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## Model Courses

In the CEF Professional project two model courses were designed to complete the full cycle of experimentation. With the short timeframe of the project, 2 years, this stage could be implemented only partially.

In the design of model courses the earlier steps of the project, i.e. CEF professional profiles, as well as Guidelines on how to translate the profiles into made-to-measure courses, were utilized. According to the project proposal, one of the courses (law) was to be designed and implemented in Poland, whereas the other was to be based on the higher education Business Administration Profile and to be designed and implemented in Finland.

As the model courses were to be real language courses taking place inside actual curricula, time constraints collided with the implementation of the courses. As it was of vital importance that the step 2, Guidelines, be completed before the design and implementation of Model courses, there were no actual courses available in Warsaw University during the life span of the project due to academic year timings of the courses. Therefore the model course takes a form of course design.

The second model course was implemented by Jyväskylä University of Applied Sciences. Within the short timeframe there was one viable business administration language course in Business Administration available. Some constraints were involved because of the short timeframe of the project. The business administration course was a summer course, held as an intensive course. For this reason the number of contact lessons is fewer than the number of those during the actual academic year courses. As opposed to the regular 40 contact hours, the actual number of the contact lessons was 20, the emphasis being on individual instruction and group assignments outside the classroom.

Another constraining factor was the institutional expectations on the course contents and learning outcomes, which are more or less regulated by the Jyväskylä University of Applied Sciences. Taking these constraints into account, the profile was utilized for a heterogeneous group of students.

The participants studied the profile, and listed the issues that the course should, in their opinion, concentrate on. They based this on their business studies background, as well as their earlier business language learning, and their expectations on the needs of English language skills in their future work. Everyone was confident that English would be one of the key competencies in their future work. Furthermore, each participant was given a tentative course plan, as well as the e-study guide description of the course, as these are required by the quality assurance system of the University. It was, however emphasized that the course plan was tentative and that the students' needs would have an impact on the contents of the course and its learning activities.

The central contents became business presentations, formal business writing (central business documents) and negotiations. The learning activities concentrated on these. At the end of each contact session a quarter of an hour was used for going back to the business profile to check the learning. Two examples of the most frequent situations were used as course activities.

A lot of the important work was done as self-instructed or group work. The written exam took place in a form of 'take home exam'. Peer evaluation was also used to evaluate oral communication in class.

The feedback at the end of the course was generally positive. A common comment was that the course went deep enough into the matters relevant to the students. A positive comment was that the students' trust in their own command of business communication increased.