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PBL理念下商务英语教学与教师发展

发言人：赵珂

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Outline

- Background

- PBL: definitions and models

- Use of PBL in Business English classes: three case studies

- PBL teacher development: Challenges and opportunities

- Q & A

Background

❑ Reform in language education in higher education in China

❑ Emergence of Business English

❑ New social constructivist instructional models (*e.g. problem-based learning, project-based learning*)

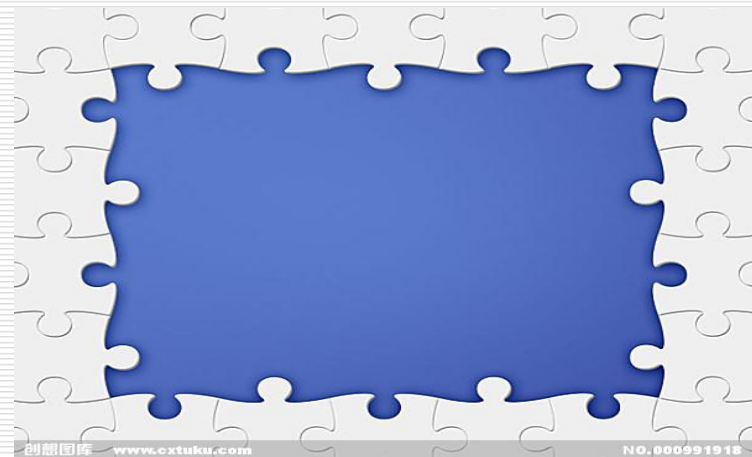❑ PBL teacher development inTEIB

PBL teacher development in TEIB

☐ What is EIB?

☐ What is PBL?

☐ How to design PBL to enhancing student EIB learning?

Background

What is English for International Business?

- [ ] Business + Language? Jigsaw curriculum?

- [ ] Teaching business in English?
  全英商务课程？

English for Specific Purposes

Basturkmen (2006) specifies five general objectives for ESP

☐ to reveal **subject-specific language use**

☐ to develop **target performance competencies**

☐ to teach **underlying knowledge** (knowledge and understanding of work- related and disciplinary concepts)

☐ to develop **strategic competence**

☐ to foster **critical awareness**

Model of EIB teaching and learning
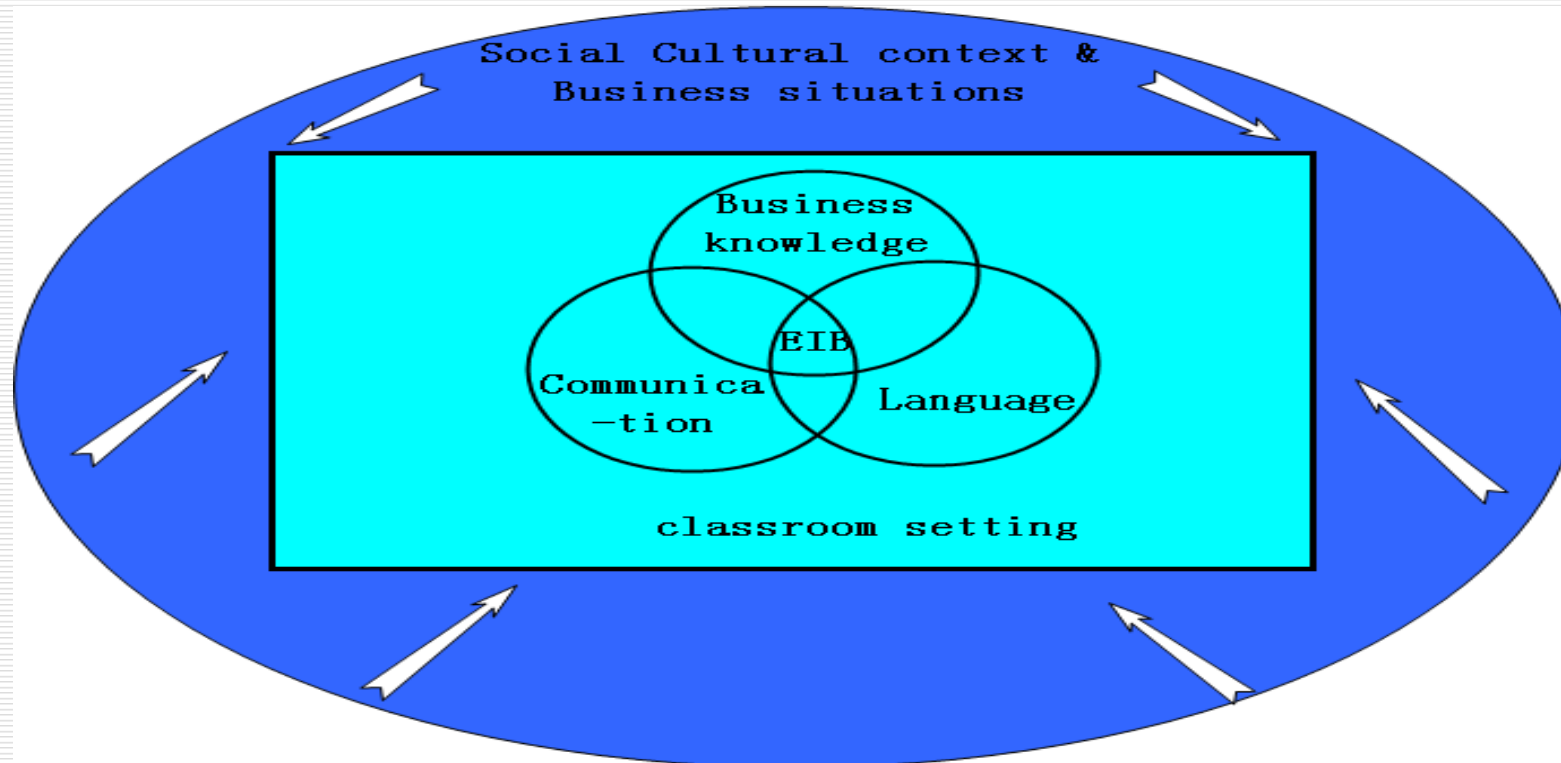
Integrated Higher-order THINKING in EIB courses

Observed Problems in Students' EIB Learning (Zhao, 2016)
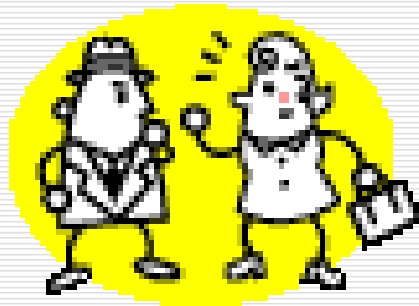
> **Critical thinking? Problem solving?**
> **Collaboration?**
> **Limited evidence of enhancement in literate skills, practical business communication competencies and business conceptual understanding**

Background

➢ PBL and social constructivism

➢ Use of PBL in Chinese settings

PBL and Social Constructivism

☐ What is PBL?

☐ What are the different models of PBL? What are the differences and similarities?

☐ What are the underlying theoretical underpinnings?

Models

➢ Problem-based Learning

➢ Project-based Learning

➢ Problem-based project inquiry

➢ Computer-supported Project Inquiry

Definitions of Problem-based Learning

PBL is defined as "an instructional (and curricular) **learner-centered** approach that empowers learners to conduct research, integrate theory and practice, and apply knowledge and skills to **develop a viable solution** to a **defined problem**" (Savery, 2006, p. 9).

Theoretical underpinnings

- ☐ Knowledge is **socially constructed** (Gregen, 1990).
- ☐ Learning is a **social, cultural, and interpersonal process** (Dewey, 1916).
- ☐ Learning takes place during the meaningful interactions between and among individuals in a certain **sociocultural context** (Vygotsky, 1978).

Theoretical underpinnings

☐ What role do problems play?

Problems (i.e., in the forms of cases, authentic ill-structured problems identified in projects) can be employed as **useful tools** to facilitate **meaningful learning or knowledge building/creation**, allowing learners to construct meanings or knowledge through concrete practice in the group solving process.

(Zhao & Chan, 2014; Zhao & Lei, 2016; Zhao, Zhang & Du, 2017)

PBL in language education

PBL- A framework to integrate language, thinking and content knowledge (*Beckett, 2005*)

language

thinking

content
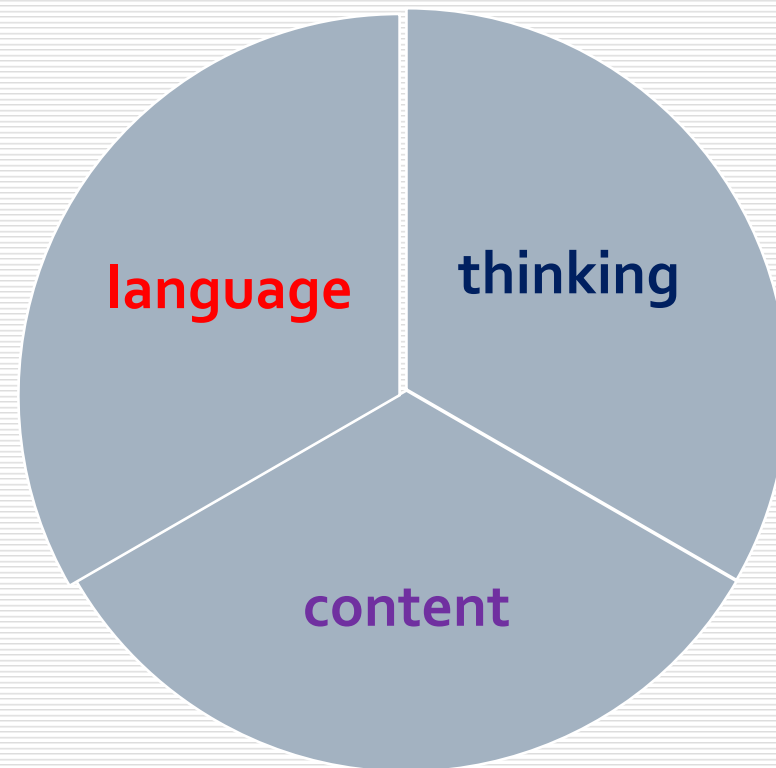
☐ How to design PBL to enhance

➢ ***processess of learning*** (e.g. problem-solving, self-directed learning, collaboration)

➢ ***products of learning*** (e.g. language skills, business communication competence, business conceptual understanding)

Three Cases of using PBL in EIB courses

- ☐ Teaching and learning contexts

- ☐ Design principles

- ☐ Concrete design and research

- ☐ Reflections

Case 1: Case-based PBL

Context

Participants: 32 Seniors (English majors) at SUFE

Language proficiency: upper-intermediate

passed TEM 4

Business knowledge: parallel sessions in Marketing, International trade, and Management

Design principles

- ☐ **Design** or use of ill-structured problems
- ☐ **Cultivate** collaborative problem-solving climate
- ☐ **Facilitate** students' generation of hypothesis/ solutions
- ☐ **Inspire** students' deep conceptual inquiry
- ☐ **Promote** student presentation of solutions (orally or in written forms)
- ☐ **Assess** PBL learning with multiple approaches

A risky business

Background

Hi-Style, a family-owned company based in Manchester, makes fashionwear for 18- to 30-year-olds. Its branded merchandise, ETC, is sold throughout Western Europe.

The company's image is of fashionable clothing at competitive prices. However, its core products – jeans and trainers – are losing appeal and the company is struggling in a very competitive market.

Zelal Sulen, the daughter of Hi-Style's founder, took over as Managing Director when her father retired last year. Zelal realises that Hi-Style is out of touch with its target consumers and is losing direction. Three months ago she appointed the management consultants, City Associates, to advise her on how to improve profits.

### Hi-Style: Financial information
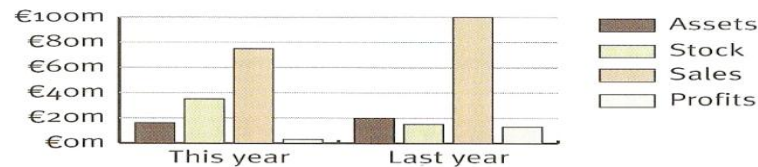
Task

You work for City Associates. Your firm has identified four options with different risks. Zelal can afford to choose one option. She has asked you to give your preferred choice and recommend a second choice. For each option, discuss these questions in small groups.

1 What are the option's strengths and weaknesses?
2 What opportunities does it offer Hi-Style?
3 How about the risks – for example, financial, legal, operational?
4 What will be the likely effect on Hi-Style's current business?
5 How much will the option cost?

Writing

You are the head of City Associates. Write a report to Zelal Sulen briefly analysing the four options. Make recommendations and give the reasons for your first and second choices.

➡ *Writing file* pages 144 and 145
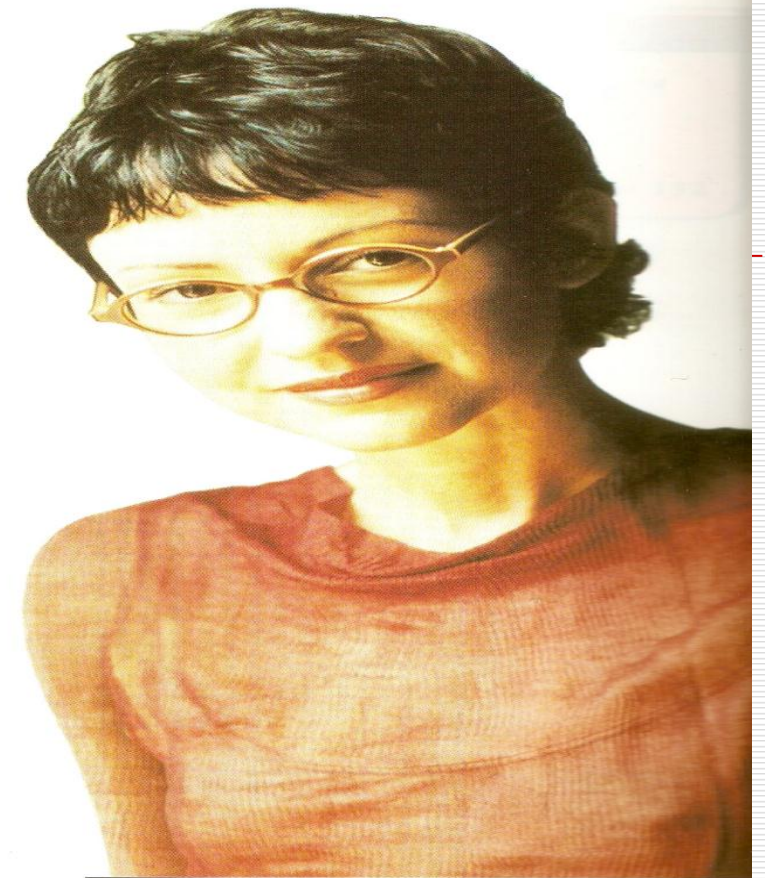
Option 1: Organic growth

Hi-Style could allocate up to €10m to new investment in the business. For example, it could:

- improve distribution and sales through an exclusive agreement with a major retailer
- launch new product ranges with major advertising campaigns
- improve its image by employing brand development consultants
- hire a top retailing executive to run the business
- commission City Associates to do a thorough review of all Hi-Style's activities.

Option 2: Acquisition of Smartwear Ltd

Based in Birmingham, Smartwear makes work clothes such as uniforms for bank staff and flight attendants. It has good sales agents in Europe and Asia, and strong connections with Indian manufacturers. It has a very creative design department with exciting new ideas.

Smartwear made deliveries worth €2m last month to two new customers in the Far East. Unfortunately, both have just gone into liquidation and the stock has disappeared. There has also been bad press about working conditions in overseas factories.


Smartwear Ltd. Acquisition price: € 10m
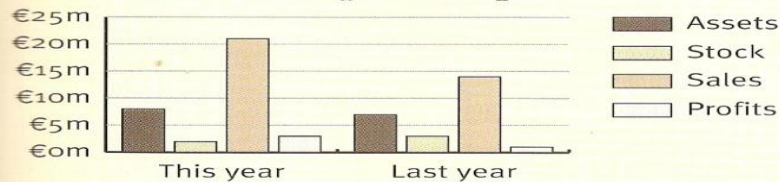
Option 3: Acquisition of Tan Clothing Company

Tan Clothing Company is a successful family-owned business based in the Far East. Because of connections with its country's military rulers, it has regular orders of uniforms and footwear for the armed forces. It owns a large factory which is working 30% below capacity. Recently there has been political unrest but, at present, the situation is under control. However, the three Tan family members disagree as to who owns the company and who should run it, and have threatened each other with legal action.
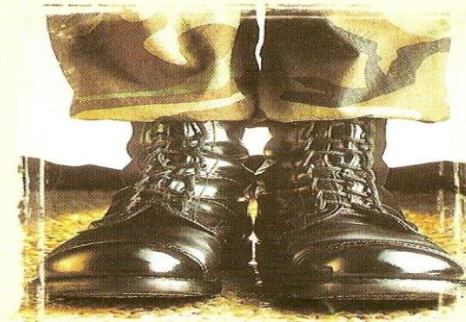
Tan Clothing Company. Acquisition price: € 10m
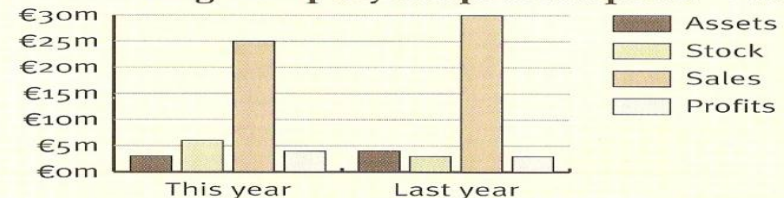
Option 4: Research and Development

A recent graduate in Textile Design, Hi-Style's Director of Research and Development wants to greatly increase its debt to finance work on materials technology. Options include:

- 'take anywhere' crushproof material you can wear straight out of a suitcase
- clothes which can alter their colour
- exceptionally warm clothing for cold climates.

She has identified five areas of research which could transform the company and give it a 'cutting edge' image. The research would cost €10m– €12m.

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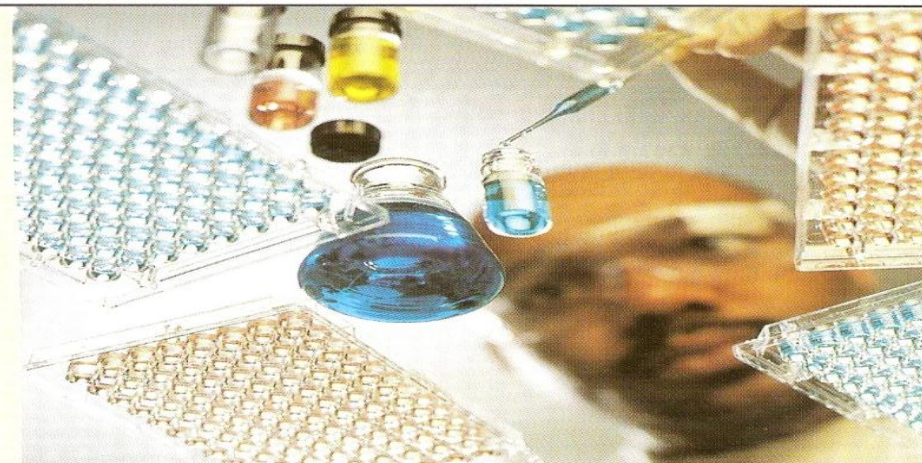
Design

1. Problem scenario

   You work for City Associates. Your firm has identified four options with different risks. Zelal can afford to choose one option. She has asked you to give your preferred choice and recommend a second choice. Now you are reading the options provided and get ready for a case-study meeting.

Design- Activity 2

2. PBL group meeting

➢ SWO analysis

➢ potentials risks

➢ likely effect on Hi-Style

➢ the estimated cost

■ Making recommendations !

Design- Activity 3

3. Business Presentation

☐ **10-minute** presentation and **5-minute** Q&A session

☐ to **unfold your case-study process** and to present your **recommended choices** with reasons and evidence to Zelal Sulen and other Department Directors in Hi-Style.

Design

3. Business presentation- use of **rubrics**

☐ Rubrics as guideline

☐ Role of discussants

   * Make comments and suggestions

   * Provide different perspectives, if any

Design- Activity 4

4. Business Writing – memo

You are the head of City Associates. Write a memo for the meeting you just had to Zelal Sulen analyzing the four options. Make recommendations and give the reasons for your first and second choice.

☐ 4. Business writing-memo

  scaffolding provided

  * General principles of business writing

  * What is memo?

  * What should be included in a good memo?

  * Sample analysis

Reflections

Teachers' scaffolding in PBL

   * not to teach but to **design** for higher-order learning

   * to **promote** students' business **communication competence** and **thinking**

   * to innovatively use **assessment** (e.g. **rubrics**) for learning and collaboration

                            (Zhao, Zhang, & Du, 2017)

Case 2: Project-based Learning

Context

Participants: 16 classes of sophomores (non-English majors) at SHUFE; 7 EIB teachers

Language proficiency: upper-intermediate

passed Band 4 test

Project-based instructional approach

➤ Complex authentic tasks, based on challenging problems *(Moursund, 1999)*

➤ Involving students in design, problem-solving, decision-making and inquiring activities

➤ Students' working together over periods of time for explicit educational goal *(Thomas et al., 1999)*

➤ Culminate in realistic products or presentation *(Stoller, 1997)*

Design principles (Zhao & Wang, 2015)

- ☐ Cultivate collaborative learning climate 营建协作学习氛围
- ☐ Build up authentic business environment 建构逼真商务语言使用环境
- ☐ Well align in-class teaching and learning activities with after-class project work 课堂教学活动设计与课外项目调研活动环环相扣、结合紧密
- ☐ Culminate in realistic products and presentations 以小组项目报告或口头讲演成果秀推进学习高潮
- ☐ Use of alternative assessments 课程考核紧密围绕教学目标以及教学活动，考核包括过程性、表现性和总结性三种评估方式

Case 2 – Project-based learning in Business Communication Course

Teaching and Learning Objectives

培养学生在真实商务环境下的商务英语书面和口头沟通能力、解决问题能力以及对商务领域知识的分析和协作探究等高阶思维能力

Project Design

以小组成立公司、新产品设计与研发、市场调研与产品发布为主线

➢组建公司

➢团队管理与沟通

➢创新与产品设计

➢市场调研

➢产品发布

Case 3: Computer-supported PBL

- ☐ Why use computers in PBL pedagogy?
- ☐ Will computer technology help enhance PBL learning, literate skills and business communication competence?
- ☐ How ?

Project-based instructional approach

➢ Little empirical evidence showing that students' learning strategy, collaboration and language proficiency have been improved in project-based learning (*Kanaoka, 2005*).

Case 3

➢ Designed computer- supported collaborative PjBL learning environment using project-based learning and online discussion forum to improve student higher-level competence (Zhao, 2015; Zhao, 2016)

How can we improve on the PjBL instruction to foster *deep learning, collaboration, conceptual understanding and business communication competence* ?

Participants

- Four classes of Year I students (102, F=57, M=45)

  with similar average GPA and without project-oriented inquiry-based learning experiences before.

- Two tutors

- Teacher training workshops

Class	Instruction	Tutor
1	PjBL	A
2	CSPjBL	A
3	PjBL	B
4	CSPjBL	B

Design

Total Quality Management Project (12-week)

Learning outcomes
➢ enhance conceptual understanding
➢ develop research skills
➢ develop academic literacy

Design principles
➢ collaborative learning culture building
➢ scaffolded online collaborative inquiry
➢ designing and implementing a project
➢ reflecting on the process

Instructional Differences between PjBL and CSPjBL

- ➢ Knowledge Forum with embedded scaffolds to enhance **collaboration** and **conceptual understanding**

- ➢ **Interactions** between KF activities, classroom activities and on-site investigation

- ➢ Use of **group portfolio assessment** in CSCIL groups

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Findings

- CSPjBL pedagogy provided great potentials to enhance deep learning, conceptual understanding, argumentation, and **business communication competence** (business report writing and oral presentation).

- A significant role of scaffold use in deepening collaborative inquiry discourse

- Student language performance variation

PBL teacher development: Challenges and Opportunities

Challenges

- ☐ teachers' belief change: from *instructors* to *designers*, *facilitators* and *co-inquirers*

  ➢ Design of PROBLEMs

  ➢ Scaffoldings provided

  ➢ Using constructive aligned assessment activities

  ➢ Co-inquire as learners

Building up a nexus between teaching and research

- ➢ Understanding PBL learning theories
- ➢ Applying theories to EBI teaching practices
- ➢ Reflecting and evaluating teaching and student learning
- ➢ Designing and implementing classroom-based research to enhancing student PBL learning

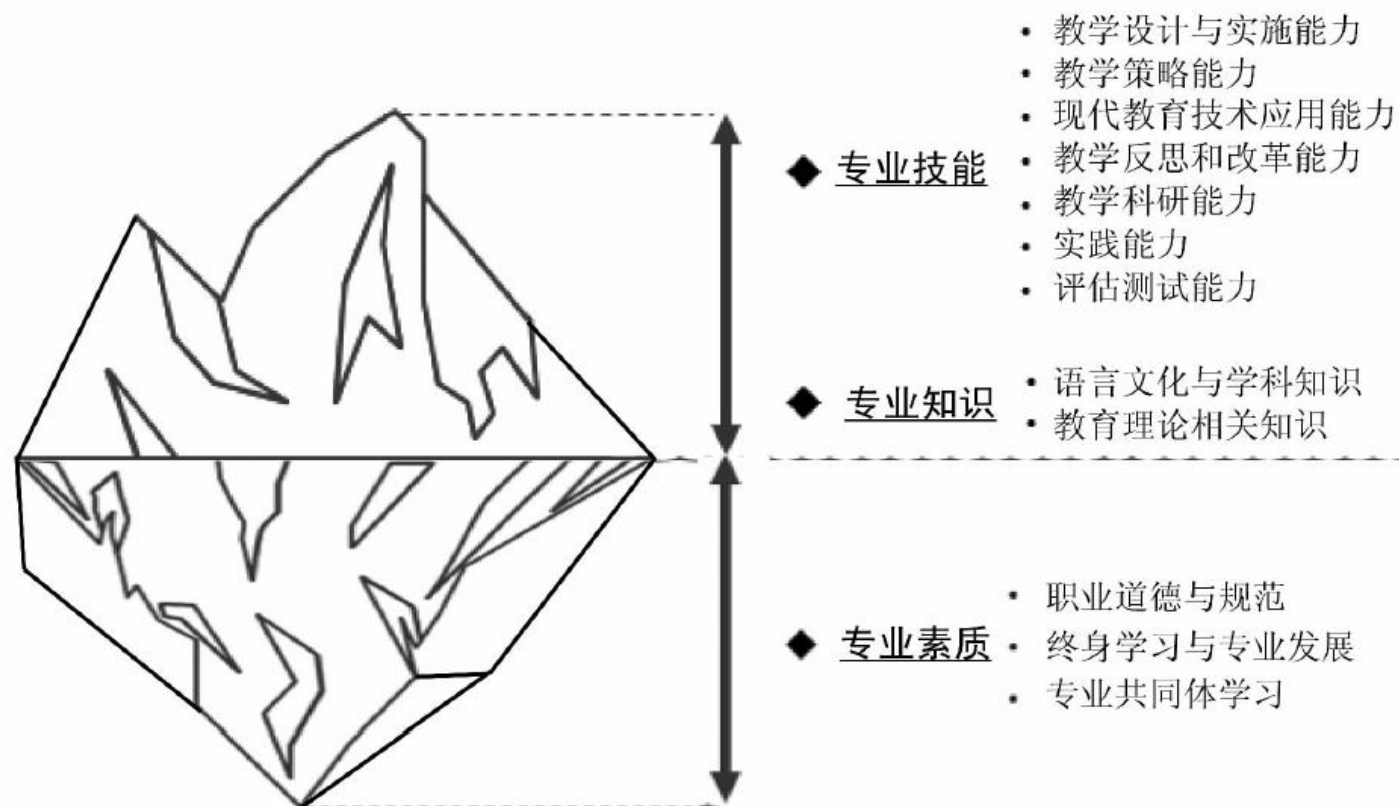# PBL teacher development: Challenges and Opportunities

- 教学设计与实施能力
- 教学策略能力
- 现代教育技术应用能力
- 教学反思和改革能力
- 教学科研能力
- 实践能力
- 评估测试能力

◆ **专业技能**

◆ **专业知识**
- 语言文化与学科知识
- 教育理论相关知识

◆ **专业素质**
- 职业道德与规范
- 终身学习与专业发展
- 专业共同体学习

图 1　"国家标准"背景下我国英语教师专业能力构成

(Zhong & Wang, 2016)

PBL teacher training at SUFE

- ☐ PBL teaching workshops

- ☐ Summer insitute on PBl & Business Communication

- ☐ EIB teacher secondee programme

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谢 谢！

Thank You