To the Instructor or Trainer

*English for Global Business* is an English for Specific Purposes (ESP) course designed for the adult professional EFL/ESL learner who is studying English to conduct business, communicate with international professionals, advance in a career, or pursue an MBA or other university professional degree in English. In addition to people in business, those in government, law, the diplomatic corps, and related professions will find these materials particularly suitable for developing professional communication skills. This intermediate-level volume is accompanied by an audio program and emphasizes listening and speaking skills as well as current American usage in international professional settings.

Online support for instructors, including additional resources, discussion of current teaching ideas, readings and online activities, is updated regularly for the instructor at http://www.bizenglish.com/. Students can also access a variety of online activities at this site.

**Prerequisites and Corequisites for This Book**

Learners using these materials should already have good control of fundamental grammar and basic communicative competence in English to handle intermediate-level material. In an intensive English program setting, these books could be accompanied by grammar and (business) writing courses.

**Teaching with These Materials**

*English for Global Business* has six Modules, each with four units of study. Each Module has a theme: Getting Acquainted, Describing Your Work, Telephoning, Traveling Internationally, Entertaining a Business Associate, and Discussing Issues.

Units start with introductory and warm-up material. A listening exercise, photo, or set of discussion questions draws attention to the theme of the Module and establishes the context while giving class participants a chance to assess their skills. After this warm-up, a Listening exercise zeros in on the functional language.

Typically, participants listen two or three times to a conversation and complete a cloze version of the conversation. Then they are asked to try the conversation with a colleague.

The Key Language section highlights the functional language of each unit and allows focused practice along with the audio materials or with a partner. To gain fluency, participants need to work conscientiously with this language to achieve greater facility in speaking. Assigning review and practice of the Key Language sections for homework outside of class or in a language lab is recommended.

The Language Mastery section provides a variety of exercises designed to solidify acquisition of the functional language. Activities are graded so that the difficulty, challenge, and level of open communication increases as students move through the Language Mastery section. Due to the abundance of mid-range exercises that bridge the gap between controlled and communicative practice, this is where language is
consolidated. This section challenges participants to use the functional language in a variety of exercises, activities, and tasks while focusing on natural usage in realistic, business-related situations.

The Professional Protocol section addresses cross-cultural issues and etiquette for doing business in the United States. To promote cross-cultural awareness, participants are invited to compare their customs with those in the United States and in other countries. Also included are guidelines for a variety of common social and business situations.

TOEIC Tips sections demonstrate items of particular importance when taking the standardized exam known as the Test of English for International Communication (TOEIC), a common assessment tool in corporate settings.

The Module ends with two or more Communication Activities that provide an opportunity for extended application of the target language and give learners a chance to integrate the skills they have been practicing in a meaningful, communicative way.

At the back of the book are found additional sections: Information Files, Language Notes, a Business Etiquette Quiz based on the information provided throughout the book, and a Listening Script and Answer Key that includes answers for those items with one clear answer. Where several responses are possible, no answer is provided.

**Pedagogy**

The pedagogical philosophy behind the creation of these materials assumes that:

- Learners are highly motivated when the language training materials they use reflect the content and contexts they are familiar with.
- Business English materials can build from a common core of knowledge and presuppose basic familiarity with some relevant concepts. Because of an awareness of purpose, the learner’s task is simplified, and the process becomes one of transferring existing knowledge into expression in English.
- Learners are actively involved in discovering their needs, selecting the most appropriate functional language, and designing role plays and communicative activities of individual relevance.
- By emphasizing the authentic tasks that professionals are required to perform on the job, language training materials can simulate the situations and tasks appropriate to the learner’s profession.
- The ESP learner’s purposes are functionally oriented; therefore, materials should focus on mastering the high-frequency functional language common in business and the professions.
- The gap between intellectual comprehension and accurate use of functional items is great. These materials aim to alter this disparity by providing abundant practice opportunities in authentic situations.
- Because of the short duration of specialized ESP programs, the topics, skill areas, lexical items, communicative goals, and business protocol/cultural tips are limited to those items of most benefit to the ESP learner.
- The role of the instructor using these materials is as facilitator, idea person, sounding board, co-communicator, motivator—not as an authority on business or professional life.
• Professionals whose advancement depends on performance on the TOEIC or other standardized measures of communicative ability can expect to make significant progress toward this goal by using these materials conscientiously.

• Many of the activities and language exercises throughout the books are designed with learning strategies in mind. Tips for language learning strategies are signaled to learners by use of this symbol: ➤. Following this advice is helpful in attaining the greatest progress.