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BOOK FOR TEACHING ENGLISH FOR SPECIFIC PURPOSES TO STUDENTS OF THE
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ESMERALDAS

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LIBRO PARA LA ENSEÑANZA DE INGLÉS CON PROPÓSITOS ESPECÍFICOS PARA
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As members of the Dissertation Committee at PUCE Esmeraldas, we certify that we have read the dissertation prepared by IRINA NATHALY MUÑOZ TOALA entitled BOOK FOR TEACHING ENGLISH FOR SPECIFIC PURPOSES TO STUDENTS OF THE LAST SEMESTER OF THE SPECIALITY OF BUSINESS ADMINISTRATION AT PUCE ESMERALDAS

And recommend that it be accepted as fulfilling the dissertation requirement for the Degree of Bachelor of Applied Linguistics in Teaching English.

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Final approval and acceptance of this dissertation is contingent upon the candidate's submission of the final copies of the dissertation to the Graduate College. I hereby certify that I have read this dissertation prepared under my direction and recommend that it be accepted as fulfilling the dissertation requirement.

Thesis Director

STATEMENT BY THE AUTHOR

I, Irina Nathaly Muñoz Toala, affirm that the following investigation in the present thesis report research is totally unique, authentic and personal.

The content of this research is a limited legal and academic responsibility of the author and PUCE Esmeraldas.

Irina Nathaly Muñoz Toala

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ABSTRACT

With the purpose to design a book for teaching English for Specific Purposes to students from the last semester of Business Administration at PUCE Esmeraldas, a descriptive, qualitative-quantitative research was undertaken, by using methods as analysis, synthesis and hermeneutics, the survey technique was applied to 17 Business Administration students from September 2018 to January 2019. The results showed that students did not have knowledge of terminology, applied phrases, vocabulary and communicative functions which are caused by the lack of resources and materials, and the lack of knowledge of ESPB at the university. The results coincide with previous studies about the importance of the creation of a business book for students in order to achieve the process of Business English learning. In conclusion, to design a book of Business English to students increase their knowledge about specific terminology for the career, besides for their future jobs in which applying communicative functions with foreign people around the world is important, and as a teachers' guide by taking into account different strategies, activities and exercises to help students.

Key words: English for Specific Purposes, Business, Book, Communicative Functions, Terminology.

RESUMEN

Con el propósito de diseñar un libro para enseñar inglés con fines específicos a estudiantes del último semestre de Administración de Empresas en la PUCE Esmeraldas, se realizó una investigación descriptiva, cualitativa-cuantitativa, utilizando métodos como análisis, síntesis y hermenéutica, la técnica de la encuesta fue aplicada a 17 estudiantes de Administración de Empresas desde septiembre de 2018 hasta enero de 2019. Los resultados mostraron que los estudiantes no tenían conocimiento de terminología, frases aplicadas, vocabulario y funciones comunicativas, lo que se debe a la falta de recursos y materiales, y la falta de conocimiento de ESPB en la Universidad. Los resultados coinciden con estudios anteriores sobre la importancia de la creación de un libro de negocios para estudiantes con el fin de lograr el proceso de aprendizaje de inglés de negocios. En conclusión, para diseñar un libro de inglés de negocios para que los estudiantes aumenten su conocimiento sobre terminología específica para la carrera, además de sus futuros trabajos en los que es importante aplicar funciones comunicativas con personas extranjeras en todo el mundo, y como guía para los maestros teniendo en cuenta las diferentes estrategias, actividades y ejercicios para ayudar a los alumnos.

Palabras Clave: Inglés con propósitos Específicos, Negocios, Libro, Funciones Comunicativas, Terminología.

INTRODUCTION

THEME PRESENTATION

English is the most widely learned second language in the world and provides advantages such as: web pages, information, news, science, career, jobs, books, magazines, movies, music and travels around the world. Ecuador is one of the countries who is involved in using English as a foreign language for that reason in the schools and universities it is compulsory that the students learn the language.

There is much demand by the Ministry of Education that every center of education needs to teach English as a foreign language, beginning with the children of second grade of school, without taking into consideration if the institution is private or public. Ecuador has important projects to develop the learning of English. Its specific initiatives are aimed at updating the national curricula of this subject, the delivery of textbooks aligned to these curricula, the professional development of English teachers in practice, and the improvement of training in each professional career.

The English language plays an important role in jobs at any public or private enterprises because most of the documents, texts, notes are in English. Some persons who want to make deals or agreements are English speakers. So it is compulsory that people who are working there need to have a good level of English. This is an important reason to teach English with Specific Purposes to the students of every career at PUCE Esmeraldas. In the career of Business Administration in the referent university, the students need to know about specific vocabulary to get involved with the English learning and practice. For that reason the students need a book to learn English for Business.

PROBLEM STATEMENT

When the students learn English at PUCE Esmeraldas they only learn General English because English for Specific Purposes is not included in the curricular design. In addition, there are not supportive English material for careers such as: Business, Tourism, Nursery, etc. The students of Business Administration need vocabulary of economy, marketing, business, etc. because there are many enterprises where it is necessary to communicate with people from different parts of the world. For that reason, the main question of this investigation is: “What would be the most suitable material to teach English for Specific Purposes to the students of Business Administration?”

JUSTIFICATION

There is much need for the students of learning English for Specific Purposes (ESP) in the last semester of the career of Business Administration the lack of knowledge about the specific vocabulary and communicative functions may cause problems in the future. Therefore, this research is based on designing a specific material, in this case a book. It is based on the needs of the students of Business Administration which includes specific vocabulary, exercises, activities and the interactions at the moment in which they need to communicate with other people in administrative, finance, economy, accountancy and business terms. In addition, the book includes the necessary communication strategies and functions that can help them to have more influence when interacting and learning the English language for their branch. This investigation gives a good contribution to the Didactics of English for Specific Purposes in Esmeraldas.

OBJECTIVES

GENERAL

- To design a book for teaching English for Specific Purposes to students from the last semester of Business Administration at PUCE Esmeraldas

SPECIFIC

1. To diagnose the main communicative functions and forms in relation to English for the specific purpose that the students of the referred specialty need to learn.
2. To identify the themes about which the students need to learn.
3. To determine the specific vocabulary in relation to English for Specific Purposes that the students of the referred specialty need to learn.
4. To organize the didactic units with the corresponding activities and methodology to teach English for Specific purposes to the students of the last semester of Business Administration.

CHAPTER I:

THEORETICAL FRAMEWOK

1.1. ENGLISH FOR SPECIFIC PURPOSES

According to Hyland (2014), English for Specific Purposes refers to “language research and instruction that focuses on the specific communicative needs and practices of particular social groups” (p, 380) ESP emerged 40 years ago with the ideas of Halliday, MacIntosh, and Strevens (1964). It started as a branch of English language teaching promising a stronger descriptive foundation for pedagogic materials.

In this case, the author gives an important point about ESP started with the thought that it is necessary and almost mandatory in many places to learn English to communicate the needs in many occupational branches. For that reason, Hyland (2014) exposed six important cases in the use of ESP: Needs Analysis, Ethnography, Critical Perspectives, Contrastive Rhetoric, Social Constructionism, and Discourse Analysis, to help understand better how ESP can be useful in the integration of the society.

Needs Analysis

According to Dudley & St. John (1998) Needs Analysis consists of “the use of methodical means to define the specific sets of skills, texts, linguistic forms, and communicative practices that a specific group of learners must obtain is the center of ESP” (p.380). In this case it is important to know that it is necessary collocate the students’ necessities at the same time when they acquire ESP.

Ethnography

“Ethnography is a type of investigation that assumes to give a participant-oriented report of individuals’ cultural practices” (Hyland, 2014, p.381). The term Ethnography is always related with the culture that every country has, especially at the time to learn a specific language.

Critical Perspectives

Philipson (1992) said that “ESP teaching itself is not an ethically impartial activity” (p.382). It means that, it doesn’t matter that the specific purpose in this case is only to teach English in a business way. ESP needs to be more free and not for a strict needs demands to be according to the students’ necessities to develop their critical thinking and opinions.

Contrastive Rhetoric

In relation to Contrastive Rhetoric, Hyland (2014) stated that “Contrastive rhetoric contributed a deal to our understanding of the ideal patterns of writing of diverse cultural groups” (p.382). For the students of linguistic educational centers, the rhetoric has much influence and importance because there are many persons with different types of cultures and ethnics.

Social Constructionism Theory

Hyland (2014) suggests that this important theory is connected with the knowledge that people received interacting each other in a spoken way. It is important to know that it helps people to understand and interact their discourses in a correct and satisfactory way. Therefore, the goal of ESP with this theory is to discover how people use discourse to create and endure their communities.

Discourse Analysis

According to Hyland (2014) Discourse Analysis refers to the “study of language inaction and looking at texts in relation to the social contexts in which they are used” (p. 1). The discourse analysis is based on the academic theories and rhetoric purposes for pedagogical materials. According to Halliday (1994) “a cultured theory of language disturbed with the relationship between language and the purposes it uses to make in social contexts” (p, 383). This point has an important observation of ESP because one of the goals of ESP is to determine the academic and professional genres that will enhance to clarify the students’ professional careers.

1.1.1. BRANCHES OF ENGLISH FOR SPECIFIC PURPOSES

English for Science and Technology (EST)

According to Xuihua Li & Li Li (2015) introduce that

English for Science and Technology (EST) generally refers to English used in scientific publications, papers, textbooks, technical reports and academic lectures, etc. It is used to describe the physical and natural phenomena, their processes, properties, characteristics, laws and application in productive activities (p, 161).

In this case the authors refer to important investigations according to science and technology, for example in science the discovery of an important gravitational law that is vinculated to how the bodies can stand in Earth. In these kind of investigations, there are many specific terms such as: gravity, hydroxide, isotope, etc. The same thing occurs in technology with words such as: hardware, malware, virus, etc. EST is always in a constant development and evolution and it is really helpful for the workers of this specific area.

English for Academic Purposes (EAP)

English for Academic Purposes (EAP) has emerged out of the broader field of English for Specific Purposes (ESP), defined by its focus on teaching English, specifically to facilitate learners' study or research through the medium of English (Flowerdew & Peacock, 2001, p. 8; Hyland & Hamp-Lyons, 2002, p. 1). EAP is different to the normal branches of ESP because it is focused on students and how the students learn, in a correct way the use of words at time to redacting and write some papers always trying to avoid plagiarism. In the professional areas, teachers need to be capable of understanding and teaching the student; also, for the demands of the Government, not only in public institutions but also in private institutions and universities.

English for Occupational Purposes (EOP)

According to Anthony (1997) English for Occupational Purposes is “The portion of the curriculum which prepares students for gainful employment in occupations ranging from low-skilled to sophisticated jobs in technical fields” (p, 1). EOP refers to the type of English that is used for students in their respective professions.

English for Business (BE)

According to Pierini (2015) Business English (BE) refers to the working business environment. As such, it may require an adaptable and complex linguistic and extra-linguistic skills, because it is used in many situations such as: in oral and written interaction. Another relation is that the contexts where BE appears are the following: attending business meetings and shareholders’ meetings, drawing up intra-company documents (memos and reports) and inter-company papers (letters, offers and advertising material), communication between colleagues, arrangement of commercial contracts, participation in negotiations and business phone calls (p,109).

English for Legal Purposes (ELP)

In relation to Matrozi (2009) “ELP is vinculated with the necessities of the practicing lawyer students or law students” (p, 431). It is divided in three specific areas: legal writing, consisting of legal textbooks and research journals. The main purpose of ELP is to report the proceedings of a court and the decision of the judge and legislative writing, to parliaments, agreements, etc.

English for Medical Purposes (EMP)

In relation to English for Medical Purposes by Allum (2014), it is a branch of ESP or English for Specific Purposes. It covers all the English language in medical Health Care.

According to Allum (2014) “ESP was developing into an umbrella group of courses for complete parts of learning or for specific professions”(p,1). As it was recognized that even high levels of competency in General Academic language do not prepare workers in specific professions, ESP was born. For every branch of ESP, we need to have the way to communicate with others for

that reason the next topic will give more information about how to communicate with other persons to be in agreement with ESP.

1.2. COMMUNICATIVE FUNCTIONS

According to Vicker (2008) “There are different classification systems available for looking at the purposeful uses of communication”. In this case the author touches an important point because there are children, teenagers and adults that have many troubles to communicate. Also, Finocchiaro & Brumfit, (1983) give some important characteristics of Communicative Functions such as: personal, interpersonal, directive, referential, and imaginative.

Personal

- Clarifying or arranging one’s ideas
- Expressing one’s thoughts or feelings (love, joy, pleasure, happiness, surprise, likes and dislikes, satisfaction, disappointment, distress, pain, anger, anguish, fear, anxiety, sorrow, frustration, annoyance at missed opportunities, etc.)

Interpersonal

- Greetings and leave-takings
- Introducing people to others
- Identifying oneself to others

Directive

Directive functions attempt to influence the actions of others. These include:

- Accepting or refusing direction
- Making suggestions in which the speaker is included
- Persuading someone to change his/her point of view
- Requesting information

Referential

- Talking or reporting about things, actions, events, or people in the environment
- Identifying items or people in the classroom, the school, the home, the community
- Asking for a description of someone or something

Imaginative

- Discussing a poem, a story, a text, an advertisement, a piece of music, a play, a painting, a film, a TV program, etc.
- Story-telling, narrating events
- Experiencing and/or discussing a simulation (e.g., of an historical event)
- Expanding ideas suggested by others or by a piece of reading.

Knowing important structures about communicative functions help teachers to design teaching materials.

1.3. THE DESIGN OF TEACHING MATERIALS

According to Augusto (2016), the design of teaching materials requires “student teachers to take a set of decisions, make choices and explain the reasons for them. Its practice will grant them some autonomy (taking responsibility for decision-making), and also for creating opportunities (and the necessity) for reflection” (p, 121).

Teaching materials play a central role in teaching and learning, and as Garton and Graves (2014) assert: “Materials are fundamental to language learning and teaching (...) but materials cannot be viewed independently of their users” (p,11). This assertion presents two important characteristics of teaching materials that imply their relevance in teacher education; they are a fundamental part of language learning and teaching and they are dependent on their users both teachers and learners. Exactly because of the dependent nature of teaching materials, when a student teacher is assigned to design them, a number of contextual decisions have to be made and these have a great potential to raise designers’ reflection about what and how to teach (who/where the learners are; what they are learning the language for; how much time is available; available resources, among others). Generally speaking, material design should consider and try to harmonize situated possibilities with learners’ needs and wants.

Besides, choosing and adapting materials represent quite a challenge for most new language teachers. At the same time, as pointed out by Harwood 2010, quoting Allwright (1981), “(...) no pre-prepared teaching materials can meet the needs of any given class precisely; some level of adaptation will be

necessary” (p. 4). It is, consequently, important that teachers become aware of that, understand why and develop informed means to perform this task, inherent to the profession.

1.3.1. COURSEBOOK DESIGN

According to Blagojević (2013) teachers are sometimes reluctant to use authentic materials or design some coursebooks for ESP due to these reasons:

Firstly, using these manuscripts relates too much to the cultural and situational context in every country. Secondly, this material requires extensive explanations that may delay or slowdown the step of a planned language class, which is a significant element of a closely filled syllabus (p, 113).

This situation occurs more in the students with university levels due to the time limit also executing pressure in the teachers in charge of the different classes. Teachers try to fit the time limit set in the framework. Therefore, in the case of ESP courses, it is absolutely necessary that the material be authentic because it is the material of real life that will really help the students.

There are some important analysis or points that the author mentioned before should take into consideration to develop a good course book:

- 1.** The needs analysis of students’ particular academic discipline, which includes students’ actual and anticipated needs, used to the general and specific objectives of an ESP course.
- 2.** The analysis of students’ prior information of a language.
- 3.** The analysis of students’ prior information of a discipline.

Almagro (2002) comments some important factors to determine textbook or course book selection.

First, the non- immediate and immediate purposes in learning English, in this case the coursebook needs to provide the correct information about the area of specialization with student’s work experience. Second, the

task defining our student's job. Third, the core English skills when carrying out these tasks. Last, the position and nationalities of our students' commercial interlocutors to mention only some aspects of interest (p, 45).

1.4. PEDAGOGICAL AND PSYCHOLOGICAL THEORIES OF LANGUAGE TEACHING

According to Odedeji (2013) "Language development in general is a foundational phenomenon in any culture or nation because language touches every facet of life and human endeavours" (p, 188). He tried to present some important theories that need to be taken into consideration when a language is going to be taught.

Stimulus- Response Theories: These theories interpret learning as connection between stimuli and responses whereby a stimuli is defined by Aufderheidi (2005) as "any sensed event, while a response may be any behavior" (p, 638). A key figure in the stimulus-response approach to learning is Skinner (1920), he believes that the causes and the consequences need to be recognized in order to understand the behavior.

Cognitive Theories: These theories of learning are concerned with the attitudes, beliefs, and perceptions of the individual about his/her environment and the way the cognition influences behavior. One of the proponents was Tolman (1945), who said that "behavior is generally goal directed" (p, 188).

1.4.1. THE SOCIO CULTURAL APPROACH

Vera (2013) states that the "Sociocultural approach emphasizes the interdependence of social and individual processes in the co-construction of knowledge" (p, 191). The role played by culture and language in human development is an essential aspect of the Vygotskian framework and provides an overarching theme for this article. The methodological foundation of this framework is examined, particularly as it contrasts with other perspectives on the process of internalization of social interaction in the construction of knowledge (p, 192-193).

Sociocultural approaches to learning and development were first systematized and applied by Vygotsky and his collaborators in Russia in the nineteen-twenties and thirties. At a time when psychologists intended to explain developing simple explanations of human behavior, Vygotsky (1917) developed a rich, multifaceted theory through which he studied a variety of subjects including the psychology of art; language and thought; and learning and development, including an attention on the education of students with special needs.

Cherry (2018) affirms that there some important characteristics of this theory:

- **Children construct their own knowledge:**

Knowledge is not transferable; it needs learning. Acquiring knowledge is an individual ability. However, children might need help to do so.

- **Learning needs mediation:**

Other people interact with the child to use tools and facilitate the learning process.

- **Language is used for mental development:**

People use language to develop higher psychological functions.

- **Two levels of learning:**

It happens on social level at first and then on individual level.

- **Social context is important:**

If a person does not get the proper social environment to develop, cognition does not develop (p, 354).

If a child is reared in a creative culture, the thought process and cognitive abilities of that child will surely reflect that influence. Most interesting though, is that children are capable of creating their own knowledge through experience and cultural tools. This knowledge is then referenced later on in life. For that reason, this theory is one of the most important at the moment to teach a foreign language.

1.4.2. THE ZONE OF PROXIMAL DEVELOPMENT

According to Shabani (2010) “The Zone of Proximal Development attempts to account for the processes through which, learning and development take place” (p, 238). Vygotsky (1917) defined the ZPD as “the distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers” (p,238-239).

In this case the theory is related with the knowledge that every person or the students in this case can learn with their partner in the classroom with a collaborative environment. The students can learn in a better way learning from each other solving problems and increasing their psychological characteristics.

1.5. BUSINESS ENGLISH

In relation to Business English Almeida (2017) “Business English is the type of English used in business contexts, such as international trade, commerce, finance, insurance, banking, and many office settings” (p, 1). As an important branch of ESP Business English or English for Business is always related with global business society. It entails specific vocabulary, grammar structures and clarity expectations for professional communication. In terms of clarity, business English context doesn’t need to leave nothing to interpretation because you are in risk to lose money and waste time. In terms of vocabulary, Business English doesn’t need a long and sophisticated vocabulary in speaking and writing, it is necessary to avoid: clichés, proverbs, idioms, phrasal verbs, long verbs. In grammar, Business English need to be simple and effective, it doesn’t use complicated grammar structures to communication as academic English, it uses words like “first” and “then” to indicate order and actions that it’s helpful at the moment to save money and time.

According to Chauvot (2010) “English for Business focuses on the English language skills necessary to communicate in an increasingly global business environment” (p, 1). Business monopolizes specific areas like: accounting, commerce, e-commerce, economics, finance, HR, insurance, IT, law,

manufacturing, marketing, production, property, the stock exchange, (international) trade, transport. It doesn't mean that everything which is not considered to be General English is in fact Business English for that reason Business English is part of English for Specific Purposes. In this case the people who are going to take anything with the acronym EB need to be able to do their jobs well in: writing e-mails and reports, making presentations, doing negotiations, using the telephone, attending and participating actively in meetings or telephone conferences, receiving visitors, etc.

1.6. PREVIOUS STUDIES

During the search for similar topics, several articles and theses are recorded both at the undergraduate and postgraduate levels in the world, in which one of the two variables of the study is analyzed, as follows:

Nikolaenko (2008) presented a project at the Polytechnic University of Tomsk from Russia called "Business English Textbook" which took into account the topics presented and the urgent need to introduce business technologies in modern scientific, educational and industrial context, it was designed for students of the Institute of International Management of Tomsk Polytechnic University.

It was found that the students encouraged themselves to activate and extend their knowledge of English and gain the necessary confidence and skills to use it for their own purposes. The textbook improve the four skills using methods like repetition, communicative activities and task. This textbook uses a variety of learning strategies to introduce new words, to provide opportunities to use words that the students already know, and to encourage them to use words generatively. There is a detailed unit vocabulary at the end of this textbook. The textbook can also be applied to students of technical educational institutions. The results of this research were that the students responded in a very satisfactory way at the use a specific material for Business created for their necessities.

Danko & Zavasnik (2009) published an English coursebook in Public Administration. In this case the authors' choice of the material for the eight units clearly shows that they have taken into account the fact that the graduates in Administration have to be knowledgeable about different areas, such as economics, management, law, public finance, informatics, human resources etc. Hence, the topics are: Student of Public Administration, State, Government, Municipality and administrative unit, Judiciary, Parliament, The European Union and A Career in (EU) Administration. It is a coursebook for the first-year university study foreign language program in Administration at the Faculty of Administration, University of Ljubljana.

The coursebook consists of a foreword that clearly states the authors' approach to the coursebook production, eight units and two mock exams with a key - useful signposts on the language learners' road to achieving learner autonomy. They must contain public administration specific vocabulary, and secondly, they must meet the public administration target group of learners' needs.

The coursebook mainly focuses on covering the four skills, both expressive and receptive, and language structures while there is practically no work on language functions. The most covered skill is reading, the least dealt with is listening. The activities and tasks also include work with mind-maps, gap filling, T/F, matching and transformation type of exercises.

Atefi and Moradian (2011) did a study called "A Needs Analysis of English for Specific Purposes (ESP) Course for Adoption of Communicative Language Teaching :(A Case of Iranian First-Year Students of Educational Administration)". The aim of the study was to establish the presence of a favorable environment for modernizing English language teaching in these universities. This is because of the role which English plays in material achievements of an individual. A person with good English language skills can hope for a better start in practical life. Participants of the study were students and teachers of educational administration. 90 first-year students of different universities, aging from 19-20, answered the questionnaire. 30 teachers, also, invited to participate in the study.

Teaching English in ESP courses of Iranian universities seems far from satisfactory, not conducive to learning the language. In most cases, it shows characteristics of traditional approaches: First Lack of deep approaches to learning; meaning, thereby, lack of connection to personal, experience of the learner, conceptualization and integration.

For language learning it has the implication of memorizing facts about language and lack of contextualized, authentic use of the target language with a focus on meaning. Second, an emphasis on rote memorization. Third, emphasis on transfer and assessment of factual knowledge rather than assessment of critical thinking and analytical skills. This, by implication, means a traditional approach to English language teaching.

Kareva (2012) from South East European University in Macedonia made an interesting study about “English for Specific Purposes: Public administration and political sciences” In this study she expressed the necessity of the students from the University of Administration and Political sciences to have a course of ESP because very often, students from this faculty would complete all required professional courses, but could not graduate because of the English requirements obligatory for all students at SEEU, no matter of their field of study. The class consisted of 18 students, out of which 10 were from Public Administration and 8 from Political sciences. All students passed the course, including the 5 who had failed it previously.

However, we cannot draw any conclusions based on this fact, since neither the syllabus, nor the grading criteria were the same as before. Nonetheless, they were all very regular in class and expressed high satisfaction from the course informally and through the evaluation form given at the end of the course. It was also critical to provide structured opportunities for students to use the language as much as possible. This was especially important taking into consideration that English was a foreign language for all students and they did not have other possibilities to practice it outside of the classroom.

They needed to offer to our students opportunities for interaction and one way to achieve this was to elicit more extended student contribution by asking them to elaborate their answers. Student interaction was also promoted by making them

ask and answer questions in pairs or small groups, by role plays and simulations, by giving and justifying opinions, using debates that students really enjoyed.

Also there are many countries that provided English for Business in online courses. Fyrberg (2018) provides an online course, in the University of Karlstad in Sweden, an ESP Business Administration Bachelor in which the course comprises two sections: Research Methods and Thesis Writing. In Research Methods, lectures focus on the different aspects of the writing process and on the features of qualitative and quantitative data analysis.

The degree project entails planning and completing relevant investigations, analyzing the result and presenting conclusions. The resulting written thesis should be the product of a collaboration between two students. Students are expected to participate in seminars and supervision sessions and to defend their thesis at a final seminar. They are also required to critically review and discuss other students' work. Supervision is only offered to students while the course is in progress. Students who fail to complete the project satisfactorily during this time may re-register at the next course opportunity. They will then be offered additional supervision to the extent made possible by available resources.

According to Sehkar, (2017) “The Business and management is an inevitable part and parcel of the society for which English is the primary source of language”(p, 1).Business people should be able to communicate in English with a diverse range of customers, buyers, sellers, suppliers and other business partners because English is the official language of business no matter where companies are headquartered. Business English is essential for a successful dealing with superiors, colleagues, subordinates and representatives of other companies from abroad.

For that reason Professional education is a course or program, designed for some career, which improves the knowledge, skills, attitudes, or behaviors of the learners. English is a language of study at the higher level of education used as a medium of instruction in order to acquire the knowledge of professional or technical subjects more result oriented.

Both Business English and General English require the development of fundamental skills of LSRW- listening, speaking, reading and writing. A

good basis of General English enables the students to communicate effectively. In addition, Business English needs specific vocabulary, topics and skills used in the workplace in order to communicate accurately. English for Business focuses on the English language skills necessary to communicate in an increasingly global business environment.

In Bogota-Colombia exists an online course of Business English, it is called Business for Enterprises in the business world, English is essential. Do not stay out of the global market in which they work with companies from different sectors that have relied on what they offer them and have exceeded expectations. The analysis of the process and the needs of the company to develop customized solutions fully adapted to your business goals and challenges. They have programs with corporative focus, a modern and dynamic methodology, with a deep knowledge of the processes and needs, allows to develop customized solutions and programs tailored to the needs of our students in a real context, with a team of native professionals who teach in a unique and creative way. The goals are: First, conversation in which the classes are immersive, meaning that English is used throughout the class, with great emphasis on conversation. "Practice makes a master". Second, think, do not use translation: Learn to think and "visualize" the English language instead of translating each word. This will allow you to gain fluency quickly. Third, Speak without fear: Making mistakes is natural, everyone does it and they learn from them. Speak and speak with confidence. With the passage of time, you will commit fewer and fewer mistakes. Last, Globalize: Learn to function in the best way in a globalized world, whose common feature is English.

In Ecuador there exists one of the best online courses the enterprise is Inlingua is a private international organization, dedicated to language training and translation services since 1968, based in the city of Bern, Switzerland and with more than 300 centers around the world. For more than 50 years, millions of individuals, executives of large and small companies, institutions and government offices have benefited from the Inlingua method. Inlingua centers in Quito and Guayaquil we have been providing our services for over 15 years in the training of high-level business languages and translation for oil, pharmaceutical, telecommunications, multinational and service companies. An

exclusive Accelerated Professional Program - APP® is a specialized program to help you understand Professional English. It has been specially designed for business people and professionals.

The APP® program is taught in the most important companies in the world through our Inlingua centers. A program that has been tested, guaranteed and has the support of Inlingua International. A specialized program allows you to progressively and efficiently acquire grammatical structures and vocabulary within a functional business context, so you can communicate with native speakers, make excellent presentations, conduct negotiations, conduct business meetings, write correctly and at the same time acquire knowledge of business culture.

As a result of the training, the students will communicate efficiently with clients or multinational companies, increase your capacity to market and, above all, maintain an advantage over a competitive and global market.

These researches have much in common, all have developed different ways of being able to implement Business English in the universities, either through face-to-face courses to their students of careers that involve the entire business world of work or online courses that there are also for people who are already working in companies and want to be more globalized.

In the case of researches where face-to-face courses and designs of specific material were developed for them as a book, they had years of preparation and testing with different students especially from the first years of business careers, they used almost equal methods in all of them as tasks, repetition in exercises and communicative functions.

On the other hand, in online courses, a test is always taken to measure what level of English the student possesses and to know what kind of Business English they should see first, from the easiest to the most advanced. Each research has been put into practice showing positive results and helping in the development of their students in terms of Business English.

1.7. LEGAL FOUNDATION

In Ecuador there are not laws that are based on the teaching of ESP in universities, but there are articles that support the teaching of English as a foreign language in schools but in 2016 Ecuador the Ministry of Education declares General Regulations to the Organic Law of Intercultural Education in which there are the new statements, rules and methods about to develop in a better way the study of any type of language or cultural development. In their article 343 enunciate that: The national education system will be aimed at the development of individual and collective capabilities and potential of the population, enabling learning, and the generation and use of knowledge, techniques, knowledge, arts and culture (...) cultural and linguistic diversity of the country, and respect for the rights of communities, peoples and nationalities.

The Organic Law of Intercultural Education (LOEI), published in the Second Supplement of the Official Registry No. 417 of March 31, 2011, in Article 6 determines that among the obligations of the State are: "m) To promote scientific research, technology and innovation, artistic creation, the practice of sport, the protection and conservation of cultural, natural and environmental heritage and cultural and linguistic diversity."

In Article 3 of the Regulation of the Organic Law of Intercultural Education (LOEI) states the Flexibility in the Basic General Education Curriculum, in which the institutions may increase or decrease the hours of class in subjects of Language, Mathematics, Foreign Language, Sports, etc., always in accordance with the capabilities and needs of their students. Always having the proper guidance to meet the curricular objectives of each of the areas and levels.

According to article 31 of the Regulation of the Organic Law of Intercultural Education (LOEI), in the additional hours at discretion in the Baccalaureate, educational institutions may include additional subjects to the national curriculum that they consider pertinent according to their Institutional Educational Project (PEI); when there is no specific offer, the educational institutions will increase the time load of the instrumental areas (Language and

Literature, Mathematics and Foreign Language) and scientific (Social Sciences and Natural Sciences) depending on the needs presented by their students.

CHAPTER II: MATERIALS AND METHODS

2.1. TYPE OF INVESTIGATION

The investigation carried out was descriptive qualitative-quantitative one. It was carried out with 8th semester students of the career of Business Administration from PUCE-Esmeraldas in 2018. The PUCE Esmeraldas is particular and catholic university, which offers many careers: Nursery, Business Administration, Engineering of Computational Systems, International Business, Clinical Laboratory, Information Technology, Environmental Management, Graphic Design, Accounting and Auditing, Initial Education, Basic Education, Special Education, Tourism Agroindustry and Applied Linguistics. The career of Business Administration has 9 semesters and many subjects are taught in it: Administration, Finance, Marketing, Economy, Law, Merchant Law, Accounting, Math, Statistics, Micro Economy, Audit and Human Talent. Not less important the students receive 6 semesters of General English.

POPULATION AND SAMPLE

The population of study was formed by 17 students of the 8th semester of the career of Business.

The sample coincided with the population.

Conceptual Definition and Operationalization of Variables (Appendix A)

METHODS OF INVESTIGATION

The methods used were:

Analysis and Synthesis: They were used to analyze the bibliography and to synthesize the most important theories that may support this investigation. They were also be used to analyze the results and synthesize the most relevant information.

Hermeneutics: It was used for interpreting the most relevant information analyzed in the theoretical framework. It was also helpful for the application of the different techniques and the interpretation of data.

Descriptive statistics: It was used to process the data obtained with the application of the techniques.

TECHNIQUES OF INVESTIGATION

The technique used was:

Survey: It was applied to the 17 students of the 8th semester of the career of Business Administration at PUCE-Esmeraldas in 2018.

INSTRUMENTS

To collect the data, the instrument designed was:

A questionnaire, which contains close questions and an open item. The questionnaire has 5 different questions, for the variable business book one question and for the variable ESP for Business questions 2 to 4.

DATA PROCESSING

The information obtained from the application of the survey was tabulated manually. The data were taken to figures and tables using the Microsoft Excel program.

CHAPTER III:

RESULTS

The survey applied to the students showed, as can be appreciated in Figure 1 that the students preferred to learn and work in the English class in: pairs or groups, expressing their opinions, with dialogues and expositions (47%). In this case the students wanted to interact with the language using speaking skills more than doing homework or tasks in class.

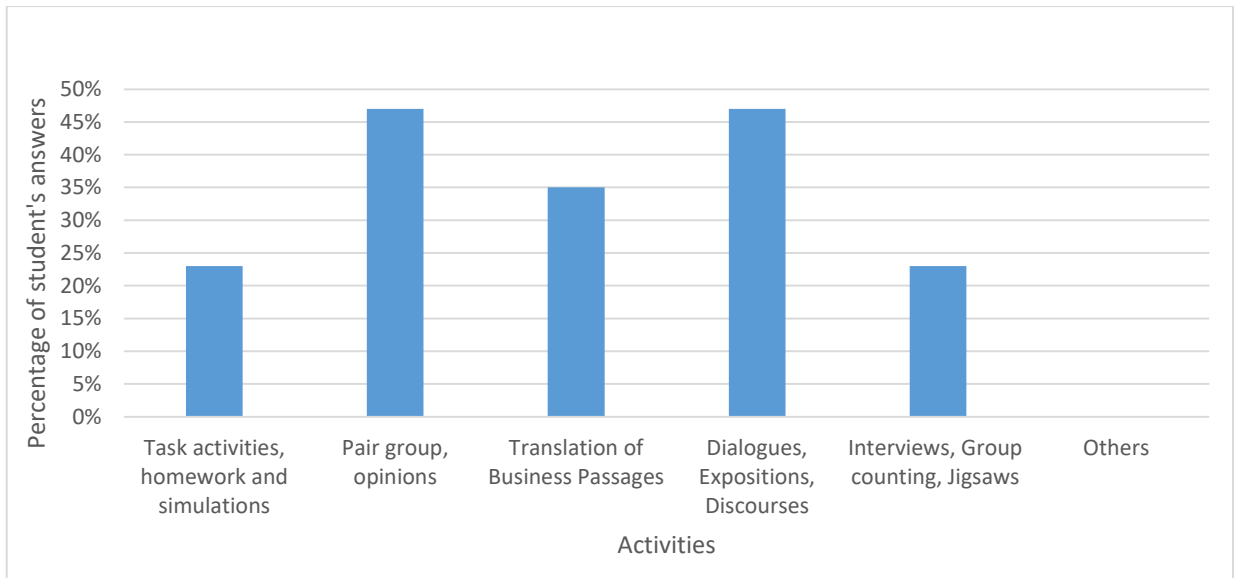


Figure 1: The activities that the students want to do at the moment to learn about English language for Business

Source: Survey applied to the students of 8th semester Business Administration

Concerning the specific vocabulary at the Figure 2, the majority of the students chose Marketing (82%) as one of the most important because it contains specific terms or vocabulary that they have to learn in a class of English for Business.

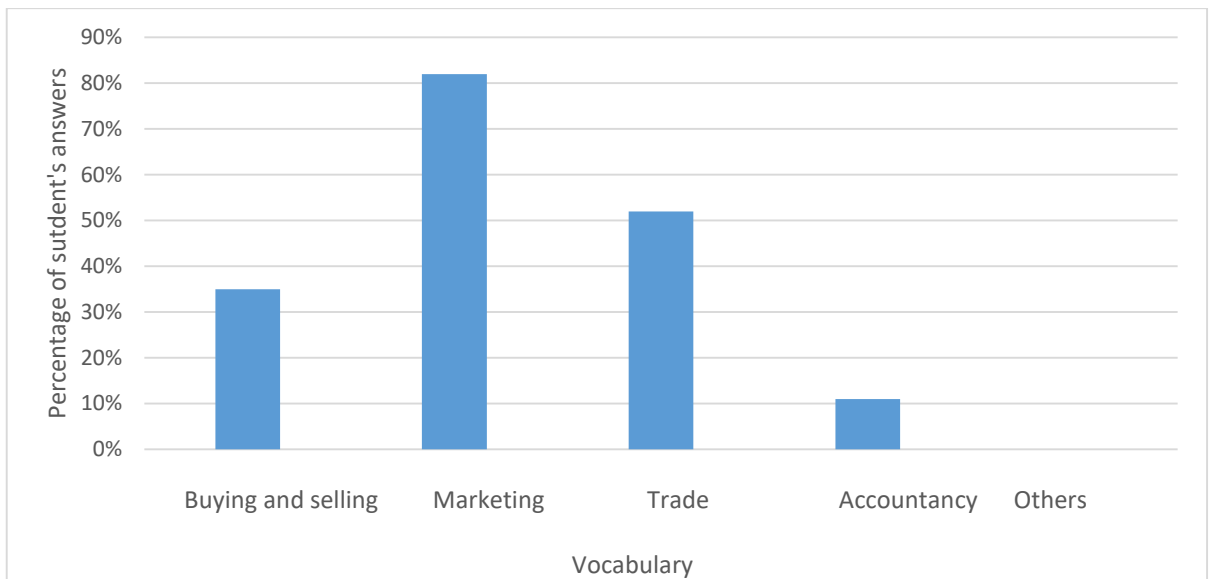


Figure 2: The specific vocabulary that the students want to know at the moment to learn English language for Business

Source: Survey applied to the students of 8th semester Business Administration

In relation with the communicative functions that the students need to learn, as seen in the Figure 3, the results reveal that the students need for to a good communication in English for Business are Attending Business Meeting and Shareholders' meetings (70%) which are specific conversations that business people have in every important meeting.

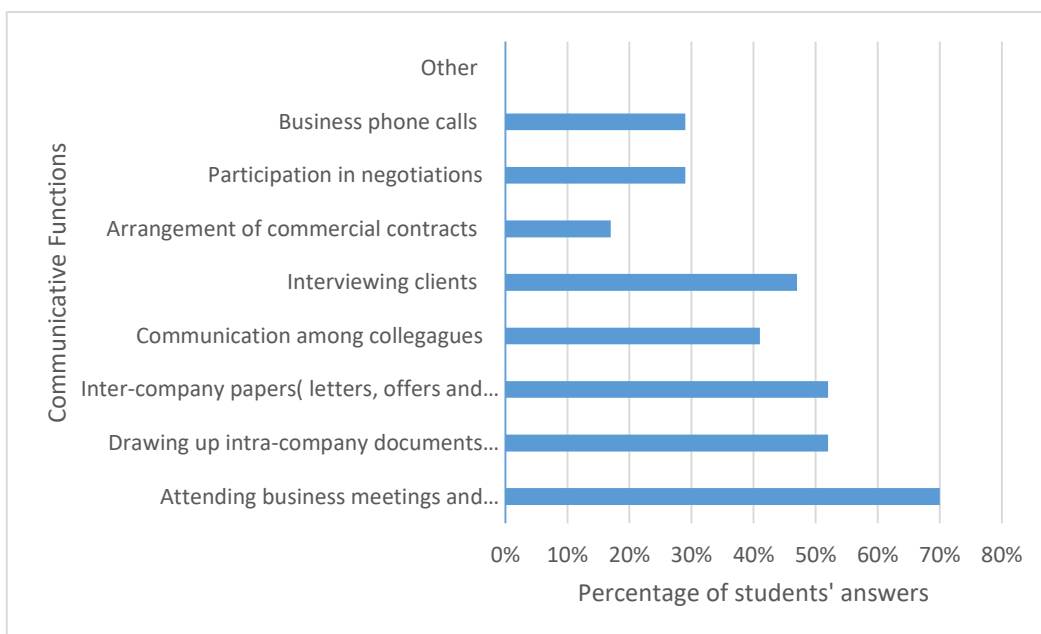


Figure 3 : The communicative functions that the students need to learn about English language for Business

Source: Survey applied to the students of 8th semester Business Administration

In relation with the themes that the students considered necessary to learn English, Figure 4, language for Business Marketing and Business (70%) were the most important for them.

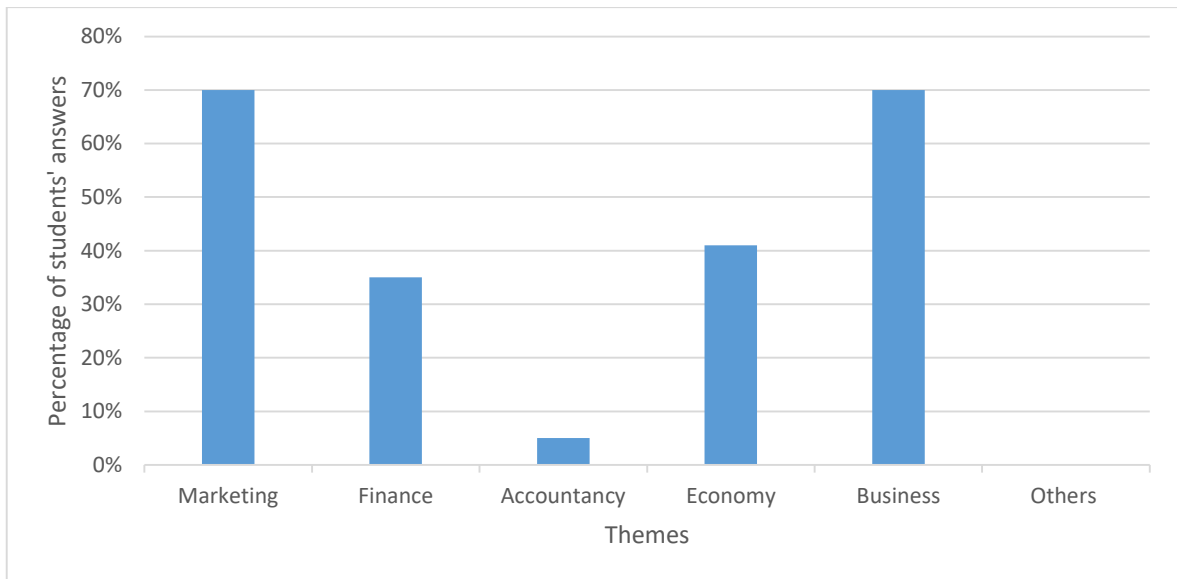


Figure 4: The themes that the students need to learn about English language for Business

Source: Survey applied to the students of 8th semester Business Administration

For the design of a book, it is necessary to take into account the results obtained that reveal the learning needs of the students of Business Administration in English, the vocabulary they want and need to learn, the communicative functions that are required to be able to communicate with foreign people in the Global Business World and which are the important topics that must be touched for the improvement of the development of their professional career.

CHAPTER IV:

DISCUSSION

The results of the importance of what the students want to learn coincided with the idea of Kareva (2012) who exposed the necessity of the students from the University of Administration to have a course on ESP because very often, students from this faculty would complete all required professional courses, but could not graduate because of the English requirements obligatory for all students at SEEU, no matter of their field of study. Also was taken into consideration that students that share same topics in the syllabus can also take the course to develop their knowledge about Business since students from Business to students from Political Sciences, all of them passed the course with high satisfaction about the implementation of “something” in this case a course that help them to expand their knowledge in their careers. As other similarity was the develop of the simple idea of made something specific for the students, this investigation is tried to develop step by step a material to help the students with the knowledge that they don't have in Business Administration career.

The University students need to have English for Specific Purposes at their careers that was the purpose of Atefi and Moradian study (2011) who need an specific analysis about what the students want to learn, what they need at the moment to have a specific job when they end the university because the aim of the study was to establish the presence of a favorable environment for modernizing English language teaching in these universities. This is because of the role that English plays in material achievements of an individual. A person with good English language skills can hope for a better start in practical life. In this case there is a somewhat similar result due to the thought that institutions have of not trying to implement this kind of knowledge about ESP and even worse in each of the university careers due to the existence of First Lack of deep approaches to learning; Meaning, meaning, lack of connection to personal, experience of the learner, conceptualization and integration.

Furthermore, this research has coincidences with the study of Nikoalenko (2008) in the development of a "Business Book" in which the research was made using the survey method in the students of the institutions whose careers were derived from the World of Business and the implementation of technological tools for its full development. Their

study showed similarities such as: the use of the survey to be able to develop the book according to the needs of the students, the choice of the appropriate subjects to be developed and placed in the book correctly, the necessary learning strategies such as repetition and communicative tasks that students must perform in the classroom to implement in themselves the ability to hold business conversations anywhere.

Also this research contains a couple of similarities with the study of Danko and Zavanski (2010) which presents a coursebook but focuses on itself in the creation of the book in the first place and then the implementation of a course, like the design of the book which has eight units and two exams with key answers also taking into account, like Nikoalenko (2008), what students need and the knowledge they acquire in the years of their professional career such as the subjects of law, economics, management, public finance , informatics, human resources etc. Thus creating a range of specific vocabulary in each of the units with the topics discussed such as marketing, finance, accountancy, etc. In addition as a second place the creation of the course in which the four skills are used and basic structures of the English language.

A slight comparison of this present research with each of the previous studies is made, one could start from the fact that there is an idea about the development of a book for the teaching of Businesses in English in the universities, taking into account the subjects received by students in careers linked to the study of business or similar cases that by surface contains something identical to them, the knowledge that students have about the English language and the needs they have according to the Business World of their career to develop the necessary factors for the creation of a material that helps them. Regarding the development of the material should know the necessary issues that should be taken and implemented in the book, the vocabulary of the topics, the necessary methodology that will cover the teaching of the book also adding the communication functions that the students need. It is always good to remember that the materials designed will always turn around the results acquired according to the needs of the students.

CHAPTER V:

CONCLUSIONS

- The communicative functions that students from the specialty of Business Administration need to learn in relation to English for Business are: Attending business meetings and shareholders' meetings, Drawing up intra-company documents (memos and reports), Inter-company papers (letters, offers and advertising material, Communication between colleagues, interviewing clients, etc.
- The specific vocabulary related to English for Specific Purposes from the specialty of Business Administration is based on terms such as: Buying - Selling "cash on delivery, exchange, payment in advance, price reduction, on credit." etc.
- The themes that the students from the specialty of Business Administration needed to learn were: Marketing, Finance, Accountancy, Economy and Business.
- The didactic units were organized around the Vocabulary, Communicative Functions and Themes that the students need to learn as well is the method of translation and the Communicative Approach to Language Teaching.

CHAPTER VI:

RECOMMENDATIONS

- To the English Department, to include ESP for students of Business Administration in their last year to help them to have specific knowledge in English for Business.

- To the English teachers, to include the use of the specific material designed in this research for the teaching of English for Specific to the students of Business Administration.

- To teachers and researches, to continue this investigation with the development of a pedagogical experiment by means of which the results of the use of the book designed may be evaluated.

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				<p>apology, authorization, bill, etc.</p> <ul style="list-style-type: none"> • Phrases for: Beginning a Conference Call, Clarifying Things on a Phone Call, Taking a Break from the Conversation, etc.
			<p>Business English communicative functions</p>	<ul style="list-style-type: none"> • Interviewing clients • Enterprise's discussions • Exhibitions of products • Selling • Buying • Attending business meetings and shareholders' meetings • Drawing up intra- company documents (memos and reports) • Inter-company papers (letters, offers and

				advertising material) <ul style="list-style-type: none"> • Communication among colleagues
			Business English themes	-Marketing -Finance -Economy -Accountancy

APPENDIX B: SURVEY

Objective: The purpose of this survey is to gather the necessary information for the design of a book that allows teaching and learning ESP for Business Administration.

Choose the option that you prefer.

1. Which activities would you like for learning English?

- a) Task activities, pair-group work, Opinions.
- b) Translation of Business Passages
- c) Dialogues, Expositions, Discourses.
- d) Interviews, Group Counting, Jigsaws.
- e) Others: _____

2. What kind of vocabulary do you think that you need to develop your professional career using English? You can choose more than one option.

- a) **BUYING AND SELLING:** cash on delivery, exchange, payment in advance, price reduction, on credit.
- b) **MARKETING:** After sales service, Viral marketing, Telephone marketing, Market leader.
- c) **TRADE:** Liability, Mark-up, Fixed costs, Official approval, Trade barriers, Unit load.
- d) **ACCOUNTANCY:** account, bookkeeping, debit balance, disbursement, general journal.
- e) Others: _____

3. Which of these communicative functions do you need to stablish communication in ESP for Business? You can choose more than one option.

- a) Attending business meetings and shareholders' meetings

- b) Drawing up intra-company documents (memos and reports)
- c) Inter-company papers (letters, offers and advertising material)
- d) Communication among colleagues
- e) Interviewing clients
- f) Arrangement of commercial contracts
- g) Participation in negotiations
- h) Business phone calls
- i) Others: _____

4. What themes do you consider necessary to learn English in your professional career? You can choose more than one option.

- a) Marketing
- b) Finance
- c) Accountancy
- d) Economy
- e) Business
- f) Others: _____

APPENDIX C: BOOK

ENGLISH BOOK FOR BUSINESS ADMINISTRATION

IRINA NATHALY MUÑOZ TOALA

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INTRODUCTION

This book is designed to help students from Business Administration intermediate learners to improve their business vocabulary. It is for students that have studied General English before. Apart from improving your business vocabulary, this book also helps you to develop English language as an important tool for business communication skills. It is adapted from the Business Vocabulary in Use developed by Bill Mascull. The theories are from them and the exercises were developed it, also the most specific topics were taken to make easier the understanding of the students.

How is the book organized?

The book has 23 pages with 4 units.

The units are thematic and present the vocabulary of the business area such as people, organizations, marketing, accounting, economy, finance, business.

The exercises introduce new vocabulary and expressions for thematic or skill area. Exercises include grammar association, reading skill, writing skill and speaking practice.

How to use the book for self-study?

You can find the topic you are looking for in the index, there are easy exercises, and definitions of the topic that you need to take to learn. You can also practice speaking with reading aloud in class, or home.

How to use the book in the classroom?

Teachers can choose units that relate to students' particular needs and interest. The lessons contain a regular vocabulary slot, in which the students look systematically at the vocabulary of a particular topic of interest.

Students can also work in pairs and the teacher can assist and advise them. Teachers need to help the students giving them the most possible answers to the exercises.

UNIT 1. MARKETING

Read the definition of Marketing and their components

¿What is Marketing?

Marketing is the process of planning, designing, pricing, promoting and distributing ideas, goods and services in order to satisfy customer needs, so as to make a profit. **The four Ps**

Product: Deciding what to sell

Price: Deciding what prices to charge

Place: Deciding how it will be distributed and where people will buy it

Promotion: Deciding how the product will be supported



(Product)

Marketer: A person (who works in the area), organization, Enterprise who sells different goods and services.

Reading Practice

Activity 1. Read the following paragraph and answer the questions.

Most people and many managers do not understand the role of marketing in modern business.

Marketing is two things. First, it is a strategy and set of techniques to sell an organization's products or services. This involves choosing target customers and designing a persuasive marketing mix to get them to buy. The mix may include a range of brands, tempting prices, convenient sales outlets and a battery of advertising and promotions. This concept of marketing as selling and persuasion is by far the most popular idea among both managers and the public.

The second, and by far more important concept of marketing, focuses on improving the reality of what is on offer. It is based on understanding customers' needs and developing new solutions which are better than those currently available. Doing this is not a marketing department problem, but one which involves the whole organization.

For example, for Rover to beat Mercedes for the consumer's choice involves engineering new models, developing lean manufacturing processes, and restructuring its dealer network.

Creating company-wide focus on the customer requires the continual acquisition of new skills and technology. Marketing is rarely effective as a business function. As the chief executive of Hewlett Packard put it: 'Marketing is too important to leave to the marketing department.' Such companies understand that everybody's task is marketing. This concept of marketing offering real customer value is what business is all about.

Retrieved from Business Vocabulary in Use, 2002.

What does the author think about Marketing?

Are the Four Ps mentioned in the article? Which are they?

What is the focus of company-wide?

Is Marketing important to Business?

What is the Marketing Mix?

Activity 2. Translate into Spanish the first paragraph of the passage. Take notes about the words that you Unknown.

Take notes about the words that you Unknown.

Unknown words:

Put the translation into Spanish of the words

CUSTOMERS AND BUYERS

Look at the next chart in which are the division of Customers and Buyers

Company	Products/services	Customer / client base
Autocomp	products: car components	customer base: car companies
Best Travel	services: package holidays	customer base: general public

People who buy “everyday” services as plane, train, travel or cellphone services are called **customers**.

People who buy products or services for their own are **consumers** specially when are large groups of people.

Activity A. Make two sentences with the words: consumers and customers.

BUYERS AND SELLERS

A person or organization that buys something is a **buyer** or **purchaser**. Also describe someone in a company who buy goods that the company uses or sells. They are called “**buying managers**” or “**purchasing managers**”.

A person who sells something is a **seller**, for selling property is a **vendor** and people selling things in the street are **street vendors**.



Street Vendor

Activity B. Make one sentence with each word in bold.

COMPANIES AND MARKETS

Reading for Comprehension

Read the next paragraph about Companies and Markets.

Companies are the people or organizations who buy a particular goods or services. They also sell a particular good or service. There are many words combinations for “market” but in the way for a company there are: Market enters penetrates, Market abandons gets out of leaves, Market dominates, Market corners monopolizes and Market drives another company out of.

Market enter penetrates: it starts selling there for the first time. Market abandons gets out of leaves: it stops selling there. Market dominates: it is the most important company selling there. Market corners monopolizes: It is the only company selling. Market drives another company out of: it makes the other company leave the market, perhaps because it can no longer compete.

Activity C. Match the expressions (1-5) with their meanings (a-e).

- | | |
|--------------------------------------------|-----------------------------------------------|
| 1 Market enter penetrates | a it makes the other company leave the market |
| 2 Market abandons gets out of leaves | b it is the only company selling |
| 3 Market dominates | c it starts selling there for the first time |
| 4 Market corners monopolizes selling there | d it is the most important company |
| 5 Market drives another company out of | e it stops selling there |

Translation Practice

Activity D. Translate into Spanish the first paragraph of the passage. Take notes about the words that you Unknown.

Take notes about the words that you Unknown.

Unknown words:

Write here the translation of the words in class:

GOODS

Materials and components used to make products or the products that are made. There are **consumer durables** like cars and washing machines and such as food that are **fast moving consumer goods** or FMCG.



Consumer Durables



Fast Moving Consumer Goods

Vocabulary Practice

Activity E. Make one sentences with the words in bold

Activity F. Put CD (Consumer durables) or FMCG (Fast moving consumer goods) according to the next examples of goods.

1 Ice Cream

2 Drill

3 Cotton

4 Iron

5 Electric stove

6 Flowers

7 TV

PRICE

Reading Practice

Read the conversation between Mr.Rogers and Paula about pricing in the company.

Mr. Rogers: Our goods are **low-priced**. Permanently low **pricing** means have **charge** low prices **all** the time.

Paula: You mean **cheap**: your goods are poor quality. Our goods are **high-priced**, but we give customer service. And a lot our goods are **mid-priced**: not cheap and not expensive.

Mr. Rogers: Your good are **expensive**. Customers don't need service.

Paula: You must be selling some goods **at cost** (what you pay for them) or **at a loss** (even less).

Mr. Rogers: Yes. We have **loss leaders** cheap items to attract customers in. But it's all below the "official" **list price** or **recommenden retail price**. We have a policy of **discounting**, **selling at a discount** to the list price.

Paula: If he goes on **undercutting** us, we can't stay in business.

Activity D. Look at the price list. Put true or false in the next statements about pricing use Mr. Rogers and Paula's dialogue.

All prices in euros.

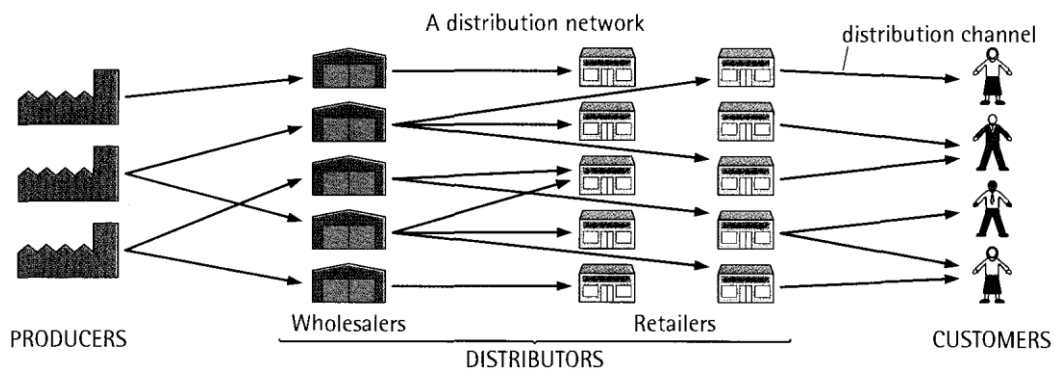
<i>Model</i>	<i>List price</i>	<i>Our price</i>	<i>Competing product</i>
Adagio	11,541	9,999	10,500
Brio	13,349	12,999	12,896
Capricioso	15,742	14,999	13,987
Delicioso	16,908	15,999	14,442

- 1 The pricing policy is to sell below list prices.
- 2 The Adagio is low-priced, and is cheaper than the competition.
- 3 The mid-priced models are the Brio and the Capricioso.
- 4 This retailer charges 16,908 euros for the Delicioso.
- 5 The Delicioso is the highest-priced model.

PLACE

Distribution: wholesaler, retailers and customer

A **wholesaler** or shop selling a particular product, such as cars, is a **dealer**. A reseller sells computers. Wholesalers and retailers are **distributors**. Wholesalers are sometimes disapprovingly called **middlemen**.



SHOPS

A **shop** or **store** is where people buy things. Companies may call it a **retail outlet** or sales outlet. There are some types of shop:

- **Chain store:** part of a group of shops, all with the same name.
- **Convenience store:** small shop in a residential area and open long hours.
- **Deep discounter:** a supermarket with very low prices.
- **Department store:** very large shop with a wide variety of goods, usually in a town center.

- **Drugstore:** shop in a town center in the US which sells medicines; you can also have coffee and meals there.
- **Hypermarket:** very large shop with a wide variety of goods, usually outside a town.
- **Supermarket:** very large shop, selling mainly food.

Vocabulary Practice

Activity G. using the different names of shops or stores, put the correct name under the picture.



Activity H. Complete Michaels's presentation using the expressions from shops about distribution.

Hi, my name's Michael Son. I started out in the PC business 15 years ago when I tried to buy a PC. There was a complicated (1) d.....c..... between the manufacturer and the customer: (2) w....., (3) r.....and (4) r.....all added to the costs, but they didn't add much value from the (5) c.....'s point of view. Here at Son Computers, we manufacture every PC to order and deliver straight to the buyer. That way we cut out the (6) m..... .

UNIT 2. FINANCE & ECONOMY

TRADITIONAL BANKING

Reading Practice

Read the following passage about traditional banking.

“I’m Lisa. I have an **account** at my local **branch** of one of the big **high-street banks**. I have a **current account** for writing cheques, paying by **debit card** and paying bills. It’s a **joint account** with my husband. Normally, we’re **in the black**, but sometimes we spend more money that we gave in the account and we go into the red. This **overdraft** is agreed by the bank up to a maximum of \$500, but we pay quite a high **interest rate** on it.

I also have a **deposit account** or **savings account** for keeping money longer term. This account pays us **interest**.

We have a **credit card** with the same bank too. Buying with plastic is very convenient. We **pay off** what we spend each month, so we don’t pay interest. The interest rate is even higher that for overdrafts!”



Activity A. Make one sentences with the following words.

Debit card:

Account:

Overdraft:

Credit card:

Interest:

Activity B. Put true (T) or false (F) in the next statements.

1 You talk about the local “agency” of a high-street bank.

2 A joint account is held by more than one person.

3 An account for saving money us called a safe account.

4 An account that pays a lot of interest has a high interest rate.

5 If you pay the complete amount that you owe on a credit card, you pay it down.

NEW WAYS OF BANKING

Reading Practice

“My name’s Kevin. I wasn’t happy with my bank. There was always a queue, and on the **bank statement** that they sent each month they took money out of my account for **banking charges** that they never explained. So I moved to a bank that offers **telephone banking**. I can phone them any time to check my account balance, **transfer** money to other accounts and pay bills.

Now they also offer **Internet banking**. I can **manage my account** sitting at my computer at home”

Vocabulary Practice

Activity C. Make one sentence with the following words.

Bank statement:

Transfer:

Internet banking:

Banking charges:

Activity D. Put the correct order of the sentences according to Kevin’s passage.

A Now they also offer Internet banking.

B I wasn’t happy with my bank.

C So I moved to a bank that offers telephone banking.

D I can phone them any time to check my account balance.

E There was always a queue, and on the bank statement

F My name’s Kevin.

G I can manage my account sitting at my computer at home.

FINANCIAL CENTRES

Financial centres are places where there are many banks and other **financial institutions**. United States has a financial centre is called **Wall Street** and London is the **Square Mile**. Financial centres bring together **investors** and the businesses that they need their investment. A **speculator** is an investor who wants to make a quick profit, rather than invest over a longer period of time.

Brokers, dealers and traders buy and sell for investors and in some cases, for themselves or the organizations they work for.

Wall Street



Square Mile



Activity E. Make one sentence with the following words.

Brokers:

Wall Street:

Speculator:

Investors:

Traders:

Translation Practice

Activity F. Translate into Spanish the first paragraph about Financial centres.

Reading Practice

STOCK MARKETS

It is a place where shares of public listed companies are **traded**. The primary market is where companies **float** shares to the general public in an initial **public offering** (IPO) to **raise capital**. Stock markets in other countries are also called **bourses**. Maybe when our company is really big, we'll issue more shares on one of the European bourses!

OTHER FINANCIAL MARKETS

Other financial products include:

- **Commercial paper:** short-term lending to business
- **Bonds:** longer-term lending to business and the government.

- **Currencies (foreign exchange or forex):** buying and selling the money of particular countries.
- **Commodities:** metals and farm products.

These are traded directly between dealers by phone and computer. Commodities are also traded in a **commodities exchange**. Shares, bonds and commercial paper are **securities**, and the financial institutions that deal in them are **securities houses**.

DERIVATIVES

A **future contract** is an agreement giving an obligation to sell a fixed amount of a security or commodity at a particular price on a particular future date.

An **option contract** is an agreement giving the right, but not the obligation, to buy or sell a security or commodity at a particular price at a particular future time, or in a period of future time.

Activity G. Look at the paragraph about Stock markets and put true (T) or false (F) to the next statements.

- 1 “Stocks” is another name for shares.
- 2 The primary market is where companies drop
- 3 Bourses are only found in France
- 4 Companies float shares to the private public
- 5 A place where shares of public listed companies are traded

Activity H. Match the correct financial markets with their definitions.

- | | |
|--------------------|------------------------------------------------------|
| 1 Commercial paper | buying and selling the money of particular countries |
| 2 Bonds | metals and farm products |
| 3 Currencies | short-term lending to business |
| 4 Commodities | longer-term lending to business and the government |

FINANCE AND ECONOMICS

What is Finance?

Finance is the money provided or lent for a particular purpose. Also the management of money by countries, organizations or people. Others said that is the study of the money management.

High Finance: involves large amounts of money used by governments and large companies. A person or an organization’s finances are the money that it is managed.

Low Interest Rate Environment: It's the opposite from High Finance, It is when a specific product or the finances from a company are down on the average status.



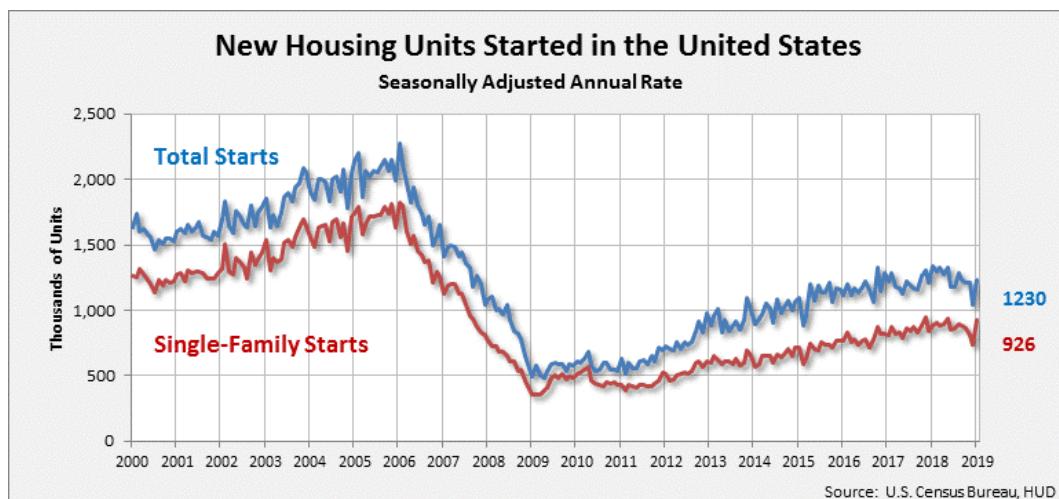
Finance, The Economic Times, 2015.

What is Economics?

Economics is the study of how money works and is used. Also the calculations of whether a particular activity will be profitable. A profitable activity is **economic** and unprofitable one is **uneconomic**.

Economic indicators: are figures showing how well a country's economy system is working

Economic output: It is the value of goods and services produce in a country or area.



Economy Indicator Example from US Family Economy

INFLATION AND UNEMPLOYMENT

Inflation: It is rising prices, the rate at which they are rising is the **inflation rate** and is relative adjective is **inflationary**.

The **unemployed** are people without jobs in a particular area, country, etc.



UNIT 3. ACCOUNTING

Reading Practice

What is accounting?

Accounting may be defined as a series of processes and techniques used to identify, measure and communicate economic information that users find helpful in making decisions.

ASSETS, LIABILITIES AND THE BALANCE SHEET

Asset is something that has value or the power to earn money. Include

Current assets: Money in the bank, investments that can easily be turned into money, money that customers owe, stocks of goods that are going to be sold.

Fixed assets: Equipment, machinery, buildings and land.

Intangible assets: Things which you cannot see. For examples: goodwill and brands.



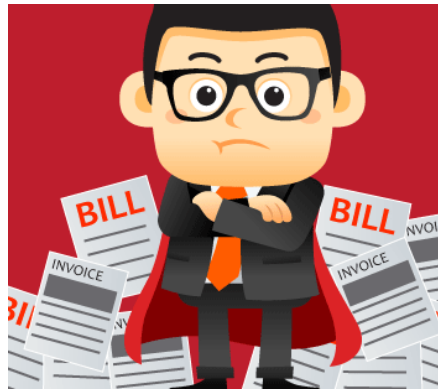
Depreciation

Assets such as machinery and equipment lose value over time because they wear out or are no longer up-to-date. This is depreciation or amortization.



Liabilities

Company's debts to suppliers, lender, the tax authorities, etc. Debts that have to be paid within a year are current liabilities, and those payable in more than a year are long-term liabilities, for example bank loans.



Balance sheet

It gives a picture of its assets and liabilities at the end of a particular period, usually 12 months period of its financial year, it's not necessarily January to December.

Balance Sheet for Wal-Mart			
<i>As of Jan 31, 2006</i>			
Assets		Liabilities and Shareholders' Equity	
<i>Current Assets:</i>		<i>Current Liabilities:</i>	
Cash and Cash Equivalents	6,414	Commercial Paper	3,754
Receivables	2,662	Accounts Payable	25,373
Inventories	32,191	Accrued Liabilities	13,465
Prepaid Expenses and Other	2,557	Accrued Income Taxes	1,340
Total Current Assets	43,824	Long-term Debt, due within one year	4,595
		Obligations Under Capital Leases, due within one year	299
<i>Property and Equipment, at cost:</i>		Total Current Liabilities	48,826
Land	16,643	Long-term Debt	26,429
Buildings and Improvements	56,163	Long-term Obligations Under Capital Leases	3,742
Fixtures and Equipment	22,750	Deferred Income Taxes and Other	4,552
Transportation Equipment	1,746	Minority Interest	1,467
Total Property and Equipment, at cost:	97,302		
Less Accumulated Depreciation	21,427	<i>Shareholders' Equity:</i>	
Property and Equipment, net	75,875	Preferred Stock	0
Property Under Capital Lease:	5,578	Common Stock	417
Less Accumulated Amortization	2,163	Capital in Excess of Par Value	2,596
Property Under Capital Lease, net	3,415	Accumulated Other Comprehensive Income	1,053
Goodwill	12,188	Retained Earnings	49,105
Other Assets and Deferred Charges	2,885	Total Shareholders' Equity	53,171
Total Assets	138,187	Total Liabilities and Shareholders' Equity	138,187

Vocabulary Practice

Activity A. Make a sentence with the following words.

Asset:

Liability:

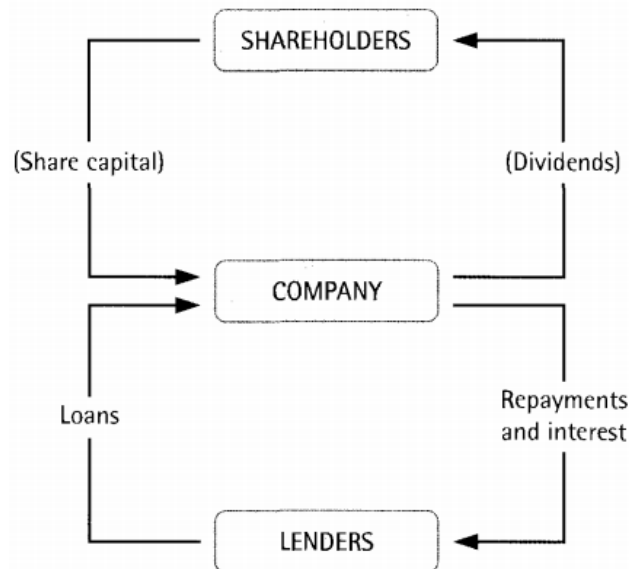
Balance sheet:

Depreciation:

SHARE CAPITAL AND DEBT

Capital

Capital is the money that a company uses to operate and develop. There are two ways in which a company can raise capital that is find the money it needs: it can use **share capital** or **loan capital**, from investors.



Retrieved from Business Vocabulary in Use, 2002.

Share capital

It is contributed by shareholders who put up money and hold shares in the company. Each share represents ownership of a small proportion of the company. Shareholder receive periodic payments called dividends, usually based on the company's profit during the relevant period.

SHARE CAPITAL



Loan capital

Investors can also lend money, but they do not own a small part of the company. The company borrowing it is the **borrower** and may refer to the money as **borrowing** or **debt**.



Activity B. With your own words describe what share capital is?

UNIT 4. BUSINESS SKILLS

Reading Practice

TYPES OF MEETING

Chat: It's an informal discussion with colleagues at the coffee machine.

Brainstorming: It's among colleagues; where as many ideas as possible are produced quickly, to be evaluated later.

Project meeting/Team Meeting: When employees involved in a particular activity.

Department/Departmental meeting: It is when employees of a respective department share ideas for a specific activity.

Meeting with suppliers: Negotiations for prices or for an order.

Meeting with a customer: To discuss a contract

Board meeting: It is an official formal meeting of a company's directors.

Annual general meeting/ AGM: Where shareholders discuss the company's annual report.

EGM: Extraordinary general meeting a shareholders' meeting to discuss important issue such as a proposed merger.



Activity A. Write one sentence with next words.

Annual general meeting:

Brainstorming:

Board meeting:

Chat:

Extraordinary general meeting:

Group Work

Activity B. Read the next paragraph in which some colleagues are discussing about a meeting they have just come out.

Anil: I thought it was very **productive**.

Juliet: Well, I thought it was a complete **waste of time**. I didn't hear anything already know.

Barbara: I agree with Anil. I felt we had some very **useful discussions**, and that we reached an agreement that was good for both sides. We certainly **covered a lot of ground**. It was incredible the number of things we got through.

Juliet: But there were too many **digressions**. John was **rambling** and kept **wandering off the point**. He just uses meetings as a chance to show off. Just like a lot of man: he just wanted to show how powerful he is and what a good talker he is.

Anil: But to be fair, the chair really **kept things moving**: she encouraged people to brief and to **stick to the point** and we achieved a lot in short time. Anyway, I learned a lot and I think they listened to what we had to say.

Activity C. Read the paragraph again with a partner to improve your speaking practice.

Reading Activity

THE ROLE OF THE CHAIRPERSON

Before the meeting

A good chairperson has to a **good organizer**. They should make sure the **agenda** with the list of things to be discussed is complete by asking those involved what should be on it **circulating** and distributing it to everyone concerned. Also they should check the **venue**, making sure the room will be free, without interruptions, until the end of the meeting.

During the meeting

The chairperson should be a **good timekeeper**. They should start the meeting on time, without waiting **latecomers**. They should appoint **minute-taker** to **take the minutes**, making sure that opinions and action points are noted. They should make sure that each point on the agenda is **allocated the time** it deserves and should keep to **timetable**. Need to moves on the next point, make sure that each participant has the chance to **make their point**, **avoid digressions** and **finishes on time** the meeting.

Follow-up

After some meetings, it's necessary for the minutes to be circulated, especially if there are **actions points** that particular people are responsible for. The next meeting, the chair should ask for the minutes to be read out and see if all agree that it is an **accurate record** of what happened. They should check what progress has been made on the **action points** from the previous meeting.



POINTS OF VIEW

Opening the meeting

Phrases

- It's about time we got to start
- Let's begin, shall we?
- Shall we make a start?
- Let's make a start.
- Let's get down to business
- Ok, let's get started

In the meeting then use the next phrases

- As you are aware...
- I've arranged this meeting to...
- The purpose of this meeting is to...
- The main objective is to...

Inviting people to speak

Some of these expressions, to inviting someone to start:

- Would you like to **open the discussion**, Greta?
- Perhaps you'd like to **get the ball rolling**, Greta?
- Greta, would you like to **kick off**?

Asking for one person's opinion:

- What about you, Keith?
- What are your feelings on this, Keith?
- What do you think about this, Keith?
- What are your views on this, Keith?

Asking for everyone's opinion:

What's **the general feeling** on this?

Making your point

- I believe
- As I see it...
- In my opinion...
- Of course...
- The way I see it...
- It's clear to me that...
- Personally, I think...
- It looks to me as if....
- Obviously...

Vocabulary Practice

Activity D. Which of these expressions from an opening the meeting are correct? Correct the mistakes.

1. It's about time we get started.
2. Let's begin?
3. Shall we make a start?
4. Let's do a start.
5. Let's get up to business.

AGREEMENT AND DISAGREEMENT

Agreeing

Strong Agreement:

- You're perfectly right
- I couldn't agree more.

- Precisely
- Exactly
- Absolutely

Mild Agreement:

- You may be right there
- That's true, I suppose
- I suppose so

Disagreeing

Mild Disagreeing

- That's not really how I see it
- I don't really agree
- I can't really go along with you there
- I think you're mistaken
- I'm afraid I can't agree with you there

Strong Disagreement:

- I'm sorry, but that's out of the question
- I think you're wrong
- Of course not
- That's absurd
- That's ridiculous

NEGOTIATIONS

Situations and Negotiations

Types of negotiation

They talk in order to reach an agreement which is to their mutual advantage.

Example:

- Customer-supplier negotiations
- Wage negotiations
- Merger or takeover negotiations
- Trade negotiations

Negotiations also take place to settle disputes such as: contract disputes, labor dispute and trade disputes.

Bargaining

This is used to talk specifically about discussing and agreeing the price of something.



Activity E. Relate the headlines with types of situations

- 1 CAR WORKERS IN TWO-YEAR PAY DEAL TALKS WITH FORD
- 2 FRANCE BANS US FILMS FOLLOWING TALKS BREAKDOWN
- 3 EMPLOYERS REFUSE TO NEGOTIATE WITH STRIKING MINERS
- 4 EUROTUNNEL ATTACKS CONSTRUCTION COMPANIES FOR LATE COMPLETION

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