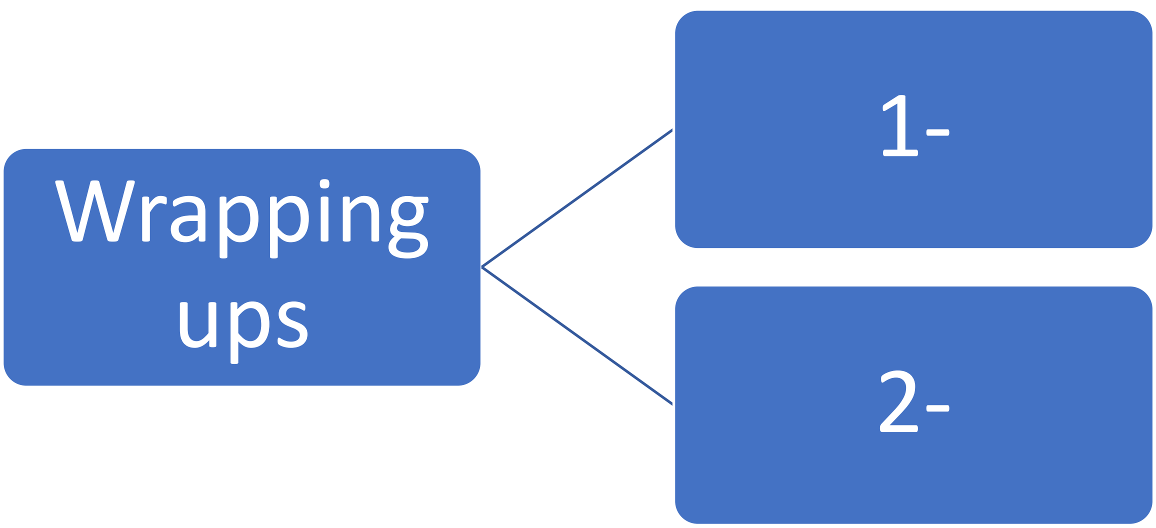
Introducing the agenda

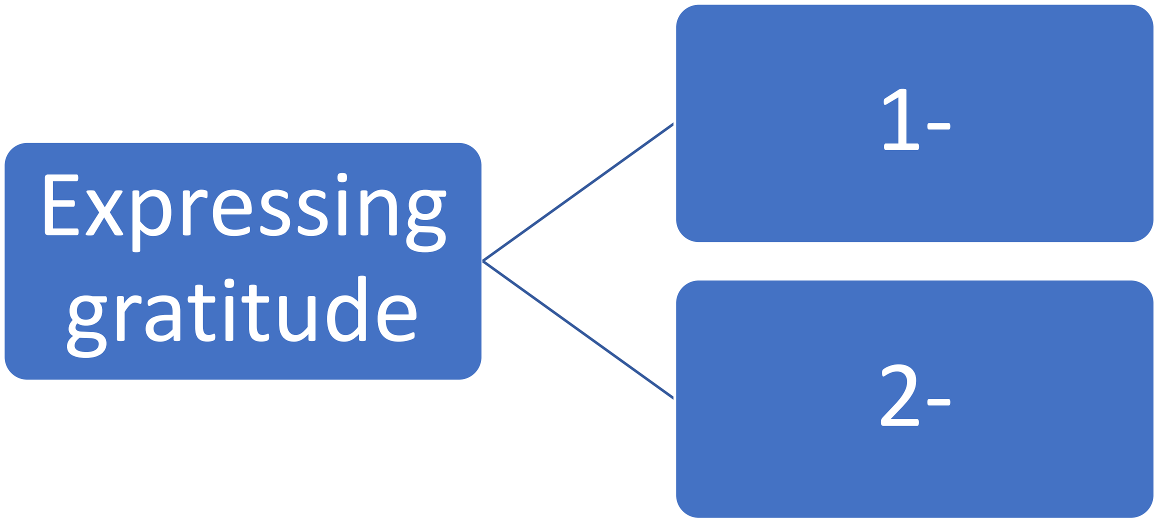
- 1-
- 2-

Asking questions

- 1-
- 2-


Interrupting politely
1-
2-


Wrapping ups
1-
2-


Expressing gratitude
1-
2-

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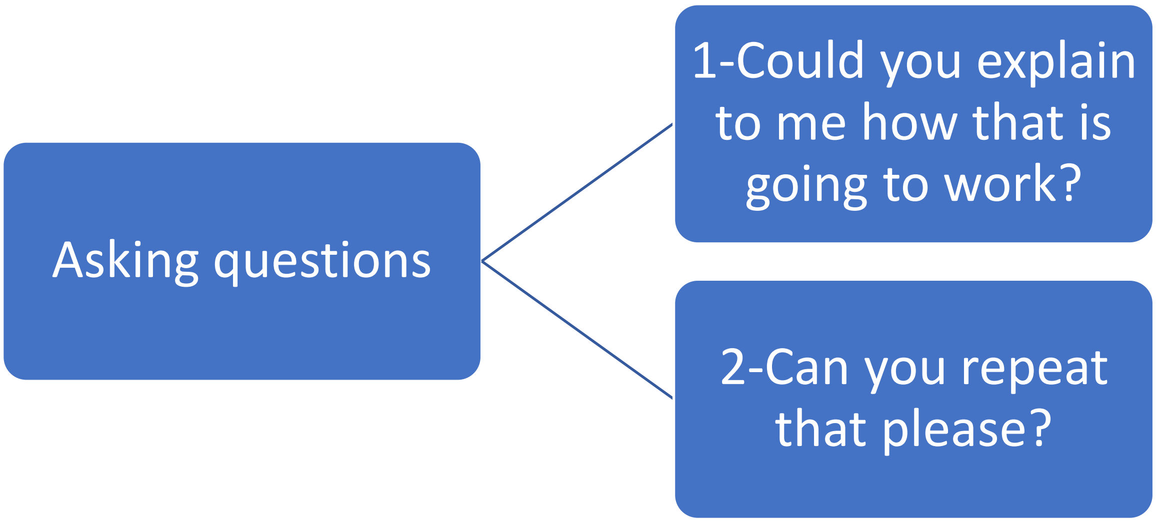
Unit 2: Speaking Business
Lesson #1
Pre-Task 1

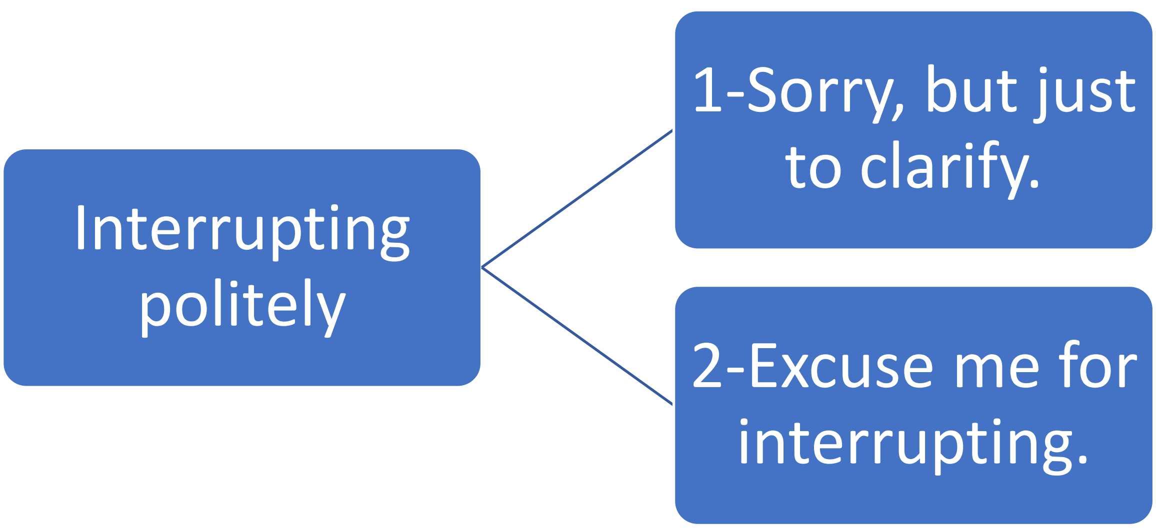
Handout 1 – Answer Key

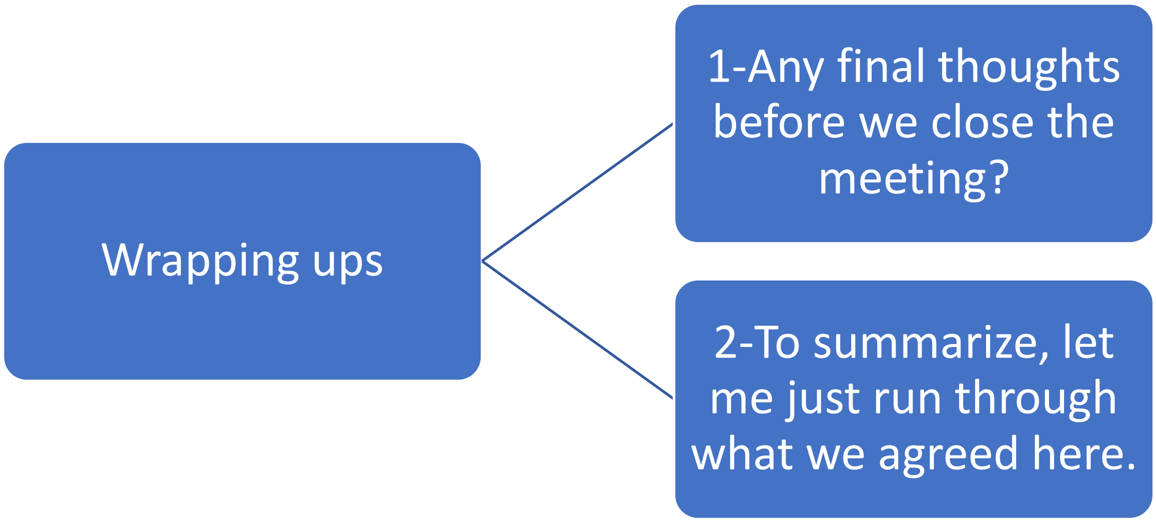
Useful Cordial Phrases Used in Business Meetings

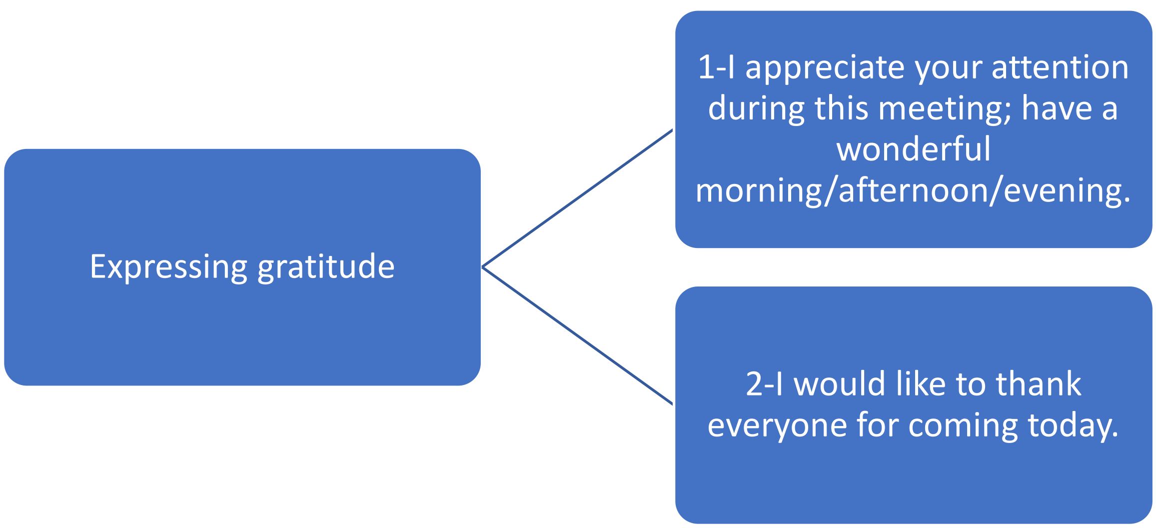
- Welcoming the audience
  - 1- I would like to welcome everyone.
  - 2- I would like to thank everyone for attending this meeting.

- Introducing the agenda
  - 1-I called this meeting in order to discuss the following topic(s). First…
  - 2-We're going to run through the main point(s) of the agenda. First…


Asking questions
1-Could you explain to me how that is going to work?
2-Can you repeat that please?


Interrupting politely
1-Sorry, but just to clarify.
2-Excuse me for interrupting.


Wrapping ups
1-Any final thoughts before we close the meeting?
2-To summarize, let me just run through what we agreed here.


Expressing gratitude
1-I appreciate your attention during this meeting; have a wonderful morning/afternoon/evening.
2-I would like to thank everyone for coming today.

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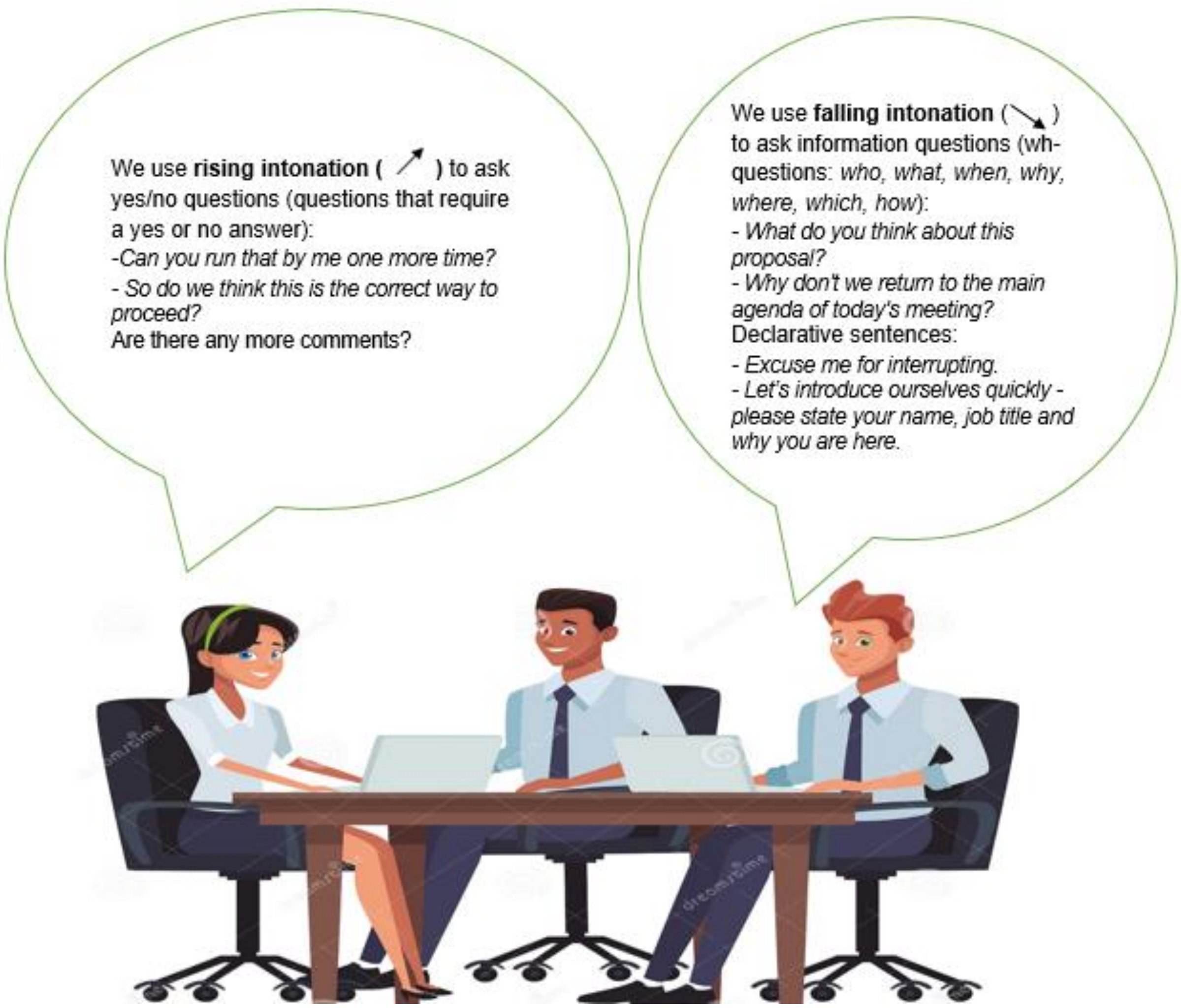
Pre-Task 2

Handout 2

Intonation

Intonation is the melody we use when speaking. It helps us distinguish when we ask a question or when we make a statement. It can make a speaker sound happy, sad, sincere, angry, doubtful, confused, or defensive. There are two main types of intonation: rising and falling intonation.



Read the following conversations in groups of three. Draw the correct intonation arrows in the blanks (↗ = rising intonation) (↘ = falling intonation)

Before reading, practice aloud with your teacher the pronunciation of the following words.

Arranged	Propaganda
Perspective	proposal
Audience	

Useful Language:

-What do you think the intonation for number 1 is?

-I think/guess/believe it is rising/falling intonation.

-I don't think/guess/believe it is rising/falling intonation because…

-Can you repeat that please?

Conversation 1:

Supervisor: I would like to welcome everyone. _____ (1) I am John, your new supervisor, and I arranged this meeting because we need to discuss our next marketing strategy. _____ (2) Let's go around the table and start with some ideas. _____ (3)

Marketer: From our department perspective, we need to start defining our audience. _____ (4)

Supervisor: That's an excellent point Charles. _____ (5) What about propaganda? _____ (6)

Assistant: Could you explain it to us? _____ (7)

Supervisor: By the next meeting, we will have a plan in progress. _____ (8) Do you have any comments? _____ (9)

Conversation 2

Boss: I called this meeting in order to discuss our sales from last month. _____ (1)

Employee 1: Sorry I didn't quite hear that, can you say it again? _____ (2)

Boss: Sure, we are here today to discuss our sales from last month. _____ (3)

Employee 1: Thanks for the clarification. _____ (4)

Employee 2: I think we must change our marketing strategy. _____ (5)

Boss: What do you think about this proposal? _____ (6) Are there any other ideas? _____ (7)

Examples taken and adapted from: https://virtualspeech.com/blog/english-phrases-workplace-meeting

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Negotiating More Than Meaning
Unit 2: Speaking Business
Lesson #1
Pre-Task 2

Handout 2 – Answer Key

Intonation

Conversation 1:

Supervisor: I would like to welcome everyone. ↘ (1) I am John, your new supervisor, and I arranged this meeting because we need to discuss our next marketing strategy. ↘ (2) Let's go around the table and start with some ideas. ↘ (3)

Marketer: From our department perspective, we need to start defining our audience. ↘ (4)

Supervisor: That's an excellent point Charles. ↘ (5) What about propaganda? ↘ (6)

Assistant: Could you explain it to us? ↗ (7)

Supervisor: By the next meeting, we will have a plan in progress. ↘ (8) Do you have any comments? ↗ (9)

Conversation 2

Boss: I called this meeting in order to discuss our sales from last month. ↘ (1)

Employee 1: Sorry I didn't quite hear that, can you say it again? ↗ (2)

Boss: Sure, we are here today to discuss our sales from last month. ↘ (3)

Employee 1: Thanks for the clarification. ↘ (4)

Employee 2: I think we must change our marketing strategy. ↘ (5)

Boss: What do you think about this proposal? ↘ (6) Are there any other ideas? ↗ (7)

Examples taken and adapted from: https://virtualspeech.com/blog/english-phrases-workplace-meeting

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Negotiating More Than Meaning
Unit 2: Speaking Business
Lesson #1
Handout 3

Main Task

Business Meetings

Instructions:

- You will work in groups of 3. You and your partners will role-play a business meeting.
- You will have 15 minutes to prepare the role-play (you can take notes) and 15 minutes to simulate the meeting to the rest of the class.
- One group will role-play situation 1 and the other group situation 2.
- Don´t forget to follow the steps for the business meeting, vocabulary, expressions, and grammar.

<table>
<tr><td colspan="2">Situation 1

The commercial manager needs to validate different alternatives to improve savings and costs. The problem is that the sales are not covering the expenses of the company.</td></tr>
<tr><td>Student A plays the role of the meeting chairperson

A meeting chairperson…
• controls the meeting.
• leads the discussion.
• concludes one point and leads into the next.
• highlights important points.</td><td>Student B and Student C play the role of the meeting participant.

A meeting participant…
• participates by sharing opinions and solutions.
• keeps an open mind.
• listens to the opinions of others.</td></tr>
</table>

<table>
<tr><td colspan="2">Situation 2

Due to the pandemic situation, the company needs to create a new sales strategy (online sales, or ecommerce). The idea is to increase their sales in the central valley.</td></tr>
<tr><td>Student A plays the role of the meeting chairperson

A meeting chairperson…
controls the meeting.
leads the discussion.
concludes one point and leads into the next.
highlights important points.</td><td>Student B and Student C play the role of the meeting participant.

A meeting participant…
participates by sharing opinions and solutions.
keeps an open mind.
listens to the opinions of others.</td></tr>
</table>

Roles adapted from: https://www.skillsyouneed.com/ips/conduct-meeting.html

Steps for the Business Meeting

1. Opening the meeting: The chairperson welcomes the audience and introduces each participant.

- Welcome the audience: ___________________________________.

2. Introducing the agenda: Introduce the topic and the objective to be discussed during the meeting:

- Topic: ____.
- Objective of the meeting: ____.

3. Brainstorming and discussing the topic: Each participant (including the chairperson) mentions his/her ideas about the project and there is discussion of the topic.

- Brainstorm: ____
  ____
  .
- Discussion: ____
  ____
  .

4. Closing the meeting: The chairperson states the agreements to follow in the project as well as the reminders (tasks to follow for each member). Participants can also help the chairperson with the agreements and reminders. Then the chairperson expresses his/her gratitude for attending the meeting.

- Wrapping up (agreements): ____.
- Reminders: ____.
- Expressing gratitude: ____.

5. Scheduling the next meeting: The chairperson creates a new meeting for the follow-up steps.

- Schedule the meeting: ____.

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Lesson #1
Post-task

Handout 4

Intonation

Let's practice intonation!

Instructions: Read the following sentences and questions and indicate whether they have falling or rising intonation by marking an X in the appropriate column.

Sentences or questions	Falling	Rising
1. Thank you for listening.	________	________
2. Any final thoughts before we close the meeting?	________	________
3. Sorry, but just to clarify this is the first stage.	________	________
4. Are there any more comments?	________	________
5. Excuse me for interrupting.	________	________
6. Can you have these action points finished by next week's meeting?	________	________
7. I would like to thank everyone for coming today.	________	________
8. We are going to run through the main points of the agenda.	________	________

Examples taken from: https://virtualspeech.com/blog/english-phrases-workplace-meeting

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Unit 2: Speaking Business
Lesson #1
Post-task

Handout 4 – Answer Key

Intonation

Sentences or questions	Falling	Rising
1. Thank you for listening.	X	
2. Any final thoughts before we close the meeting?		X
3. Sorry, but just to clarify this is the first stage.	X	
4. Are there any more comments?		X
5. Excuse me for interrupting.	X	
6. Can you have these action points finished by next week's meeting?		X
7. I would like to thank everyone for coming today.	X	
8. We are going to run through the main points of the agenda.	X	

Examples taken from: https://virtualspeech.com/blog/english-phrases-workplace-meeting

University of Costa Rica
Master's Program in TEFL

Course name:
Arias, Chaves, Navarro

Date: September 16th, 2020 Lesson Plan #2
Student teacher: Olga Chaves
Assistants: Angie Navarro and Christofer Arias
Title of unit: Unit 2: Speaking Business

Unit Goal: At the end of the unit, students will be able to effectively carry out business meetings, solve marketing case studies, and describe products and services orally by appropriately using cordial expressions, business-related vocabulary, and grammar structures.

General Objective: By the end of the lesson, students will be able to effectively solve marketing case studies by using appropriate business-related vocabulary and discussing information with classmates.

Specific Objectives: The students will be able to

1. appropriately activate background knowledge related to marketing by choosing effective business slogans and justifying their choice;
2. effectively demonstrate understanding of vocabulary related to marketing strategies by matching words with their corresponding definitions;
3. accurately identify the elements of a marketing campaign by categorizing information while watching 2 advertisements;
4. correctly use the modal auxiliaries "can" and "should" for expressing possibility or advice by rewriting sentences;
5. accurately produce effective marketing strategy solutions for a company's needs by using appropriate business-related vocabulary and discussing information with classmates;
6. effectively identify details of successful marketing strategies by watching a video while completing a true or false exercise.

Objectives	Procedures	Language (Vocabulary, expressions, useful language, grammatical or phonetic features)	Strategies	Macro Skills	Time
1	**Warm-up: Successful Slogans** Using handout 1, Ss work in pairs into breakout rooms and decide the most famous slogan for a marketing campaign. T. models the activity with one of	**UL:** I/We believe/think/guess that the most successful slogan is… I/We believe/think/guess	Schema Activation Negotiation of Meaning	S W L	10 minutes

	the AT. Each AT will be in a different breakout room in order to monitor and assist Ss during the warm-up. Finally, each pair goes back to the main room and briefly provides a justification of their choice. **Materials:** Handout 1: Successful Slogans	the slogan is successful because…			
2	**Pre-task 1: Matching activity** The T pronounces the vocabulary words before starting the activity. The Ss repeat the words with correct pronunciation as the T reads the vocabulary. T. models the activity with one of the A.T. or Ss. Each pair goes into breakout rooms. Each AT will be in a different breakout room in order to monitor and assist Ss during the pre-task. In pairs and using handout 2, Ss match the vocabulary related to marketing with the corresponding definitions. Finally, each pair goes back to the main room. The T goes over the answers by having Ss read the	**Vocabulary:** Target audience Brand awareness Consumer/Costumer Brand Increase Decrease Advertising Demographic Social Media Ad Promote **UL** What do you think _____ means? I think/believe/guess this word means… I think you're right I'm not sure	Negotiation of Meaning	R L S W	15 minutes

	definitions aloud one by one. **Materials:** Handout 2: Matching activity (Includes the handout for the Ss and its answer key)	I think			
3	**Pre-Task 2: Video Ads** In pairs, Ss watch 2 small ads that were part of successful marketing campaigns. The first marketing ad was broadcast during the 2015 Super bowl by car manufacturer Fiat. The second one was created by Pepsi in 1984. Using handout 4, Ss complete a graphic organizer with the 3 elements of a marketing campaign. T. models the activity with one of the A.T. or Ss. Each AT is in a different breakout room in order to monitor and assist Ss during the pre-task. Groups return to the class meeting and discuss their answers. **Materials.** Handout 3 (includes the handout for	**Questions:** In your opinion: Who is the target audience for this ad? What is the objective of this marketing campaign? What strategies did the company use to attract the target audience? **UL during the activity:** I believe/guess/think the target audience of this campaign were… I believe/guess/think that _________ was very appealing. I believe/guess/think that the strategies used were....	Organization of information Negotiation of meaning	L S W	20 minutes

	Ss and its answer key) Video: https://www.youtube.com/watch?v=FXam_-wRK-A https://www.youtube.com/watch?v=po0jY4WvCIc				
4	**Pre-task 4: Language Focus - Modal Auxiliaries** Using handout 4, Ss focus their attention on the use of the modal auxiliaries "should" and "can". As a group, Ss identify from a group of sentences which statements express ability or advice T checks the exercise orally. **Materials:** Handout 4 (includes the handout for Ss and its answer key)	**Modals for providing suggestions and solutions:** Positive statements with **can** and **should to** express possibility and advice. Negative statements with **cannot/can't** and **should/shouldn't.**	Reorganization of information Noticing	R S W	10 minutes
5	**Main Task**: Each pair goes into breakout rooms. Each pair is assigned a marketing case study (handout 5.1/5.2/5.3) about a company that needs their services for a marketing campaign.	**Modals for providing suggestions and solutions:** Positive statements with **can** and **should.** Negative statements with **cannot/can't** and	Negotiation of meaning Organization of information	R S L W	30 minutes

	T. models the activity with one of the A.T. or Ss. Ss identify the following aspects from their marketing case study: - The objective or goal of the marketing campaign. - The target audience. Then, Ss propose marketing strategy solutions for their case. They use the modal auxiliaries should and can. Each AT is in a different breakout room in order to monitor and assist Ss during the pre-task. At the end, Ss from each pair go back to the main room and share their findings and solutions by using modal auxiliaries orally. **Materials:** Handout 5.1: Case study #1 Handout 5.2: Case study #2 Handout 5.3: Case study #3	**should/shouldn't.** **UL:** I believe/guess/think that the objective(s) of the campaign is/are... I believe/guess/think that the target audience of the campaign are... I believe/guess/think that they should/could…			
6	**Post task: Analyzing the Coca-Cola Company Marketing Campaigns in 2017** As homework, Ss use handout 6 to complete a true-or-false exercise of marketing strategies mentioned in the video.	**Vocabulary:** Target audience Brand awareness Consumer/Costumer Brand Increase Decrease	Listening for specific information. Pre-listening Reviewing vocabulary.	L R W	20 minutes

	Ss watch a video that explains the main marketing campaigns used by the Coca-Cola company in 2017 and upload the homework on Google classroom. T uploads the answer key so Ss can check their answers. **Materials:** Handout 6 (Includes the handout for the Ss and its answer key) **Video**: https://www.youtube.com/watch?v=XhMVWzVXNNk	Advertising Demographic Engagement Social Media Appealing Ad Promote			

Abbreviations to be used: T = teacher A = assistant Ss = students L = listening S = speaking R = reading W = writing Others: ___________

Arias C, Chaves O, Navarro A
Unit 2: Speaking Business
Lesson #2
Warm-up

Handout 1

NEGOTIATING
MORE THAN MEANING

Warm-Up – Successful Slogans

Slogans are an essential element for a successful marketing campaign.

Instructions: In pairs, choose the most successful slogan for a marketing campaign. Mark with an "X" in the parenthesis below the chosen slogan and justify your choice in the space below. Use the useful language below.

1. Nike

JUST DO IT.

( )

2. Apple

Think different.

( )

3. L'Oreal

Because you're worth it
L'ORÉAL
PARIS

( )

4. McDonalds

i'm lovin' it

( )

Justify your decision in the space below:

____

Useful Language:

- I/We believe/think/guess that the most successful slogan is…
- I/We believe/think/guess the slogan is successful because…

Pictures retrieved from: https://www.ebaqdesign.com/blog/brand-slogans

Arias C, Chaves O, Navarro A
Unit 2: Speaking Business
Lesson #2
Pre-Task 1

Handout 2

Matching activity

Instructions: Match the words below with the correct definitions. Write the letter of the definition in the corresponding parenthesis.

Words		Definitions
1. Target audience	( )	A. Attractive or interesting.
2. Brand awareness	( )	B. To (make something) become larger in amount or size.
3. Consumer/Costumer	( )	C. A group of people, for example customers, who are similar in age, social class.
4. Brand	( )	D. To encourage people to like, buy, use, do, or support something.
5. Increase	( )	E. Websites and computer programs that allow people to communicate and share information on the internet.
6. Decrease	( )	F. A person's degree of interest and commitment to the work of an organization or an activity.
7. Appealing	( )	G. A person who buys goods or services for their own use.
8. Demographic	( )	H. The particular group of people to which an advertisement or a product is directed.
9. Advertisement/Ad	( )	I. Knowledge of the name of a company and the products it sells.
10. Promote	( )	J. The name of a product or a company's line of products.
11. Engagement	( )	K. A picture, short film, song, etc. that tries to persuade people to buy a product or service.
12. Social Media	( )	L. To become less, or to make something become less.

Definitions taken from:
https://www.fluentu.com/blog/business-english/business-english-marketing/
https://dictionary.cambridge.org/es/

Useful Language:

- What do you think _____ means?
- I think/believe/guess this word means…
- I think you're right
- I'm not sure
- I think

Arias C, Chaves O, Navarro A
Unit 2: Speaking Business
Lesson #2
Pre-Task 1

Handout 2 – Answer Key

Matching activity

1.	H
2.	I
3.	G
4.	J
5.	B
6.	L
7.	A
8.	C
9.	K
10.	D
11.	F
12.	E

Arias C, Chaves O, Navarro A
Unit 2: Speaking Business
Lesson #2
Pre-Task 2

Handout 3

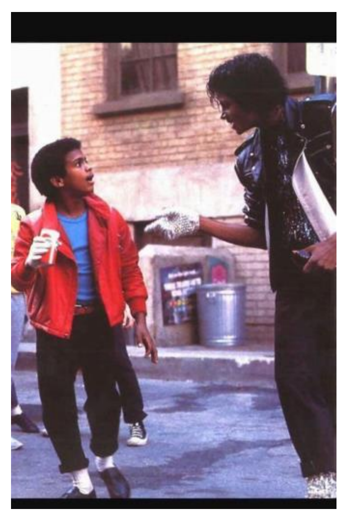
Video Ads

Marketing agencies usually study elements of successful marketing campaigns such as the target audience, objectives, and strategies implemented by organizations to get inspiration for their work.

Instructions: Watch the following ads from Pepsi and Fiat in the links below answer the questions with the correct elements of each marketing campaign. You can find the elements for both campaigns in the word bank below.

To attract a younger demographic.	The company used a celebrity to promote their product.
Middle-aged adults and seniors.	To promote their newest car.
The company showed a "blue pill" making a compact car bigger to appeal to older and middle-aged adults.	Teenagers and young adults.

1. Pepsi – Michael Jackson's Pepsi Generation – 1984.
https://www.youtube.com/watch?v=po0jY4WvCIc



Who is the target audience for this ad?

-

What is the objective of this marketing campaign?

-

What strategy did the company use to attract the target audience?

-

2. **Fiat – 500X 'Blue Pill' - Super Bowl – 2015**
https://www.youtube.com/watch?v=FXam_-wRK-A

Who is the target audience for this ad?

-

What is the objective of this marketing campaign?

-

What strategy did the company use to attract the target audience?

-

Useful Language:

I believe/guess/think the target audience of this campaign were…

I believe/guess/think that ________ was very appealing.

I believe/guess/think that the strategies used were....

Arias C, Chaves O, Navarro A
Unit 2: Speaking Business
Lesson #2
Pre-Task 2

Handout 3 – Answer Key

Video Ads

Marketing agencies usually study elements of successful marketing campaigns such as the target audience, objectives, and strategies implemented by organizations to get inspiration for their work.

Instructions: Watch the following ads from Pepsi and Fiat in the links below answer the questions with the correct elements of each marketing campaign. You can find the elements for both campaigns in the word bank below.

1. Pepsi – Michael Jackson's Pepsi Generation – 1984.

Who is the target audience for this ad?

- Teenagers and young adults.

What is the objective of this marketing campaign?

- To attract a younger demographic.

What strategy did the company use to attract the target audience?

- The company used a celebrity to promote their product.

2. Fiat – 500X 'Blue Pill' - Super Bowl – 2015

Who is the target audience for this ad?

- Middle-age adults and seniors.

What is the objective of this marketing campaign?

- To promote their newest car.

What strategy did the company use to attract the target audience?

- The company showed a "blue pill" making a compact car bigger to appeal to older and middle age adults.

Arias C, Chaves O, Navarro A
Unit 2: Speaking Business
Lesson #2
Pre-Task 3

Handout 4

Language Focus

Modal Auxiliaries: Can and Should

The modal auxiliaries **can** and **should** are used in English to express possibility and advice. You can use both auxiliaries to propose marketing suggestions or solutions.

1. For positive sentences with **can (possibility)** and **should (advice),** you have to follow this structure:

Subj + Modal (can/should) + Verb (base form) + complement.

For example: McDonalds can implement a digital marketing strategy to improve their brand awareness in social media platforms.

2. For negative sentences, you follow the same structure but with their negative versions (**cannot (impossibility)** and **should not (advice)**).

Subj + Modal (cannot/should not) + Verb (base form) + complement.

For example: Mercedes-Benz cannot/should not incorporate changes to their advertisements because they are very appealing.

PS: You can use the contracted negative forms **can't** and **shouldn't** for informal spoken language.

Practice

Instructions: Read the sentences below and write if the sentences express **possibility** or **advice** in the space below**.**

1. Nike should implement an influencer marketing campaign to improve their sales.

____

2. Forever 21 can improve their sales by creating a campaign targeting younger demographics

3. Audi shouldn't create only a new hashtag to promote their new car.

4. Burger King can include celebrity driven content by adding Beyoncé as their ambassador to increase sales.

5. Sony can't increase brand awareness if they do not create new ads for the new Play Station 5.

Arias C, Chaves O, Navarro A
Unit 2: Speaking Business
Lesson #2
Pre-Task 3

Handout 4.1 – Answer Key

Language Focus

Modal Auxiliaries: Can and Should

1. Advice

2. Ability

3. Advice

4. Ability

5. Ability/Impossibility

Arias C, Chaves O, Navarro A
Unit 2: Speaking Business
Lesson #2
Main Task

Handout 5.1

Find a Solution for a Marketing Case Study

Instructions: Read the following case study about a business marketing campaign. Complete the handout with the objective(s) and the target audience of the campaign. Then, imagine that your agency was hired to propose marketing strategy solutions for the case. Present your solutions using the modal auxiliaries **"can"** and **"should"** to express possibility and advice. When possible use vocabulary from previous activities.

Case #1: Introducing New Balance to a New Audience

New Balance Athletic Shoe is a 108-year-old company based in Boston serving key markets in the U.S., U.K., Germany, and China. A global leader in athletics, particularly in the sport of running, its goal is to be the #1 shoe on runners crossing the finish line worldwide—whether that's a high-school runner at a cross-country meet, a professional athlete winning a marathon, or anyone in between. "Our goal is that we want people choosing our products (footwear and apparel) to better themselves through the sport of running," says Jim McKenzie, global running marketing manager, New Balance.

As New Balance moves toward improving its position in the running market, the company is focused on acquiring a new consumer type—metropolitan runners—and getting them to become loyalists. These consumers, who live in or very close to metropolitan areas, don't define themselves by running, but running is a part of what they do. Technology is key to this audience—both in devices and in the way they interact with products such as Google and YouTube.

Adapted from: https://www.thinkwithgoogle.com/marketing-resources/new-balance-sets-record-with-fresh-foam-launch/

Objective(s) of the Campaign:

____

____

Target Audience(s):

____

Marketing Strategy Solutions

A)

B)

C)

Useful Language

- I believe/guess/think that the objective(s) of the campaign is/are...
- I believe/guess/think that the target audience of the campaign are...
- I believe/guess/think that they should/can…

Arias C, Chaves O, Navarro A
Unit 2: Speaking Business
Lesson #2
Main Task

Handout 5.2

Find a Solution for a Marketing Case Study

Instructions: Read the following case study about a business marketing campaign. Complete the handout with the objective(s) and the target audience of the campaign. Then, imagine that your agency was hired to propose marketing strategy solutions for the case. Present your solutions using the modal auxiliaries **"can"** and **"should"** to express possibility and advice. When possible use vocabulary from previous activities.

Case #2: Budweiser Influencer Marketing Case Study

Budweiser was looking to make a splash in Philadelphia to show that their brand relates to everything that Philly represents. From the amazing art culture, the gourmet lifestyle, and the underground music scene - Budweiser wanted Philadelphia to know that they are #PhillyHeavy. In an effort to reach a younger demographic to attract fans and customers, they wanted to mobilize some of the most influential people in "Philly" to work with them in showing their awesome city on Instagram, as this was the best platform to reach their target. An influencer marketing campaign has a lot of moving pieces and requires your agency to supervise and execute all aspects of the influencer-marketing piece of their campaign.

Adapted from https://www.gshiftlabs.com/wp-content/uploads/2017/03/Bud-Case-Study.pdf

Objective(s) of the Campaign:

____

____

Target Audience(s):

____

Marketing Strategy Solutions

A)

B)

C)

Useful Language

- I believe/guess/think that the objective(s) of the campaign is/are...
- I believe/guess/think that the target audience of the campaign are...
- I believe/guess/think that they should/can…

Arias C, Chaves O, Navarro A
Unit 2: Speaking Business
Lesson #2
Main Task

Handout 5.3

Find a Solution for a Marketing Case Study

Instructions: Read the following case study about a business marketing campaign. Complete the handout with the objective(s) and the target audience of the campaign. Then, imagine that your agency was hired to propose marketing strategy solutions for the case. Present your solutions using the modal auxiliaries **"can"** and **"should"** to express possibility and advice. When possible use vocabulary from previous activities.

Case #3: Hyatt Hotels Corporation: Hotels' improvements, specifically for female business travelers

A leader in the hospitality industry for over 50 years, Hyatt Hotels Corporation wants to make customers feel "more than welcome" at more than 500 hotels worldwide. After an 18-month series of global listening sessions revealed striking customer perceptions from female business travelers, Hyatt* saw a large opportunity to improve the business travel experience for all guests and to grow customer engagement and satisfaction with women in particular.

Digital marketing played a crucial role in Hyatt's recent campaign targeting female business travelers. After learning that a number of women "largely felt the hotel experience had been designed by men, for men… Many women told us that they would travel with their own shampoo and conditioner because what was in the hotel room was not acceptable to use" says Emily Wright, a senior manager responsible for Hyatt's brand experience.

Adapted from: https://www.thinkwithgoogle.com/marketing-resources/hyatt-brings-its-brand-experience-to-life-with-google-solutions-video/

Objective(s) of the Campaign:

____

____

Target Audience(s):

____

Marketing Strategy Solutions

A)

B)

C)

Useful Language

- I believe/guess/think that the objective(s) of the campaign is/are...
- I believe/guess/think that the target audience of the campaign are...
- I believe/guess/think that they should/can…

Arias C, Chaves O, Navarro A
Unit 2: Speaking Business
Lesson #2
Main Task

Handout 5 – Answer Key

Find a Solution for a Marketing Case Study

Instructions: Read the following case study about a business marketing campaign. Complete the handout with the objective(s) and the target audience of the campaign. Then, imagine that your agency was hired to propose marketing strategy solutions for the case. Present your solutions using the modal auxiliaries **"can"** and **"should"** to express possibility and advice. When possible use vocabulary from previous activities.

Case #1: Introducing New Balance to a New Audience

Objective(s) of the Campaign: To be produce the #1 shoe for runners of all kind, especially "metropolitan runners".

Target Audience(s): Metropolitan runners.

Case #2: Budweiser Influencer Marketing Case Study

Objective(s) of the Campaign: To use the Philadelphia's culture to promote their Brand.

Target Audience(s): Younger demographics.

Case #3: Hyatt Hotels Corporation: Hotels' improvements, specifically for female business travelers

Objective(s) of the Campaign: To make hotel rooms more appealing for women.

Target Audience(s): Female businesswomen.

Arias C, Chaves O, Navarro A
Unit 2: Speaking Business
Lesson #2
Post task

Handout 6

Analyzing the Coca-Cola Company Marketing Campaigns in 2017

True-or-False exercise

Instructions: Watch the video in the link below. Then, read the statements in the box and write "T" if the statement is true or "F" if the statement is false. Read the statements before listening and mark key vocabulary words.

https://www.youtube.com/watch?v=XhMVWzVXNNk

1. Coca Cola's target audience were mostly young people. _____

2. Coca Cola's brand awareness increased only because of Christmas advertisements. ____.

3. The company's digital marketing campaign included the creation of "Coke TV", hashtags, and emojis for social media. _____.

4. Coke's "share a can" campaign was not successful enough. _____.

5. Coke's "debranding campaign" was a complete success. _____.

6. Coca-Cola promotes the values of happiness and friendship in their campaigns. ____.

7. The "debranding campaign" targeted a younger demographic. _____.

8. During the "debranding campaign", the company sold 100.000.000 named bottles in Australia. _____.

9. The narrator mentioned that the "New Coke" campaign had positive results in the past. _____.

Pictures taken from: https://www.pinterest.es/pin/804385183435853731/
https://www.pinterest.es/pin/423619908693945659/

Arias C, Chaves O, Navarro A
Unit 2: Speaking Business
Lesson #2
Post task

Handout 6 – Answer Key

Analyzing the Coca-Cola Company Marketing Campaigns in 2017

True-or-False exercise

1	F
2	F
3	T
4	F
5	T
6	T
7	T
8	F
9	F

University of Costa Rica
Master's Program in TEFL

Course name: Negotiating More Than Meaning

Arias, Chaves, Navarro

Date: September 23, 2020 Lesson Plan #3
Student teacher: Christofer Arias
Assistants: Olga Chaves and Angie Navarro
Unit 2: Speaking Business

Unit Goal: At the end of the unit, students will be able to effectively carry out business meetings, solve marketing case studies, and describe products services orally by appropriately using cordial expressions, business-related vocabulary, and grammar structures.

General Objective: By the end of the lesson, students will be able to accurately describe and promote a product or service in an oral presentation by using previously learned vocabulary and expressions.

Specific Objectives: The students will be able to
1. Successfully activate schemata about the topic by watching a video and writing two main aspects about a product presentation;
2. Appropriately classify business phrases according to their function by filling a graphic organizer while playing a Kahoot game;
3. Effectively demonstrate understanding of vocabulary related to characteristics of products and services by matching adjectives with their corresponding synonym;
4. Effectively describe and promote a product by using vocabulary and expressions in a business presentation;
5. Accurately formulate polite questions by using the modal auxiliaries "could" and "would".

Objectives	Procedures	Language (Vocabulary, expressions, useful language, grammatical or phonetic features)	Strategies	Macro Skills	Time
1	**Warm-up: How to Give a Presentation About a Product**	**UL:**	Schema Activation	S L W	5 minutes

	1. T shows a video about how to give a presentation about a product. 2. Individually and using handout 1, Ss write 2 key aspects that can be helpful when giving a business presentation to describe a product. 3. Before the activity, the T models the useful language for the Ss. 4. Ss have to write the 2 main aspects the speaker emphasized in the video. **Materials:** Handout 1: How to Give a Presentation About a Product **Video**: https://www.youtube.com/watch?v=U6H5j3FklHA	-I think the speaker mentioned/emphasized that…	Listening for details		
2	**Pre-Task 1: Useful Phrases Used in Business Presentations** 1. Before the task, the T models the correct	**Vocabulary:** **Useful Phrases Used in Business Presentations** -That's an interesting question.	Classifying information Predicting information	S L R W	15 minutes

	pronunciation and intonation of the phrases in the handout. 2. T. asks Ss to access Kahoot to play a game and as they play the game, they classify the business phrases according to their function in graphic organizers. 3. As they play the game and by using handout 2, T checks the answers after each question responded by the Ss on the Kahoot game. **Materials:** Handout 2 Handout 2 - Pre-Task 1 - Kahoot: https://create.kahoot.it/v2/details/c06032de-1ab0-4f6f-bdf9-7cdddd6ab9e2	-To introduce ourselves, our names are… -In this presentation, we are going to walk you through some benefits/features of -Hello and thank you all for being here today. -As an introduction, our names are… and we head up the… -Thank you for your attention. We would be happy to answer any questions. -Hello everyone, we are delighted to be speaking with you today. -Well, that concludes my presentation today. Thank you for listening. Are there any questions?			

		-There are three main reasons why people should buy/choose this product/service. First -Let's kick things off by talking about… -I'm glad you asked me that. -There are five main advantages of using this product/service… First,...			
3	**Pre-Task 2: Adjectives to Describe Products and Services** 1. T pronounces the vocabulary words before the task. Ss repeat the words aloud to practice the pronunciation. 2. T starts by modelling the activity with the ATs so Ss can see what they are required to do in the pre-task.	**Vocabulary:** **Adjectives** -Affordable -Convenient -Efficient -Exclusive -High-quality -Innovative -Limited-edition -Proven -Reliable -Suitable	Checking for understanding Negotiation of meaning Giving information Identifying synonyms	S L R	20 minutes

	3. Ss work in breakout rooms in Zoom to work with a classmate. Each AT will be in a different breakout room in order to monitor and assist Ss during the pre-task. 4. Using handout 3 and in pairs, Ss match the adjectives with their corresponding synonyms. 5. Finally, each pair goes back to the main room. The T goes over the answers by having Ss read the synonym corresponding to each adjective. **Materials:** Handout 3	-User-friendly -World-class **UL:** -What do you think the synonym for _____ is? -I think/believe/guess the synonym is _____ -I think you're right -I'm not sure / I disagree - I think the synonym for ____ is _____			
4	**Main Task: Creating a Business Presentation about a Product or a Service.** 1. T explains the instructions of the task. After that, T models the useful language with the AT for the Ss to	**Vocabulary:** **Adjectives** -Affordable -Convenient -Efficient -Exclusive -High-quality -Innovative	Checking for understanding Negotiation of meaning	S L R W	40 minutes

	know how to interact with each other during the task. 2. In pairs and using handout 4, Ss go into breakout rooms and create a business presentation about a fictional product or a service. 3. Ss organize their presentation by using a guide provided in handout 4 that contains the steps for a business presentation. Ss write the phrases from pre-task 1 that they are going to use during their presentation. 4. After that, Ss prepare their presentation by using handout 4 - PowerPoint template. Ss add information about the name of the product/service, name of the presenters, target audience, benefits/characteristics, and picture of the product/service. 5. After that, Ss present their products or services orally to	-Limited-edition -Proven -Reliable -Suitable -User-friendly -World-class **Useful Phrases Used in Business Presentations** -That's an interesting question. -To introduce ourselves, our names are… -In this presentation, we are going to walk you through some benefits/features of -Hello and thank you all for being here today. -As an introduction, our names are… and we head up the… -Thank you for your attention. We would be	Giving information Using vocabulary in context		

	the rest of the class. Moreover, Ss must use vocabulary from pre-task 2 during their presentation. 6. As each pair presents, Ss must take notes about possible questions that they would like to ask their peers about their products. Those questions will be used in the following task. **Materials:** Handout 4 Handout 4 - PowerPoint template	happy to answer any questions. -Hello everyone, we are delighted to be speaking with you today. -Well, that concludes my presentation today. Thank you for listening. Are there any questions? -There are three main reasons why people should buy/choose this product/service. First -Let's kick things off by talking about… -I'm glad you asked me that. -There are five main advantages of using this product/service… First,… **UL:**			

		-I believe/think this phrase is appropriate for… -I don't think/believe this phrase is appropriate for… -Can you repeat that, please?			
5	**Post-Task: Q&A Session. Formulating Cordial Questions with the Modal Auxiliaries Could and Would** 1. T explains how to formulate cordial questions with the modal auxiliaries "could" and "would". 2. The T will model the useful language with the AT for Ss to know how they will interact during the task. 3. Individually and using handout 5, Ss formulate 2 questions for each group about their business presentations.	**Vocabulary:** **Cordial Questions** Questions cordial questions with "would" and "could". **UL:** -My question is… -Thanks for answering my question. -I'm glad you asked me that. -That's an interesting question.	Clarifying information Negotiation of meaning Using vocabulary in context	L S W	15 minutes

	4. Each S will orally ask 1 of their questions to each group. Then the groups will answer the questions by using previously studied phrases to respond to questions. **Materials:** Handout 5				

Abbreviations to be used: T = teacher AT = assistants Ss = students L = listening S = speaking R = reading W = writing
Others: ______

References:

Video:
https://www.youtube.com/watch?v=U6H5j3FklHA

Phrases adapted from:

https://preply.com/en/blog/50-essential-business-presentation-phrases-for-better-performance/#scroll-to-heading-19

Expressions and vocabulary taken and adapted from:

https://dictionary.cambridge.org

https://www.dictionary.com

C. Arias, O. Chaves, & A. Navarro
Lesson #3
Unit 2: Speaking Business
Warm Up

Handout 1

How to Give a Presentation about a Product

Instructions: Watch the following video and answer the question below.

Video: https://www.youtube.com/watch?v=U6H5j3FklHA

According to the video, what are two key aspects that can help you when giving a business presentation to describe or promote a product?

1.	
2.	

Useful Language

I think the speaker mentioned/emphasized that…

C. Arias, O. Chaves, & A. Navarro
Lesson #3
Unit 2: Speaking Business
Warm Up

Handout 1 – Answer Key

How to Give a Presentation about a Product

Instructions: Watch the following video and answer the question below.

Video: https://www.youtube.com/watch?v=U6H5j3FklHA

According to the video, what are two key aspects that can help you when giving a business presentation to describe or promote a product?

1.	You have to focus on the benefits.
2.	You have to focus on the target audience.

Useful Language

I think the speaker mentioned/emphasized that…

Arias C, Chaves O, & Navarro A

Unit 2: Speaking Business

Lesson #3

Pre-Task 1

Handout 2 - Kahoot

Useful Phrases Used in Business Presentations

1 - Quiz

Which of the following phrases is used for welcoming the audience?

- ▲ To introduce ourselves, our names are... ✗
- ◆ Hello everyone, we are delighted to be speaking with you today. ✓
- ● Let's kick things off by talking about... ✗

2 - Quiz

The phrase "In this presentation, we are going to walk you through some benefits of " is used for...

- ▲ welcoming the audience ✗
- ◆ ending the presentation ✗
- ● introducing the presentation ✓

3 - Quiz

Which of the following phrases is used for ending the presentation?

- There are five main advantages of using this service. First...
- Well, that concludes my presentation today. Thank you for listening.
- I'm glad you asked me that.

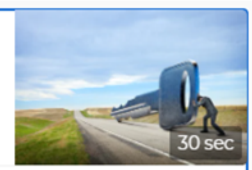
4 - Quiz

The phrase "As an introduction, our names are... and we head up the..." is used for...

- welcoming the audience
- listing characteristics
- introducing yourselves

5 - True or false

The phrase "I'm glad you asked me that" is used for responding to questions.



- True
- False

6 - Quiz

Which of the following phrases is used for introducing the presentation?

- ▲ Let's kick things off by talking about... ✓
- ◆ There are five main advantages of using this product ✗
- ● Hello and thank you all for being here today. ✗

7 - Quiz

The phrase "Thank you for your attention. We would be happy to answer any questions." is used for...

- ▲ responding to questions ✗
- ◆ ending the presentation ✓
- ● introducing yourselves ✗

8 - Quiz

Which of the following phrases is used for listing characteristics?

- ▲ There are five main advantages of using this product. First, ... ✓
- ◆ Hello and thank you all for being here today. ✗
- ● To introduce ourselves, our names are... ✗

9 - Quiz

The phrase "Hello and thank you all for being here today. " is used for...

- introducing the presentation ✗
- welcoming the audience ✓
- introducing yourselves ✗

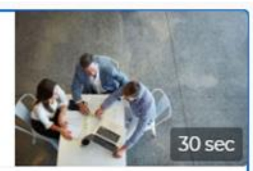
10 - Quiz

Which of the following phrases is used for introducing yourselves?

- In this presentation, we are going to walk you through some benefits... ✗
- Let's kick things off by talking about... ✗
- To introduce ourselves, our names are ✓

11 - Quiz

The phrase "There are three main reasons why people should choose this product. first,..." is used for...



- introducing the presentation ✗
- listing characteristics ✓
- welcoming the audience ✗

12 - True or false

The phrase "That's an interesting question" is used for ending the presentation.

True ✗

False ✓

Arias C, Chaves O, & Navarro A
Unit 2: Speaking Business
Lesson #3
Pre-Task 1

Handout 2

Useful Phrases Used in Business Presentations

Instructions: As you play the Kahoot game, classify the business phrases below according to their function in the graphic organizers.

That's an interesting question.	As an introduction, our names are… and we head up the…	There are three main reasons why people should buy/choose this product/service. First
To introduce ourselves, our names are…	Thank you for your attention. We would be happy to answer any questions.	Let's kick things off by talking about…
In this presentation, we are going to walk you through some benefits/features of…	Hello everyone, we are delighted to be speaking with you today.	I'm glad you asked me that.
Hello and thank you all for being here today.	Well, that concludes our presentation today. Thank you for listening. Are there any questions?	There are five main advantages of using this product/service… First, …

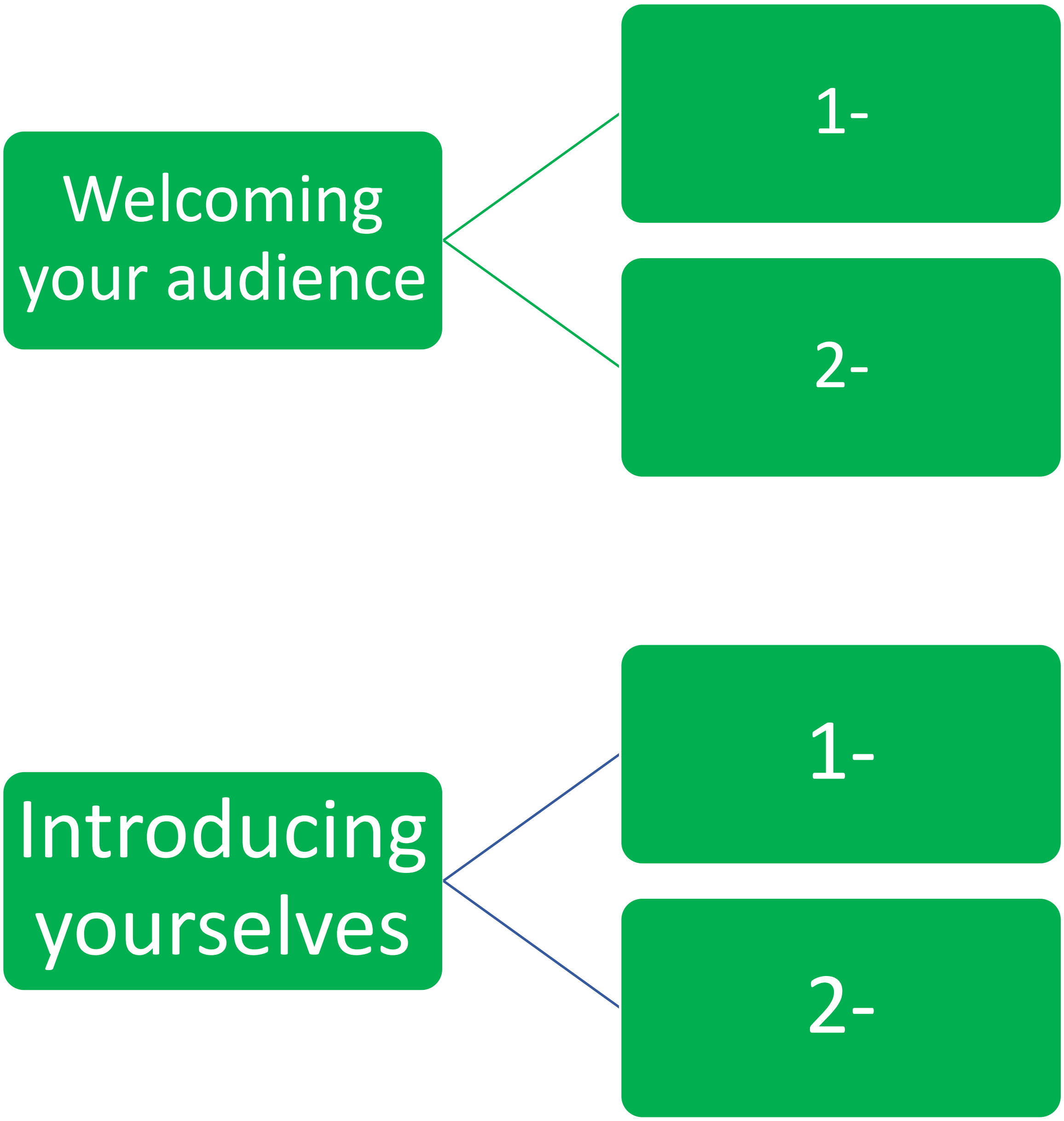
Important expressions:

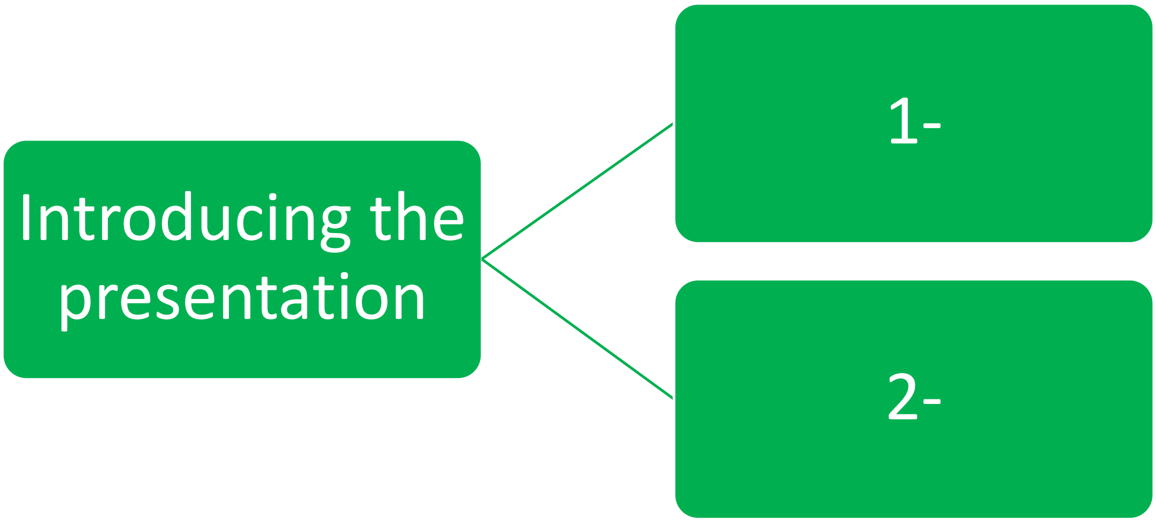
Walk (someone) through: To show someone how something is or works.

Kick (something) off: To begin an event or an activity.

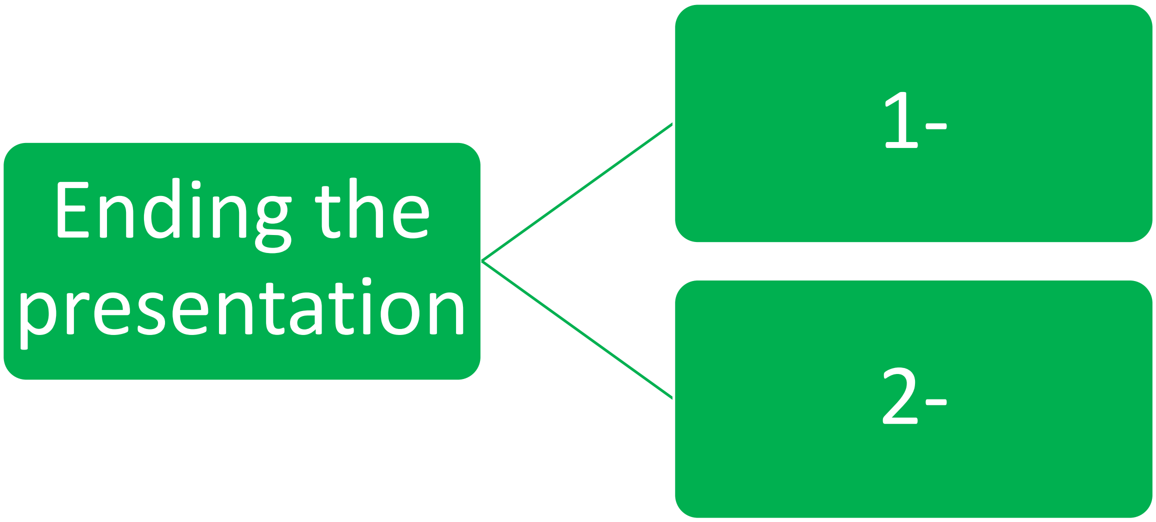
Phrases adapted from: https://preply.com/en/blog/50-essential-business-presentation-phrases-for-better-performance/#scroll-to-heading-19

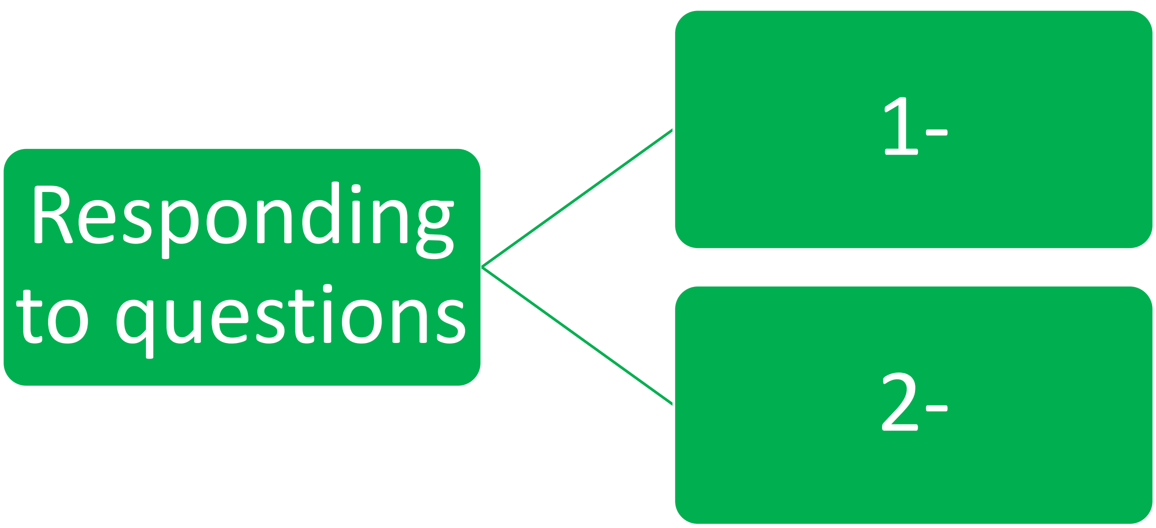
Expressions adapted from: https://dictionary.cambridge.org


Welcoming your audience
1-
2-
Introducing yourselves
1-
2-


Introducing the presentation
1-
2-


Listing characteristics
1-
2-


Ending the presentation
1-
2-


Responding to questions
1-
2-

Arias C, Chaves O, & Navarro A
Unit 2: Speaking Business
Lesson #3
Pre-Task 1

Handout 2 – Answer Key

Useful Phrases Used in Business Presentations

Welcoming your audience

1-Hello everyone, we are delighted to be speaking with you today.

2-Hello and thank you all for being here today.

- Introducing yourselves
  - 1-As an introduction, our names are… and we head up the…
  - 2-To introduce ourselves, our names are…

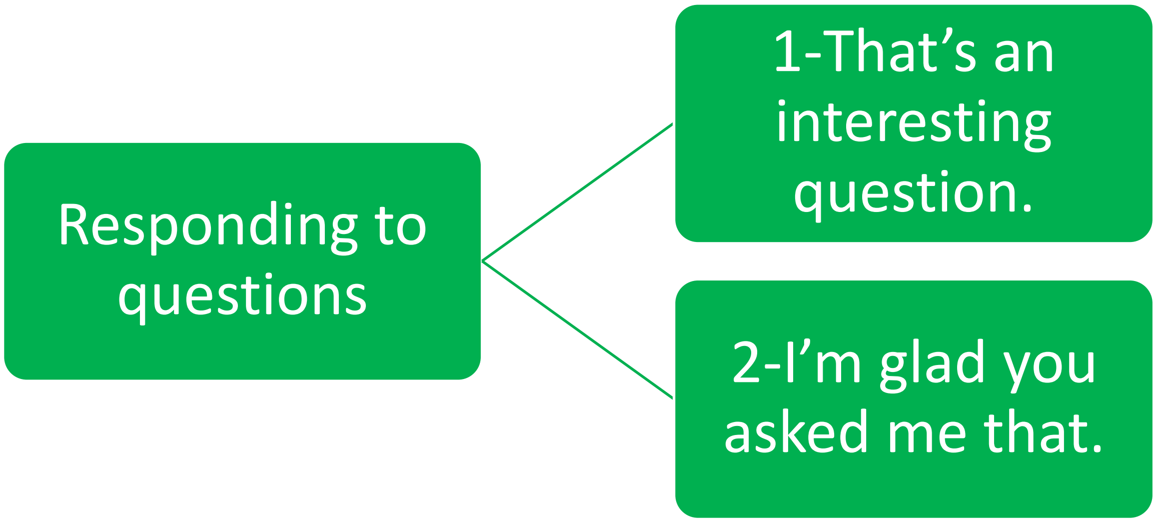
- Introducing the presentation
  - 1-Let’s kick things off by talking about…
  - 2-In this presentation, we are going to walk you through some benefits/features of...

Listing characteristics

- 1-There are three main reasons why people should buy/choose this product/service. First...
- 2-There are five main advantages of using this product/service… First, …

Ending the presentation

- 1-Thank you for your attention. We would be happy to answer any questions.
- 2-Well, that concludes our presentation today. Thank you for listening. Are there any questions?


Responding to questions
1-That’s an interesting question.
2-I’m glad you asked me that.

Arias C, Chaves O, Navarro A
Unit 2: Speaking Business
Lesson #3
Pre-Task 2

Handout 3

Adjectives to Describe Products and Services

Listen to the explanation of the following words and repeat their pronunciation.

Affordable: believed to be within one's financial means.

Convenient: near or easy to get to or use.

Efficient: working or operating in a way that gets the results you want without any waste.

Exclusive: limited to only one person or group of people.

High-quality: high-quality products or services are very good, well-made, etc.

Innovative: using new ideas or methods.

Limited-edition: products that have a slightly different style to the usual kind and only a small quantity of which are produced.

Proven: shown to be true.

Reliable: deserving trust; dependable.

Suitable: acceptable or right for someone or something.

User-friendly: easy for people to operate, understand, etc.

World-class: someone or something world-class is one of the best that there are of that type in the world.

Useful Language:

- What do you think the synonym for _____ is?
- I think/believe/guess the synonym is…
- I think you're right
- I'm not sure / I disagree
- I think the synonym for ____ is _____

Practice aloud with your teacher the pronunciation of the following words.

Exceeds	Previous	Privileged
Trusworthy	Launched	Rare
Unique	Talented	Appropriate
Renowned	Superior	Accesible
Productive	fashionable	

Instructions: In pairs, highlight the word that is similar in meaning to the underlined adjectives in the following sentences.

1. Many people prefer Apple products because they are very <u>reliable.</u> Their quality exceeds the customer's expectations.

   a. trustworthy
   b. good
   c. dependent

2. Pozuelo is very <u>innovative</u> with its products. For instance, Chiky cookies are always changed in their flavors and presentation.
   a. old-fashioned
   b. inventive
   c. unique

3. Some of the <u>world-class</u> airline companies are American Airlines, Delta, and Emirates because they are renowned and considered as the best.
   a. established
   b. first-class
   c. greatest

4. We can assure you that this device is more <u>efficient</u>. It saves the battery and it lasts more hours than the previous version.
   a. economical
   b. productive
   c. talented

5. Recently, Amazon launched a <u>high-quality</u> Kindle device to enhance its customers' experiences.
   a. superior
   b. brand-new
   c. inexpensive

6. Some vegan products are <u>exclusive</u> to England. You will not find them somewhere else.
   a. fashionable
   b. unique
   c. privileged

7. Dos Pinos always launches <u>limited-edition</u> flavors of ice cream for Christmas. They are not offered during other times of the year.
   a. rare
   b. different
   c. wonderful

8. Ponds promotes <u>proven</u> dermatologic products, so that customers trust their quality.
   a. established
   b. unique
   c. tested

9. Because of the economic crisis during this pandemic, companies must offer more <u>affordable</u> products and services.
   a. comfortable
   b. reasonably priced
   c. bargained

10. I really love this product because it is very <u>user-friendly</u>. It takes nothing to learn how it works.
   a. unique
   b. privileged
   c. easy-to-use

11. This shampoo is very <u>suitable</u> for kids. It does not make them cry when it is applied.
   a. appropriate
   b. easy-to-use
   c. unique

12. Banco Popular provides a very <u>convenient</u> customer service on the phone. They are available 24-7.
   a. reliable
   b. accessible
   c. easy

Definitions taken from:
https://dictionary.cambridge.org/dictionary/english
https://www.dictionary.com

Arias C, Chaves O, Navarro A
Unit 2: Speaking Business
Lesson #3
Pre-Task 2

Handout 3

Adjectives to Describe Products and Services

1. Many people prefer Apple products because they are very reliable. Their quality exceeds the customer's expectations.

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Definitions taken from:
https://dictionary.cambridge.org/dictionary/english
https://www.dictionary.com

Arias C, Chaves O, & Navarro A
Unit 2: Speaking Business
Lesson #3
Main Task

Handout 4

Creating a Business Presentation about a Product or Service

Instructions:

1. In pairs, create a business presentation about a fictional product or service of your own creation.
2. Use “Handout 4 - PowerPoint template” to create your presentation.
3. Use the guide below to organize your presentation.
4. Use vocabulary and phrases from previous tasks.
5. Present your fictional product/service orally.
6. As your classmates present their products/services, write possible questions you would like to ask about each presentation.

Steps for a Business Presentation

1. **Welcoming the audience:** Presenter A uses a phrase to welcome the audience.
   a. **Write the phrase here:** ___________________________.

2. **Introducing yourselves:** Presenter B uses a phrase to introduce both presenters.
   a. **Write the phrase here:** ___________________________.

3. **Introducing the presentation:** Presenter A uses a phrase to introduce the presentation.
   a. **Write the phrase here:** ___________________________.

4. **Listing characteristics:** Presenter B discusses the target audience for the product/service. Presenter A and Presenter B take turns the characteristics or benefits of the product or service.
   a. **Write the phrase for listing characteristics or benefits here:** ___________________________.

5. **Ending the presentation:** Presenter A uses a phrase to end the presentation.
   a. Write the phrase here: ___________________________.

Useful Language:
I believe/think this phrase is appropriate for…
I don’t think/believe this phrase is appropriate for…
Can you repeat that, please?

Arias C, Chaves O, & Navarro A

Unit 2: Speaking Business

Lesson #3

Main Task

PowerPoint Presentation

Creating a Business Presentation about a Product or Service

Product's/Service's Main Characteristics

- Target Audience:
- Benefits or characteristics:

1. _____
2. _____
3. _____
4. _____

- Add a picture that represents the product or service, use the following site to find pictures. https://pixabay.com

C. Arias, O. Chaves, & A. Navarro
Lesson #3
Unit 2: Speaking Business
Post-task

Handout 5

Language Focus

Formulating Cordial Questions with the Modal Auxiliaries *Could* and *Would*

You can use the modal auxiliaries **<u>could</u>** or **<u>would</u>** as a polite way to ask for **details** or **clarification** after a business presentation.

The structure for these questions is:

1. **Could/Would + subject + please (optional) + verb (base form) + complement**

For example: John, could/would **you** clarify what exactly you mean by that, please?

Practice: Using the notes you took during the previous task, write two questions for each of your classmates' product/service presentation using "would" and "could". Be ready to answer questions from your classmates as well.

1. ____
2. ____
3. ____
4. ____

Useful Language:
My question is…
Thanks for answering my question.
I'm glad you asked me that.
That's an interesting question.

Phrases adapted from: https://preply.com/en/blog/50-essential-business-presentation-phrases-for-better-performance/#scroll-to-heading-19

University of Costa Rica
Master's Program in TEFL

Course name: Negotiating More Than Meaning

Arias, Chaves, Navarro

Date: September 30, 2020 Lesson Plan #4
Student teacher: Angie Navarro
Assistants: Olga Chaves and Christofer Arias
Unit 2: Speaking Business

Unit Goal: At the end of the unit, students will be able to effectively carry out business meetings, solve marketing case studies, and describe products services orally by appropriately using cordial expressions, business-related vocabulary, and grammar structures.

General Objective: By the end of the lesson, students will be able to effectively simulate business meetings by using cordial expressions to communicate with colleagues.

Specific Objectives: The students will be able to:

1. effectively activate background knowledge about the topic by reviewing the steps of a business meeting;
2. effectively review vocabulary words from previous lessons by playing a jeopardy game;
3. successfully recognize the function of business cordial expressions used in meetings by classifying them according to their function;
4. successfully hold a business meeting by discussing ideas and solutions about a project during a role-play;
5. effectively correct errors by paying attention to an explanation provided by the teacher.

Objectives	Procedures	Language (Vocabulary, expressions, useful language, grammatical or phonetic features)	Strategies	Macro Skills	Time
1	**Warm-up: Reviewing the Steps of a Business Meeting**	**Vocabulary:** Topics for a business meeting	Schema Activation	S	5 minutes

	1. The T uses a slide from a PPT to ask Ss the following question: "*What are the steps of a business meeting?*" 2. Ss will provide possible answers for the question and will share them orally. 3. The T will write the Ss' answers in the PPT. **Materials:** PPT1		Reviewing information		
2	**Pre-Task 1: Vocabulary** 1. Before the task, T starts by modelling the activity with the ATs so Ss can see what they are required to do in the pre-task. 2. In groups of 2, the Ss play a jeopardy game that contains questions about vocabulary from previous lessons. 3. The T reviews the words and definitions as Ss progress in the game. The	**Vocabulary:** Bargaining Agreement Proposals Cost breakdown Brand engagement Purchase Demographic Target audience Proven Suitable	Predicting information Reviewing information	R S L	15 minutes

	Ss repeat the words aloud to practice the pronunciation. **Materials:** Jeopardy game: https://jeopardylabs.com/play/vocabulary-14260 PPT1	Reliable Affordable **UL:** -I think that the definition of affordable is… -I think that this definition corresponds to… -I think the word that completes the sentence is… -I choose the business/marketing category for 100 points			
3	**Pre-Task 2: Classifying Phrases** 1. Before the task, the T reminds Ss the correct pronunciation and intonation of the cordial phrases in Handout 2. 2. T starts by modelling the activity with the ATs so Ss can see what they are required to do in the pre-task. 3. Ss work in breakout rooms in groups of 3 or 2. Each AT will be in a different breakout room in order to monitor and assist Ss during the pre-task.	**Vocabulary:** **Cordial Phrases:** I would like to welcome everyone… Can you repeat that please? I called this meeting in order to discuss the following topic(s). First… I appreciate your attention during this meeting, have a	Classifying information Negotiation of Meaning	S L R W	15 minutes

	4. Using Handout 2, Ss access a link to classify cordial phrases according to their function. 5. Finally, each group goes back to the main room. The Ss share the answers from their handouts orally. **Materials:** Handout 2 https://www.liveworksheets.com/xk1212425oi	wonderful morning/afternoon/evening. Excuse me for interrupting but… To summarize, let me just run through what we agreed here… I would like to thank everyone for attending this meeting. Any final thoughts before we close the meeting? Could you explain to me how that is going to work? Sorry, but just to clarify… I would like to thank everyone for coming today. We're going to run through the main point(s) of the agenda. First… **UL:**			

		- What do you think this phrase is used for? - I think/guess/believe this phrase is for… - I don't think/guess/believe this phrase is for… - Can you repeat that please?			
4	**Main Task: Business Meetings** **Note:** While one group is working on the main task, another group is taking the oral exam. 1. T starts by modelling the activity with the ATs so Ss can see what they are required to do in the task. 2. Ss will work in groups of 2-3 depending on the number of Ss that attend the class. 3. Ss will role-play a business meeting, use Handout 3. 4. First, they will have 15 minutes to prepare the role-play (Ss can take notes) and 15	**Vocabulary:** -Opening the meeting -Introducing the agenda - Brainstorming and discussing the topic -Closing the meeting - Scheduling the next meeting **Cordial Phrases:** I would like to welcome everyone.	Clarifying information Checking for understanding Negotiation of meaning	R W S	40 minutes

	minutes to present the task to the rest of the class. 5. One group will role-play situation 1 and the other group situation 2. 6. Ss will follow the steps for the business meeting, vocabulary, expressions, and grammar learned during the previous tasks. **Materials:** Handout 3	Can you repeat that please? I called this meeting in order to discuss the following topic(s). First… I appreciate your attention during this meeting, have a wonderful morning/afternoon/evening. Excuse me for interrupting but… To summarize, let me just run through what we agreed here… I would like to thank everyone for attending this meeting. Any final thoughts before we close the meeting? Could you explain to me how that is going to work? Sorry, but just to clarify…			

		I would like to thank everyone for coming today. We're going to run through the main point(s) of the agenda. First… **Cordial Phrases and Questions:** I arranged this meeting because we need to discuss… Let's go around the table and start with some ideas. That's an excellent point. Do you have any comments? I called this meeting in order to discuss… Sorry I didn't quite hear that; can you say it again? Thanks for the clarification.			

		What do you think about this proposal? Are there any other ideas? **UL:** -I agree with you because… -I disagree/don´t agree with you/your idea because… - Sorry I didn't quite hear that; can you say it again?			
5	**Post Task: Error correction** 1. While the Ss are performing during the main task and the oral exam, both the T and the ATs take notes about their mistakes (pronunciation, grammar, intonation, et). 2. Both the T and the ATs complete the PPT2 with the mistakes, so that at the end	**Vocabulary:** Error correction	Checking for understanding Identifying mistakes	L S	10 minutes

	of the class, the T can address those mistakes. 3. Ss repeat after the T in order to recognize areas of improvement. **Materials:** PPT2				

Abbreviations to be used: T = teacher AT = assistants Ss = students L = listening S = speaking R = reading W = writing
Others: PPT= Power Point Presentation

References:

Phrases adapted from: https://virtualspeech.com/blog/english-phrases-workplace-meeting

Expressions and vocabulary taken and adapted from:

https://dictionary.cambridge.org

https://www.dictionary.com

Arias C, Chaves O, Navarro A
Unit 2: Speaking Business
Lesson #4
Warm Up

PowerPoint Presentation 1

REVIEW: WHAT ARE THE STEPS OF A BUSINESS MEETING?

Useful Language
I remember…
The first/second/third step is…
The next step is…
The last step is…

JEOPARDY

USEFUL LANGUAGE

- I think that the definition of affordable is…
- I think that this definition corresponds to…
- I think the word that completes the sentence is…
- I choose the business/marketing category for 100 points.

Arias C, Chaves O, Navarro A
Unit 2: Speaking Business
Lesson #4
Pre-Task 1

Handout 1 – Answer Key

Jeopardy Game Answer Key

1. A discussion between 2 people to reach an agreement is called (bargaining/trade/proposal).

2. A decision or arrangement, often formal and written, between two or more groups or people is known as (trade/agreement/proposal).

3. Both parties sent their ____________ (agreements/proposals/outsourcings) for the new campaign.

4. In your own words, what is the definition of "cost breakdown"?
   It is the process of dividing the cost of something into the different parts.

5. ______________ (Brand engagement/Bond/Product ownership) refers to an emotional commitment to a brand.

6. __________ (Display/Enhance/Purchase) means to buy something.

7. A ___________ (Demographic/Consumer/Market segmentation) is a group of people, for example customers, who are similar in age, social class.

8. In your own words, what is the definition of "target audience"?
   The particular group of people to which an advertisement or a product is directed.

9. When a product is proven, it is (rare/unique/tested).

10. When a product is suitable, it means it is (easy-to-use/appropriate/reasonably priced).
11. When a product is reliable, it means it is__________ (efficient/unique/trustworthy).

12. In your own words, what is the definition of "affordable"?
    Something that is believed to be within one's financial means.

Expressions and vocabulary taken and adapted from:
https://dictionary.cambridge.org
https://www.dictionary.com

Arias C, Chaves O, & Navarro A

Unit 2: Speaking Business
Lesson #4
Pre-Task 2

Handout 2

Useful Cordial Phrases Used in Business Meetings

Instructions: Drag and drop the following cordial phrases in the correct column. Use the useful language below to interact with your classmates.

Useful Language:

- What is this phrase is used for?
- I think/guess/believe this phrase is for…
- I don't think/believe this phrase is for…
- Can you repeat that please?

Pronunciation tip:

Remember to use **rising intonation** for yes-no questions and **falling intonation** for Wh- questions and sentences.

- Excuse me for interrupting.
- I would like to thank everyone for attending this meeting.
- Sorry, but just to clarify.
- I called this meeting in order to discuss the following topic(s). First…
- Could you explain to me how that is going to work?
- I would like to thank everyone for coming today.
- Any final thoughts before we close the meeting?
- I appreciate your attention during this meeting, and have a wonderful morning/afternoon/evening.
- I would like to welcome everyone.
- Can you repeat that please?
- We're going to run through the main point(s) of the agenda. First…
- To summarize, let me just run through what we agreed here.

Welcoming the audience	**Introducing the agenda**
Asking questions/for clarification	**Interrupting politely**
Wrapping ups	**Expressing gratitude**

Phrases adapted from: https://virtualspeech.com/blog/english-phrases-workplace-meeting

Arias C, Chaves O, & Navarro A

Unit 2: Speaking Business
Lesson #4
Pre-Task 2

Handout 2

Useful Cordial Phrases Used in Business Meetings

Welcoming the audience	**Introducing the agenda**
I would like to thank everyone for coming today. I would like to welcome everyone.	We're going to run through the main point(s) of the agenda. First… I called this meeting in order to discuss the following topic(s). First…
Asking questions/for clarification	**Interrupting politely**
Could you explain to me how that is going to work? Can you repeat that please?	Excuse me for interrupting. Sorry, but just to clarify.
Wrapping ups	**Expressing gratitude**
To summarize, let me just run through what we agreed here. Any final thoughts before we close the meeting?	I would like to thank everyone for attending this meeting. I appreciate your attention during this meeting, and have a wonderful morning/afternoon/evening.

C. Arias, O. Chaves, & A. Navarro
Negotiating More Than Meaning
Unit 2: Speaking Business
Lesson #4
Handout 3

Main Task

Business Meetings

Instructions:

- You will work in groups of 2-3. You and your partners will role-play a business meeting based on the products you created the previous class.
- You will have 10-15 minutes to prepare the role-play (you can take notes) and 15 minutes to simulate the meeting.
- One group will role-play situation 1 and the other group situation 2.
- Do not forget to follow the steps for the business meeting, vocabulary, expressions, and grammar.

<table>
<tr><td colspan="2">Situation 1: Nutri-TEA

Your company needs to promote the new tea you just created. Talk about the commercial strategies for the launching of the product.</td></tr>
<tr><td>Student A plays the role of the meeting chairperson

A meeting chairperson…
• controls the meeting.
• leads the discussion.
• concludes one point and leads into the next.
• highlights important points.</td><td>Student B and Student C play the role of the meeting participant.

A meeting participant…
• participates by sharing opinions and solutions.
• keeps an open mind.
• listens to the opinions of others.</td></tr>
</table>

<table>
<tr><td colspan="2">Situation 2: Busapp

Your company needs to promote the app you just created. Talk about the commercial strategies for the launching of the service.</td></tr>
<tr><td>Student A plays the role of the meeting chairperson

A meeting chairperson…
controls the meeting.
leads the discussion.
concludes one point and leads into the next.
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A meeting participant…
participates by sharing opinions and solutions.
keeps an open mind.
listens to the opinions of others.</td></tr>
</table>

Roles adapted from: https://www.skillsyouneed.com/ips/conduct-meeting.html

Steps for the Business Meeting

1. Opening the meeting: The chairperson welcomes the audience and introduces each participant.

- Write a phrase to welcome the audience:

  ___________________________________.

2. Introducing the agenda: The chairperson writes the topic and the objective to be discussed during the meeting:

- Topic: ____.
- Objective of the meeting: ____.

3. Brainstorming and discussing the topic: Each participant (including the chairperson) briefly writes his/her ideas about the project, and there is discussion of the topic.

- Brainstorm: ____

  ____.
- Discussion: ____

____.

4. Closing the meeting: The chairperson briefly writes the agreements to follow in the project as well as the reminders (tasks to follow for each member). Participants can also help the chairperson with the agreements and reminders. Then the chairperson expresses his/her gratitude for attending the meeting.

- Wrapping up (agreements): ____.
- Reminders: ____.
- Expressing gratitude: ____.

5. Scheduling the next meeting: The chairperson writes a new meeting for the follow-up steps.

- Schedule the meeting: ____.

Useful Language:

I agree with you because...

I disagree/don´t agree with you/your idea because...

C. Arias, O. Chaves, & A. Navarro
Negotiating More Than Meaning
Unit 2: Speaking Business
Lesson #4
Handout 3

Post-Task

PowerPoint Presentation

Pronunciation	Grammar
Intonation	

University of Costa Rica
Master's Program in TEFL

Course name: Negotiating More Than Meaning

Arias, Chaves, Navarro

Date: October 7th, 2020 Lesson Plan #1
Student teacher: Olga Chaves
Assistants: Angie Navarro and Christofer Arias
Unit 3: Writing and Submitting Financial Statements

Unit Goal: At the end of the unit, students will be able to adequately prepare financial statements by correctly identifying their parts, assembling a complete statement, and writing a submission email.

General Objective: By the end of the lesson, students will be able to accurately identify the parts of a financial statement by matching the parts of the text with the correct labels in authentic documents.

Specific Objectives: The students will be able to:

1. successfully activate prior knowledge about the three main types of financial statements by watching a video in order to answer related questions;
2. appropriately produce finance-related vocabulary while playing Jeopardy;
3. properly pronounce numbers emphasizing word stress by saying the information from a financial statement;
4. accurately identify the parts of a financial statement in an info-gap activity by matching the parts of the text with the correct labels in authentic documents;
5. successfully identify financial vocabulary to its corresponding financial statement labels in order to create personal financial statements.

Objective	Procedures	Skills	Language Focus	Strategies	Time
1	**Review:** 1. T projects some errors from previous lessons on the virtual board. 2. Then, T and Ss pronounce the words with the correct pronunciation. **Warm-up**: **Introduction to Financial Statements** 1. Ss watch a 3-minute video about the three main financial statements to activate their prior knowledge. They answer eight questions using the Quizziz app or website individually. **Materials**: Video link: https://www.youtube.com/watch?v=gglHm9Vm-ol Quizziz website or app https://quizizz.com/join/quiz/5ef133d89b5f52001fea54fc/start?from=soloLinkShare&referrer=5ecea1d8a9575a001bce9dde Students' phones or computers Warm Up - Quizziz Game - Answer Key	R	**Vocabulary**: International Financial Reporting Standards, Income statement, balance sheet, cash-flow statement, assets, tangible, intangible items, patents, trademarks, liabilities, debt, wages, payroll, bank loan, government tax, depreciation, expenditure, SG&A (Selling, General and Administrative Expenses), operating activities, investing activities and financing activities	Activating prior knowledge	10 minutes

2	**Pre-task 1: Vocabulary** 1. T projects vocabulary words and phrases related to financial statements to Ss using a power point. Ss repeat the pronunciation of the words and will guess the meaning using Spanish, a short definition, or a synonym. If Ss do not know the word, the T provides the meaning. 2.Ss work in pairs and play "Who wants to be a millionaire" game to review the previous definitions. Before the task, T starts by modelling the activity with the ATs so Ss can see what they are required to do in the pre-task. 3. They take turns choosing a category (vocabulary/definitions, true/false, complete the phrase, examples) and dollar amount. They have 30 seconds to answer each question, and if they do not know the answer, another group can answer and get the points. **Materials**: Power Point Slides Students' cell phone or computer Pre-Task 2 - Jeopardy Game - Answer Key https://www.playfactile.com/tblttask	R S L	**Vocabulary**: assets, cash, cash equivalents inventory, liabilities, account payable, accrued expenses, shareholder's equity, retained earnings, property, plant and equipment (pp&e), net income, gain/loss on sale of fixed assets, accounts receivable, income taxes payable, revenues, gross profit, depreciation, research and development provision for income taxes UL: -Do you know the meaning of this word/phrase? -Yes, that's… - No, I don't. -The translation is… -The meaning is…	Translation Repetition Guessing	30 minutes

			-I choose the vocabulary/definitions, complete the phrase for 100/300 dollars. -I think that the definition of inventory is… -I think that this definition corresponds to… -I think the word that completes the sentence is…		
3	**Pre-Task 2: Pronunciation of Numbers** 1.Ss use Handout 1 with the language focus about word stress in numbers. The T reads the information with them and asks questions related to the kinds of numbers they see every day. T models with an AT what the Ss need to answer. 2.Then, Ss practice saying the numbers and stressing the correct syllable by using a financial statement about the Apple company. 3.T starts by modelling the activity with the ATs so Ss can see what they are required to do in the pre-task. 4.Ss work in breakout rooms in groups of 3 or 2. Each AT is in a different breakout room in order to monitor and assist Ss during the pre-task.	R L S	Vocabulary: Numbers ending in -teen and- ty. Hundreds, thousands. Current assets Cash and cash equivalents Short-term marketable securities Accounts receivable, net Inventories Other current assets Long-term assets Property, plan, and equipment, net	Stressing words Repetition	20 minutes

	Materials: Handout 1 - Pre-Task 2		Other long-term assets Total assets UL: -What kinds of numbers do you see every day? --We see numbers in formulas, phone numbers, …. -How much does Apple have for short-term marketable securities? -Apple has _______ for short-term marketable securities.		
4	**Main task: Identifying Parts and Labels of a Financial Statement** 1.Ss are given examples of two types of financial statements for two different companies with some of the labels missing in the handouts. They do an info gap activity in pairs and exchange the missing information to complete the correct labelling of the financial statements.	R L S W	**Vocabulary**: Balance sheet: Assets, Liabilities, stockholder's equity, contributed capital, retained earnings, current assets, cash and cash equivalents,	-Taking turns -Asking for information	30 minutes

	2. T starts by modelling the activity with the ATs so Ss can see what they are required to do in the task. 3.Ss work in groups of 2-3 in breakout rooms. Each AT will be in a different breakout room in order to monitor and assist Ss during the task. 4. Finally, each group goes back to the main room. The Ss share the answers from their handouts orally. **Materials**: Handout 2.1 - Main Task Info-Gap 1A: https://www.liveworksheets.com/qo1231060os Info-Gap 1B: https://www.liveworksheets.com/1-io1309068nd Handout 2.2 - Main Task Info-Gap 2A: https://www.liveworksheets.com/1-je1309110qt Info-Gap 2B: https://www.liveworksheets.com/1-rl1309152en Handout 2 - Main Task - Answer key		short-term marketable securities, accounts receivable, inventories, property, (plan, and equipment, net), accounts payable, accrued expenses, Income statement: Revenues, cost of goods sold, gross profit, selling, general and administrative expenses, income from operations, interest expense, income before taxes, provision for income taxes, net income, interest income, net sales, cost of sales, gross margin, operating expenses, research and development, operating income, income tax expense Cash flow: Operating activities, investing activities,		

			financing activities, net decrease in cash, net change in cash, cash balance. UL: -Do you have info-gap 1A? -What do you have in number 1 of the consolidated balance sheet -Do you have info-gap 1A? -What do you have in number 1 of the income statement?		
5	**Post-Task**: **Creating your Household Balance Sheet** 1. As homework, Ss use Handout 5 to create their own balance sheet with their personal information. Ss use the example and fill out the template. They share their answers next class. **Materials**: Handout 3 - Post-Task	R W	**Vocabulary**: Owe, own, assets liabilities, bill household, balance sheet, groceries, mortgage, scholarship, household furnishings.		20 minutes

Abbreviations to be used: T = teacher AT = assistant Ss = students L = listening S = speaking R = reading W = writing
Others: _________

Arias C, Chaves O, Navarro A
Unit 1: Writing and Submitting Financial Statements
Lesson #1
Warm up

Quizziz Game and Answer Key

Quizizz

NAME : ______________________

CLASS : ______________________

DATE : ______________________

Financial Statements

7 Questions

1. What do the International Financial Reporting Standards (IFRS) do?

☐ a) a. They name the different types of financial statements.

☐ b) **a.** They regulate the financial statements.

☐ c) a. Both.

2. Assets and liabilities are two lines of:

☐ a) the income statement.

☐ b) the balance statement.

☐ c) the cash flow statement.

3. Two examples of tangible assets are:

☐ a) Trademarks and Patents
☐ b) b. Inventory and Trademarks
☐ c) b. Patents and Cash

4. Two examples of liabilities are:

☐ a) repairs and insurance
☐ b) rent and taxes
☐ c) payroll and bank loan

5. Depreciation is part of the:

☐ a) the balance statement.
☐ b) the cash flow statement
☐ c) the income statement.

6. Two examples of SG&A expenditures are:

☐ a) wages and legal fees
☐ b) repairs and insurance
☐ c) payroll and bank loan

7. One of the following lines are part of the cash flow statement:

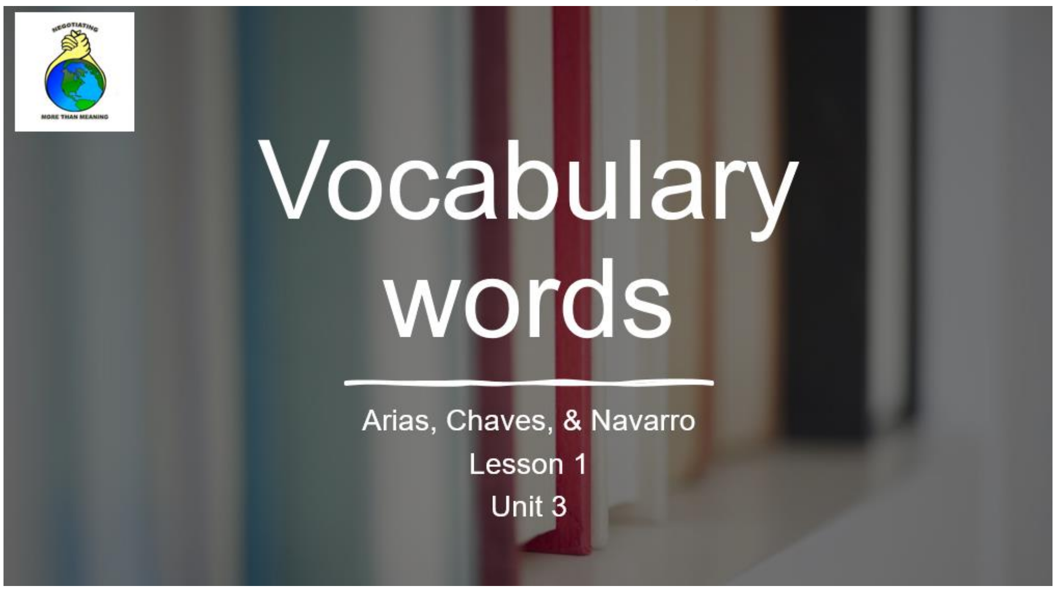
☐ a) assets
☐ b) revenues
☐ c) operating activities

Answer Key

1. b
2. b
3. a
4. c
5. c
6. b
7. c

Arias C, Chaves O, Navarro A
Unit 1: Writing and Submitting Financial Statements
Lesson #1
Pre-Task

PowerPoint Vocabulary Slides



Balance Sheets

Useful Language
-Do you know the meaning of this word/phrase?
-Yes, that's…
- No, I don't.
-The translation is…
-The meaning is…

Assets: Assets represent tangible items that the company owns such as cash, inventory, machinery, and intangible items such patents, copyrights, franchises, trademarks, etc.

Cash: Cash represents coins, paper bills, and on-demand bank deposits.

Cash equivalents: Cash equivalents represent highly liquid, very safe, and short-term investments such as certificates of deposits, Treasury bills, and money market funds.

Balance Sheets

Useful Language
-Do you know the meaning of this word/phrase?
-Yes, that's…
- No, I don't.
-The translation is…
-The meaning is…

Accrued expenses: Accrued expenses are obligations to pay for products or services that are already received. Expenses can be accrued for various items such as employees' salaries, sales tax, rent, attorneys' fees, and interest on debt.

Shareholders' equity: Shareholders' equity is what is left after total liabilities are subtracted from total assets.

Balance Sheets

Useful Language
-Do you know the meaning of this word/phrase?
-Yes, that's…
- No, I don't.
-The translation is…
-The meaning is…

Inventory: Inventory is what the company produces or buys to sell to its customers.

Liabilities: Liabilities represent what the company owes to various groups or businesses such as employees, suppliers, customers, creditors, and governments.

Accounts payable: Accounts payable represents amounts that a company owes its vendors or suppliers.

Balance Sheets

Useful Language
-Do you know the meaning of this word/phrase?
-Yes, that's…
- No, I don't.
-The translation is…
-The meaning is…

Retained earnings:

The retained earnings category represents profits that a company generated and did not pay out as dividends.

Property, plant, and equipment (PP&E): ("fixed assets")

Property, plant and equipment (PP&E) is a term that refers to all of the company's assets that are not intended to be sold or resold to customers.

Useful Language
-Do you know the meaning of this word/phrase?
-Yes, that's…
- No, I don't.
-The translation is…
-The meaning is…

Income Statements

Revenues: Amount of money earned by selling a product or completing a service.

Gross profit: Gross profit is calculated by the revenues minus the cost of goods sold.

Depreciation: Depreciation is the gradual expenditure of fixed assets from the balance sheet onto the income statement.

Useful Language
-Do you know the meaning of this word/phrase?
-Yes, that's…
- No, I don't.
-The translation is…
-The meaning is…

Income Statements

Research and Development

Research and development expenses involve spending money to improve existing products or create new products.

Provision for income taxes:

Provision for income taxes is an estimate of the company's tax expense for a given period of time. It is an estimated amount of money set aside to pay this expense in the future.

Cashflow Statement

word/phrase?
-Yes, that's…
- No, I don't.
-The translation is…
-The meaning is…

1

Net income: Net income is achieved after all the operating expenses, non-operating expenses, and income taxes are subtracted from the revenues. This is the measure of the company's profitability.

2

Gain/loss on sale of fixed assets: When companies choose to sell some of their fixed assets, this may result either in a gain or loss included in net income.

3

Accounts receivable: Accounts receivable is money owed to the company from clients (the accounts) who have received services or goods on credit and who have yet to pay for them.

Cashflow Statement

Useful Language
-Do you know the meaning of this word/phrase?
-Yes, that's…
- No, I don't.
-The translation is…
-The meaning is…

4

Income taxes payable: Income taxes payable is an obligation to the government. When a company sells a product and records a profit, a percentage of it needs to be paid as income tax.

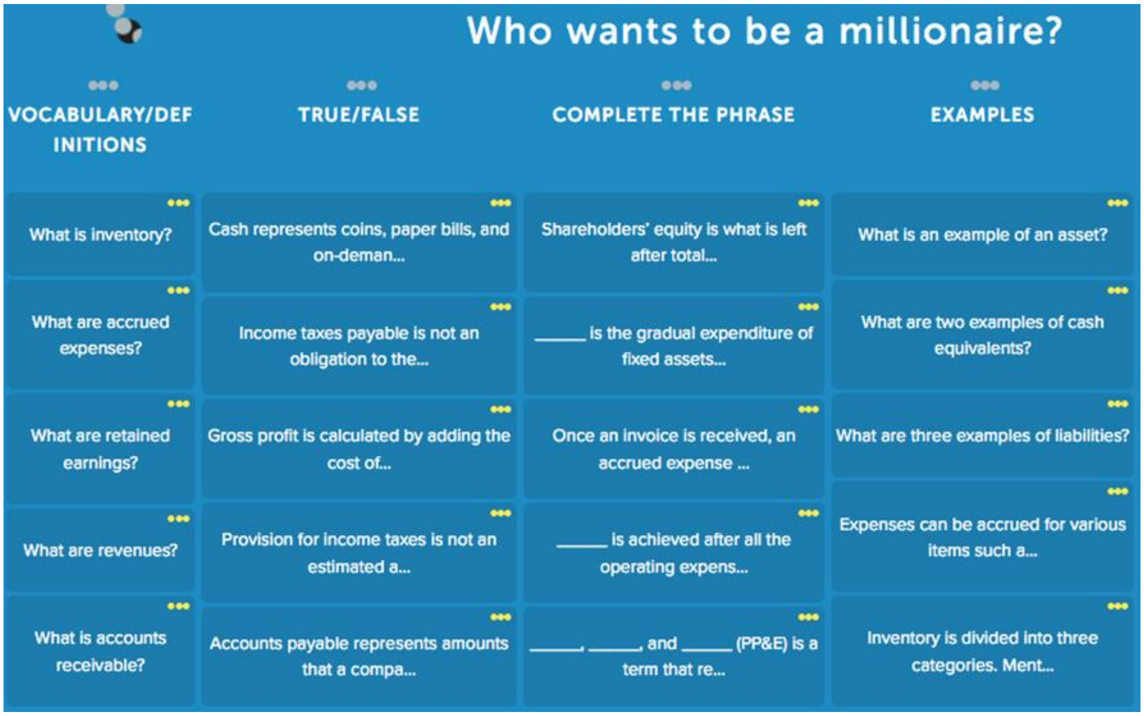
5

Accrued Expenses are amounts due to suppliers and service providers for goods and services the company has received and is obligated to pay for, but for which no invoice has been received. Once an invoice is received, the charges become accounts payable.

Arias C, Chaves O, Navarro A
Unit 1: Writing and Submitting Financial Statements
Lesson #1
Pre task 1

Game

“Who Wants to Be a Millionaire?”Jeopardy Game



Available in: https://www.playfactile.com/tblttask

Arias C, Chaves O, Navarro A
Unit 1: Writing and Submitting Financial Statements
Lesson #1
Pre task 1

Game

Answer Key

	Vocabulary/Definitions	True/False	Complete the phrase	Examples
100	What is inventory? Inventory is what the company produces or buys to sell to its customers.	Cash represents coins, paper bills, and on-demand bank deposits. True	Shareholders' equity is what is left after total liabilities are subtracted from total <u>assets</u>.	What is an example of an asset? That is: cash, inventory, machinery, and intangible items such as patents, copyrights, franchises, trademarks, and goodwill. Assets are classified into current assets; property, plant and equipment (PP&E); and other assets.
200	What are accrued expenses? Accrued expenses are obligations to pay for products or services that are already received but for which an invoice has not been received.	Income taxes payable is an obligation to the government. True	<u>Depreciation</u> is the gradual expenditure of fixed assets from the balance sheet onto the income statement.	What are two examples of cash equivalents? That is: certificates of deposits, Treasury bills,

				and money market funds.
300	What are retained earnings? The retained earnings category represents profits that a company generated and did not pay out as dividends.	Gross profit is calculated by <u>adding</u> the cost of goods sold from revenues. It is a useful measurement because it shows how efficiently the company manufactures its products. False: subtracting	Once an invoice is received, an accrued expense becomes an <u>account payable</u>.	What are three examples of liabilities? That is: employees, suppliers, customers, creditors, and governments.
400	What are revenues? Revenues, also referred to as the “top line,” are recorded when the company earns them by either shipping the product or completing a service.	Provision for income taxes is <u>not</u> an estimated amount of money set aside to pay this expense in the future. False: it is	<u>Net income</u> is achieved after all the operating expenses, non-operating expenses, and income taxes are subtracted from the revenues. This is the measure of the company’s profitability.	Expenses can be accrued for various items such as (mention at least two examples): <u>employees’ salaries, sales tax, rent, attorneys’ fees, and interest on debt.</u>
500	What is accounts receivable? Accounts receivable is money owed to the company from clients (the accounts) who have received services or goods on credit and who have yet to pay for them.	Accounts payable represents amounts that a company <u>pays</u> its vendors or suppliers for which an invoice has been received. False: owes	<u>Property, plant and equipment</u> (PP&E) is a term that refers to all of the company’s assets that are not intended to be sold or resold to customers.	Inventory is divided into three categories. Mention one example of these categories: <u>raw materials, work-in-progress, and finished goods.</u>

Arias C, Chaves O, Navarro A

Unit 1: Writing and Submitting Financial Statements
Lesson #1
Pre-task 2

Handout 1

Language Focus: Pronunciation of Numbers

What kinds of numbers do you see every day?

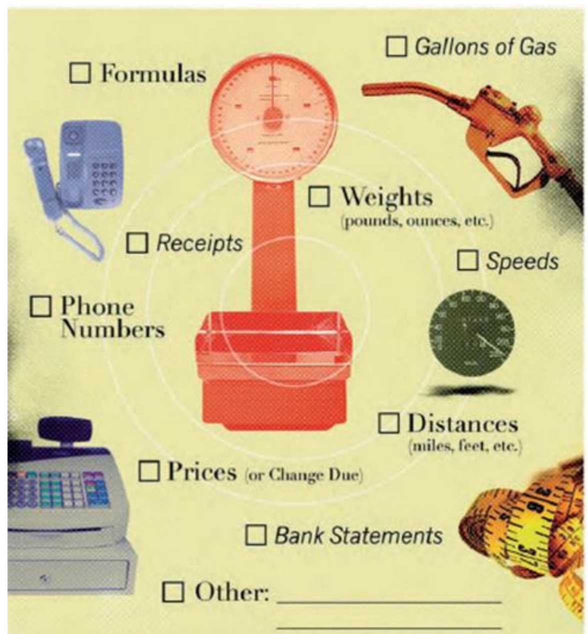
Numbers ending in -teen are **usually** stressed o the **last** syllable.

For example: FourTEEN, fifTEEN, eighTEEN, nineTEEN, etc.

Numbers ending in -ty are **always** stressed on the **first** syllable.

For example: FORty, FIFty, SEventy, NINEty, etc.

Numbers such as 1,500 are pronounced in two ways "**one thousand five hundred**" or "**fifteen hundred**". This happens also with years: "1990" will be "**nineteen ninety**". A large number like 3,500,016 is "three million five hundred one thousand sixteen"



Useful Language

-We see numbers in formulas, phone numbers, ...

Source: Brooks, M. (2011).Q: Skills for Success: Listening and Speaking. Oxford.

Now in pairs, use the following financial statement to practice the pronunciation of numbers by asking the information related to the Apple Company.

EXHIBIT 2.1 Asset Section of Apple's Balance Sheet ($ millions)

APPLE INC.
Balance Sheet
September 26, 2015

Assets	
Current assets	
Cash and cash equivalents	$ 21,120
Short-term marketable securities.	20,481
Accounts receivable, net	16,849
Inventories	2,349
Other current assets.	28,579
Total current assets	89,378
Long-term assets	
Property, plant, and equipment, net.	22,471
Other long-term assets	178,630*
Total assets.	$290,479

*Includes $164,065 million of long-term marketable securities

Useful Language

- How much does Apple have for short-term marketable securities?
- Apple has _______ for short-term marketable securities.

Source: Frank, B. (2013). How to read and understand financial statements. Smashwords edition.

Arias C, Chaves O, Navarro A
Unit 1: Writing and Submitting Financial Statements
Lesson #1
Main Task

Handout 2.1

NEGOTIATING
MORE THAN MEANING

Info-Gap 1A

Directions: You have a consolidated balance sheet and an income statement for the company Under Armour. Look at the number of your info-gap and ask a classmate of info-gap 1B to help you complete your info-gap. Also, you will provide information to your classmates of info-gap 1B to help complete his/her info-gap.

EXHIBIT 1.3 Balance Sheet ($ millions)

UNDER ARMOUR
Consolidated Balance Sheet*
December 31, 2015

1 ________	
Short-term ______	$1,498.8
Long-term ______	1,370.1
Total ______	$2,868.9
Liabilities 2	
Short-term liabilities	$ 478.8
Long-term liabilities	721.9
Total liabilities	1,200.7
________________ 3	
Contributed capital	636.7
________________ 4	1,076.5
Other equity	(45.0)
Total shareholders' equity 5 †	1,668.2
Total liabilities and equity	$2,868.9

EXHIBIT 1.4 Income Statement ($ millions)

UNDER ARMOUR
Income Statement
For Year Ended December 31, 2015

Net revenues [1]	$3,963.3
Cost of goods sold	2,057.8
________________ [2]	1,905.5
Selling, general and administrative expenses	1,497.0
Income from operations	408.5
Interest expense	21.9
Retained earnings [3]	386.7*
Provision for income taxes	154.1
________________ [4]	$ 232.6

Useful language:
-Do you have info-gap 1A?
-What do you have in number 1 of the consolidated balance sheet?

Source: Frank, B. (2013). How to read and understand financial statements. Smashwords edition.

Arias C, Chaves O, Navarro A
Unit 1: Writing and Submitting Financial Statements
Lesson #1
Main Task

Handout 2.1

Info-Gap 1B

Directions: You have a consolidated balance sheet and an income statement for the company Under Armour. Look at the number of your info-gap and ask a classmate of info-gap 1A to help you complete your info-gap. Also, you will provide information to your classmates of info-gap 1A to help complete his/her info-gap.

EXHIBIT 1.3 Balance Sheet ($ millions)

UNDER ARMOUR
Consolidated Balance Sheet*
December 31, 2015

Assets 1	
Short-term assets	$1,498.8
Long-term assets	1,370.1
Total assets	$2,868.9
________ 2	
Short-term ________	$ 478.8
Long-term ________	721.9
Total liabilities	1,200.7
Shareholders' Equity 3	
Contributed capital	636.7
Retained earnings 4	1,076.5
Other equity	(45.0)
Total ____5____ †	1,668.2
Total liabilities and equity	$2,868.9

EXHIBIT 1.4 Income Statement ($ millions)

UNDER ARMOUR
Income Statement
For Year Ended December 31, 2015

________ 1	$3,963.3
Cost of goods sold	2,057.8
Gross profit 2	1,905.5
Selling, general and administrative expenses	1,497.0
Income from operations	408.5
Interest expense	21.9
________ 3	386.7*
Provision for income taxes	154.1
Net income 4	$ 232.6

Useful language:
-Do you have info-gap 1A?
-What do you have in number 1 of the consolidated balance sheet?

Source: Frank, B. (2013). How to read and understand financial statements. Smashwords edition.

Arias C, Chaves O, Navarro A
Unit 1: Writing and Submitting Financial Statements
Lesson #1
Main Task

Handout 2.2

Info-Gap 2A

Directions: You have a consolidated balance sheet and an income statement for the company Nike Inc. Look at the number of your info-gap and ask a classmate of info-gap 2B to help you complete your info-gap. Also, you will provide information to your classmates of info-gap 2B to help complete his/her info-gap.

NIKE INC. Income Statement ($ millions) For Year Ended May 31, 2015	
______________ 1	$30,601
Cost of goods sold	16,534
Gross profit 2	14,067
SG&A expenses	9,892
______________ 3	4,175
Interest income	30
Income before taxes	4,205
Provision for income taxes 4	932
Net income	$ 3,273

NIKE INC. Statement of Cash Flows ($ millions) For Year Ended May 31, 2015	
Cash flows from operations	$4,680
Cash flows from investing	(175)
Cash flows from financing	(2,873)
Net increase (decrease) in cash	1,632
Cash, beginning year	2,220
Cash, ending year	$3,852

NIKE INC.
Balance Sheet ($ millions)
May 31, 2015

1		2	
Short-term assets.	$15,976	Short-term ________________ . .	$ 6,334
Long-term assets	5,624	Long-term ________________ .	2,559
		Shareholders' equity	12,707
Total assets.	$21,600	Total liabilities and equity	$21,600

Useful language:
-Do you have info-gap 1A?
-What do you have in number 1 of the consolidated balance sheet?

Source: Frank, B. (2013). How to read and understand financial statements. Smashwords edition.

Arias C, Chaves O, Navarro A

Unit 1: Writing and Submitting Financial Statements
Lesson #1
Main Task

Handout 2.2

Info-Gap 2B

Directions: You have a consolidated balance sheet and an income statement for the company Nike Inc. Look at the number of your info-gap and ask a classmate of info-gap 2A to help you complete your info-gap. Also, you will provide information to your classmates of info-gap 2A to help complete his/her info-gap.

NIKE INC.
Income Statement ($ millions)
For Year Ended May 31, 2015

Revenues [1]	$30,601
Cost of goods sold	16,534
____________ [2]	14,067
SG&A expenses	9,892
Depreciation [3]	4,175
Interest income	30
Income before taxes	4,205
____________ [4]	932
Net income	$ 3,273

NIKE INC.
Statement of Cash Flows ($ millions)
For Year Ended May 31, 2015

Cash flows from operations	$4,680
Cash flows from investing	(175)
Cash flows from financing	(2,873)
Net increase (decrease) in cash	1,632
Cash, beginning year	2,220
Cash, ending year	$3,852

NIKE INC.
Balance Sheet ($ millions)
May 31, 2015

1		2	
Short-term ________	$15,976	Short-term liabilities	$ 6,334
Long-term ________	5,624	Long-term liabilities	2,559
		Shareholders' equity	12,707
Total assets.	$21,600	Total liabilities and equity	$21,600

Useful language:
-Do you have info-gap 1A?
-What do you have in number 1 of the consolidated balance sheet?

Source: Frank, B. (2013). How to read and understand financial statements. Smashwords edition.

Arias C, Chaves O, Navarro A
Unit 1: Writing and Submitting Financial Statements
Lesson #1
Main Task

Handout 2 – Answer Key

Info Gap 1A

Consolidated Balance Sheet
1. Assets
3. Shareholder's Equity
4. Retained earnings

Income statement
2. Gross profit
4. Net income

Info Gap 1B

Consolidated Balance Sheet
2. Liabilities
5. Total shareholder's equity

Income statement
1. Net revenues
3. Retained earnings

Info Gap 2A

Income Statement
1. Revenues
3. Depreciation

Balance Sheet
2. Liabilities

Info Gap 2B

Income Statement
2. Gross Profit
4. Provision for income taxes

Balance Sheet
1. Assets

Arias C, Chaves O, Navarro A
Unit 1: Writing and Submitting Financial Statements
Lesson #1
Post-Task

Handout 3

Instructions: Look at the following example of a household balance sheet and create your own balance sheet with your personal information. (You can provide an estimate).

HOUSEHOLD BALANCE SHEET
May 2020

Assets (What we own)		**Liabilities** (What we owe)	
Scholarship	₡100,000	Electricity bill	₡35,000
Bike	₡250,000	Internet	₡35,000
Car	₡ 5,500 000	Water bill	₡5,000
Household furnishings	₡5, 000 000	Mortgage 1	₡40,000 000
Books	₡23,000	Mortgage 2	₡20, 000 000
House	₡60, 000 000	Groceries	₡300,000
Savings account	₡1.000 000	Total Liabilities	₡60, 375 000
Total assets:	₡71, 873,000	Our Net Worth (Assets minus liabilities)	₡ 11, 498 000

How much do you make in your household?

List your assets and liabilities

Assets		**Liabilities**	
		Total liabilities	
Total assets		**Our Net Worth**	

University of Costa Rica
Master's Program in TEFL

Negotiating More Than Meaning

Arias, Chaves, Navarro

Date: October 14, 2020 Lesson Plan #2
Student-teacher: Christofer Arias
Assistants: Olga Chaves and Angie Navarro
Unit 1: Writing and Submitting Financial Statements

Unit Goal: At the end of the unit, students will be able to adequately prepare financial statements by correctly identifying their parts, assembling a complete statement, and writing a submission email.

General Objective: By the end of the lesson, students will be able to effectively assemble their own financial statements by correctly organizing available information in written form and using previously learned vocabulary.

Specific Objectives: The students will be able to
1. successfully activate prior knowledge about financial statements by orally reviewing the homework;
2. effectively demonstrate understanding of financial statement labels by playing a bingo game;
3. correctly present information from a financial statement by using reporting verbs in written form;
4. correctly assemble a financial statement in written form by ordering a set of given labels and the corresponding amounts;
5. correctly present information from a financial statement by using reporting verbs orally;

Objectives	Procedures	Language (Vocabulary, expressions, useful language, grammatical or phonetic features)	Strategies	Macro Skills	Time
1	**Warm-up:** 1. Before the activity, the T shows, explains, and models the useful language with the ATs.	**Vocabulary:** Assets Liabilities Net worth	Presenting information	S R L	10 minutes

	2. Ss and T review the homework assigned last class. 3. Ss share their liabilities and their assets orally with the rest of the class. **Materials:** Handout 1 Lesson 2 - PowerPoint Presentation	**UL:** -My assets are... -My liabilities are… -My total assets are… -My total liabilities are... My net worth is...			
2	**Pre-task 1: Bingo - Financial Statements** 1. Before the activity, the T explains, shows, and models the useful language with the ATs. 2. Ss will access a link to play a bingo with words studied in the last class about personal assets and liabilities. 3. First, the T indicates the bingo pattern that is going to be played (four corners, horizontal, vertical, or diagonal).The T reads the definitions aloud and the Ss have to mark the vocabulary words. 4. As the activity goes on, the Ss practice the pronunciation of the words.	**Vocabulary:** assets cash cash equivalents inventory liabilities accounts payable income taxes payable accrued expenses net income accrued expenses shareholder's equity revenues gross profit depreciation profit expense provision for income taxes **UL:**	Guessing meaning from context Guessing information	L R S	20 minutes

	5. Finally, the Ss share the words they got orally to practice pronunciation. **Materials:** Bingo Game: **https://mfbc.us/e/txrchp** Lesson 2 - PowerPoint Presentation	-Bingo! -I got revenues -Can you repeat that or say that again?			
3	**Pre-task 2: Reporting Financial Information** 1. Before the task, the T explains to Ss how to use some verbs when presenting financial information in Handout 2 and whether to add an "s" or not for singular or plural. Further, T pronounces the words with the Ss. 2. T models the activity with the ATs so Ss can see what they are required to do in the pre-task. 3. Ss work in breakout rooms in groups of 2. Each AT will be in a different breakout room in order to monitor and assist Ss during the pre-task.	**Vocabulary** Simple Present/Reporting Verbs: show represent indicate display demonstrate report present Financial Statement Vocabulary: Revenues Costs of goods sold Provision for income taxes Interest income	Reporting information Negotiation of Meaning	S R W	20 minutes

	4. Using Handout 1, Ss write 5 sentences for presenting information from a financial statement. 5. After that, Ss go back to the main room and share some of their sentences. **Materials:** Handout 2 Lesson 2 - PowerPoint Presentation	Selling, general and administrative expenses Operating profit Net income Profit before taxes Gross profit Interest expense **UL**: -This financial statement shows/reports a… -The gross profit represents a total of $7,300			
4	**Main Task - Assembling Financial Statements** 1. Before the task, the T pronounces the vocabulary words and explains the activity. Further, the T shows, explains, and models the useful language with the ATs. 2. After that, the Ss work in pairs in breakout rooms to complete handout 3. Each group receives a different financial statement. Further, each AT will be in a different breakout room in order to monitor and assist Ss during the task.	**Vocabulary:** Financial Statement Vocabulary: Revenues Costs of goods sold Provision for income taxes Interest income Selling, general and administrative expenses Operating profit Net income Profit before taxes Gross profit Interest expense	Negotiation of meaning Guessing information	W S R L	20 minutes

	3. Using handout 3, Ss assemble a financial statement by placing the labels and the corresponding amounts in the correct order. 4. Finally, Ss go back to the main room. **Materials:** Handout 3.1 Handout 3.2 Handout 3.3 Lesson 2 - PowerPoint Presentation	**UL:** -What do you think #1 corresponds to? -I think/believe #1 corresponds to revenues. -I agree/disagree -Can you repeat what you just said?			
5	**Post-Task - Reporting Financial Information** 1. Once the Ss finish the main task, the T shows, explains and models the useful language for the post-task. 2. Ss orally present the financial information from the statements they worked on during the main task by using reporting verbs. 3. The T collects mistakes made during the task and corrects them when the presentations are over.	**Vocabulary** <u>Simple Present/Reporting Verbs:</u> show represent indicate display demonstrate report present <u>Financial Statement Vocabulary:</u> Revenues Costs of goods sold	Reporting information	R S	20 minutes

		Provision for income taxes Interest income Selling, general and administrative expenses Operating profit Net income Profit before taxes Gross profit Interest expense **UL**: -This financial statement shows/reports a… -The gross profit represents a total of $7,300			

Abbreviations to be used: T = teacher AT = assistants Ss = students L = listening S = speaking R = reading W = writing Others: ______

References:

Frank, B. (2013). *How to read and understand financial statements*. Smashwords edition.

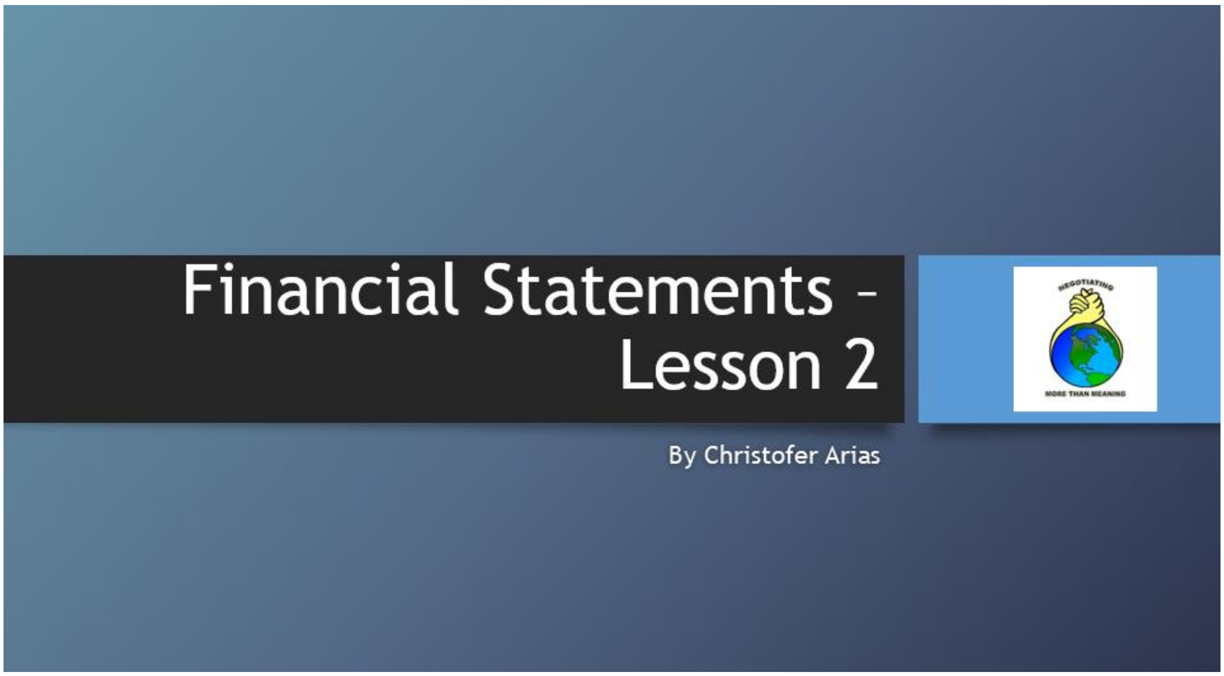
Definitions taken from:

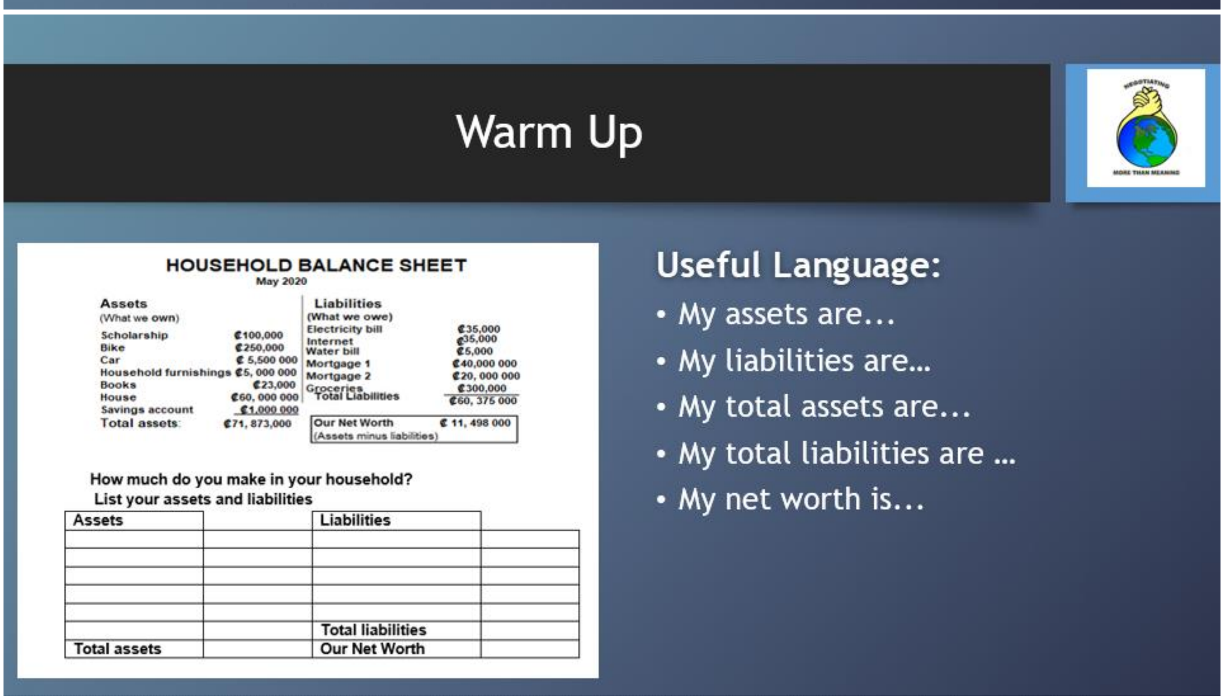
Skonieczny, M. (2012). *The basics of understanding financial statements: Learn how to read financial statements by understanding the balance sheet, the income statement, and the cash flow statement.* Investment Publishing. Kindle Edition.

https://dictionary.cambridge.org

Arias C, Chaves O, Navarro A
Unit 1: Writing and Submitting Financial Statements
Lesson #2

PowerPoint Presentation





Pre-Task 1

Useful Language:

- Bingo!
- I got revenues
- Can you repeat that or say that again?

Handout 2 - Pre-Task 2

- When presenting financial information, you can use the following verbs:

- show
- demonstrate
- represent
- report
- indicate
- present
- display

- When the information you are referring to is in **singular**, you have to add an "s" to the verb.
- For example: This financial statement reports a total of $15,300 million in revenues.

- When the information you are referring to is in **plural**, you must not add the "s" to the verb.
- For example: The revenues represent a total of $15,300 million.

Handout 2 - Pre-Task 2

- What information can you report from this income statement?

PRESTIGE INC. Income Statement For Month Ended January 31, 2017	
Revenues	$15,300
Cost of goods sold	8,000
Gross profit	7,300
Salaries expense	1,500
Depreciation expense	600
Advertising expense	1,300
Operating profit	3,900
Interest expense	50
Profit before tax	3,850
Tax expense	1,200
Net income	$ 2,650

Useful Language:

- This financial statement shows/reports a…
- The gross profit represents a total of $7,300

Handout 3 - Main Task

	Nike Inc. Income Statement ($ millions) For the year ended May 31, 2020	
	Label	Amount ($ millions)
1		
2		
3		
4		
5		
6		
7		
8		
9		

Revenues: $30,601	Selling, general and administrative expenses: $9,892
Gross profit: $14,067	Interest income: $30
Profit before taxes: $4,205	Cost of goods sold: $16,534
Net income: $3,273	Provision for income taxes (tax expense): $932
Operating profit: $4,175	

Handout 3 - Main Task

	Nike Inc. Income Statement ($ millions) For the year ended May 31, 2020	
	Label	Amount ($ millions)
1		
2		
3		
4		
5		
6		
7		
8		
9		

Useful Language:

- What do you think #1 corresponds to?
- I think/believe #1 corresponds to revenues.
- I agree/disagree
- Can you repeat what you just said?

Post-Task

- Present the financial information from the main task orally.
- Use the reporting verbs in your presentation.

Useful Language:

- This financial statement shows/reports a…
- The gross profit represents a total of $7,300

Arias C, Chaves O, Navarro A

Unit 1: Writing and Submitting Financial Statements
Lesson #2
Warm Up

Handout 1

Instructions: Look at the following example of a household balance sheet and create your own balance sheet with your personal information. (You can provide an estimate).

HOUSEHOLD BALANCE SHEET

May 2020

Assets (What we own)		Liabilities (What we owe)	
Scholarship	₡100,000	Electricity bill	₡35,000
Bike	₡250,000	Internet	₡35,000
Car	₡ 5,500 000	Water bill	₡5,000
Household furnishings	₡5, 000 000	Mortgage 1	₡40,000 000
Books	₡23,000	Mortgage 2	₡20, 000 000
House	₡60, 000 000	Groceries	₡300,000
Savings account	₡1,000 000	Total Liabilities	₡60, 375 000
Total assets:	₡71, 873,000	Our Net Worth (Assets minus liabilities)	₡ 11, 498 000

How much do you make in your household?

List your assets and liabilities

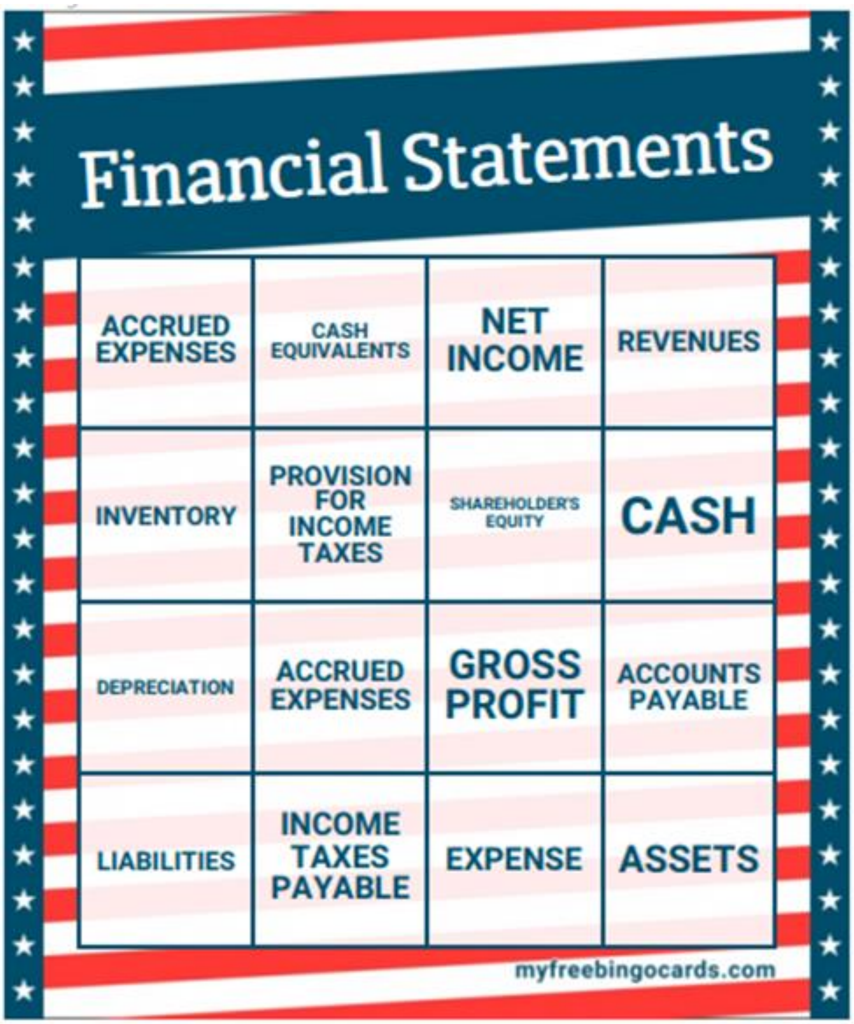
Assets		**Liabilities**	
		Total liabilities	
Total assets		**Our Net Worth**	

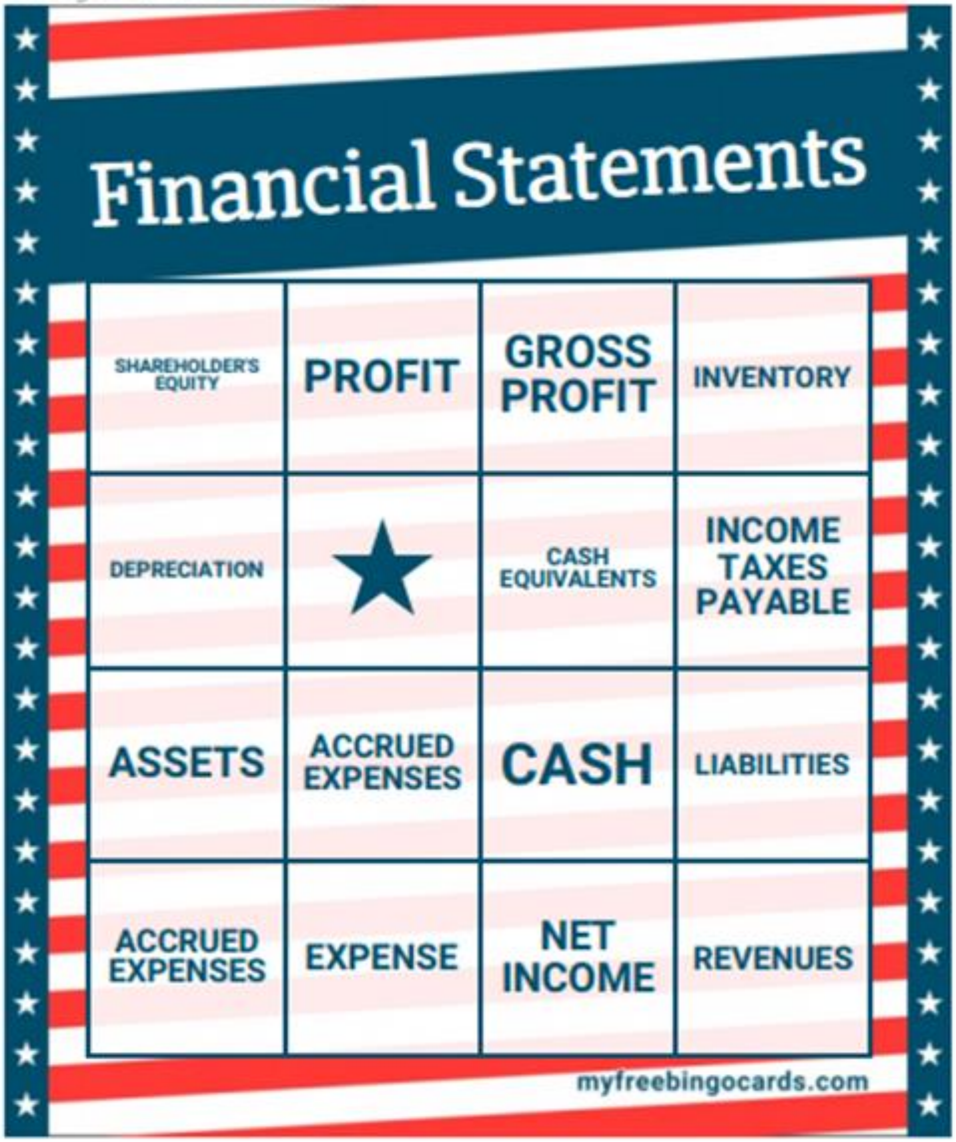
Arias C, Chaves O, Navarro A

Unit 3: Writing and Submitting Financial Statements
Lesson #2
Pre-Task 1

Sample Bingo Cards

Bingo Game




Financial Statements
SHAREHOLDER'S EQUITY
PROFIT
GROSS PROFIT
INVENTORY
DEPRECIATION
CASH EQUIVALENTS
INCOME TAXES PAYABLE
ASSETS
ACCRUED EXPENSES
CASH
LIABILITIES
ACCRUED EXPENSES
EXPENSE
NET INCOME
REVENUES
myfreebingocards.com

Arias C, Chaves O, Navarro A

Unit 3: Writing and Submitting Financial Statements
Lesson #2
Pre-task 2

Handout 2

Reporting Financial Information
Language Focus

When presenting financial information, you can use the following verbs:

show	**demonstrate**
represent	report
indicate	present
display	

When the information you are referring to is in **singular**, you have to add an "s" to the verb.
For example:
This financial statement **reports/displays/shows**/**presents/indicates** a total of $15,300 million in revenues.
This financial statement **demonstrates** the tax expense is lower than the advertising expense.

When the information you are referring to is in **plural**, you must not add the "s" to the verb.
For example: The revenues **represent/indicate/present** a total of $15,300 million.

Practice: What information can you report from this income statement? Write 5 sentences in the spaces below. Use the useful language below to interact with your partner.

PRESTIGE INC.
Income Statement
For Month Ended January 31, 2017

Revenues	$15,300
Cost of goods sold	8,000
Gross profit	7,300
Salaries expense	1,500
Depreciation expense	600
Advertising expense	1,300
Operating profit	3,900
Interest expense	50
Profit before tax	3,850
Tax expense	1,200
Net income	$ 2,650

Source: Frank, B. (2013). How to read and understand financial statements. Smashwords edition.

Useful Language:

This financial statement shows/reports a…

The gross profit represents a total of $7,300 million

Arias C, Chaves O, Navarro A

Unit 3: Writing and Submitting Financial Statements
Lesson #2
Main Task

Handout 3.1

Assembling Financial Statements

Practice: Use the information in the word bank to prepare an income statement for Nike. Amounts listed are in millions. Use the useful language below to interact with your classmate.

Revenues: $30,601	Selling, general and administrative expenses: $9,892
Gross profit: $14,067	Interest income: $30
Profit before taxes: $4,205	Cost of goods sold: $16,534
Net income: $3,273	Provision for income taxes (tax expense): $932
Operating profit: $4,175	

	Nike Inc. **Income Statement (in millions)** **For the year ended May 31, 2020**	
	Label	**Amount ($)**
1		
2		
3		
4		
5		
6		
7		
8		
9		

Source: Frank, B. (2013). How to read and understand financial statements. Smashwords edition.

Useful Language:

What do you think #1 corresponds to?

I think/believe #1 corresponds to <u>revenues</u>.

I agree/disagree

Can you repeat what you just said?

Arias C, Chaves O, Navarro A
Unit 3: Writing and Submitting Financial Statements
Lesson #2
Main Task

Handout 3.1 – Answer Key

Assembling Financial Statements

Practice: Use the information in the word bank to prepare an income statement for Nike. Amounts listed are in millions. Use the useful language below to interact with your classmate.

	Nike Inc. Income Statement (in millions) For the year ended May 31, 2020	
	Label	**Amount ($)**
1	Revenues	$30,601
2	Cost of goods sold	$16,534
3	Gross profit	$14,067
4	Selling, general and administrative expenses	$9,892
5	Operating profit	$4,175
6	Interest income	$30
7	Profit before taxes	$4,205
8	Provision for income taxes (tax expense)	932
9	Net income	$3,273

Source: Frank, B. (2013). How to read and understand financial statements. Smashwords edition.

Arias C, Chaves O, Navarro A

Unit 3: Writing and Submitting Financial Statements
Lesson #2
Main Task

Handout 3.2

Assembling Financial Statements

Practice: Use the information in the word bank to prepare an income statement for Microsoft Corporation. Amounts listed are in millions. Use the useful language below to interact with your classmate.

Revenues: $93,580	Selling, general and administrative expenses: $32,370
Gross profit: $60,542	Interest expense: $50
Profit before taxes: $28,122	Cost of goods sold: $33,038
Net income: $21,808	Provision for income taxes (tax expense): $6,314
Operating profit: $28,172	

	Microsoft Corporation Income Statement (in millions) For the year ended June 30, 2020	
	Label	**Amount ($)**
1		
2		
3		
4		
5		
6		
7		
8		
9		

Source: Frank, B. (2013). How to read and understand financial statements. Smashwords edition.

Useful Language:

What do you think #1 corresponds to?

I think/believe #1 corresponds to <u>revenues</u>.

I agree/disagree

Can you repeat what you just said?

Arias C, Chaves O, Navarro A
Unit 3: Writing and Submitting Financial Statements
Lesson #2
Main Task

Handout 3.2 – Answer Key

Assembling Financial Statements

Practice: Use the information in the word bank to prepare an income statement for Microsoft Corporation. Amounts listed are in millions. Use the useful language below to interact with your classmate.

	Microsoft Corporation **Income Statement (in millions)** **For the year ended June 30, 2020**	
	Label	**Amount ($)**
1	Revenues	$93,580
2	Cost of goods sold	$33,038
3	Gross profit	$60,542
4	Selling, general and administrative expenses	$32,370
5	Operating profit	$28,172
6	Interest expense	$50
7	Profit before taxes	$28,122
8	Provision for income taxes (tax expense)	$6,314
9	Net income	$21,808

Source: Frank, B. (2013). How to read and understand financial statements. Smashwords edition.

Arias C, Chaves O, Navarro A

Unit 3: Writing and Submitting Financial Statements

Lesson #2

Main Task

Handout 3.3

Assembling Financial Statements

Practice: Use the information in the word bank to prepare an income statement for Apple Inc. Amounts listed are in millions. Use the useful language below to interact with your classmate.

Revenues: $233,715	Selling, general and administrative expenses: $22,396
Gross profit: $93,626	Interest expense: $50
Profit before taxes: $71,180	Cost of goods sold: $140,089
Net income: $52,059	Provision for income taxes (tax expense): $19,121
Operating profit: $71,230	

	Apple Inc. Income Statement (in millions) For the year ended September 26, 2020	
	Label	**Amount ($)**
1		
2		
3		
4		
5		
6		
7		
8		
9		

Source: Frank, B. (2013). How to read and understand financial statements. Smashwords edition.

Useful Language:

What do you think #1 corresponds to?

I think/believe #1 corresponds to revenues.

I agree/disagree

Can you repeat what you just said?

Arias C, Chaves O, Navarro A

Unit 3: Writing and Submitting Financial Statements
Lesson #2
Main Task

Handout 3.3 – Answer Key

Assembling Financial Statements

Practice: Use the information in the word bank to prepare an income statement for Apple Inc. Amounts listed are in millions. Use the useful language below to interact with your classmate.

	Apple Inc. **Income Statement (in millions)** **For the year ended September 26, 2020**	
	Label	**Amount ($)**
1	Revenues	$233,715
2	Cost of goods sold	$140,089
3	Gross profit	$93,626
4	Selling, general and administrative expenses	$22,396
5	Operating profit	$71,230
6	Interest expense	$50
7	Profit before taxes	$71,180
8	Provision for income taxes (tax expense)	$19,121
9	Net income	$52,059

Source: Frank, B. (2013). How to read and understand financial statements. Smashwords edition.

University of Costa Rica
Master's Program in TEFL

Course name: Negotiating More Than Meaning

Arias, Chaves, Navarro

Date: October 21, 2020 Lesson Plan #3
Student-teacher: Angie Navarro
Assistants: Olga Chaves and Christofer Arias
Unit 3: Writing and Submitting Financial Statements

MORE THAN MEANING

Unit Goal: At the end of the unit, students will be able to adequately prepare financial statements by correctly identifying their parts, assembling a complete statement, and writing a submission email.

General Objective: By the end of the lesson, students will be able to effectively write emails to submit financial statements to superiors by using cordial phrases.

Specific Objectives: The students will be able to:
1. properly activate prior knowledge about numbers by orally reviewing their pronunciation;
2. properly activate prior knowledge about emails by asking students the parts of an email;
3. effectively demonstrate understanding of the organization of a formal email by organizing cordial phrases;
4. correctly write a formal email by using financial information;
5. effectively demonstrate understanding of cordial phrases by correcting an email.

Objectives	Procedures	Language (Vocabulary, expressions, useful language, grammatical or phonetic features)	Strategies	Macro Skills	Time
1	**Warm-up 1: Tip Pronunciation: Numbers** 1. T uses a PPT to review the pronunciation of the teens and tens in numbers. 2. Ss pronounce and repeat numbers orally.	**Vocabulary:** Teens and Tens in Numbers: Thirteen Fourteen Fifteen Sixteen	Schema Activation Negotiation of Meaning	S L	5 minutes

	Materials: Power Point Presentation	Seventeen Eighteen Nineteen Twenty Thirty Forty Fifty Sixty Seventy Eighty Ninety			
2	**Warm-up 2: Parts of an Email** 1. T uses a PPT and asks Ss what the parts of an email are. 2. As Ss reply, the T writes their answers on the slide. **Materials:** Power Point Presentation	**Vocabulary** *What are the parts of an email?*	Schema Activation Negotiation of Meaning	S	5 minutes
3	**Pre-Task 1: Parts of an Email, and Useful Cordial Phrases for Business Emails** 1. Before the task and using Handout 1, the T explains the parts of a formal email and the use of cordial phrases for business emails to Ss.	**Vocabulary:** **Parts of an email:** Salutation (greeting phrase) Opening line Body paragraphs Closing line Sign off Signature	Classifying information Negotiation of Meaning	S L R W	30 minutes

	2. The T models the correct pronunciation and intonation of the cordial phrases in the handout. 3. Ss repeat the pronunciation and intonation of the cordial phrases in the handout. 4. T starts by modelling the activity with the ATs so Ss can see what they are required to do in the pre-task by using Handout 2 in the following link: https://es.liveworksheets.com/lk1266080hx 5. Ss work in breakout rooms in groups of 2-3. Each AT will be in a different breakout room in order to monitor and assist Ss during the pre-task. 6. Using Handout 2, Ss classify cordial phrases according to their function in a formal email. 7. Finally, each group goes back to the main room. Then Ss share the answers from their handouts orally. **Materials:** Handout 1	**Cordial Phrases:** Dear Mr. Brenes, Dear Ms. Acuña, Dear Dr. Gómez, Dear Sir/Madam (if you don't know the name of the recipient) I am writing with regard to… (email subject) I am writing in connection with… (email subject) I am writing in reference to… I am writing to let you know… I am delighted to tell you… (if you're communicating good news) I regret to inform you that… (if you're communicating bad news) I am writing in response to…			

	Handout 2 https://es.liveworksheets.com/lk1266080hx	I am writing in reply to… I am writing to thank you for… (if you need to thank the recipient) Thank you for your assistance with… Thank you for your time and I look forward to hearing back from you. Thank you in advance. Please feel free to call or email me if you have any further questions. I would appreciate it if this could be taken care of promptly. Kind regards, Best regards, Sincerely, Yours sincerely, Yours faithfully,			

		Regards, **UL:** A. What phrase do you think corresponds to number 1? B. I think/guess that number 1 corresponds to the phrase… B. I think/believe that in number 1, the best phrase is… A. What is this phrase used for? B. I think/guess this phrase is used for the salutation of the email. B. I think/believe this phrase is used for the closing of the email. If I am not mistaken, … If I remember correctly, … I agree. I disagree/ I don´t agree. I´m not sure.			
4	**Main Task: Writing Emails to Submit Financial Statements** 1. Ss work in breakout rooms in groups of 2-3. Each AT	**Vocabulary:** **Parts of an email:** Salutation (greeting phrase) Opening line	Clarifying information	R W S	35 minutes

	will be in a different breakout room in order to monitor and assist Ss during the task. 2. Ss analyze the fiscal years of a corporation and write a formal email. 3. Ss write the email by using the correct format and the cordial phrases in Handout 1. 4. T models the activity with the ATs so Ss can see what they are required to do in the task by using Handout 3. 5. Finally, each group goes back to the main room. Then Ss share the answers from their handouts orally. **Materials:** Handout 1 Handout 3	Body paragraphs Closing line Sign off Signature **Cordial Phrases:** Dear Mr. Brenes, Dear Ms. Acuña, Dear Dr. Gómez, Dear Sir/Madam (if you don't know the name of the recipient) I am writing with regard to… (email subject) I am writing in connection with… (email subject) I am writing in reference to… I am writing to let you know… I am delighted to tell you… (if you're communicating good news) I regret to inform you that… (if you're communicating bad news)	Checking for understanding Negotiation of meaning		

		I am writing in response to… I am writing in reply to… I am writing to thank you for… (if you need to thank the recipient) Thank you for your assistance with… Thank you for your time and I look forward to hearing back from you. Thank you in advance. Please feel free to call or email me if you have any further questions. I would appreciate it if this could be taken care of promptly. Kind regards, Best regards, Sincerely,			

		Yours sincerely, Yours faithfully, Regards,			
5	**Post Task: Correcting Informal Emails** 1. Ss work in breakout rooms in groups of 2-3. Each AT is in a different breakout room in order to monitor and assist Ss during the task. 2. T models the activity with the ATs so Ss can see what they are required to do in the task by using Handout 4. 3. Ss correct the email by using the cordial phrases studied before. 4. Finally, each group goes back to the main room. Then Ss share the answers from their handouts orally. **Materials:** Handout 4	**Vocabulary:** **Cordial Phrases:** Dear Mr. Brenes, Dear Ms. Acuña, Dear Dr. Gómez, Dear Sir/Madam (if you don't know the name of the recipient) I am writing with regard to… (email subject) I am writing in connection with… (email subject) I am writing in reference to… I am writing to let you know… I am delighted to tell you… (if you're communicating good news)	Checking for understanding Identifying rising and falling intonation	R W	10 minutes

		I regret to inform you that… (if you're communicating bad news) I am writing in response to… I am writing in reply to… I am writing to thank you for… (if you need to thank the recipient) Thank you for your assistance with… Thank you for your time and I look forward to hearing back from you. Thank you in advance. Please feel free to call or email me if you have any further questions. I would appreciate it if this could be taken care of promptly. Kind regards,			

		Best regards, Sincerely, Yours sincerely, Yours faithfully, Regards,			

Abbreviations to be used: T = teacher AT = assistants Ss = students L = listening S = speaking R = reading W = writing
Others: PPT = Power Point Presentation

References:

Image taken from: https://www.tidio.com/blog/how-to-write-business-emails/

Phrases and format adapted from: https://www.menlo.edu/wp-content/uploads/2015/03/writing-a-formal-email.pdf
https://www.wallstreetenglish.com/blog/how-to-write-formal-emails-in-english/

Pre-task email adapted from: https://www.fasb.org/jsp/FASB/CommentLetter_C/ViewCommentLetter&cid=1175803436402

Financial statement taken from: Frank, B. (2013). How to read and understand financial statements. Smashwords edition.

Post-task emal adapted from: https://www.examples.com/business/financial-memo.html

https://quizlet.com/join/spC26xyx7?i=2r2x2r&x=1rqt

Arias C, Chaves O, Navarro A

Unit 3: Writing and Submitting Financial Statements
Lesson #3
Warm Up 1

PowerPoint Presentation

Tip Pronunciation
Numbers

Numbers

Teens		Tens	
13	•thir-tEEn	•thIr-ty	30
14	•four-tEEn	•for-ty	40
15	•fif-tEEn	•fif-ty	50
16	•six-tEEn	•sIx-ty	60
17	•seven-tEEn	•seven-ty	70
18	•eight-tEEn	•eight-ty	80
19	•nine-tEEn	•nIne-ty	90

Numbers

Teens		Tens	
13	•thir-teen	•thir-dy	30
14	•four-teen	•for-dy	40
15	•fif-teen	•fif-dy	50
16	•six-teen	•six-dy	60
17	•seven-teen	•seven-dy	70
18	•eight-teen	•eight-dy	80
19	•nine-teen	•nine-dy	90

Exception

20

- Twenty

twe-nee

Numbers

Teens

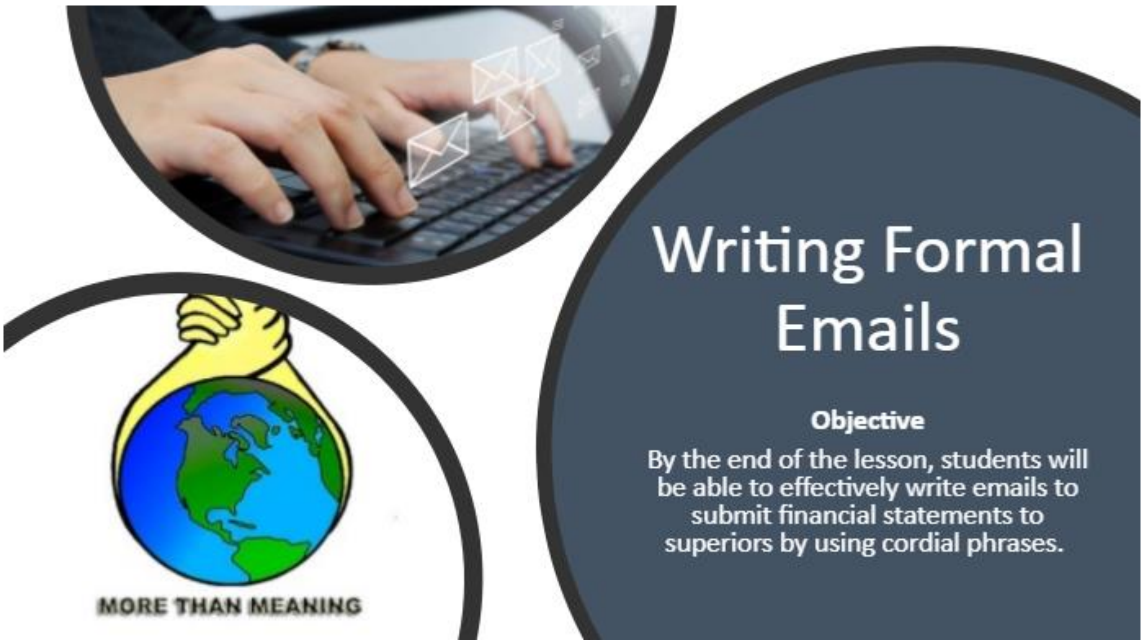
13	•thir-tEEn
14	•four-tEEn
15	•fif-tEEn
16	•six-tEEn
17	•seven-tEEn
18	•eight-tEEn
19	•nine-tEEn

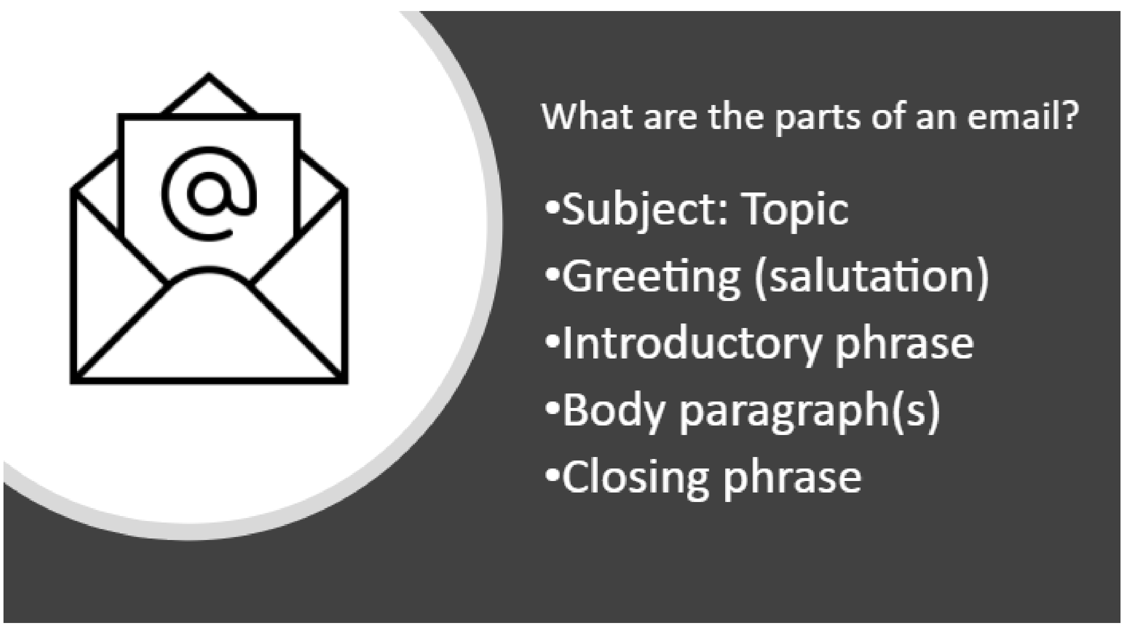
Tens

•thir-dee	30
•for-dee	40
•fif-dee	50
•six-dee	60
•seven-dee	70
•eight-dee	80
•nine-dee	90

Arias C, Chaves O, Navarro A
Unit 3: Writing and Submitting Financial Statements
Lesson #3
Warm Up 2

PowerPoint Presentation





Arias C, Chaves O, Navarro A

Unit 3: Writing and Submitting Financial Statements
Lesson #3
Pre-task 1

Handout 1

Business Email Format

Reference: https://www.tidio.com/blog/how-to-write-business-emails/

Parts of an Email and
Useful Cordial Phrases for Business Emails

Part of the Email	Cordial Phrases and Tips
Salutation (Greeting phrase) (Indicates who the email is addressed to)	• Dear Mr. Brenes, • Dear Ms. Acuña, • Dear Dr. Gómez, • Dear Sir/Madam (if you don't know the name of the recipient) Mr. = male Ms. = female Tip: Avoid using "Miss" or "Mrs." Since marital status is not usually relevant.
Opening Line (indicates clearly the reason for writing)	• I am writing with regard to… (email subject) • I am writing in connection with… (email subject) • I am writing in reference to…
Body Paragraph(s) (provides the main purpose of the email)	If you're writing an email to send information, you can write: • I am writing to let you know… • I am delighted to tell you… (if you're communicating good news) • I regret to inform you that… (if you're communicating bad news) If you're replying to an email you received, you can write: • I am writing in response to… • I am writing in reply to… • I am writing to thank you for… (if you need to thank the recipient)
Closing line (suggests a final invitation before ending the email)	• Thank you for your assistance with... • Thank you for your time and I look forward to hearing back from you. • Thank you in advance. • Please feel free to call or email me if you have any further questions. • I would appreciate it if this could be taken care of promptly.
Sign off (Write a comma after the sign off. Start a new line to write your name at the end)	• Kind regards, • Best regards, • Sincerely, • Yours sincerely, • Yours faithfully, • Regards,

Signature (Full Name, Job Title, Company, Contact Details)	Regards, John Doe CEO of Tidio 123-456-7890 www.tidio.com
Tips	**Any formal email…** -needs to be concise (gives a clear and precise message); -gets straight to the point (provides short sentences and a simple structure); -includes formal vocabulary; -does not use contractions (for example: don´t, I´m, It´s); -provides questions in order to prompt a response.

References:

https://www.menlo.edu/wp-content/uploads/2015/03/writing-a-formal-email.pdf

https://www.wallstreetenglish.com/blog/how-to-write-formal-emails-in-english/

https://www.tidio.com/blog/how-to-write-business-emails/

Task:

Click on the following link to work on a practice related to the parts of an email and the use of cordial phrases for a business email:

https://es.liveworksheets.com/oo1271186lo

Arias C, Chaves O, Navarro A

Unit 3: Writing and Submitting Financial Statements
Lesson #3
Pre-task 1

Handout 2

Parts of an Email and
Useful Cordial Phrases for Business Emails

Practice

Work in groups of 2-3.

Use the following **Useful Language** to interact with your partner.

Useful Language

A. What phrase do you think corresponds to number 1?

B. I think/guess that number 1 corresponds to the phrase…

B. I think/believe that in number 1, the best phrase is…

A. What is this phrase is used for?

B. I think/guess this phrase is used for the salutation of the email.

B. I think/believe this phrase is used for the closing of the email.

Other expressions

If I am not mistaken, …

If I remember correctly, …

I agree.

I disagree/ I don´t agree.

I´m not sure.

Drag and drop the corresponding phrase to complete each part of the email.

For further information, please do not hesitate to contact me
Yours sincerely
Dear Ms. Rojas
I am writing to let you know

***Subject**: Fw: FASB Comment Letter Acknowledgement*

1____,

2. ____in plain words the actual current needs and my proposed application: The statement of cash flows is conceptually simple: it is intended to show all the cash inflows and outflows of the firm during the period. However, as the cash flow statement must combine cash flows that are recognized on the balance sheet (purchases of assets, for example) and the income statement (cash received from the sale of goods, for example), it is computationally more difficult.

3. ____.

4.____,

Reference:
https://www.fasb.org/jsp/FASB/CommentLetter_C/ViewCommentLetter&cid=1175803436402

Arias C, Chaves O, Navarro A
Unit 3: Writing and Submitting Financial Statements
Lesson #3
Pre-task 1

Handout 2 – Answer Key

Parts of an Email and
Useful Cordial Phrases for Business Emails

1. *Dear Ms. Rojas___________________,*

2. *I am writing to let you know_________ in plain words the actual current needs and my proposed application: The statement of cash flows is conceptually simple: it is intended to show all the cash inflows and outflows of the firm during the period. However, as the cash flow statement must combine cash flows that are recognized on the balance sheet (purchases of assets, for example) and the income statement (cash received from the sale of goods, for example), it is computationally more difficult.*

3. *For further information, please do not hesitate to contact me.*

4. *Yours sincerely________,*

…

Reference:
https://www.fasb.org/jsp/FASB/CommentLetter_C/ViewCommentLetter&cid=1175803436402

C. Arias, O. Chaves, & A. Navarro
Unit 3: Writing and Submitting Financial Statements
Lesson #3
Main Task

Handout 3

Writing Emails to Submit Financial Statements

Instructions:

- Imagine Microsoft Corporation reports the following statements ($ millions).
- You will work in groups of 2-3. You and your partners will write a formal email.
- You will send your analysis of the comparison for fiscal years 2014 and 2015 to your manager.
- Do not forget to use the format of the email and the formal phrases you just learned.
- Be ready to present it to the class.

Balance Sheet, June 30, 2014	
Assets	
Cash	$ 8,669
Noncash assets	163,715
Total assets	$172,384
Liabilities and equity	
Total liabilities	$ 82,600
Equity	
Contributed capital	68,366
Retained earnings	17,710
Other stockholders' equity	3,708
Liabilities and equity	$172,384

Income Statement, For Year Ended June 30, 2015	
Revenues	$93,580
Expenses	81,387
Net income	$12,193

Statement of Cash Flows, For Year Ended June 30, 2015	
Operating cash flows	$29,080
Investing cash flows	(23,001)
Financing cash flows	(9,153)

Notes: 1. Stock issuances for the year are $99.
2. Dividends for the year are $10,063.
3. Other decreases in retained earnings are $10,744.
4. Change in other stockholders' equity for the year is $(1,186).

Source: Frank, B. (2013). How to read and understand financial statements. Smashwords edition.

From:
To:
Subject:

__________________________,

__________________________,

Useful Language

What is the subject of this email?

I think the subject is…

What opening/closing line can we write here?

What can we right first?

I think we can also write/mention…

C. Arias, O. Chaves, & A. Navarro

Unit 3: Writing and Submitting Financial Statements

Lesson #3

Post-Task

Handout 4

Correcting Informal Emails

Instructions:

Work in groups of 2-3.

Use the following **Useful Language** to interact with your partner.

Useful Language

A. What is incorrect/wrong in the email?

B. I think/guess that the salutation is incorrect/wrong

A. What do you think we should write in the closing line?

B. I think/guess we should write the phrases that says…

Other expressions

If I am not mistaken, …

If I remember correctly, …

I agree.

I disagree/ I don´t agree.

I´m not sure.

Instructions: Correct the following email to make it more formal.

Subject: Summary of Financial Results as of May 31, 2013

Hello Daniel and Julie:

I´m writing to summarize the financial results of Association for a Better Community (ABC) as of May 31, 2013. Please find a copy of the following reports in this Board Package:

1. Budget-to-Actual Variance Report for the period ended May 31, 2013: Organization-Wide and by Program, including Year-End Forecast.
2. Statement of Financial Positions as of May 31, 2013
3. FY 2013 Monthly Cash Flow Projection.

Feel free to ask any question.

Bye,
Sean

Adapted from: https://www.examples.com/business/financial-memo.html

Pronunciation tip:

@ = at

. = dot

Example:

negotiating@morethanmeaning.com

Sounds like:

negotiating at more than meaning dot com

University of Costa Rica
Master's Program in TEFL

Course name: Negotiating More Than Meaning

Date: October 28, 2020 Lesson Plan #4
Student-teacher: Olga Chaves
Assistants: Angie Navarro and Christofer Arias
Unit 3: Writing and Submitting Financial Statements

Arias, Chaves, Navarro

Unit Goal: At the end of the unit, students will be able to adequately prepare financial statements by correctly identifying their parts, assembling a complete statement, and writing a submission email.

General Objective: By the end of the lesson, students will be able to effectively assemble their own financial statements by correctly organizing available information in written form and using previously learned vocabulary.

Specific Objectives: The students will be able to:
1. correctly pronounce finance-related vocabulary by repeating some words from a PowerPoint;
2. properly activate prior knowledge about emails by asking students the parts of an email;
3. appropriately review financial vocabulary by answering questions during a competitive game;
4. effectively recognize the use of cordial phrases and the parts of a formal email by playing a memory game;
5. successfully demonstrate understanding of financial vocabulary by assembling a financial statement;
6. effectively organize information for the course written project by writing the outline of a formal email.

Objectives	Procedures	Language (Vocabulary, expressions, useful language, grammatical or phonetic features)	Strategies	Macro Skills	Time
1	**Warm-up 1: Pronunciation Review**	**Vocabulary:** Analysis Amounts Comparison	Schema activation	S L R	10 minutes

	1. T uses a PPT to review the pronunciation of finance-related words. 2. Ss pronounce and repeat the words. **Materials:** Power Point Presentation	Financial Department Think Used Insurance Arrangement Cost Accrued Property Focus Actually	Pronunciation review		
2	**Warm-up 2: Parts of an Email** 1. T uses a PowerPoint presentation and shows an example of an email. 2. T models the useful language with one of the Ss. 3. As Ss reply, the T shows the answers on the PowerPoint. **Materials:** PowerPoint Presentation	**Vocabulary** Salutation Opening line Body paragraph Closing line Sign off Signature **Useful Language** I think number 1 is the… I think number 2 corresponds to…	Schema activation Negotiation of meaning Reviewing information	S L R	5 minutes

3	**Pre-Task 1: Finance Vocabulary Review - Kahoot Game** 1. The T asks Ss to access the platform “Kahoot” to play a competitive game and review financial vocabulary studied during previous lessons. 2. By using their phone, Ss mark the correct answers to the questions presented in the game. 3. As the game goes on, the T models the correct pronunciation of each vocabulary word with the Ss. **Materials:** Pre-Task 1 - Finance Kahoot Game Kahoot Game: https://create.kahoot.it/details/finance-vocabulary-review/68178ce3-d653-4009-9831-f45947cd84df	**Vocabulary:** **Financial Vocabulary:** Assets Liabilities Revenues Net income Accrued expenses Shareholder's equity Cash Accounts payable Cash equivalents Inventory Expenses Profit **Simple Present:** Reporting verbs	Reviewing information Guessing information Checking understanding	R L S	15 min
4	**Pre-Task 2: Parts of an Email and**	**Vocabulary:**	Classifying information	S L	10 minutes

	Useful Cordial Phrases for Business Emails 1. T starts by modelling the activity with the ATs so Ss can see what they are required to do in the pre-task. 2. Ss access the following link to match the cordial phrase with the part of the email: https://quizlet.com/join/spC26xyx7?i=2r2x2r&x=1rqt 3. Ss work in breakout rooms in groups of 2-3. Each AT will be in a different breakout room in order to monitor and assist Ss during the pre-task. 4. Finally, each group goes back to the main room. Then Ss share the answers from their handouts orally. **Materials:**	**Parts of an email:** Salutation (greeting phrase) Opening line Body paragraphs Closing line Sign off Signature **Cordial Phrases:** Dear Mr. Brenes, Dear Ms. Acuña, Dear Dr. Gómez, Dear Sir/Madam I am writing with regard to… I am writing in connection with… I am writing in reference to… I am writing to let you know… I am delighted to tell you… I regret to inform you that… I am writing in response to… I am writing in reply to…	Negotiation of meaning Reviewing information		

	https://quizlet.com/join/spC26xyx7?i=2r2x2r&x=1rqt	I am writing to thank you for… Thank you for your assistance with... Thank you for your time and I look forward to hearing back from you. Thank you in advance. Please feel free to call or email me if you have any further questions. I would appreciate it if this could be taken care of promptly. Kind regards, Best regards, Sincerely, Yours sincerely, Yours faithfully, Regards, **UL:** -What do you think this phrase is used for? -What do you think the phrase ____ is used for? -I think/believe this phrase is (used) for a salutation.			

5	**Main Task: Assembling Financial Statements** 1. Before the task, the T pronounces the vocabulary words and explains the activity. Further, the T shows, explains, and models the useful language with the ATs. 2. After that, the Ss work in pairs in breakout rooms to complete handout 1. Each group receives a different financial statement. Further, each AT is in a different breakout room in order to monitor and assist Ss during the task. 3. Using Handout 1, Ss assemble a financial statement by placing the labels in the correct order. 4. Finally, Ss go back to the main room. **Materials:** Handout 1	**Financial Vocabulary:** Accounts payable Cash and short-term investments Retained earnings Other current liabilities Inventories Property, plant, and equipment, net Common stock and paid-in capital Other current assets Accrued expenses Account receivable Long-term liabilities Other long-term assets **Useful Language:**	Reviewing information Guessing information Negotiation of meaning	W R W S	20 minutes

		What do you think #1 for assets/liabilities corresponds to? I think/believe #1 for assets/liabilities corresponds to <u>revenues</u>. I agree/disagree Can you repeat what you just said?			
6	**Post Task: Outline for Writing a Business Email** 1. T explains to Ss that they are going to individually prepare an outline for the written project. This outline contains the format for writing a formal email. 2. Ss write in the outline the cordial phrases they will use for the formal email. **Materials:** Handout 2	**Vocabulary:** **Parts of an email:** Salutation (greeting phrase) Opening line Body paragraphs Closing line Sign off Signature	Reviewing information Organization of ideas	R W	10 minutes

Abbreviations to be used: T = teacher AT = assistants Ss = students L = listening S = speaking R = reading W = writing
Others: PPT = Power Point Presentation

References:

Definitions taken from:

Skonieczny, M. (2012). The Basics of Understanding Financial Statements: Learn how to read financial statements by understanding the balance sheet, the income statement, and the cash flow statement. Investment Publishing. Kindle Edition.

https://dictionary.cambridge.org

Warm up email adapted from: https://www.fasb.org/jsp/FASB/CommentLetter_C/ViewCommentLetter&cid=1175803436402

Phrases adapted from:

https://www.menlo.edu/wp-content/uploads/2015/03/writing-a-formal-email.pdf

https://www.wallstreetenglish.com/blog/how-to-write-formal-emails-in-english/

C. Arias, O. Chaves, & A. Navarro

Unit 3: Writing and Submitting Financial Statements

Lesson #4

Warm Up 1 and 2

PowerPoint Presentation

Pronunciation

- Analysis
- Amounts
- Comparison
- Financial
- Department
- Think
- Used
- Insurance
- Arrangement
- Cost
- Accrued
- Property
- Focus
- Actually

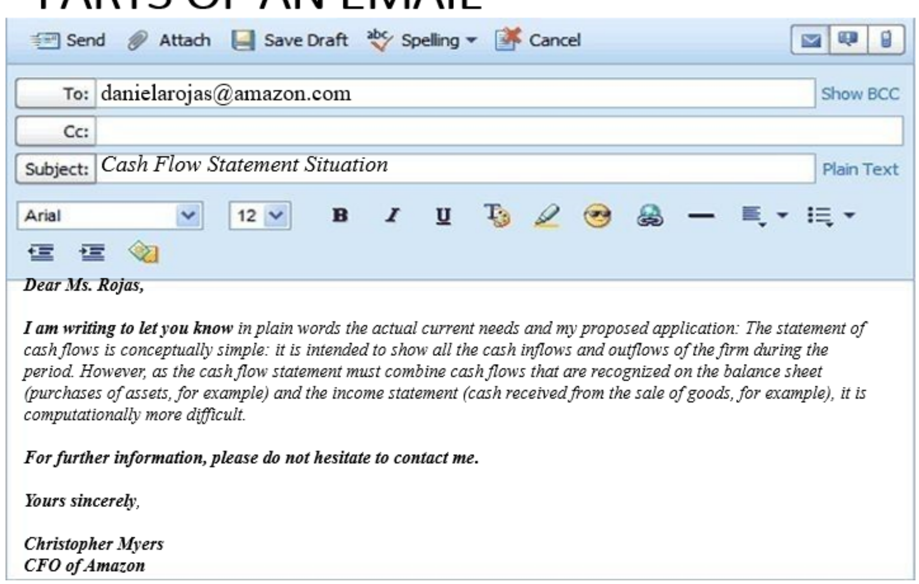
https://tfcs.baruch.cuny.edu/θ/

PARTS OF AN EMAIL

USEFUL LANGUAGE

I think number 1 is the...
I think number 2 corresponds to ....

Salutation 1
Opening line 2
Body paragraph 3
Closing line 4
Sign off 5
Signature 6



C. Arias, O. Chaves, A. Navarro
Negotiating More Than Meaning
Unit 3: Writing and Sending Financial Statements
Lesson #4
Pre-Task 1

Finance Kahoot Game

1 - Quiz

They represent items that the company owns such as cash and inventory.

- ▲ Liabilities ✗
- ◆ Net incomes ✗
- ● Revenues ✗
- ■ Assets ✓

2 - Quiz

They represent what the company owes to various groups or businesses.

- ▲ Revenues ✗
- ◆ Profits ✗
- ● Liabilities ✓
- ■ Assets ✗

3 - Quiz

Amount of money earned by selling a product or completing a service.

- **Revenues** ✓
- **Liabilities** ✗
- **Assets** ✗
- **Accrued expenses** ✗

4 - True or false

Net income is achieved after all the operating expenses, and income taxes are added to the revenues.

- True ✗
- False ✓

5 - True or false

Accrued expenses are obligations to pay for products or services that are already received.

- True ✓
- False ✗

6 - Quiz

It is what is left after total liabilities are subtracted from total assets.

- ▲ **Shareholder's equity** ✓
- ◆ **Accrued expenses** ✗
- ● **Income taxes payable** ✗
- ■ **Inventory** ✗

7 - Quiz

It represents coins, paper bills, and on-demand bank deposits.

- ▲ **Inventory** ✗
- ◆ Cash ✓
- ● **Assets** ✗
- ■ **Revenues** ✗

8 - Quiz

They represent amounts that a company owes its vendors or suppliers.

- ▲ **Inventory** ✗
- ◆ **Accounts payable** ✓
- ● **Accrued expenses** ✗
- ■ **Assets** ✗

9 - Quiz

Certificates of deposits, treasury bills, and money market funds are examples of them.

- ▲ **Accounts payable** ✗
- ◆ **Liabilities** ✗
- ● **Cash equivalents** ✓
- ■ **Accrued expenses** ✗

10 - Quiz

It is what the company produces or buys to sell to its customers.

- ▲ **Inventory** ✓
- ◆ **Assets** ✗
- ● **Liabilities** ✗
- ■ **Expense** ✗

11 - Quiz

The money that you spend on something.

- ▲ **Expense** ✓
- ◆ **Profit** ✗
- ● **Liabilities** ✗
- ■ **Depreciation** ✗

12 - Quiz

Money that you get from selling something for more than it costs you to buy or produce.

- **Expense** ✗
- **Profit** ✓
- **Liabilities** ✗
- **Depreciation** ✗

13 - Quiz

Complete the following sentence: This financial statement ______ a total of $15,300 million in revenues.

- report ✗
- reports ✓

14 - Quiz

Complete the following sentence: The revenues ______ a total of $15,300 million.

- represent ✓
- represents ✗

Definitions taken from:

Skonieczny, M. (2012). The Basics of Understanding Financial Statements: Learn how to read financial statements by understanding the balance sheet, the income statement, and the cash flow statement. Investment Publishing. Kindle Edition.

https://dictionary.cambridge.org

C. Arias, O. Chaves, A. Navarro
Negotiating More Than Meaning
Unit 3: Writing and Sending Financial Statements
Lesson #4
Pre-Task 2

Quizlet Game

Parts of an Email and
Useful Cordial Phrases for Business Emails

Salutation	Dear Mr. Brenes,
Salutation	Dear Sir/Madam
Opening Line	I am writing with regard to...
Opening Line	I am writing to let you know...
Opening Line	I am writing in connection with...
Closing line	Thank you for your assistance with...
Closing line	Please feel free to call or email me if you have any further questions.
Closing line	I would appreciate it if this could be taken care of promptly.
Sign off	Kind regards,
Sign off	Sincerely,

Arias C, Chaves O, Navarro A
Unit 3: Writing and Submitting Financial Statements
Lesson #4
Main Task

Handout 1

Assembling Financial Statements

Practice: Use the information in the word bank to prepare a balance sheet for Microsoft Corporation for the year ended June 30, 2015. Amounts listed are in millions. Use the useful language below to interact with your classmate. This financial statement will be used in your written project.

Accounts payable: $6,591	Other current assets: $7,376
Cash and short-term investments: $96,526	Accrued expenses: $5,096
Retained earnings: $9,096	Other stockholders' equity: $2,522
Other current liabilities: $38,171	Accounts receivable: $17,908
Inventories: $2,902	Long-term liabilities: $46,282
Property, plant, and equipment, net: $14,731	Other long-term assets: $36,780
Common stock and paid-in capital: $68,465	

	Microsoft Corporation **Balance Sheet** **June 30, 2015**			
	Assets	**($)**	**Liabilities**	**($)**
1				
2				
3				
4				
6				
7				
8				

Source: Frank, B. (2013). How to read and understand financial statements. Smashwords edition.

Useful Language:

What do you think #1 for assets/liabilities corresponds to?

I think/believe #1 for assets/liabilities corresponds to <u>revenues</u>.

I agree/disagree

Can you repeat what you just said?

Arias C, Chaves O, Navarro A
Unit 3: Writing and Submitting Financial Statements
Lesson #4
Main Task – Answer Key

Handout 1.1

Assembling Financial Statements

	Microsoft Corporation Balance Sheet June 30, 2015			
	Assets	**($)**	**Liabilities**	**($)**
1	Cash and short-term investments	$96,526	Accounts payable	$6,591
2	Accounts receivable	$17,908	Accrued expenses	$5,096
3	Inventories	$2,902	Other current liabilities	$38,171
4	Other current assets	$7,376	Long-term liabilities	$46,282
6	Property, plant, and equipment, net	$14,731	Common stock and paid-in capital	$68,465
7	Other long-term assets	$36,780	Retained earnings	$9,096
8			Other stockholders' equity	$2,522
	Total assets	**$176,223**	**Total liabilities and equity**	**$176,223**

Source: Frank, B. (2013). How to read and understand financial statements. Smashwords edition.

Arias C, Chaves O, & Navarro A

Unit 3: Writing and Submitting Financial Statements
Lesson #4
Post-task

Handout 2

Outline for Writing a Business Email

Instructions: Prepare the following outline for your written project.

- You need the financial statement you assembled during the main task.
- Follow the format for writing a formal email.
- Use the cordial phrases you learned during the unit.

1. Write the greeting:

Salutation: ____________________________________,

2. Write the opening line:

Opening line: ____.

3. Write the main point(s) for your body paragraph(s):

- ____.
- ____.
- ____.

4. Write the closing line:

Closing line: ____.

5. Write the sign off:

Sign off: ____,

6. Write the signature:

Signature: ____________________________________

____

____

University of Costa Rica
Master's Program in TEFL

Course name: Negotiating More Than Meaning

Arias, Chaves, Navarro

Date: November 4, 2020 Lesson Plan #5
Student teacher: Christofer Arias
Assistants: Olga Chaves and Angie Navarro
Unit 2: Speaking Business

Unit Goal: At the end of the unit, students will be able to effectively carry out business meetings, solve marketing case studies, and describe products services orally by appropriately using cordial expressions, business-related vocabulary, and grammar structures.

General Objective: By the end of the lesson, students will be able to accurately describe and promote a product or service in an oral presentation by using previously learned vocabulary and expressions.

Specific Objectives: The students will be able to
1. successfully activate schemata about the topic by matching products with their corresponding target audiences;
2. effectively recall information about business phrases and their function by playing a memory game;
3. effectively demonstrate understanding of vocabulary related to products and services by playing a bingo game;
4. accurately describe and promote a product by using vocabulary and expressions in a business presentation;
5. appropriately correct errors by paying attention to an explanation provided by the teacher.

Objectives	Procedures	Language (Vocabulary, expressions, useful language, grammatical or phonetic features)	Strategies	Macro Skills	Time
1	**Warm-up: Marketing: Target Audiences** 1. Before the task, the T pronounces the vocabulary words with the Ss.	**Vocabulary:** Teenagers Young adults Adults Middle-aged adults Older adults	Schema Activation Negotiation of Meaning Matching Information	S L W R	15 minutes

	2. T starts by modelling the activity with the ATs so Ss can learn what they are required to do in the warm-up. 3. Ss match the products with their corresponding target audiences. Ss also justify their match. 4. Ss work in breakout rooms in Zoom to work with a classmate. Each AT is in a different breakout room in order to monitor and assist Ss during the warm-up. 5. Finally, each pair goes back to the main room. The T check the task by having Ss share their answers **Materials:** Handout 1 - Warm Up Handout 1 - Warm Up - Answer Key	Elderly citizens **UL:** A: Who do you think the target audience for the laptop is? B: I think/believe the target audience for the laptop is ______ because ______.			
2	**Pre-Task 1: Memory Game** 1. Before the task, the T reviews pronunciation of the phases. 2. After that, T starts by modelling the activity with the ATs so Ss can learn	**Vocabulary:** **Useful Phrases Used in Business Presentations** -Hello everyone, we are delighted to be speaking with you today.	Recalling information Identifying information	R S L	15 minutes

	what they are required to do in the pre-task. 3. Ss work in breakout rooms in Zoom to work with a classmate. Each AT will be in a different breakout room in order to monitor and assist Ss during the pre-task. 4. T. asks Ss to access the memory game. Ss match phrases with their corresponding function. To do this, Ss must flip all the cards to make pairs. 5. Finally, the T shares the answers with the Ss. **Materials: Memory game:** https://www.educaplay.com/game/7472039-phrases_business_presentations.html Memory Game - Pre-Task 1 - Answer Key	-As an introduction, our names are… and we head up the… -Let's kick things off by talking about… -There are three main reasons why people should buy/choose this product/service. First... -Thank you for your attention. We would be happy to answer any questions. -I'm glad you asked me that. **UL:** -I choose the first card from the second row			
3	**Pre-Task 2: Bingo: Adjectives to Describe Products and Services** 1. Ss access a link to play a bingo that contains adjectives studied during previous classes.	**Vocabulary:** **Adjectives** -Affordable -Convenient -Efficient -Exclusive -High-quality	Checking for understanding Identifying adjectives	S L R	20 minutes

	2. The T reads aloud the definitions and the Ss have to mark the adjective. Further, the T indicates the bingo pattern that is going to be played (four corners, horizontal, vertical, or diagonal). 3. When Ss mark an adjective, they have to pronounce the word aloud and practice the pronunciation. **Materials:** Bingo: https://mfbc.us/e/e77kcq Bingo – Pre-task 2	-Innovative -Limited-edition -Proven -Reliable -Suitable -User-friendly -World-class **UL:** -Bingo -I got/have suitable, reliable, and innovative.			
4	**Main Task: Creating a Business Presentation about a Product or a Service.** 1. T explains the instructions of the task. After that, T models the useful language with the AT for the Ss to know how to interact with each other during the task. 2. In pairs and using handout 2, Ss go into breakout rooms and create a business presentation for their oral project about a fictional product or service.	**Vocabulary:** **Useful Phrases Used in Business Presentations** -That's an interesting question. -To introduce ourselves, our names are… -In this presentation, we are going to walk you through some benefits/features of	Negotiation of meaning Giving information Using vocabulary in context	S L R W	40 minutes

	3. Ss organize their presentation by using a guide provided in handout 2 that contains the steps for a business presentation. Ss write the phrases they already learned that they are going to use during their presentation. 4. After that, Ss prepare their presentation by adding information about the name of the product/service, name of the presenters, target audience, benefits/characteristics, and pictures of the product/service. 5. After that, Ss present their products or services orally to the rest of the class. Moreover, Ss must use vocabulary learned from previous sessions. **Materials:** Handout 2 – Main Task	-Hello and thank you all for being here today. -As an introduction, our names are… and we head up the… -Thank you for your attention. We would be happy to answer any questions. -Hello everyone, we are delighted to be speaking with you today. -Well, that concludes my presentation today. Thank you for listening. Are there any questions? -There are three main reasons why people should buy/choose this product/service. First -Let's kick things off by talking about… -I'm glad you asked me that.			

		-There are five main advantages of using this product/service… First,… **UL:** -I believe/think this phrase is appropriate for… -I don't think/believe this phrase is appropriate for… -I think that the name/target audience can be… -Can you repeat that, please?			
5	**Post-Task: Feedback Session** 1. While the Ss are performing during the main task, both the T and the ATs take notes on their mistakes (pronunciation, grammar, intonation, et).	**Vocabulary:** **Feedback Session**	Checking for understanding Identifying mistakes	L S R	10 minutes

	2. Both the T and the ATs complete the PPT with the mistakes, so that at the end of the class, the T can address those mistakes. 3. Ss repeat after the T in order to recognize areas of improvement. 4. At the end of the lesson, the T explains the guidelines of the oral project. **Materials:** Lesson 5 – Power Point Presentation				

Abbreviations to be used: T = teacher AT = assistants Ss = students L = listening S = speaking R = reading W = writing
Others: ______

References:

Phrases adapted from:

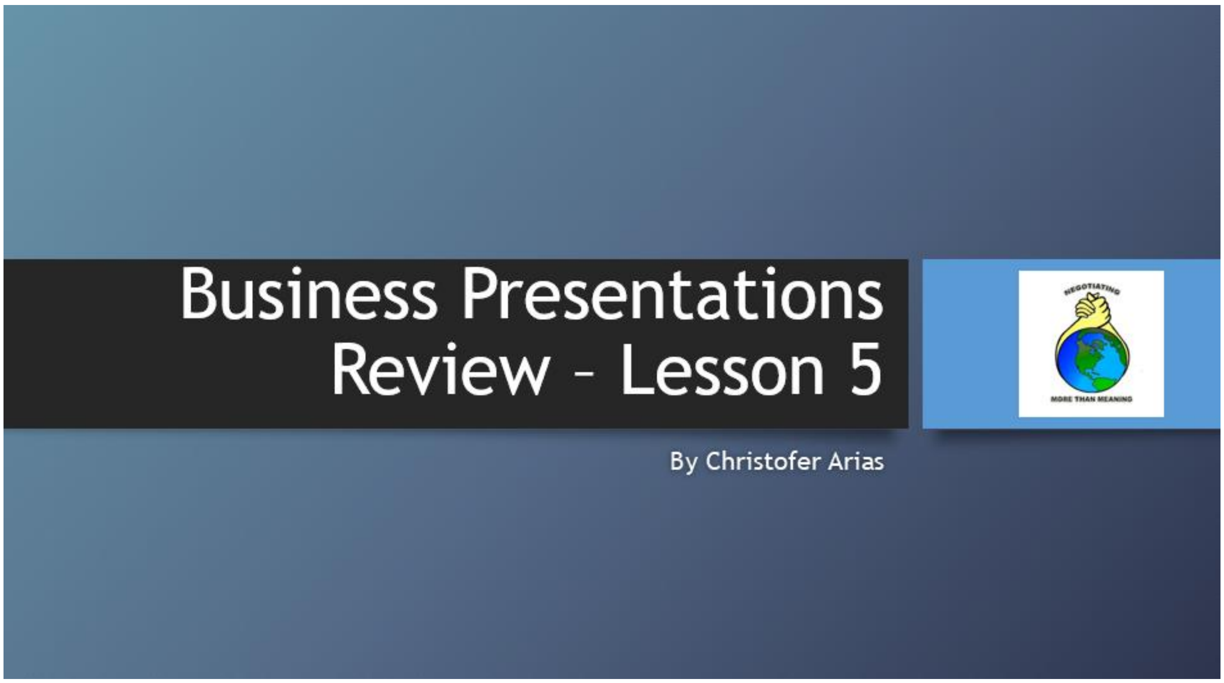
https://preply.com/en/blog/50-essential-business-presentation-phrases-for-better-performance/#scroll-to-heading-19

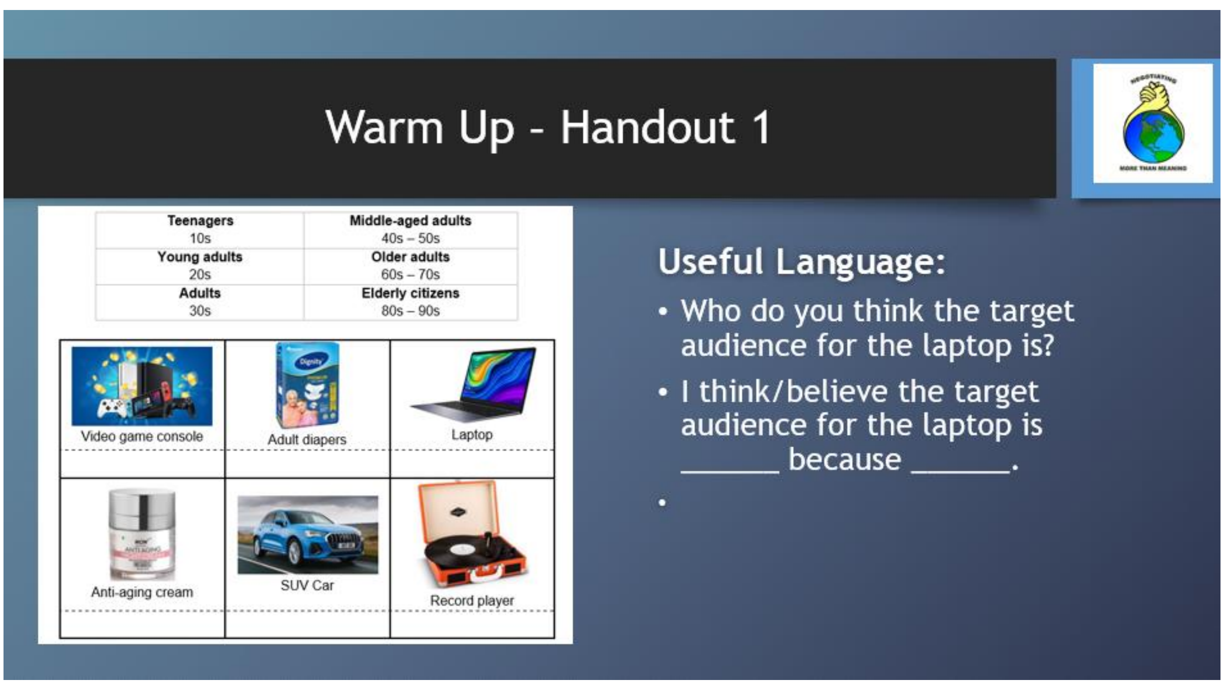
Expressions and vocabulary taken and adapted from:

https://dictionary.cambridge.org https://www.dictionary.com

C. Arias, O. Chaves, & A. Navarro
Lesson #5
Unit 2: Speaking Business

PowerPoint Presentation





Pre-Task 1 – Memory Game

Useful Language:

- I choose the first card from the second row.

Pre-Task 1 – Phrases for Business Presentations

- Hello everyone, we are delighted to be speaking with you today.
- As an introduction, our names are… and we head up the…
- Let's kick things off by talking about…
- There are three main reasons why people should buy/choose this product/service. First...
- Thank you for your attention. We would be happy to answer any questions.
- I'm glad you asked me that.

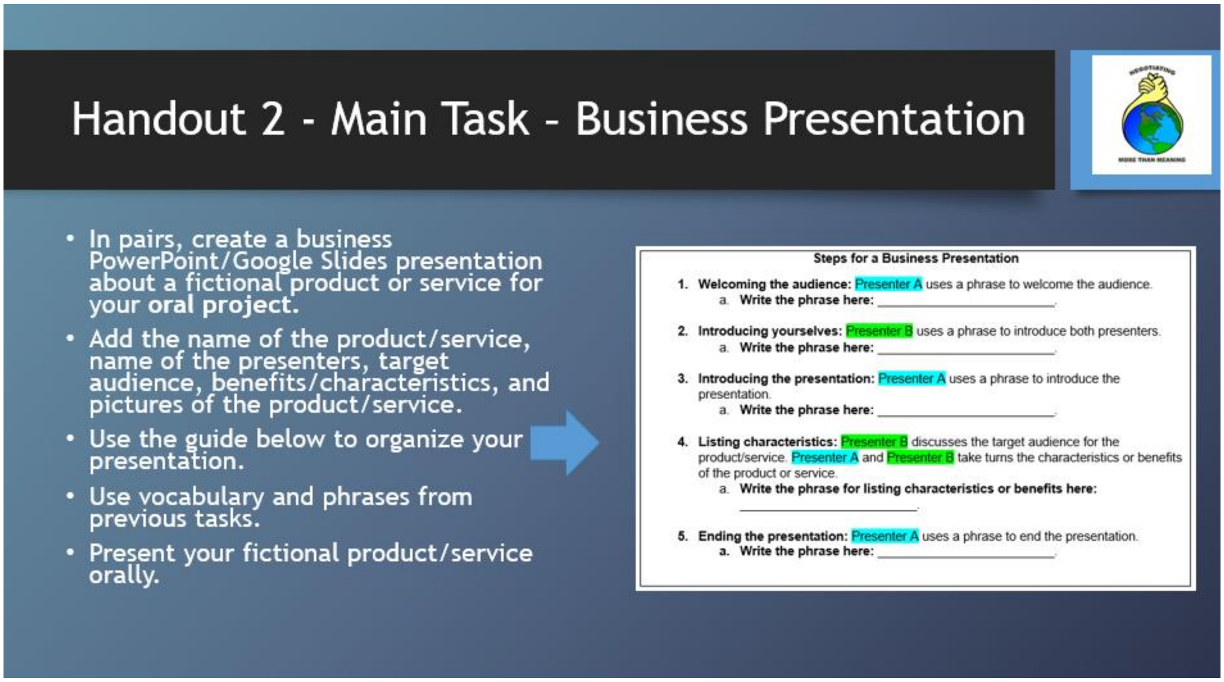
Pre-Task 2 - Bingo

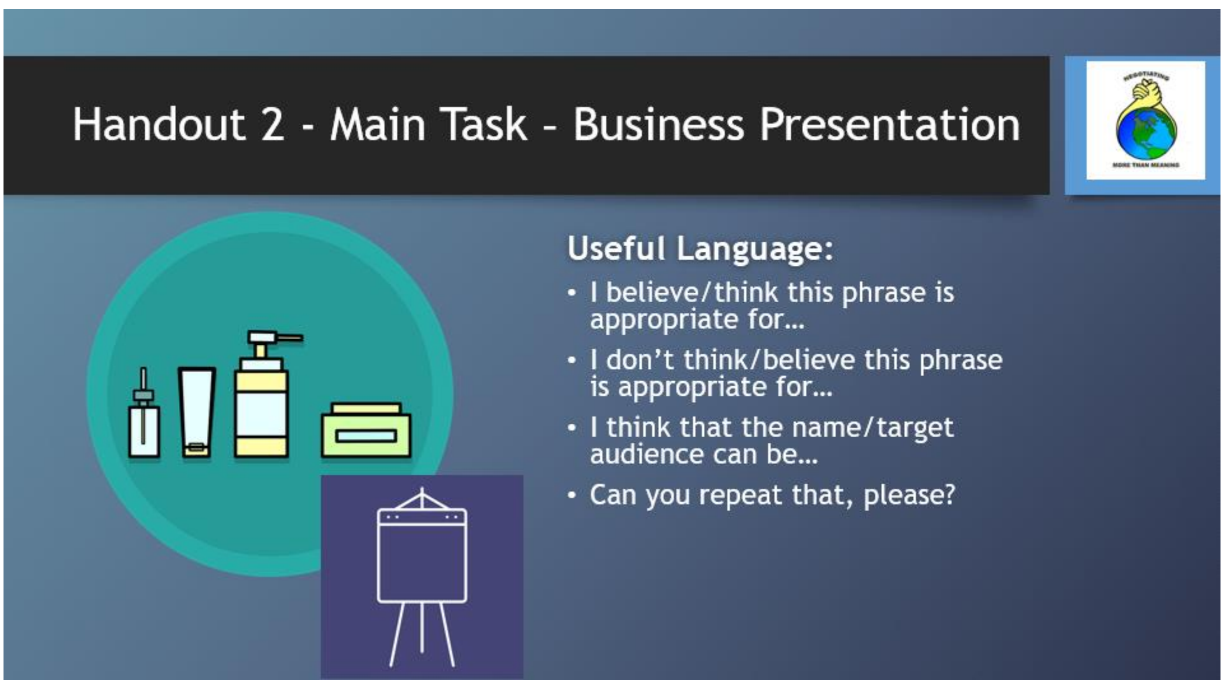
Useful Language:

- Bingo!
- I got/have suitable, reliable, and innovative.

Pre-Task 2 - Adjectives for Describing Products and Services

- Affordable
- Convenient
- Efficient
- Exclusive
- High-quality
- Innovative
- Limited-edition
- Proven
- Reliable
- Suitable
- User-friendly
- World-class


Handout 2 - Main Task - Business Presentation
• In pairs, create a business PowerPoint/Google Slides presentation about a fictional product or service for your oral project.
• Add the name of the product/service, name of the presenters, target audience, benefits/characteristics, and pictures of the product/service.
• Use the guide below to organize your presentation.
• Use vocabulary and phrases from previous tasks.
• Present your fictional product/service orally.
Steps for a Business Presentation
1. Welcoming the audience: Presenter A uses a phrase to welcome the audience.
a. Write the phrase here: ____________________.
2. Introducing yourselves: Presenter B uses a phrase to introduce both presenters.
a. Write the phrase here: ____________________.
3. Introducing the presentation: Presenter A uses a phrase to introduce the presentation.
a. Write the phrase here: ____________________.
4. Listing characteristics: Presenter B discusses the target audience for the product/service. Presenter A and Presenter B take turns the characteristics or benefits of the product or service.
a. Write the phrase for listing characteristics or benefits here: ____________________.
5. Ending the presentation: Presenter A uses a phrase to end the presentation.
a. Write the phrase here: ____________________.


Handout 2 - Main Task - Business Presentation
Useful Language:
• I believe/think this phrase is appropriate for…
• I don't think/believe this phrase is appropriate for…
• I think that the name/target audience can be…
• Can you repeat that, please?

Post-Task

Pronunciation	Grammar
1.	1.
Intonation	
1.	

C. Arias, O. Chaves, & A. Navarro
Lesson #5
Unit 2: Speaking Business
Warm Up

Handout 1

Marketing: Target Audiences

Instructions: Match the target audience with the corresponding product. Use the information in the word bank.

Teenagers 10s	**Middle-aged adults** 40s – 50s
Young adults 20s	**Older adults** 60s – 70s
Adults 30s	**Elderly citizens** 80s – 90s

 Video game console	 Adult diapers	 Laptop
 Anti-aging cream	 SUV Car	 Record player

Useful Language

A: Who do you think the target audience for the laptop is?
B: I think/believe the target audience for the laptop is ______ because ______.

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Lesson #5
Unit 2: Speaking Business
Warm Up – Answer Key

Handout 1

Marketing: Target Audiences

Instructions: Match the target audience with the corresponding product. Use the information in the word bank.
(Answers may vary)

 Video game console	 Adult diapers	 Laptop
Teenagers	**Elderly citizens**	**Young adults**
 Anti-aging cream	 SUV Car	 Record player
Middle-aged adults	**Adults**	**Older adults**

C. Arias, O. Chaves, & A. Navarro
Lesson #5
Unit 2: Speaking Business
Pre-task 1 – Answer Key

Memory Game

Useful Phrases Used in Business Presentations

Welcoming your audience	→	Hello everyone, we are delighted to be speaking with you today.
Introducing yourselves	→	As an introduction, our names are... and we head up the...
Introducing the presentation	→	Let´s kick things off by talking about...
Listing characteristics	→	There are three main reasons why people should buy/choose this product/service. First...
Ending the presentation	→	Thank you for your attention. We would be happy to answer any questions.
Responding to questions	→	I´m glad you asked me that.

C. Arias, O. Chaves, & A. Navarro
Lesson #5
Unit 2: Speaking Business
Pre-task 2

Bingo Sample Cards: Adjectives to Describe Products and Services


Adjectives for Business Product Presentations
Reliable
User-friendly
Limited-edition
Innovative
Exclusive
Suitable
Convenient
Efficient
High-quality
myfreebingocards.com

Arias C, Chaves O, & Navarro A
Unit 2: Speaking Business
Lesson #5
Main Task

Handout 2

Project:
Creating a Business Presentation about a Product or Service

Instructions:

1. In pairs, create a business PowerPoint/Google Slides presentation about a fictional product or service for your oral project.
2. Add the name of the product/service, name of the presenters, target audience, benefits/characteristics, and pictures of the product/service.
3. Use the guide below to organize your presentation.
4. Use vocabulary and phrases from previous tasks.
5. Present your fictional product/service orally.

Steps for a Business Presentation

1. **Welcoming the audience:** Presenter A uses a phrase to welcome the audience.
   a. **Write the phrase here:** ___________________________.

2. **Introducing yourselves:** Presenter B uses a phrase to introduce both presenters.
   a. **Write the phrase here:** ___________________________.

3. **Introducing the presentation:** Presenter A uses a phrase to introduce the presentation.
   a. **Write the phrase here:** ___________________________.

4. **Listing characteristics:** Presenter B discusses the target audience for the product/service. Presenter A and Presenter B take turns the characteristics or benefits of the product or service.
   a. **Write the phrase for listing characteristics or benefits here:** ___________________________.

5. **Ending the presentation:** Presenter A uses a phrase to end the presentation.
   a. Write the phrase here: ___________________________.

Useful Language:
I believe/think this phrase is appropriate for…
I don’t think/believe this phrase is appropriate for…
I think that the name/target audience can be…
Can you repeat that, please?

University of Costa Rica
Master's Program in TEFL
Course name: Negotiating More Than Meaning

Date: November 11, 2020 Lesson Plan #6
Student teachers: Arias, Chaves, Navarro
Unit 2: Speaking Business

Unit Goal: At the end of the unit, students will be able to effectively carry out business meetings, solve marketing case studies, and describe products and services orally by appropriately using cordial expressions, business-related vocabulary, and grammar structures.

General Objective: By the end of the lesson, students will be able to accurately describe and promote a product or service in an oral presentation by using previously learned vocabulary and expressions.

Specific Objectives: The students will be able to
1. appropriately correct grammar and pronunciation mistakes by reading and repeating words and phrases aloud from a presentation;
2. effectively recognize useful tips for giving a presentation by selecting the best out of three options while playing a competition | game;
3. effectively describe and promote a product by using suitable vocabulary and expressions in a business presentation;
4. accurately formulate polite questions about the business presentations by using the modal auxiliaries "could" and "would";

Objectives	Procedures	Language (Vocabulary, expressions, useful language, grammatical or phonetic features)	Strategies	Macro Skills	Time
1	**Warm-up: Error Correction** 1. T projects grammatical and pronunciation errors from previous lessons on a PowerPoint Presentation.	**Vocabulary:** **Pronunciation:** Commercial Financial Target	Schema Activation Reviewing information	L S R	10 minutes

	2. T and Ss pronounce the words and phrases with the correct pronunciation and grammatical structure. **Materials:** PowerPoint Presentation	Think Suggest Cost Accrued **Grammar:** Depends of It have People has The people The number			
2	**Pre-Task 1: Tips for Giving a Business Presentation** 1. T projects a series of tips for effective business presentations with related useful phrases using a PowerPoint. Ss repeat the phrases with correct pronunciation of the phrases. 2. T asks Ss to access a Quizziz question-and-answer game for reviewing the presentation tips. 3. Ss select the correct option as the questions appear. T asks questions to clarify doubts.	**Vocabulary:** **Tips for a Business Presentation** -Hello, ladies and gentlemen, thank you for coming…" -The topic of today's meeting/presentation is… -I'd like to give you a brief outline of my presentation… -My presentation consists of the following parts… -The presentation is divided into four main sections… -There will be a Q&A session after the	Identifying information Checking for understanding	R L S	25 minutes

	Materials: Quizizz game: https://quizizz.com/admin/quiz/5fa87377eafd0d001bb5b13c	presentation. -Please feel free to interrupt me if you have any questions. -I will be happy to answer your questions at any time during the presentation. -I'd like to move on to another part of the presentation… -Now I'd like to look at… -In addition/Moreover… -This leads me to the next point… -The product I am presenting is extraordinary. -It's a really cool device. -This is an outstanding example. -Let's summarize briefly what we've looked at… -In conclusion… -I'd like to sum up the main points…			
3	**Main Task: Business Presentation about a Product or a Service.**	**Vocabulary:** **Useful Phrases Used in Business Presentations**		S L R W	30 minutes

	1. T explains the instructions of the task. In their project groups, Ss go into breakout rooms for five – ten minutes to rehearse their presentation about the fictional product or service they created in the previous lesson. 2. After that, Ss present their oral projects about the product or service to the rest of the class. 3. As each pair presents, Ss must take notes about possible questions that they would like to ask their peers about their products. Those questions will be used in the following task. 4. Also, each Ss is going to take notes about their peers' presentation in order to provide feedback. **Materials:** Ss presentations	-That's an interesting question. -To introduce ourselves, our names are… -In this presentation, we are going to walk you through some benefits/features of -Hello and thank you all for being here today. -As an introduction, our names are… and we head up the… -Thank you for your attention. We would be happy to answer any questions. -Hello everyone, we are delighted to be speaking with you today. -Well, that concludes my presentation today. Thank you for listening. Are there any questions? -There are three main reasons why people should	Negotiation of meaning Presenting information		

		buy/choose this product/service. First -Let's kick things off by talking about… -I'm glad you asked me that. -There are five main advantages of using this product/service… First,…			
4	**Post-Task: Q&A Session. Formulating Cordial Questions with the Modal Auxiliaries Could and Would** 1. T explains how to formulate cordial questions with the modal auxiliaries "could" and "would". 2. The T will model the useful language with the other Ts for Ss to know how they will interact during the task. 3. Individually and using handout 1, Ss formulate 2 questions for each group about their business presentations. 4. Each S will orally ask each group 1 of their questions.	**Vocabulary:** **Cordial Questions** Cordial questions with "would" and "could". **UL:** -My question is… -Thanks for answering my question. -I'm glad you asked me that. -That's an interesting question.	Clarifying information Negotiation of meaning Using vocabulary in context	L S W	15 minutes

	Then, the groups will answer the questions by using previously studied phrases to respond to questions. **Materials:** Handout 1				

Abbreviations to be used: T = teacher AT = assistants Ss = students L = listening S = speaking R = reading W = writing
Others: _______

References:

Tips and phrases taken from: https://www.ilac.com/tips-for-giving-a-great-presentation-in-english/

Expressions and vocabulary taken and adapted from:

https://dictionary.cambridge.org

https://www.dictionary.com

Arias C, Chaves O, & Navarro A

Unit 2: Speaking Business
Lesson #6
Warm Up

PowerPoint Presentation

LESSON 14

1. Review lesson
2. Speaking Presentations

PRONUNCIATION REVIEW

Pronunciation

- Commercial
- Financial
- Target
- Think
- Suggest
- Cost
- Accrued

Grammar

- Depends of
- It have
- People has
- The people
- The number

TIPS FOR GIVING A GREAT PRESENTATION

Introduce Yourself and Set the Theme

Introduce yourself and state the objective of the presentation.

Useful phrases in English:

- *"Hello, ladies and gentlemen, thank you for coming…"*
- *"The topic of today's meeting/presentation is…"*

TIPS FOR GIVING A GREAT PRESENTATION

Provide an Outline or Agenda of Your Presentation

Show an outline of your presentation.

Useful phrases in English:

- *"I'd like to give you a brief outline of my presentation…"*
- *"My presentation consists of the following parts…"*
- *"The presentation is divided into four main sections…"*

TIPS FOR GIVING A GREAT PRESENTATION

Explain When the Listeners Can Ask Questions

Let the audience know when to ask questions.

Useful phrases in English:

- *"There will be a Q&A session after the presentation."*
- *"Please feel free to interrupt me if you have any questions."*
- *"I will be happy to answer your questions at any time during the presentation."*

TIPS FOR GIVING A GREAT PRESENTATION

Make a Clear Transition Between the Parts of the Presentation

Transition phrases and words add formality to your presentation.

Useful phrases in English:

- *"I'd like to move on to another part of the presentation…"*
- *"Now I'd like to look at…"*
- *"In addition/Moreover…"*
- *"This leads me to the next point…"*

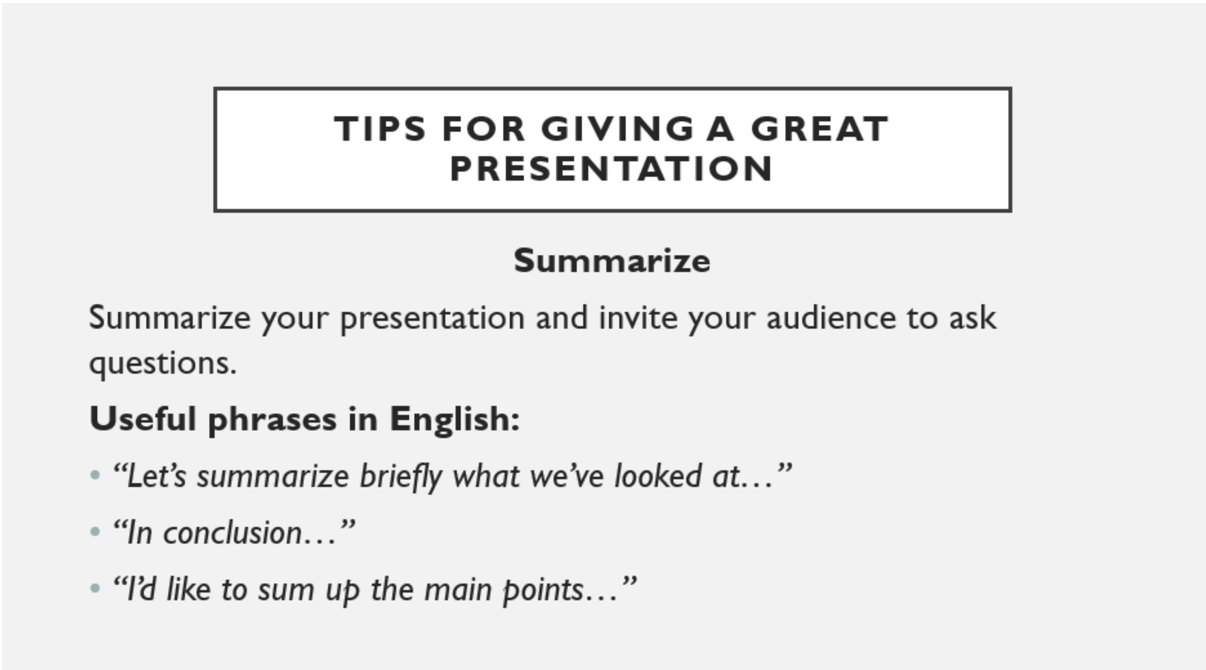
TIPS FOR GIVING A GREAT PRESENTATION

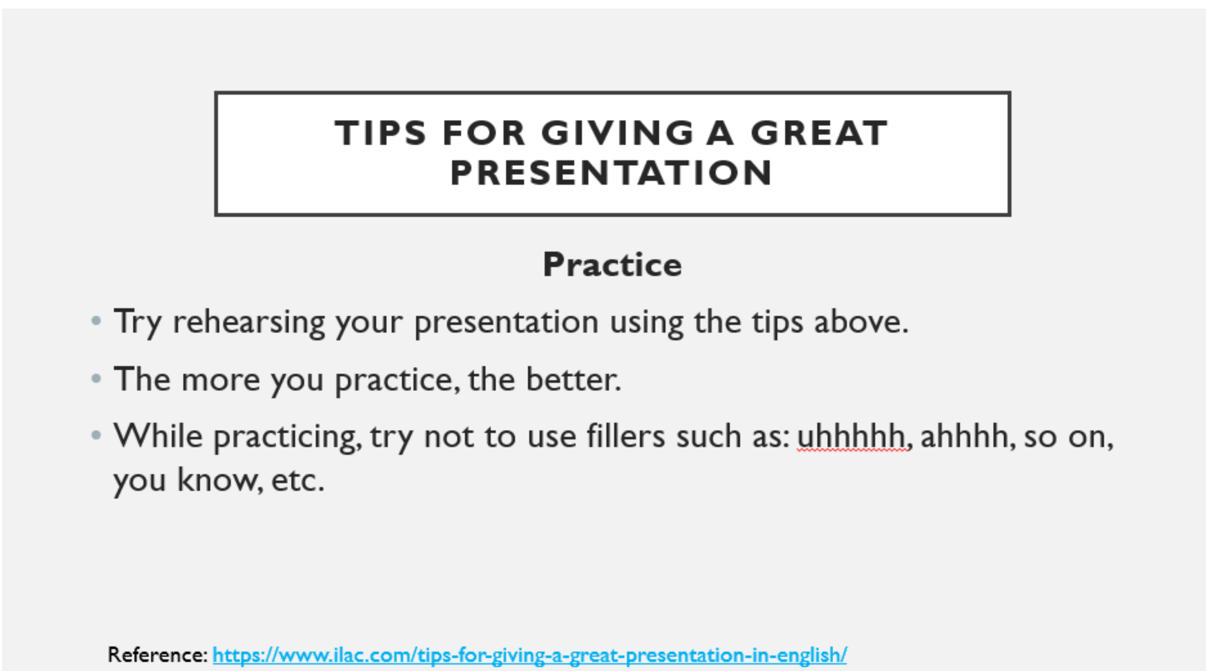
Wow Your Audience

Adjectives make your presentation appealing for the audience.

Useful phrases in English:

- *"The product I present is extraordinary."*
- *"It's a really cool device."*
- *"This is an outstanding example."*





Reference: https://www.ilac.com/tips-for-giving-a-great-presentation-in-english/

Arias C, Chaves O, & Navarro A
Unit 2: Speaking Business
Lesson #6
Pre-Task 1

Quizizz Game

Tips for Giving a Business Presentation

1. Opción multiple — 30 seconds

Q. It is important to introduce yourself when givig a presentation.

answer choices

- False
- True

2. Opción multiple — 30 seconds

Q. Where should you look while presenting?

answer choices

- At the board (that´s where the audience is looking)
- At your notes to make sure of what you are saying
- At the eyes of different people in the audience

3. Opción multiple

30 seconds

Q. Information in your presentation should be organized.

answer choices

- True
- False

4. Opción multiple

30 seconds

Q. When stating the topic of your presentation, you can use the following useful phrase:

answer choices

- *"In conclusion…"*
- *"The topic of today's meeting is…"*
- *"This is an outstanding example"*

5. Opción multiple

Reportar un problema

30 seconds

Q. *"My presentation consists of the following parts…"* corresponds to:

answer choices

- Providing an Outline or Agenda of Your Presentation
- Summarizing the Presentation
- Introducing Yourself

6. Opción multiple

30 seconds

Q. A Question & Answer period (Q&A) always takes place at the end of the presentation.

answer choices

- True
- False

7. Opción multiple

Reportar un problema

30 seconds

Q. This phrase makes a Clear Transition in Between the Parts of the Presentation:

answer choices

- "Good morning, my name is..."
- *"Shall we get started?"*
- *"I'd like to move on to another part of the presentation..."*

8. Opción multiple

30 seconds

Q. When presenting, you should plan to wow your audience.

answer choices

- False
- True

9. Opción multiple

30 seconds

Q. This phrase helps to briefly summarize the end of the presentation:

answer choices

- *"The product I present is extraordinary."*
- *"I'd like to sum up the main points..."*
- *"I'd like to move on to another part of the presentation..."*

10. Opción multiple

30 seconds

Q. It is important to try rehearsing before giving your presentation.

answer choices

- True
- False

C. Arias, O. Chaves, & A. Navarro
Lesson #6
Unit 2: Speaking Business
Post-task

Handout 1

Language Focus
Formulating Cordial Questions with the Modal Auxiliaries *Could* and *Would*

You can use the modal auxiliaries **could** or **would** as a polite way to ask for **details** or **clarification** after a business presentation.

The structure for these questions is:

1. **Could/Would + subject + please (optional) + verb (base form) + complement?**

For example: John, could/would **you** clarify what exactly you mean by that, please?

Practice: Using the notes you took during the previous task, write two questions for each of your classmates' product/service presentation using "would" and "could". Be ready to answer questions from your classmates as well.

1. ____

2. ____

3. ____

4. ____

Useful Language:
My question is…
Thanks for answering my question.
I'm glad you asked me that.
That's an interesting question.

Phrases adapted from: https://preply.com/en/blog/50-essential-business-presentation-phrases-for-better-performance/#scroll-to-heading-19