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IN ESMERALDAS**



APPLIED LINGUISTICS SCHOOL

THESIS REPORT:

***ENGLISH FOR SPECIFIC PURPOSES: A TECHNICAL ENGLISH
GUIDELINE FOR 6th LEVEL GENERAL ENGLISH STUDENTS IN
THE INTERNATIONAL BUSINESS CAREER AT PUCESE 2014***

TESIS DE GRADO

***INGLÉS PARA FINES ESPECÍFICOS: UNA GUÍA DE INGLÉS
TÉCNICO PARA ESTUDIANTES DEL 6^{to} NIVEL DE INGLÉS
GENERAL EN LA CARRERA DE COMERCIO EXTERIOR EN LA
PUCESE 2014***

**PRIOR TO THE ACADEMIC DEGREE IN:
APPLIED LINGUISTICS IN TEACHING ENGLISH**

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DEDICATION

To my family, professors and friends involved in the accomplishment of this academic goal.

DEDICATORIA

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ABSTRACT

This study follows the steps of the scientific method to test the effect of creating and applying a Technical English guideline for 6th level General English students in the International Business career at PUCESE.

Some students from the above-mentioned career were asked about their opinion regarding the teaching of Technical English related to their profession. Most of the students polled said they would like to learn this branch of English in order to increase their Business English vocabulary.

Based on the above results, the guideline was applied through an 18-hour course focused on English for Academic and Occupational Purposes (EAOP). It is part of English for Specific Purposes (ESP), which is a sphere of teaching English language that takes into account the learners' language needs. The guideline content was taught through the application of the Task-based Language Learning (TBLL) method, which focuses on meaning rather than forms of the language.

The results collected after applying the guideline showed these students had the opportunity to improve their Technical English knowledge, since they said all their expectations regarding the content (vocabulary) and the methodology were covered during the course period.

Finally, it can be said that the creation and application of the ESP based guideline had a positive effect on the participants, who were able to learn the English language related to their professional career.

RESUMEN

Esta investigación sigue los pasos del método científico para evaluar el efecto de la creación y aplicación de una guía de inglés técnico para estudiantes del 6^{to} nivel de inglés general en la carrera de Comercio Exterior en la PUCESE.

Se consultó la opinión de algunos estudiantes de la carrera antes mencionada sobre la enseñanza del inglés técnico relacionado a su profesión. La mayoría de los estudiantes encuestados dijeron que les gustaría aprender esta rama del inglés con la finalidad de incrementar su vocabulario de inglés para negocios.

Fundamentado en los resultados anteriores, la guía fue aplicada mediante un curso de 18 horas basado en Inglés para Propósitos Académicos y Ocupacionales (IPAO). Este es parte del Inglés para Propósitos Específicos (IPE), el cual es un campo de la enseñanza del idioma inglés que toma en cuenta las necesidades del idioma que tienen los estudiantes. El contenido de la guía fue impartido mediante la aplicación del método de aprendizaje del idioma basado en tareas, el cual se enfoca en el significado en lugar de las formas del idioma.

Los resultados obtenidos después de la aplicación de la guía mostraron que los estudiantes tuvieron la oportunidad de aumentar sus conocimientos de inglés técnico, ya que ellos dijeron que lograron cubrir todas sus expectativas referentes al contenido (vocabulario) y metodología durante el periodo del curso.

Finalmente, se puede decir que la creación y aplicación de la guía basada en IPE tuvo un efecto positivo en los participantes, quienes fueron capaces de aprender el idioma inglés relacionado a su carrera profesional.

1. INTRODUCTION

The worldwide growing interest in English stresses the need for a new sphere of teaching English language. It is English for Specific Purposes (ESP), which focuses on providing students with the required language for their specializations. ESP is a learner-centered approach to teaching English as an additional language; it helps students to develop communicative competence in a specific discipline such as academics, accounting, agronomy, business, IT, teaching, and engineering. (Talebinezhad, 2001).

Carver (1983) identifies three types of ESP: English as a Restricted Language, English for Academic and Occupational Purposes (EAOP), and English with Specific Topics.

This project is based on the EAOP branch, since it is expected to apply a Technical English guideline for 6th level General English students in the International Business career at the Pontifical Catholic University of Ecuador in Esmeraldas (PUCESE). The main purpose of this guideline is to provide the above students with the specific vocabulary they need for their occupations.

Through the application of this business English guideline, the above mentioned students will be made aware of the most common vocabulary used in the port and customs in Esmeraldas.

It is important to develop this work since professionals around the world are being requested to be able to handle their occupations in English, due to the fact that it is considered as a lingua franca. Being aware of this technical vocabulary, these students will be involved in the important role Esmeraldas plays in the international business process in Ecuador.

The following pages detail the most important aspects of this project, such as the statement of the problem, the literature reviewed for this research and the methodology applied for this work. Likewise, the results obtained after applying the Technical English guideline and the discussion of such results are included in this document.

PROBLEM STATEMENT

General English is taught around the world in different universities as a way to involve students in “the language of communication”. It is the same at PUCESE, where students from different careers learn this branch of English in 6 or 8 levels. General English provides students with the basic skills to communicate in the foreign language, but they are not really learning the language they need for their profession because they should learn a different branch of the English language called ESP.

According to Dudley-Evans, T. and St. John, M.-J. (1998) ESP is based largely on the goals and requirements that students have for their professions.

For example, students from the International Business career need to learn this branch of English after studying at least 5 levels of General English. Students at this level are considered appropriate to learn ESP because according to the syllabus approved by the Language Department of the Pontifical Catholic University of Ecuador in Esmeraldas (2014), at the end of level 5 the students will be able to communicate -in an oral and written way- about making small talks, getting things done and reading for pleasure.

Thus, they are ready to acquire ESP, whose structure and vocabulary are more difficult. ESP is important for this career because international business is conducted in English. So, if they want to be part of this international trade world, they have to know English related to their profession in order to contact other businesspeople, go to conferences and read international business documents or papers such as newspapers and magazines.

Therefore, this investigation involves the teaching of ESP for 6th level General English students in the International Business career at PUCESE. These students obviously need to know the vocabulary used in the places where they are supposed to work after finishing their careers, such as the Port of Esmeraldas, the Ecuadorian Customs, or any other place involving international relationships.

Consequently, they do not only need to acquire the knowledge to develop their professions, but also to obtain the skills to apply that knowledge in English.

The main purpose of this project is to answer the following question: how will the application of an ESP based guideline affect the knowledge of vocabulary for 6th level General English students in the International Business career?

THEORETICAL BACKGROUND

ENGLISH FOR SPECIFIC PURPOSES (ESP)

According to Hutchinson and Waters (1990) ESP is an approach to language teaching in which all decisions such as content and methods used to teach English vocabulary and grammatical structures are based on the learners' reasons for learning. Based on this, the content for this guideline was agreed with the Director of the International Business School who knows what these students need to learn to develop their professional activities efficiently. It means that these students will learn what they really require for their professions and to accomplish their academic goals.

In other words, the ESP main objective is to meet specific needs of the learners. Of course, this indicates that there is no fixed methodology of ESP that can be applicable in all situations, but rather each situation and particular needs of learners belonging to a particular domain impose a certain methodology of teaching.

Since the end of World War II, ESP has received much attention amongst educational and applied linguists. This attention is justified due to the dominance of English in the fields of economics, politics, media, technology and medicine. Each of these fields, as well as others, requires its unique way of teaching based on the needs of their learners. (Al-Humaidi, n.d.)

It is the kind of English teaching that builds upon what has been learned earlier in English for General Purposes (EGP).

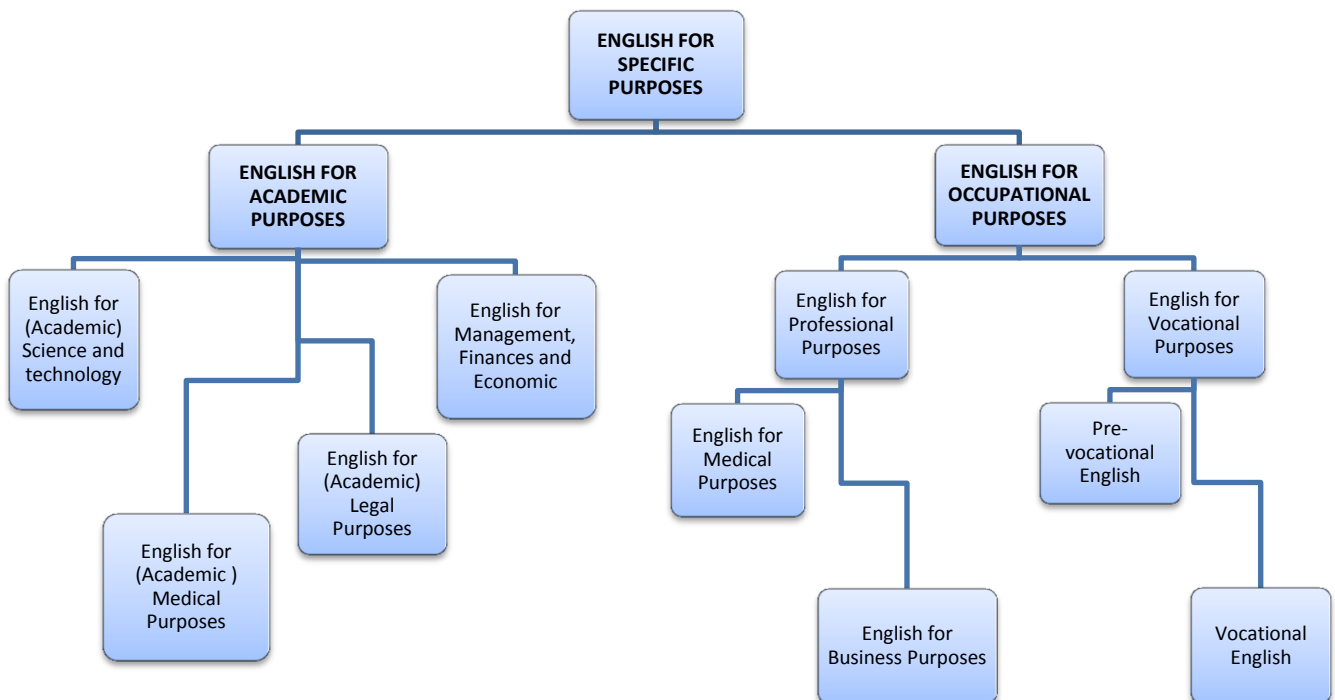
ESP CHARACTERISTICS

There are some characteristics, which make ESP different from any other branch of English. Strevens (1988) distinguishes between four absolute and two variable characteristics of ESP. In terms of absolute characteristics, ESP consists of English language teaching which is (1) designed to meet specified needs of the learner, (2) related in content (i.e. in its themes and topics) to particular disciplines, occupations and activities, (3) centered on the language appropriate to those activities in syntax, lexis, discourse semantics, etc., and analysis of this discourse, and (4) in contrast with General English. In terms of variable characteristics, ESP may be, but is not necessarily, (1) restricted as to the language skills to be learned (e.g. reading only), and (2) not taught according to any pre-ordained methodology.

Regarding the absolute characteristics, it can be said that this guideline meets these features since it was designed to increase the Technical English vocabulary of these students because it is related to the International Business field. Likewise, the guideline activities are centered on the specific vocabulary used at the port and customs in Esmeraldas. With respect to the variable characteristics, this guideline is restricted to the improvement of the 4 basic language skills (reading, writing, listening and speaking) through activities based on the task-based language learning method which allows students using the new vocabulary without restriction focusing on meaning rather than form.

CLASSIFICATION OF ESP

ESP has traditionally been divided into two main areas: English for Academic Purposes (EAP) and English for Occupational Purposes (EOP), which in turn are divided into other disciplines or professional areas as the following tree diagram shows:



(Dudley-Evans and St. John, 1998)

ENGLISH FOR BUSINESS PURPOSES

It refers to the English language especially related to international trade. It is a part of ESP.

It focuses on vocabulary and topics used in the worlds of business, trade, finance, and international relations. It also refers to the communication skills used in international workplaces. Moreover, it focuses on the language and skills needed for typical business communication such as presentations, negotiations, meetings, small talk, socializing, correspondence, report writing, and so on. (GV Malta English Centre, n.d.)

ENGLISH FOR INTERNATIONAL TRADE

English for International Trade is part of English for Business Purposes, which has a more restrictive focus on the English language applied in international workplaces. It means the common English vocabulary and grammatical structures involved in trading with foreign people.

This represents the core of this guideline, since the potential importance of this language as a contributor to trade linkages has several foundations. Worth mentioning the functionalist approach proposed by J. Carr which stated that “money and language share similar characteristics, just as money allows society to move beyond barter, a common language also facilitates transaction and lowers cost”. (Lazaro, 2004)

ENGLISH FOR GENERAL PURPOSES

General English helps students develop the full range of English language skills including reading, writing, listening, speaking, grammar, vocabulary and pronunciation.

According to the Language Learning Portal (2007), this course is ideal for anyone who wishes to improve their everyday English communication skills and fluency. By focusing on realistic situations and tasks such as going to the bank, dealing with service providers and establishing relationships in social contexts, students find themselves becoming more fluent and confident.

Consequently, General English is considered as the base to acquire a more difficult branch of the English language such as ESP.

ENGLISH FOR GENERAL PURPOSES (EGP) AND ENGLISH FOR SPECIFIC PURPOSES (ESP)

English for general purposes is, in fact the foundation for later attainments in specialist field (Trimble, 1985). So its role for future performance cannot be ignored and a learner who wants to study in a special field needs to have at least some mastery of General English. As mentioned before, according to the PUCESE syllabus for General English, it is supposed that after level 5, students are able to acquire more complex language.

Therefore, EGP is the first stage for ESP learners because it provides them the necessary English knowledge to face the more difficult vocabulary and grammatical structure presented in ESP course, which is designed from special field texts, grammatical and lexical features found on these registers and then they are used as syllabus for the course.

Consequently, EGP and ESP work together. Learners in both ESP and EGP courses are learning English for communication. The processes of learning are the same for the ESP and EGP learners. It is said that ESP is an approach to language teaching and language learning which is based on learners needs. It is directed by specific and apparent reasons for learning. However, general course of English is also for some purpose. But it is also possible to specify needs like passing the exam at the end of the semester. Thus, ESP can be defined as a type of ELT that is goal-oriented in which students study ESP not because they are interested in the English language as such but because they have to perform a task in English.

THE DIFFERENCE BETWEEN ESP AND EGP

ESP can be simply described as the opposite of English for general purposes. English for general purposes is the language that is used every day for ordinary things in a variety of common situations, therefore ESP is the language used to discuss specialized fields of knowledge. (Bowker, 1997)

For this specific case, ESP differs from EGP in the sense that the words and sentences learned and the subject matter discussed are all relevant to the International Business field or discipline. ESP courses make use of vocabulary tasks related to the field such as negotiation skills and effective techniques for oral presentations.

On the other hand, EGP is essentially the English language education in junior and senior high schools. Learners are introduced to the sounds and symbols of English, as well as to the lexical/grammatical/rhetorical elements that compose spoken and written discourse. GP curriculums also include cultural aspects of the second language.

TECHNICAL ENGLISH

Technical English is the language used by professionals and artisans working in technical and scientific fields at various levels to get things done and achieve practical goals.

For this project, Technical English is built on a common core of vocabulary that can be found in everyday international business workplaces. However Technical English also encompasses some highly specialized and specific terms that would not be part of a lay person's vocabulary and it is this crucial feature that characterizes and distinguishes Technical English. It is essentially lexical in its distinct nature. (Beck and Tranter, 2011)

TEACHING LEARNING PROCESS

Learning and teaching are two different things. They are two different processes that are often put into the same frame of reference (education) and sometimes even happen in the same physical space, it means classroom. (Smith, 2010)

Even these words are used as a single one to refer to the teaching-learning process, it is important to know the respective definition of each one in order to be clear of how they are connected in a single process.

In General English courses at PUCESE, teaching is an active process in which professors share their knowledge as well as the information on the established books for the lessons in order to provide learners with the proper material to succeed at the end of the semester.

The process is different for learners, who are supposed to assimilate such information with a resultant increase in knowledge at the end of the course.

Both definitions can be connected by a single one by saying that teaching-learning process is a planned interaction that promotes behavioral change that is not a result of maturation or coincidence.

NEEDS ANALYSIS

Songhori (2007) states that needs analysis (also known as needs assessment) has a vital role in the process of designing and carrying out any language course, whether it is ESP or General English Course

According to Iwai et al. (1999), the term needs analysis generally refers to the activities that are involved in collecting information that will serve as the basis for developing a curriculum that will meet the needs of a particular group of students.

In this specific case, such information was directly collected from the International Business School at PUCESE. Mr. Francisco Mila provided the content and vocabulary these students are required to have in order to cover their learning needs.

APPROACHES, METHODS, TECHNIQUES AND MATERIALS FOR ESP SYLLABUS DESIGN

A syllabus refers to a particular plan of a course. It is a document that details the structure and operation of one's class. (Breen, 1984)

There are many types of syllabuses with different characteristics, but the one which properly agrees with this project is the **Procedural Syllabus**.

This was proposed by Prabhu (1984) with the central hypothesis being "that structure can best be learned when attention is focused on meaning." This syllabus proposes to replace the linguistic syllabus with a syllabus of tasks which are graded conceptually and grouped by similarity. The tasks and activities are planned in advance but not the linguistic content. The emphasis here is on meaning rather than form. The learner is preoccupied with understanding, working out, relating, or conveying messages, and copes in the process, as well as he can with the language involved.

Based on this definition and characteristics, this syllabus was chosen to design the Technical English guideline, which represents the core of this project. As shown before, it can be well connected with the task-based language learning method used to design the process of the course.

TEACHING APPROACH – METHOD

The syllabus for this project is based on the Task-based language learning method (TBLL) method, which refers to an approach based on the use of tasks as the core unit of planning and instruction in language teaching. (Richards and Rodgers, 2001)

The information below is proposed by the professor Ellis (2007).

What is a task?

1. A task involves a primary focus on (pragmatic) meaning.
2. A task has some kind of 'gap', in which the students have to think about ways to fill it with new knowledge such as vocabulary.
3. The participants choose the linguistic resources needed to complete the task.
4. A task has a clearly defined outcome.

Advantages of task-based learning

- Task-based learning offers the opportunity for 'natural' learning inside the classroom.
- It emphasizes meaning over form but can also cater for learning form.
- It is intrinsically motivating.
- It is compatible with a learner-centered educational philosophy.

Principles of Task Based Language Learning

- Learners require exposure to the real (authentic) and varied language of speakers of the target language (often modified; always comprehensible).
- Learners must be exposed to and use the kind of language that they want and need for their own interests or purposes.
- Learners must be provided with opportunities for unrehearsed and meaningful language use in purposeful interaction, where they take informed risks, make choices, and negotiate meaning while seeking solutions to genuine queries.
- Teachers ensure that activities are interconnected and organized with clearly specified objectives and promote the desire to learn.
- Teachers should elicit self-correction, enable personalized feedback, and consider learners' individual developing language systems.
- Teachers must set activities for learners that help them notice language forms; induction/discovery is preferable to deduction/presentation; teachers should (explicitly) instruct form in the context of activities where meaning is primary.

- The whole language (listening, speaking, reading, and writing) should be integrated.
- Teachers evaluate learners in a formative manner and in terms of the process of achieving a goal; learners need to evaluate their own performance and progress.

TBLL TEACHING TECHNIQUES

Regarding the teaching techniques required for task-based learning, they are not very different from those of ordinary language teaching. The differences lie in the ordering and weighting of activities and in the fact that there is a greater amount of student activity, and less direct, up-from teaching. European Commission (n.d.)

ESP TEACHING MATERIALS

Materials selection, adaptation, or writing is an important area in ESP teaching, representing a practical result of effective course development and providing students with materials that will equip them with the knowledge they will need in their future business life. (Vicic, n.d.)

GUIDELINE - ACTIVITIES

According to Baylor (2015), a guideline is any document that aims to streamline particular processes according to a set routine. It is a guide that determines a course of action of any lesson. It serves as direction to teach or learn any theme in a classroom.

A guideline can provide numerous activities; those used in this project are based on texts because it can be used for learning and practicing a wide range of skills. In an ESP course it can be source for new vocabulary, communicative or reading skills. To make working with a text as much effective as possible it is necessary to involve all students' skills. It is preferred to combine working with printed text with listening to audio or video that means receptive with productive activities. Concerning the ESP activities it is necessary to keep in mind the context that should be consistent with studying subject matter. (Bracaj, 2014)

The activities involved in this guideline can be described as follows:

- Warming-up activities - pre-teaching and activation of new vocabulary or grammar structures, discussing questions concerning the topic. Wallace (1992) e.g. considers pre-reading activity very important for students motivation.
- Receptive activities - work with a text itself, reading, listening. Various reading strategies can be realized, e.g. aloud, quiet, skimming, scanning, with or without translation, informative and so on.
- Productive activities - practicing of acquired knowledge. Work in pairs, in groups or individually with the help of teacher who takes notice of using the target language. Students make a summary of the lesson showing what they understood from it.

Apart from the kinds of activities that this guideline provides, it has to be applied in a positive learning atmosphere in the classroom, which is a primary step for achieving setting objectives and goals. It makes teaching and learning more pleasant for both sides of the process, for a teacher and a learner, and it supports students in their work. (Burdová, 2007)

PROJECT INFORMATIVE DATA

This project was executed in the Pontifical Catholic University of Ecuador in Esmeraldas. It is located in the Parroquia “Esmeraldas”, Canton Esmeraldas, Province Esmeraldas.

The Language Department and the International Business School supported the development of this educative project through the provision of technical knowledge for the guideline design and the content to be taught, respectively.

The project was directed by Diana Vásquez Santamaría (Linguistics Thesis Candidate) with the active participation of the International Business School Director, the Language Department Coordinator and the Students from the International Business career in 6th level of General English, who are also considered as the direct beneficiaries of this study.

According to the syllabus from the Language Department at PUCESE, these learners are studying in a pre-intermediate English level. For the reason that in 6th level they are supposed to understand, speak, read, and write English accurately, confidently and fluently through multiple exposures to new language and numerous opportunities to practice it.

These students are all Ecuadorian, and their mother tongue is Spanish. The course was attended by 10 adults, 8 of them female and the other two male. They are between 23 and 25 years old.

It was an 18-hour course, given over 6 Saturdays. The course started on Nov. 08 and finished on Dec. 13, 2014. Each class was from 9:00 to 12:00.

COURSE DESCRIPTION

This business English guideline is based on the Task-Based Language Learning (TBLL) approach, which focuses on the use of authentic language and on asking students to do meaningful tasks using the target language. Such tasks can include visiting a commercial fair or analyzing the best port for export / import. Assessment is primarily based on task outcome (in other words the appropriate completion of real world tasks) rather than on accuracy of prescribed language forms.

Through this course students had the opportunity to increase their business English knowledge, which will be useful for their professional future. The guideline content is mentioned below:

UNIT # 1: Customs & Port Main Functions.

UNIT # 2: Technical English Vocabulary Used at the Port & Customs.

UNIT # 3: International Commercial Terms.

UNIT # 4: Export & Import Strategies.

UNIT # 5: International Business Documents.

UNIT # 6: Writing Commercial Letters and Reports in English.

All the above content was taught following the different steps of the TBLL method described by the International Maritime Organization (2009) as follows:

- **Pre-task:** The teacher introduces the topic and gives the students clear instructions on what they will have to do at the task stage and might help the students to recall some language that may be useful for the task. The pre-task stage can also often include playing a recording of people doing the task. This gives the students a clear model of what will be expected of them. The students can take notes and spend time preparing for the task.

- **Task:** The students complete a task in pairs or groups using the language resources that they have as the teacher monitors and offers encouragement.

- **Planning:** They practice what they are going to say in their groups. Meanwhile the teacher is available for the students to ask for advice to clear up any language question they may have.

- **Report:** Students then report to the class orally or read the written report. The teacher chooses the order of when students will present their reports and may give the students some quick feedback on the content.

- **Analysis:** The teacher then highlights relevant parts from the text.

- **Practice:** Finally, the teacher selects language areas to practice based upon the needs of the students and what emerged from the task and report phases. The students then do practice activities to increase their confidence and take note of useful language.

GUIDELINE TEACHING TECHNIQUES

The following teaching techniques are included in the guideline:

- LISTING AND/OR BRAINSTORMING:

Unit 2: Domino game, international word search (common words or phrases used in international business contexts)

- SELF-LEARNING:

Unit 5: In pairs: students are given some samples of international business documents with their definitions.

*Each pair has to check the document's definition and draw it on a flipchart adding new information than that on the sample.

*Each pair presents the document in front of the class and explains its definition and importance.

- CRITICAL THINKING:

Unit 4: Write your own opinion about the phrase on the jigsaw puzzle.
(3 lines minimum)

“Develop a plan before you trade or do it later with less cash and more frustration”

- MULTIPLE CHOICE (LISTENING) / FILL IN THE BLANKS:

Unit 1: Circle the best answer from the options according to the listening.

Unit 2: Choose the correct word to complete the meaning of the sentence.

Unit 3: Listen and fill in the blanks with the words you hear.

Unit 4: Based on the reading, fill in the blanks on the map with the correct product that each country exports or imports.

Unit 5: In front of each document, write the correct person in charge of issuing it. (Use the words on the box the times you consider necessary)

- ORDERING AND SORTING:

Unit 6: Students are given some scrambled letters they have to put in the correct order on the whiteboard.

- TRUE OR FALSE:

Unit 3: Circle True “T” / False “F” and correct the false statements.

- MATCHING:

Unit 5: Each document is joined with its correct definition using lines.

- COMPARING:

Unit 3: Flashcard game: There will be 5 groups of 2 people. Each group will have a chance to joint an acronym with its meaning. If the acronym and the meaning agree, the group will have another chance until they fail, so another group can continue playing up to the part when the game finishes.

- PROBLEM-SOLVING:

Unit 1: Group work: Students have to choose a paper containing different products they can export or some services they can provide.

- What kind of port would you like to land on based on the product or service you will provide?
- Write a paragraph (5 lines) explaining the reasons.
- Present the paragraph in front of the class.

1. You are the Sales Manager of a Fishery Company. Your company is being requested to distribute 1.000 tuna fishes to “Isabel Tunas Company”. What port do you think is the best to perform this work?

2. You are the Logistics Manager of “Cruise & Fun”; you have to coordinate the reception of passengers at the port and the place to take fuel for the whole trip. What kind of port do you think is the best to complete your agenda?

3. The Chairman of the company asks you to coordinate the year-round delivery of vehicle parts to Alaska. What kind of port do you think can guarantee the year-round delivery of those items?
4. You are in charge of supervising the operations of the transshipment of 100 containers. What kind of port do you think will be proper for the transshipment process if the seaport is too far from the city?
5. What kind of port do you think is the best for a ferry used to carry primarily passengers, and sometimes vehicles and cargo as well, across a body of water?

Unit 6: Group work: Choose one of the following situations, write a short dialogue (5 lines) and a formal letter based on the information provided by each item. Perform the role-play activity in front of the class.

- a) Your usual supplier has contacted you demanding an increase in prices. They say this is necessary due to the recent rise in fuel costs. You need your assistant to write a formal letter rejecting the new terms and conditions.
- b) You have suddenly remembered that the trade fair is coming up in New York and you have not yet confirmed to the fair organization about your attendance. You need your assistant to write a formal letter to the fair manager informing him about your presence in the fair.

MATERIALS

Three kinds of materials were used during the application of the ESP based guideline, which are described as follows:

- Adopted materials that were created by somebody else and used as if one was the original owner, such as the international business documents and commercial letter forms.
- Developed materials that were created by the teacher in order to facilitate learning, such as power point presentations, domino cards, worksheets, jigsaw puzzle pieces and flipchart.
- Adapted materials that were rewritten adapting the language for different levels. These materials include flashcards, information sheets and information slides (theory to be taught).

RESOURCES

Three different resources were needed for the development of this project. The first one to be considered is the human; it was made up by the people involved in the teaching-learning process such as teacher and students. The second one is the didactic resource; it refers to auxiliary materials with which students develop the learning process such as the guideline, the whiteboard and markers. Finally, the third one is the technology; it involves the use of electronic materials such as computer, projector and loudspeaker.

BUDGET FOR THE COURSE

The preparation and application of the guideline entailed the following costs:

N°	DETAIL	Q'TY	UNIT PRICE	TOTAL PRICE
1	Ream of paper	4	\$ 5,00	\$ 20,00
2	Ink bottle	5	\$ 5,00	\$ 25,00
3	Markers	5	\$ 1,25	\$ 6,25
4	Flipchart	10	\$ 0,30	\$ 3,00
5	Cardboard	50	\$ 0,10	\$ 5,00
6	Pressed cardboard	2	\$ 1,20	\$ 2,40
7	Giant print	6	\$ 4,00	\$ 24,00
8	Tape	3	\$ 0,45	\$ 1,35
9	Double sided tape	2	\$ 3,50	\$ 7,00
10	Document binding	10	\$ 1,60	\$ 16,00
11	Transportation	---	---	\$ 20,00
TOTAL				\$ 130,00

CHART No. 1: Budget for the course

OBJECTIVES

GENERAL OBJECTIVE

- To design and apply a Technical English guideline for 6th level General English students in the International Business career at PUCESE.

SPECIFIC OBJECTIVES

- To diagnose the English level these students have regarding Technical English.
- To coordinate the technical vocabulary to be taught with the International Business School Director.
- To collect International Business students' opinions regarding the development of this project to verify the need of its execution.
- To develop the guideline based on the students' learning needs and background.

2. METHODS

The scientific method was applied for this study as shown below:

- ✓ **Ask a question:** How will the application of an ESP based guideline affect the knowledge of vocabulary for 6th level General English students in the International Business career?
- ✓ **State a hypothesis:** The application of an ESP based guideline will increase the business vocabulary knowledge of 6th level General English students in the International Business career.
- ✓ **Conduct an experiment:** Application of the ESP based guideline throughout a course.
- ✓ **Analyze the results:** Surveys will be done before and after the application of the ESP based guideline.
- ✓ **Make conclusions:** Based on the results collected by the surveys.

2.1 TECHNIQUES

- **OBSERVATION:** Before designing and applying the ESP based guideline, the General English lessons of the learners under study were observed in order to get some information about the structure of such lessons.
- **SURVEY:** Two surveys were applied. The first one was aimed at the International Business students involved in this project; it was done before the application of the guideline. The second one was aimed at the students who attended the course where the guideline was applied. The purpose of these two surveys was to know how important it was for these students to create this ESP guideline and how useful it was at the end of the course.

- **INTERVIEW:** It was aimed at the Director of the International Business School as well as the Coordinator of the Language Department at PUCESE in order to know their opinions about the development of this project. Likewise, the interview was performed in order to get some suggestions regarding the vocabulary that should be taught through the guideline.

2.2 RESEARCH DESIGN

Descriptive: It allows describing the characteristics of the population involved in the development of this project. The population for this project is detailed in the next point.

Proposal: Because this research is based on a proposition, which consists on the application of an ESP based guideline in order to increase the international business vocabulary of 6th level General English students in the International Business career. This document provides a detailed description of the proposed guideline. It is similar to an outline of the entire research process that gives the reader a summary of the information discussed in this project.

Bibliographical: This research gathered information from published materials such as books, magazines, journals, newspapers and various specialized documents. In addition to printed materials, online information was also used.

2.3 POPULATION AND SAMPLES

2.3.1 POPULATION

- First survey: 70 students from 4th to 8th level of the International Business School at PUCESE.
- Second survey: 6th level General English students in the International Business career at PUCESE, who attended the 18-hour course where the guideline was applied.
- Interview: Msc. Chiara D. Fuller, Coordinator of the Language Department and Mr. Francisco Mila, Director of the International Business School at PUCESE.

2.3.2 SAMPLE

- First survey: 50 students from 4th to 8th level of the International Business School at PUCESE.
- Second survey: 10 International Business students in 6th level of General English at PUCESE, who attended the 18-hour course where the guideline was applied.

3. RESULTS AND INTERPRETATION

Refer to annex No. 2 (First survey) for the results below:

QUESTION No. 1: Do you think that General English taught at PUCESE is proper for your professional development?

QUESTION No. 4: Do you think you are able to communicate properly with a native English speaking businessman?

QUESTION No. 5: Do you believe it is necessary to change the Curriculum of your career regarding the teaching of English?

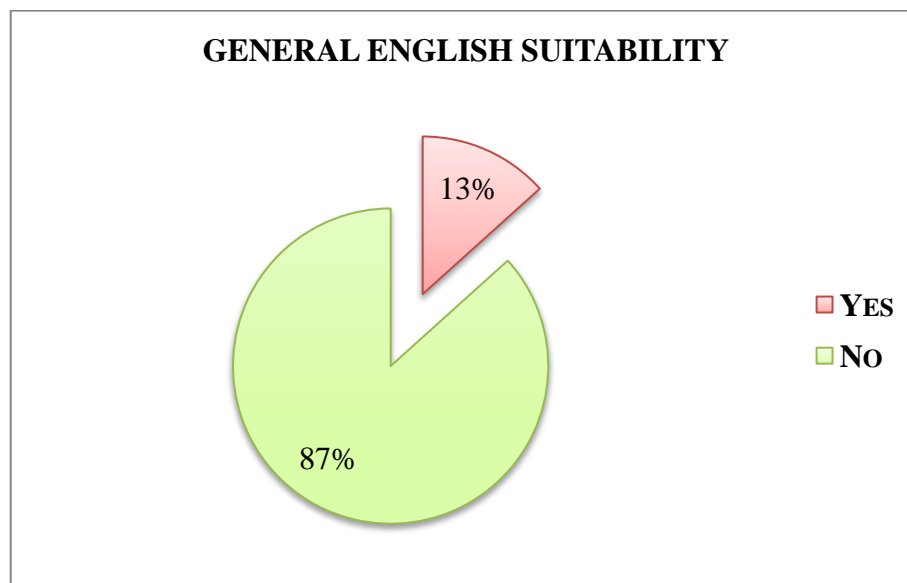


CHART No. 2: General English suitability

The results in chart No. 2 show that most of the students (87%) think that the General English knowledge they are acquiring is not suitable for their profession. They also reveal they are not able to communicate properly with a native English speaking businessman. Therefore, these students think it is necessary to modify the curriculum of International Business regarding the teaching of English.

QUESTION No. 2: Do you know the English (Vocabulary) used at the Port or Customs in Esmeraldas?

QUESTION No. 3: How well do you know the branch of English that is related to your career?

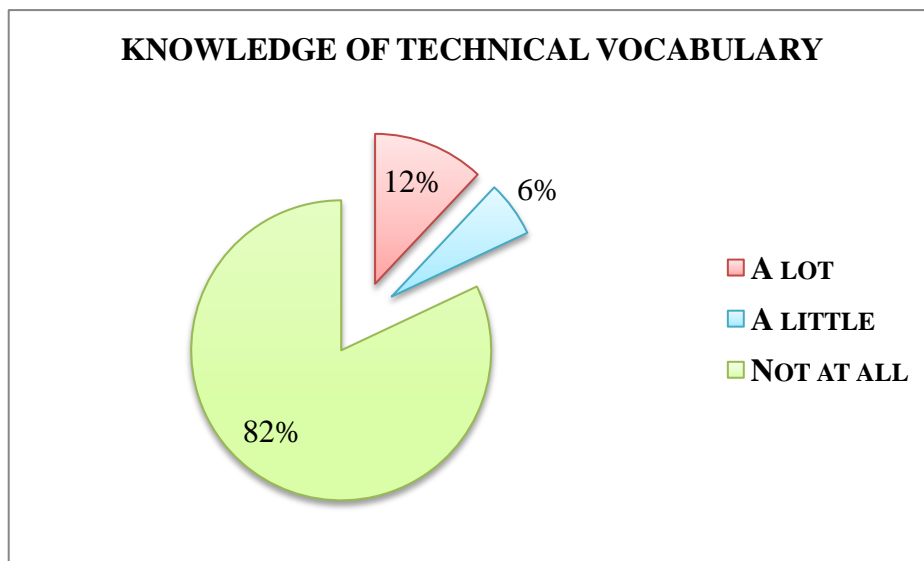


CHART No. 3: Knowledge of Technical English vocabulary

The chart above reveals that most of the sample (82%) states not knowing the English vocabulary used at international business workplaces in Esmeraldas. Thus they are unaware of ESP, which is understandable since they have been studying General English throughout their whole career.

QUESTION No. 6: What kind of activities would you like to include in this Technical English Guideline?

As a general comment regarding the above question, it can be said that most of the students would like to practice and improve their speaking skills through role-playing activities such as “USA business trip”.

QUESTION No. 7: Do you have any suggestions, questions or ideas that you would like to share with the Director of your department concerning the Technical English teaching in your career at PUCESE?

Many different suggestions were collected through the above open question. Those suggestions can be summarized by saying that the students involved in this research would like to recommend to include the teaching of Technical English in their career. Likewise, these students would like teachers to increase the motivation for the English learning process through practice.

4. DISCUSSION

In the first survey applied to students, it can be said that most of these students think the General English knowledge they are acquiring regarding their professional career is not correct.

When students were asked about ESP most of them said they did not know this branch of English. Likewise, they said they are unaware of the English vocabulary used at international business workplaces in Esmeraldas. Also, they revealed they are not able to communicate properly with a native English speaking businessman.

Therefore, the results show that students think it is necessary to modify the curriculum of International Business regarding the teaching of English. Thus, most of them suggested to the Director of their school to include the teaching of Technical English and increase the motivation of the English learning process through practice. It can be understood as the application of a new teaching method based on tasks which offers the opportunity for ‘natural’ learning inside the classroom.

These results show that the survey respondents agree on the application of an ESP based guideline including activities that provide students with the opportunity to improve the speaking skill and simulating situation such as “USA business trip”, which can be interpreted as a desire to practice speaking in a real context, for example through activities performed in international workplaces such as ports, customs, etc. Based on the answers of this survey, it was considered necessary to apply the ESP based guideline during an 18-hour course from Nov. 08 to Dec. 13, 2014.

After applying the above mentioned guideline, it was necessary to know the participants’ reactions and viewpoints about the effectiveness of this project. Consequently, another survey was applied (Please refer to attachment # 5) to the 10 participants of the course; the following analysis summarizes their opinions.

Regarding the content, presentation and duration of the course, these students said they were correct and proper to acquire the new vocabulary, and thus their expectations were all covered. It can be understood as the satisfaction of their wishes for learning Technical English reflected in the results of the first survey.

Likewise, all the participants think the four goals established and socialized before the application of this guideline were fully reached during the lessons. These results reflect the project was successfully executed. Therefore, their overall evaluation of the course was excellent and they agreed on suggesting this course to other classmates in order to help them to increase their Technical English knowledge.

Based on the information above it can be concluded that the data gathered through these two surveys were useful for the development and evaluation of this project.

As previously mentioned, two interviews were held, the first one was aimed towards the Coordinator of the Language Department at PUCESE, Msc. Chiara D. Fuller, in order to get information about the possibility of carrying out this project with the support of this department. She agreed with the development of this project since she thinks it is important to promote the teaching of Technical English for International Business students. Therefore, she offered her technical support to prepare the guideline

The second interview was aimed at the Director of International Business School in PUCESE, Mr. Francisco Mila, in order to gather information about the vocabulary these students need to learn based on his experiences. Likewise, he was interviewed in order to ask his support for the coordination of the course. During the interview, Mr. Francisco Mila talked about the necessity of developing this project, since it would help some students from this school to increase their Technical English knowledge, so they will improve their professional curriculum and be involved in the international business world.

The support of these two authorities made it possible to develop the ESP based guideline and apply it during the certified 18-hour course.

5. CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

- The General English being taught to International Business students in PUCESE is not satisfying their professional expectations.
- The teaching of Technical English to International Business students should be considered by the competent authorities.
- The application of the ESP based guideline helped the participants to increase their international business vocabulary.
- The application of the Task-based learning method was successful for teaching international business vocabulary.

RECOMMENDATIONS

- To analyze the possibility of including the teaching of Technical English in the curriculum of International Business students in order to meet their professional expectations.
- To promote these kinds of projects inside the university in order to exchange knowledge among the different careers.
- To consider the feasibility of including new methodologies in the teaching-learning process, which allow students to learn the language by free practice in real contexts.

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ANNEXES

- **ANNEX No. 1: PROPOSAL LETTERS**

Esmeraldas, 5 de Noviembre del 2014

Escuela de Comercio Exterior
PUCESE

Estimados,

Reciban un cordial saludo de mi parte; mi nombre es Diana Vásquez Santamaría. Después de terminar el currículo en la Escuela de Lingüística Aplicada en la PUCESE, estoy trabajando en mi proyecto de tesis, el cual está basado en la creación y aplicación de una Guía de Inglés Técnico para estudiantes de 8vo nivel de Comercio Exterior de la PUCESE.

Por lo tanto, escribo con gran placer para invitarlos a ser parte del Curso de Inglés Técnico de Comercio Exterior en la PUCESE. Este curso les brindará la oportunidad de incrementar sus conocimientos de inglés técnico, los cuales serán útiles para su futuro profesional. Se trata de un curso de 18 horas, dictado durante 6 (seis) sábados, iniciando el 08 de noviembre y terminando el 13 de diciembre, a partir de las 9:00 hasta las 12:00.

Los principales propósitos del curso se detallan a continuación:

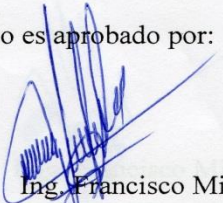
- Estudiar vocabulario técnico en inglés para comercio exterior.
- Brindar a los estudiantes oportunidades para el libre uso del idioma.
- Involucrar a los estudiantes en el idioma del comercio exterior mediante actividades educativas.
- Mejorar las 4 destrezas básicas del idioma inglés mediante la práctica libre.

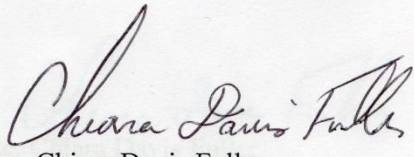
El contenido de la guía se menciona a continuación:

- Principales Funciones del Puerto & Aduana.
- Vocabulario Técnico en Inglés Usado en el Puerto & Aduana.
- Términos de Comercio Exterior.
- Estrategias de Exportación e Importación.
- Documentos de Comercio Exterior.
- Escritura de Cartas y Reportes Comerciales en Inglés.

The course is approved by:

El curso es aprobado por:


Ing. Francisco Mila
DIRECTOR DE LA ESCUELA DE COMERCIO EXTERIOR
PUCESE


Msc. Chiara Davis Fuller
COORDINADORA DEL DEPARTAMENTO DE IDIOMAS
PUCESE

Esmeraldas, November 6th, 2014

International Business School

PUCESE

Dear all,

Receive a friendly greeting from me; my name is Diana Vásquez Santamaría. After completing the curriculum in the Applied Linguistics School at PUCESE, I am working on my thesis project, which is based on creating and applying a Technical English Guideline for 8th Level International Business Students at PUCESE.

Therefore, it is with great pleasure that I write to invite you to be part of the International Business Technical English Course at PUCESE. This course will give you the opportunity to increase your business English knowledge, which will be useful for your professional future. It is an 18 hour course, given during 6 (six) Saturdays, starting on Nov. 08 and finishing on Dec. 13, from 9:00 to 12:00.

The main purposes of the course are detailed as follows:

- To study international business technical English vocabulary.
- To provide students with free language usage opportunities.
- To involve students in the International Business language through educational activities
- To improve the four basic English language skills through unrestricted practice.

The guideline content is mentioned below:

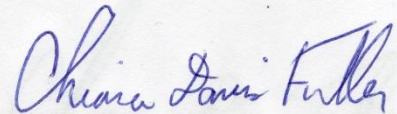
- Customs & Port Main Functions.
- Technical English Vocabulary Used at Port & Customs.
- International Commercial Terms.
- Export & Import Strategies.
- International Business Documents.
- Writing Commercial Letters and Reports in English.

The course is approved by:



Eng. Francisco Mila

PRINCIPAL OF INTERNATIONAL BUSINESS SCHOOL
PUCESE



Msc. Chiara Davis Fuller

LANGUAGE DEPARTMENT COORDINATOR
PUCESE

• **ANNEX No. 2: FIRST SURVEY**



**PONTIFICAL CATHOLIC UNIVERSITY OF
ECUADOR IN ESMERALDAS**



The present survey has been created in order to collect information concerning the “Pontifical Catholic University of Ecuador in Esmeraldas” (PUCESE) International Business student’s opinions about the branch of English they are studying for their career. The survey also focuses on what can be done to improve the Technical English knowledge of the PUCESE International Business students through a Technical English guideline.

This survey is primarily aimed at International Business students from 4th to 8th level.

The results of this survey will be helpful to develop the PUCESE Technical English guideline project, so please reply sincerely and responsibly.

1. Do you think that General English taught at PUCESE is proper for your professional development?

Yes

No

2. Do you know the English (Vocabulary) used at the Port or Customs in Esmeraldas?

Yes. A lot

A little

Not at all

3. How well do you know the branch of English that is related to your career?

A lot

A little

Not at all

4. Do you think you are able to communicate properly with a native English speaking businessman?

Yes

No

5. Do you believe it is necessary to change the Curriculum of your career regarding the teaching of English?

Yes

No

6. What kind of activities would you like to include in this Technical English Guideline?

7. Do you have any suggestions, questions or ideas that you would like to share with the Director of your department concerning the Technical English teaching in your career at PUCESE?



• ANNEX No. 3: LESSON PLANS FOR THE COURSE

UNIT 1: CUSTOMS & PORT MAIN ROLES

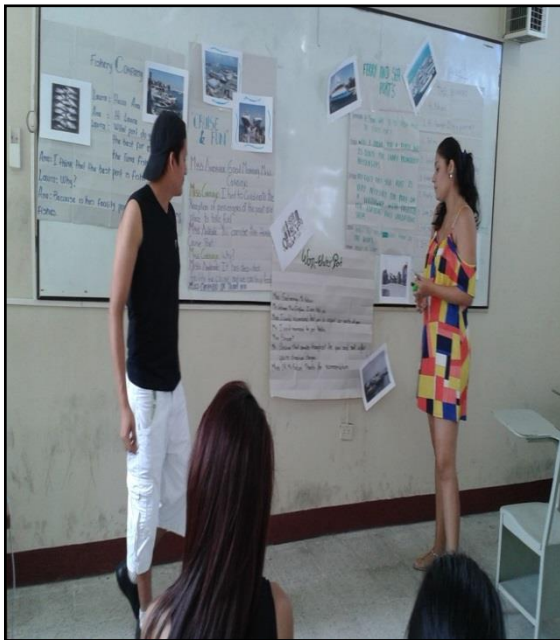
PRE-PLANNING	<p>OBJECTIVE</p> <ul style="list-style-type: none"> - To diagnose the students English level. - To introduce students to the meaning and functions of Customs & Port - To provide students with free practice through the activities. - To improve reading, writing, listening and speaking skills through the development of the lesson. 	
	<p>ASSESSMENT</p> <p>A diagnostic exam will be applied at the beginning of the lesson.</p> <p>During the lesson, students will be asked some questions about meanings before presenting them in order to involve students in the class. At the end of the lesson, students will be asked the same questions that they were asked at the beginning in order to check if they acquire any knowledge from the lesson and practice. Mastery will be assessed when students present the activities in front of the class.</p>	
LESSON CYCLE	<p>OPENING (40 min.)</p> <ul style="list-style-type: none"> • Greetings and introduction (5 min) • General introduction of the course, class rules and expectations (10 min) • Students are requested to fill a survey about the branch of English International Business students learn in PUCESE. (10 min) • A Diagnosis is applied in order to measure students' Technical English knowledge. (15 min) BREAK 	<p>MATERIALS</p> <p>Sheets of papers</p>
	<p>INTRODUCTION OF NEW MATERIAL (40 min.)</p> <ul style="list-style-type: none"> • Students are presented the theme of the unit. (5 min) • Students are asked to talk about the importance of the theme. (15 min) • The teacher asks students to read the texts about “Customs & Port main roles” on the slides. (20 min) 	<p>Computer</p> <p>Slides</p>

	<p>GUIDED PRACTICE (20 min.)</p> <ul style="list-style-type: none"> • Teacher informs students about the rules to participate during the lesson. • Teacher asks some questions about the definition of Customs, Port and the main roles both perform before providing meaning in order to engage them into the lesson and give them the chance to create meaning and use the language. • Teacher presents a dialogue about the coordination of a transshipment process from Ecuador to Riyadh, students practice the pronunciation and learn the meaning of new vocabulary. The dialogue is a model for the role play students will be requested to perform later. 	<p>Computer Slides</p>
	<p>INDEPENDENT PRACTICE (50 min.)</p> <ul style="list-style-type: none"> • Students are presented a listening “Customs in the airport” and multiple-choice activity. (10 min) • Students practice a ROLE-PLAY activity, based on the previous listening, which provides them with the opportunity to use the language. (20 min) • Students work in groups and take the role of an important company employee, in which they have to decide the correct port to land on, based on the product they have to export or the service they provide. (20 min) 	<p>Computer Slides Sheets of paper</p>
	<p>CLOSING (10 min.)</p> <ul style="list-style-type: none"> • Teacher asks students the same question that was presented at the beginning of the lesson. (5 min) • Students work in groups to provide accurate answers for the questions and show what they learned from the lesson. (5 min) 	<p>Computer Slides</p>

UNIT 1: CUSTOMS & PORT MAIN ROLES



UNIT 1: CUSTOMS & PORT MAIN ROLES

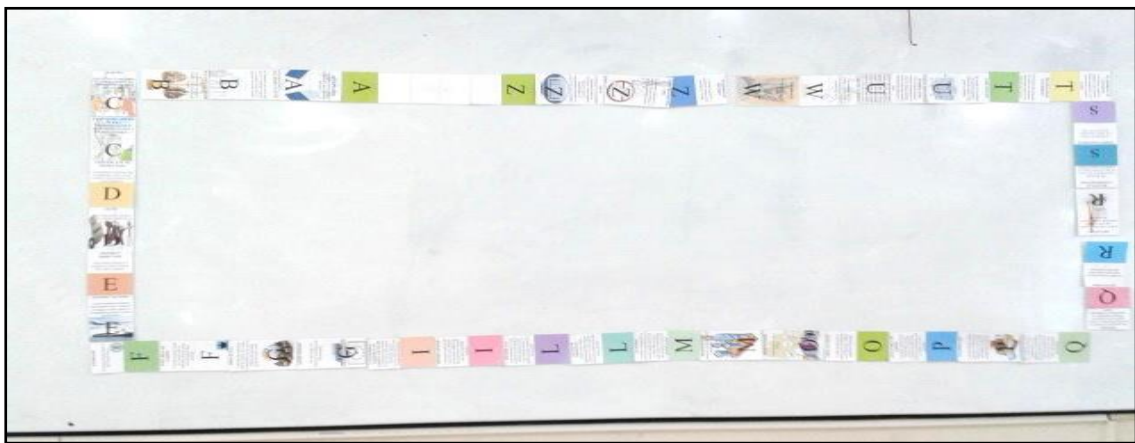
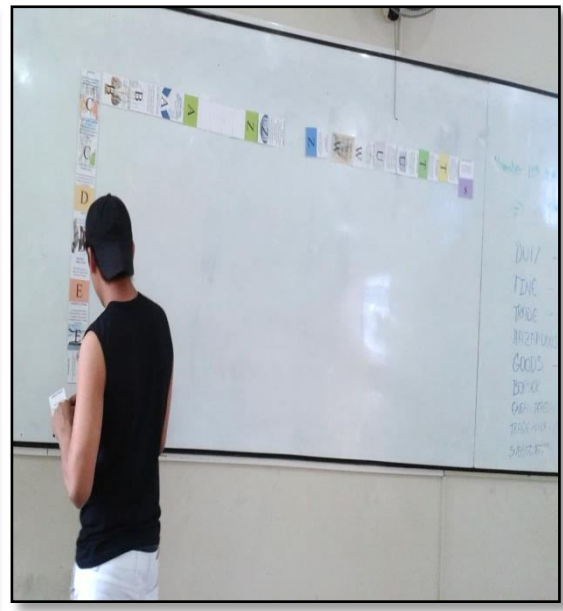


UNIT 2: TECHNICAL ENGLISH VOCABULARY USED AT PORT & CUSTOMS

PRE-PLANNING	OBJECTIVE	
	<ul style="list-style-type: none"> - To introduce new Technical English vocabulary commonly used at Ports & Customs by playing the “Domino Game” - To improve vocabulary comprehension by discussion, multiple choice activity and students’ own sentences. - To improve reading, speaking and writing skills. 	
	ASSESSMENT	
Students’ progress will be assessed by checking the multiple-choice activity and the sentences students create using the new vocabulary.		
LESSON CYCLE	OPENING (20 min.)	MATERIALS
	<ul style="list-style-type: none"> • Greetings. • Students are asked to talk about the main functions of ports & customs they studied last lesson. • Teacher writes on the board the students’ answers. 	Whiteboard Markers
	INTRODUCTION OF NEW MATERIAL (20 min.)	
	<ul style="list-style-type: none"> • Teacher presents the “Domino pieces” by which students will be exposed to the new vocabulary • Teacher explains the instructions for the game. 	Domino pieces (cardboard) Computer - slides
GUIDED PRACTICE (10 min.)		
<ul style="list-style-type: none"> • Teacher starts the game by placing the first piece of the game on the blackboard. 	Domino pieces (cardboard)	

	<p>INDEPENDENT PRACTICE (90 min.)</p> <ul style="list-style-type: none"> • Students follow the sequence of the game after teacher’s explanation. • Students read the definitions of the words or phrases on the domino piece. • In groups: Students look for 20 words (taken from the domino game) in a wordsearch. • Students complete the multiple-choice activity based on the new vocabulary. • Students are asked to choose 2 words or phrases from the wordsearch and write one sentence for each of them (1 sentence will written on the blackboard) 	<p>Domino pieces (cardboard)</p> <p>Whiteboard</p> <p>Worksheet</p> <p>Markers</p>
	<p>CLOSING (20 min.)</p> <ul style="list-style-type: none"> • Students present one of the sentences they created. 	<p>Whiteboard</p>

UNIT 2: TECHNICAL ENGLISH VOCABULARY USED AT PORT & CUSTOMS

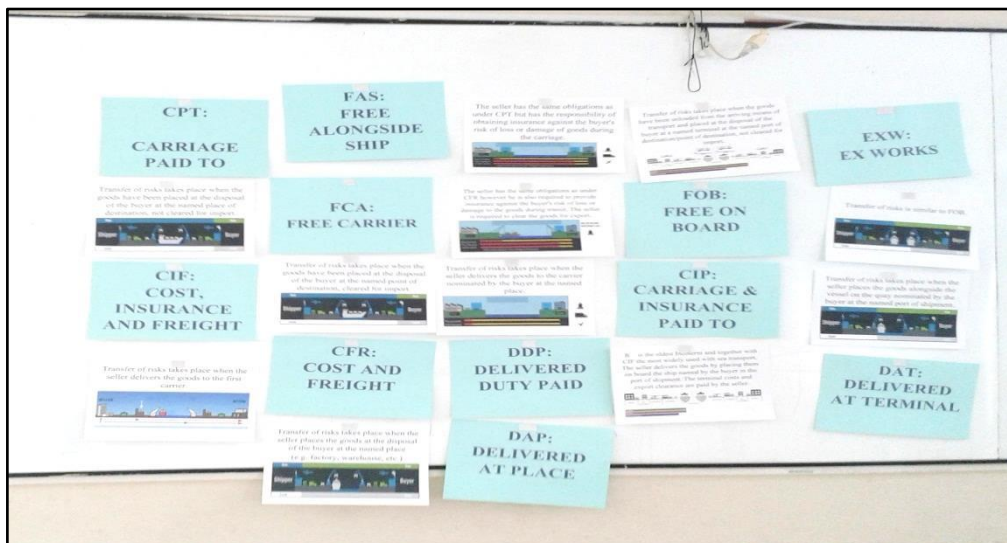


UNIT 3: INTERNATIONAL COMMERCIAL TERMS (INCOTERMS)

PRE-PLANNING	OBJECTIVE <ul style="list-style-type: none"> - To introduce students to the meaning and classification of INCOTERMS - To provide students with opportunities to acquire vocabulary and meaning by the “Flash cards” game. - To provide different kinds of activities to improve basic English skills. - To give students the chance for free language usage by working in groups. 	
	ASSESSMENT Students’ progress will be assessed by checking the different activities they have to perform after getting vocabulary and meaning.	
LESSON CYCLE	OPENING (15 min.) <ul style="list-style-type: none"> • Greetings. • Teacher asks students some of the vocabulary they learnt last week. • Teacher explains how the vocabulary they learnt last week will help them to acquire the INCOTERMS. 	MATERIALS Whiteboard Markers
	INTRODUCTION OF NEW MATERIAL (40 min.) <ul style="list-style-type: none"> • Teacher asks students about INCOTERMS definition. • Teacher introduces students the classification of INCOTERMS • Teacher presents the “flash cards” game. 	Computer - slides
	GUIDED PRACTICE (15 min.) <ul style="list-style-type: none"> • Teacher explains the instructions for the game. • Teacher takes part in the first part of the game to make it clear for students. 	Flashcards (cardboard)
	INDEPENDENT PRACTICE (80 min.) <ul style="list-style-type: none"> • Students work in groups. Each group has the chance to follow the sequence of the game after teacher’s explanation. • Students read aloud the definition of the INCOTERM after joining the acronym with its correct definition • Worksheet: Students complete the “fill in the blanks” activity based on what they listened from the audio about the development of INCOTERMS. • Worksheet: Students complete the “TRUE or FALSE” activity based on the listening exercise. 	Flashcards (cardboard) Whiteboard Worksheet

	CLOSING (10 min.) <ul style="list-style-type: none">• Teacher and students check the answers from the worksheet activities.	Flipcharts

UNIT 3: INTERNATIONAL COMMERCIAL TERMS (INCOTERMS)



UNIT 4: EXPORT & IMPORT STRATEGIES

PRE-PLANNING	OBJECTIVE	
	<ul style="list-style-type: none"> - To introduce the ideas of export and import. - To identify the elements involved in export and import strategies. - To provide students with opportunities to practice vocabulary through the “Hot Seat” game. - To promote partnership through the “International Business Jigsaw Puzzle” game. 	
	ASSESSMENT	
	Students’ progress will be assessed by checking how well they complete the activities after they receive vocabulary.	
LESSON CYCLE	OPENING (15 min.)	MATERIALS
	<ul style="list-style-type: none"> • Greetings. • Teacher asks students some of the vocabulary they learnt last week. • Teacher provides students with a vocabulary list. 	Whiteboard Markers
	INTRODUCTION OF NEW MATERIAL (20 min.)	Computer – slides
	<ul style="list-style-type: none"> • Teacher asks students about Export & Import Strategies. • Teacher introduces students to the meaning of Export, Import & Strategies. • Teacher presents a list of the most common products exported from and imported into Ecuador. 	Information Sheets
	GUIDED PRACTICE (20 min.)	Whiteboard
	<ul style="list-style-type: none"> • Teacher helps students to practice the new vocabulary pronunciation and spelling. • Teacher reinforces the English alphabet pronunciation to be sure students will be able to spell the new vocabulary correctly. • Teacher explains the directions for each activity and game. 	Markers

	<p>INDEPENDENT PRACTICE (80 min.)</p> <ul style="list-style-type: none"> • Students complete the worksheet based on the listening information about the main products South America countries export and import. Also they have to give their own opinion about a phrase on the “Jigsaw puzzle” and answer some questions about the picture there. • Teacher and students check the answers from the worksheet activities. • Students work in groups and play the “Hot Seat” game, which is based on guessing the words and pictures on the charts (products Ecuador exports and imports) through spelling and gestures. 	<p>Whiteboard Computer Worksheet Flashcards (cardboard) Jigsaw Puzzle pieces</p>
	<p>CLOSING (25 min.)</p> <ul style="list-style-type: none"> • In groups: students choose the pieces to complete the “Jigsaw Puzzle” game. 	<p>Whiteboard Markers</p>

UNIT 4: EXPORT & IMPORT STRATEGIES



UNIT 4: EXPORT & IMPORT STRATEGIES

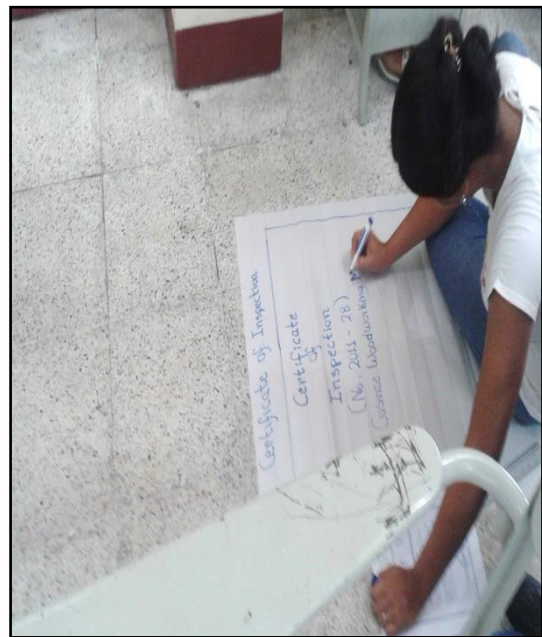
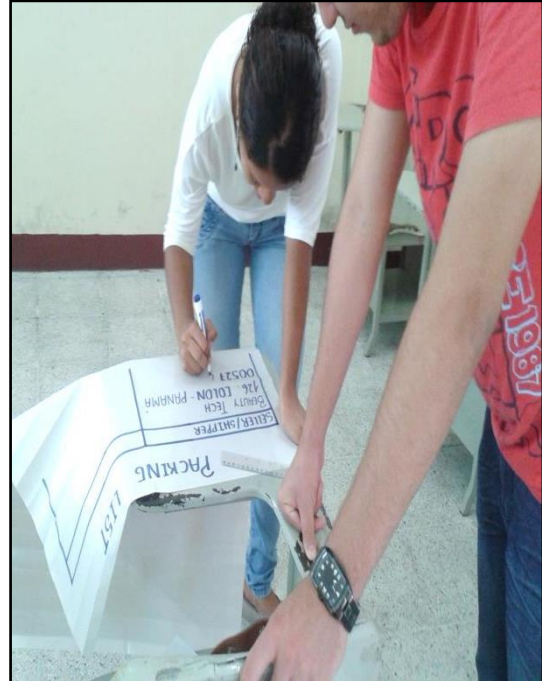


UNIT 5: INTERNATIONAL BUSINESS DOCUMENTS

PRE-PLANNING	OBJECTIVE	
	<ul style="list-style-type: none"> - To introduce the use and importance of international business documents. - To provide students with opportunities to practice vocabulary through the presentation of international business documents. - To reinforce the meaning of the above documents through the activities on the worksheet. 	
	ASSESSMENT	
Students' progress will be assessed by checking how well they complete the activities after they receive vocabulary.		
LESSON CYCLE	OPENING (15 min.)	MATERIALS
	<ul style="list-style-type: none"> • Greetings. • Teacher asks students some of the vocabulary they learnt last week. • Teacher provides students with a vocabulary list about the international business documents to be studied. 	Whiteboard Markers
	INTRODUCTION OF NEW MATERIAL (20 min.)	
	<ul style="list-style-type: none"> • Teacher asks students about the uses and importance of international business documents. • Teacher introduces students to uses and importance of international business documents. 	Computer – slides Information Sheets
GUIDED PRACTICE (20 min.)		
<ul style="list-style-type: none"> • Teacher explains the instructions for the presentation. • Each group is asked to choose one document for the presentation. • Teacher provides each group with one filled form for the document they chose. (5 documents) • The presentation is based on drawing the document students chose on a flipchart, they have to fill it using different information from that on the sheet, and explain to the rest of the class in just few lines the meaning and the person in charge of such document. 	Whiteboard Markers	

	<p>INDEPENDENT PRACTICE (90 min.)</p> <ul style="list-style-type: none"> • Each group prepares the presentation. • Each group presents the document in front of the class. • Students complete two activities on the worksheet regarding the information they heard from each presentation. • The first activity is based on matching each document with its definition. • The second activity is based on selecting the correct person in charge of each document (exporter / importer or both), which will be written in a box close to the name of the document. 	<p>Whiteboard Flipchart Worksheet</p>
	<p>CLOSING (15 min.)</p> <ul style="list-style-type: none"> • The worksheet activities will be checked. 	<p>Worksheet Whiteboard Markers</p>

UNIT 5: INTERNATIONAL BUSINESS DOCUMENTS



UNIT 5: INTERNATIONAL BUSINESS DOCUMENTS

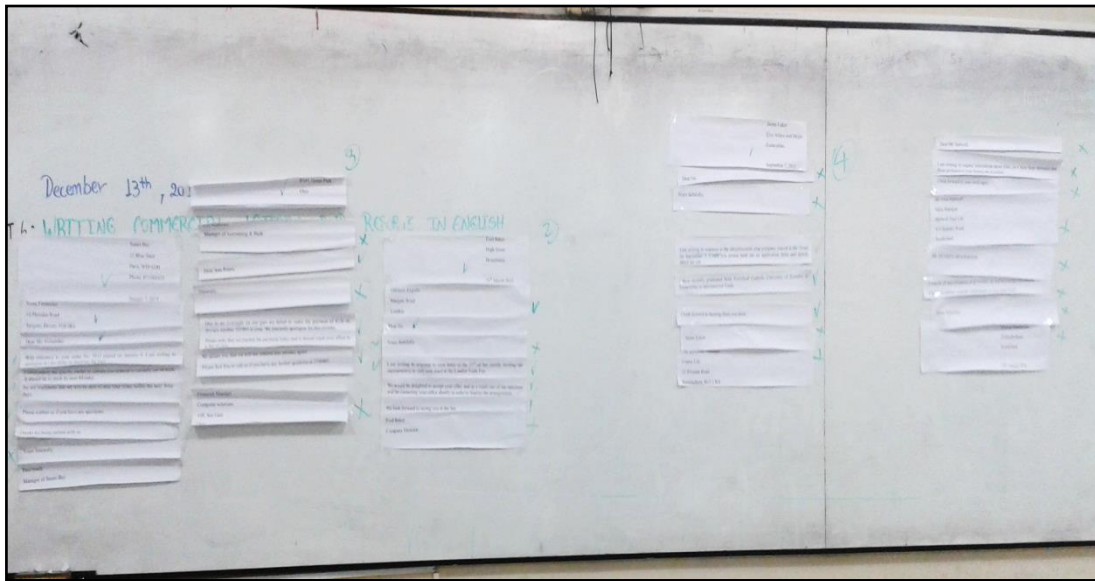


UNIT 6: WRITING COMMERCIAL LETTERS AND REPORTS IN ENGLISH

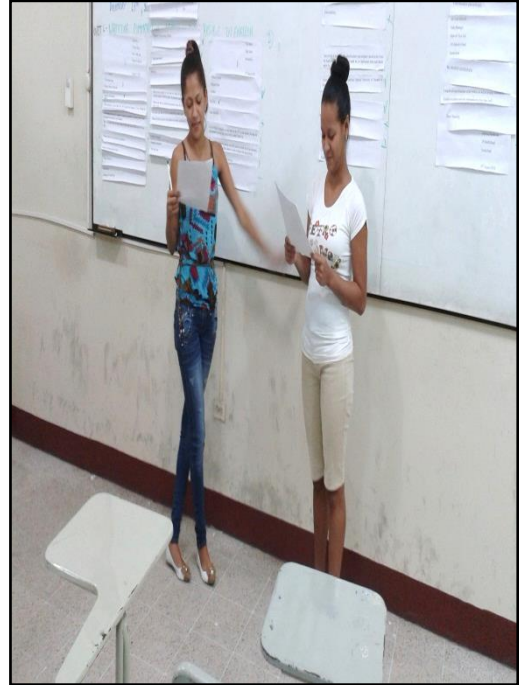
PRE-PLANNING	OBJECTIVE <ul style="list-style-type: none"> - To define the structure of commercial letters. - To write commercial letter applying the proper terminology. - To promote students' active participation through role-play activity. 	
	ASSESSMENT Students' progress will be assessed by checking how well they complete the activities after they receive vocabulary.	
LESSON CYCLE	OPENING (15 min.) <ul style="list-style-type: none"> • Greetings. • Teacher asks students some of the vocabulary they learnt last lesson 	MATERIALS Whiteboard Markers
	INTRODUCTION OF NEW MATERIAL (25 min.) <ul style="list-style-type: none"> • Teacher asks students to make 5 groups of 2 people. • Teacher gives each group some parts of a scrambled letter they have to order. • Teacher and students check the letters on the board. 	Flipchart
	GUIDED PRACTICE (30 min.) <ul style="list-style-type: none"> • Teacher explains the structure of commercial letters and reports. • Teacher presents students some models of commercial letters and reports. • Teacher provides students with a list of some phrases used in commercial letters and reports • Teacher gives each group a role-play situation to prepare a commercial letter. • Teacher explains the instructions for the role-play activity. 	Computer-Slides Whiteboard Markers
	INDEPENDENT PRACTICE (60 min.) <ul style="list-style-type: none"> • Each group writes a letter on the worksheet for the role-play activity. • Students present the role-play in front of the class. • Students exchange their worksheets with each other to check them. 	Worksheet

	CLOSING (30 min.) <ul style="list-style-type: none"> Students take the final test based on the vocabulary and meaning they acquired during the six weeks course. 	Sheets

UNIT 6: WRITING COMMERCIAL LETTERS AND REPORTS IN ENGLISH



UNIT 6: WRITING COMMERCIAL LETTERS AND REPORTS IN ENGLISH



- **ANNEX No. 4: GUIDELINE**

INTERNATIONAL BUSINESS TECHNICAL ENGLISH COURSE



A DEGREE PROJECT DEVELOPED BY THE
APPLIED LINGUISTICS SCHOOL
PUCESE 2014

DIANA C. VÁSQUEZ SANTAMARÍA

INTRODUCTION

Welcome to the International Business Technical English Course, my name is Diana Vásquez Santamaría.

After completing the curriculum in the Applied Linguistics School at PUCESE, I am working on my thesis project, which is based on creating and applying a Technical English Guideline for 6th level General English students in the International Business career at PUCESE.

This 18-hour course will give you the opportunity to increase your business English knowledge, which will be useful for your professional future.

The main purposes of the course are detailed as follows:

- To study international business Technical English vocabulary.
- To provide students with free language usage opportunities.
- To involve students in the international business language through educational activities.
- To improve the four basic English language skills through unrestricted practice.

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UNIT 1



CUSTOMS AND PORT MAIN FUNCTIONS

WHAT IS CUSTOMS?

Customs is an authority or agency in a country responsible for collecting customs duties and for controlling the flow of goods, including animals, transports, personal effects, and hazardous items, into and out of a country.

Each country has its own laws and regulations for the import and export of goods into and out of a country, which its customs authority enforces. The import or export of some goods may be restricted or forbidden.

WHAT DO YOU THINK ARE THE MAIN ROLES CUSTOMS PERFORM?

The principal roles of the Customs include:



- Exercising customs control on the commercial international exchange.
- Assessing and collecting customs duties and taxes in the part calculated at the State's border.
- Fighting against smuggling activity and counteracting customs fraud.

Protection of:



- **National industry** - against a trade in goods which would affect adversely the conditions of competition in the country.
- **Natural environment** - against an entry of hazardous substances and micro-organisms.
- **World fauna and flora** - against illegal predatory circulation of endangered species.



- **Consumers** - against the entry into the market of goods which are substandard with relation to Polish norms or whose period of use has expired.
- **Society** - against the entry of goods, items or appliances which are hazardous to life, health and safety of citizens or jeopardizing the security of the country (e.g. weapons, paralyzing gases etc.).



- **State** - against the loss of cultural heritage (primarily against the exportation of the goods of cultural value).
- **Authors, artists, industrial and commercial rights owners** - against infringement of intellectual property rights, trademark, patent rights etc.

WHERE CAN WE FIND CUSTOMS OFFICERS?



AIRPORT




MARITIME PORT



BORDER ZONES

ACTIVITIES

1. Listen to the following custom checking procedure at the airport. 
2. Circle the best answer from the options according to the listening.
(Separate sheet)
3. Role-play exercise: You just arrived into the airport and a Customs officer asks to check your bags. You have some items protected by the Customs, so you cannot carry them. Write a short dialogue about this situation and perform it in front of the class.
(Choose items related to the protection of: Natural Industry & Environment, World Fauna & Flora, Consumers-society-state, Authors-artists-industrial and commercial rights owners.)

- **MULTIPLE CHOICE ACTIVITY.**

Choose the best answer from the options according to the listening.

1. What does the Customs officer ask to the passenger when she arrives into the airport?
 - a) If she have anything to pay.
 - b) If she comes with Miss. Clare.
 - c) If her bags have overweight.
 - d) If she has anything to declare.

2. What kind of products does the passenger carry in her bag?
 - a) Some archeological statues.
 - b) Some alcohol bottles.
 - c) Some dissected insect.
 - d) Some perfume bottles.

3. How does the Custom officer react when he check the passenger's bag?
 - a) He is happy.
 - b) He is angry.
 - c) He is surprised.
 - d) He is embarrassed.

4. What does the passenger have to pay for carrying those products?
 - a) She is asked to pay for the overweight.
 - b) She has to pay a duty and a fine.
 - c) She has to pay an invoice.
 - d) She is asked to pay for been late.

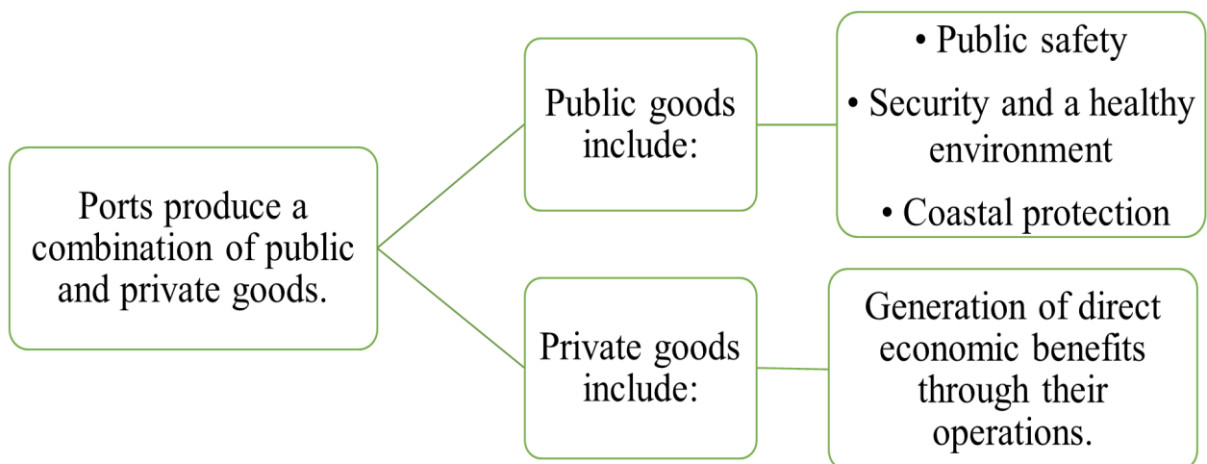
5. Why does the passenger have to pay that?
 - a) Because those products cannot be imported.
 - b) Because she is carrying cognac, wine and beer.
 - c) Because she rejects to pay the overweight.
 - d) Because she tries to avoid the checking process.

WHAT IS A PORT?

A place on a waterway with facilities for loading and unloading ships.



WHAT DO YOU THINK ARE THE MAIN ROLES PORT PERFORM?



TYPES OF PORTS

Inland port



Fishing port



Dry port



Warm-water port



FUNCTIONS

They are typically used for cargo, but many are still used for passengers. They operate in much the same way as sea ports, but they cannot accommodate deep-dock ship traffic.

A **fishing port** is a port or harbor for landing and distributing fish. It may be a recreational facility, but it is usually commercial.

A dry port is connected by road or rail to a seaport and operating as a center for the transshipment of sea cargo to inland destinations.

These ports do not freeze in the winter and operate year-round. Alaska's Valdez Port and Russia's Vostochny Port are two examples of well-known warm water ports.

Seaport



A **seaport** is further categorized as a "cruise port" or a "cargo port".

Seaport

A **cruise home port** is the port where cruise-ship passengers board (or embark) to start their cruise and disembark the cruise ship at the end of their cruise. It is also where the cruise ship's supplies are loaded for the cruise, which includes everything from fresh water and fuel to fruits, vegetable, champagne, and any other supplies needed for the cruise.



Cargo ports may handle one particular type of cargo or it may handle numerous cargoes, such as grains, liquid fuels, liquid chemicals, wood, automobiles, etc. Such ports are known as the "bulk" or "break bulk ports".





Read the following dialogue about the coordination of a transshipment process from Ecuador to Riyadh (Saudi Arabia).

Miss Rodríguez: Good morning Mr. Smith

Mr. Smith: Welcome Miss, May I help you?

Miss Rodríguez: Yes, I'm the transshipment supervisor in Plásticos Ecuatorianos.

Mr. Smith: Yes I know about the 5 containers to be shipped to Riyadh for my Company in the center of the city.

Miss Rodríguez: Exactly, I need to know how the products will be delivered in your Company because I heard there is no inland port there.

Mr. Smith: Yes you are right. We do not have inland port in our city but there is an inland intermodal terminal directly connected by rail to the seaport, which operates as a center for the transshipment of sea cargo to inland destinations.

Miss Rodríguez: That sounds good. How do you call these intermodal terminals?

Mr. Smith: They are called DRY PORTS.

Miss Rodríguez: Ok Mr., thanks you so much for your explanation.

Mr. Smith: You are welcome Miss.

Miss Rodríguez: I will start the coordination for the transshipment process right now.

Mr. Smith: Ok.

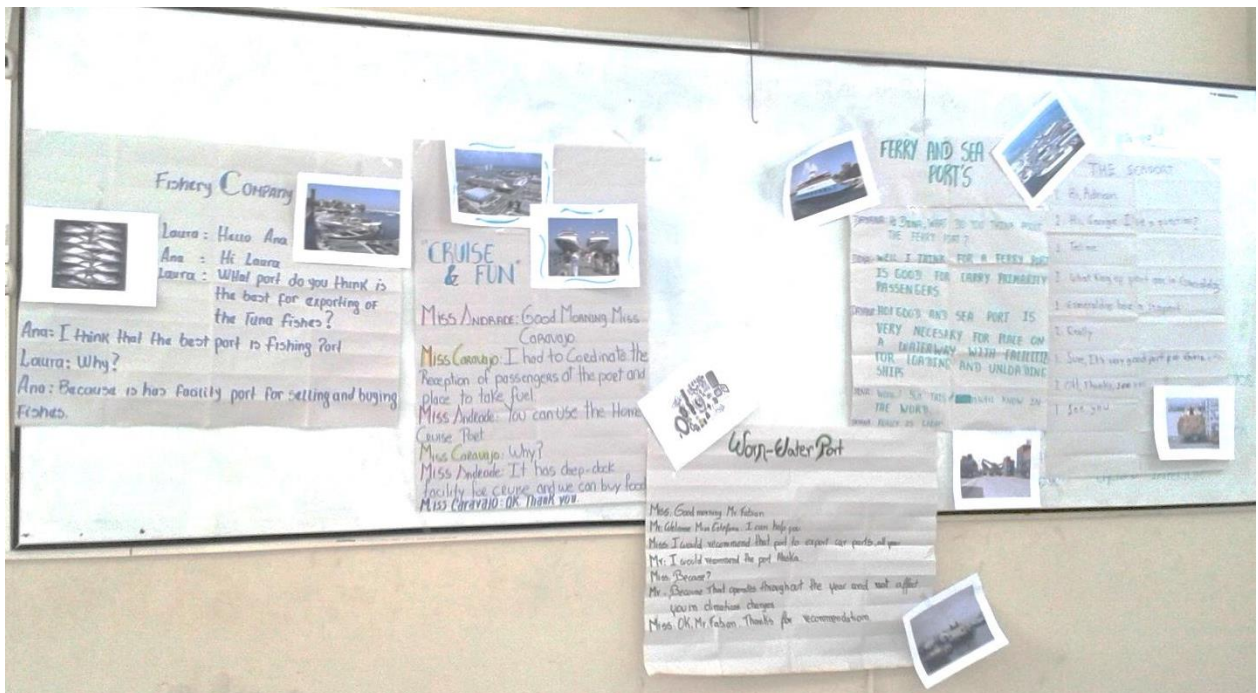
Miss Rodríguez: I'll be back next week to check the transshipment status.

Mr. Smith: Ok see you next week.

- **ROLE-PLAY EXERCISE:**

Group work: Students have to choose a paper containing different products they can export or some services they can provide.

- What kind of port would you like to land on based on the product or service you will provide?
 - Write a paragraph (5 lines) explaining the reasons.
 - Present the paragraph in front of the class.
1. You are the Sales Manager of a Fishery Company. Your company is being requested to distribute 1.000 tuna fishes to “Isabel Tunas Company”. What port do you think is the best to perform this work?
 2. You are the Logistics Manager of “Cruise & Fun”; you have to coordinate the reception of passengers at the port and the place to take fuel for the whole trip. What kind of port do you think is the best to complete your agenda?
 3. The Chairman of the company asks you to coordinate the year-round delivery of vehicle parts to Alaska. What kind of port do you think can guarantee the year-round delivery of those items?
 4. You are in charge of supervising the operations of the transshipment of 100 containers. What kind of port do you think will be proper for the transshipment process if the seaport is too far from the city?
 5. What kind of port do you think is the best for a ferry used to carry primarily passengers, and sometimes vehicles and cargo as well, across a body of water?



CUSTOMS AND PORT MAIN FUNCTIONS VOCABULARY	
Bag	Maleta
Bulk	Al por mayor
Consumer	Cliente / consumidor
Customs	Aduana
Declare	Declarar
Deep-dock	Muelle profundo
Disembark	Desembarcar
Duty	Impuesto
Endangered	En peligro de extinción
Environment	Ambiente / medio ambiente
Exchange	Intercambiar
Export	Exportar
Facility	Instalación
Fine	Multa
Forbidden	Prohibido
Fuel	Gasolina / combustible
Goods	Bienes / artículos / productos / mercancías
Harbor	Puerto
Hazardous	peligroso
Import	Importación
Inland	Interno / en el interior
Jeopardizing	En peligro
Landing	Amarre
Law	Ley
Loading	Carga
Market	Mercado
Passenger	Pasajero
Port	Puerto
Seaport	Puerto marítimo

CUSTOMS AND PORT MAIN FUNCTIONS VOCABULARY	
Ship	Barco / carguero / buque / enviar
Shipment	Envío / embarque
Smuggling	Contrabando / tráfico
Substandard	De calidad inferior
Tax	Impuesto
Trademark	Marca registrada
Transshipment	Transbordo
Unloading	Descarga
Waterway	Canal / vía navegable
Year-round	Todo el año

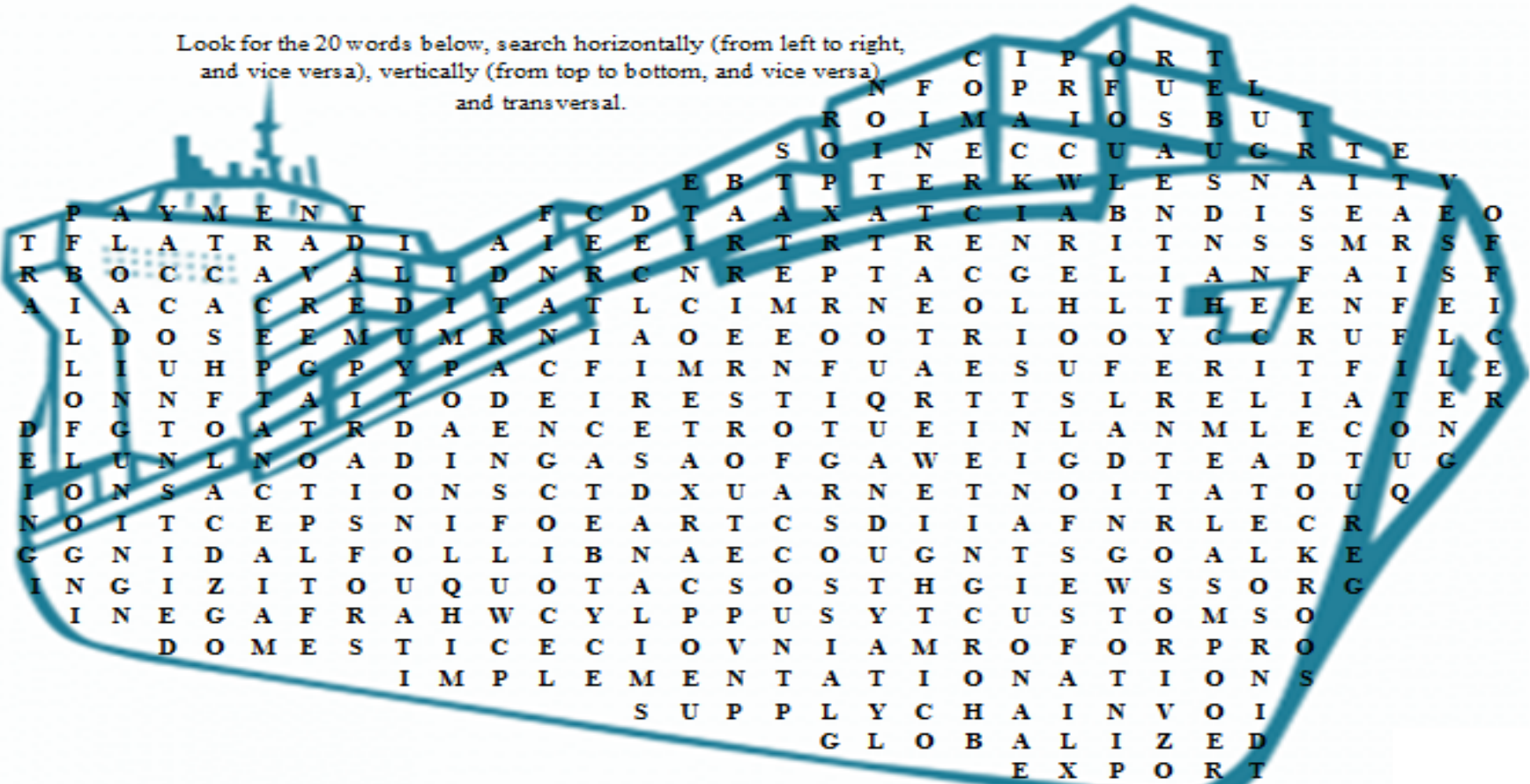
DOMINO GAME

1. Make groups, choose a leader in charge of taking 10 pieces from the teacher's desk to play the game. (There are 40 pieces.)
2. Each group is numbered to establish the turns for the game.
3. Pay attention to the following instructions:
 - Check the pieces your group leader got.
 - Each piece has a common word or phrase used in international business contexts in one half, and the other half has a vowel / letter from the alphabet. (except for the pieces with one white half and a vowel/letter on the other)
 - The teacher starts the game by placing the white piece on the board.
 - If you have the one half white piece finishing on A or Z, place it.
 - Follow the sequence of the alphabet according to the word or phrase (2 cards for each vowel / letter, except "Z" which has 3 cards)



INTERNATIONAL BUSINESS WORDSEARCH

Look for the 20 words below, search horizontally (from left to right,
and vice versa), vertically (from top to bottom, and vice versa),
and transversal.



Acceptance
Balance of trade
Barter
Certificate of inspection

Duty
Foul bill of lading
Gross weight
Income tax

Licensing
Manufacture
Merchandise

Ocean bill of lading
Packing list
Pro forma invoice

Quota
Quotation
Retailer

Statement of account
Tare weight
Wharfage

- **MULTIPLE-CHOICE EXERCISE:** choose the correct word to complete the meaning of the sentence.

1. **BARTER:** Trade in which _____ is exchanged directly for other merchandise without use of money.

- a) Money
- b) Merchandise
- c) Commercial invoice
- d) Letter of credit

2. _____: A tax imposed on imports by the customs authority of a country.

- a) Export license
- b) Exim bank
- c) Free in
- d) Duty

3. **INCOME TAX:** a government levy (tax) imposed on individuals or entities (taxpayers) that vary with the income or profits (taxable income) of the _____.

- a) Retailer
- b) Taxpayer
- c) Manufacturer
- d) Regional commissioner

4. _____: Any agreement to purchase goods under specified terms and price.

- a) Certificate of inspection
- b) Acceptance
- c) Export license
- d) Open account

5. _____: The difference between a country's total imports and exports.

- a) Balance of trade
- b) Quota
- c) Retailer
- d) Statement of account

- 6. GROSS WEIGHT:** The full weight of a _____, including goods and packaging.
- a) Container
 - b) Import operation
 - c) Shipment
 - d) Package
- 7. QUOTATION:** An _____ to sell goods at a stated price and under specified conditions.
- a) Invoice
 - b) Offer
 - c) Open account
 - d) User
- 8. TARE WEIGHT:** The weight of a _____ and packing materials without the weight of the goods it contains.
- a) Package
 - b) Container
 - c) Purchase
 - d) Shipment
- 9. _____:** A list showing the number and kinds of items being shipped, as well as other information needed for transportation purposes.
- a) Quota list
 - b) Invoice list
 - c) Packing list
 - d) Transaction statement

TECHNICAL ENGLISH VOCABULARY USED AT PORT AND CUSTOMS	
Acceptance	Aceptación , aprobación, acuerdo
All risk clause	Cláusula de seguro que establece que todas las pérdidas y daños de la mercancía están asegurados, excepto aquellas de causa propia.
Balance of trade	Balanza de pagos
Barter	Hacer trueque, intercambiar
Cash in advance	Pago total de la mercadería antes de realizar el envío de la misma.
Certificate of inspection	Certificado de inspección
District director	Director distrital
Duty	Impuesto
Exim bank	Banco de importaciones y exportaciones de USA.
Export license	Licencia de exportación
Foul bill of lading	Conocimiento de embarque con fallas.
Free in	Acuerdo de tarifa que indica que quien alquila la embarcación es responsable por el costo de carga y descarga de la mercadería de la embarcación.
General Agreement on Tariffs and Trade	Tratado multilateral dirigido a reducir las barreras de comercio entre los países firmantes y promover el comercio mediante concesiones tarifarias.
Gross weight	Peso bruto
Import license	Licencia de importación
Income tax	Impuesto sobre la renta
Licensing	Autorización, concesión
Letter of credit	Carta de crédito
Manufacture	Fabricar
Merchandise	Mercancía
Ocean bill of lading	Conocimiento del embarque oceánico o marítimo.

TECHNICAL ENGLISH VOCABULARY USED AT PORT AND CUSTOMS	
Open account	Cuenta corriente
Packing list	Manifiesto
Pro form invoice	Factura que entrega el proveedor antes del envío de la mercancía, informando al comprador del tipo y cantidad de productos que serán enviados, su valor y especificaciones importantes.
Quota	Cuota, porción
Quotation	Cotización
Regional commissioner	Inspector regional
Retailer	Minorista
Ship's manifest	Manifiesto del buque
Statement of account	Estado de cuenta
Tare weight	El peso de un contenedor y material de embalaje sin el peso de los productos que este contiene.
Transaction statement	Documentos que describe los términos y condiciones acordados entre el importador y el exportado
Unique identifier number	Método de inventario que controla la mercancía de una zona mediante números y/o letras únicas que identifican la mercancía admitida en esa zona
Unit of currency	Unidad monetaria
Warehouse receipt	Recibo de bodega
Wharfage	Muellaje
Zone lot of number	Número de lote de zona
Zone restricted	Zona restringida

UNIT 3



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by the International Chamber of Commerce (ICC)

INCOTEMRS

WHAT DO YOU THINK INCOTERMS REFER TO?

International Commercial Terms are a set of international rules for the interpretation of the most commonly used trade terms in foreign trade. They are "Terms of Sale" which define the obligations, risks, and costs of the seller and buyer for delivery of goods.

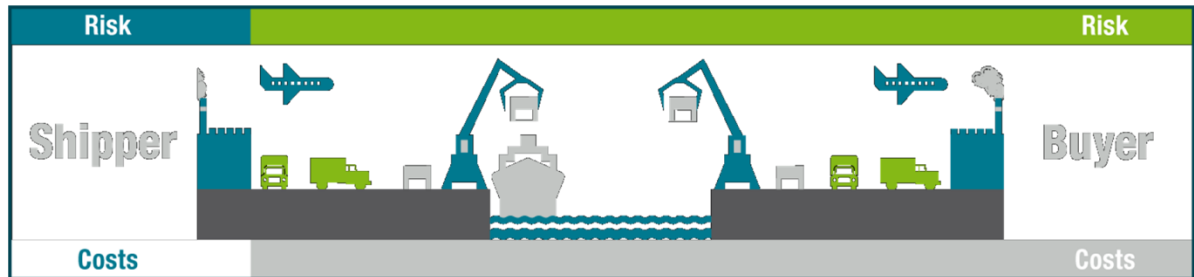
INCOTERMS CLASSIFICATION

RULES FOR ANY MODE OR MODES OF TRANSPORT	RULES FOR SEA AND INLAND WATERWAY TRANSPORT
EXW	FAS
FCA	FOB
CPT	CFR
CIP	CIF
DAT	
DAP	
DDP	

RULES FOR ANY MODE OR MODE OF TRANSPORTATION

EXW: EX WORKS

Transfer of risks takes place when the seller places the goods at the disposal of the buyer at the named place (e.g. factory, warehouse, etc.)



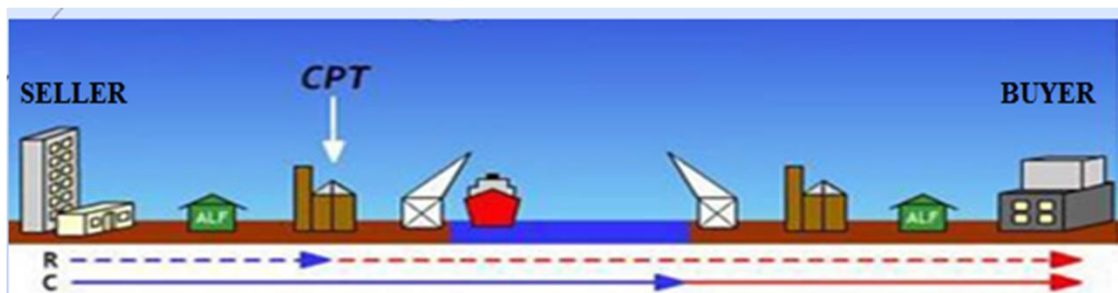
FCA: FREE CARRIER

Transfer of risks takes place when the seller delivers the goods to the carrier nominated by the buyer at the named place.



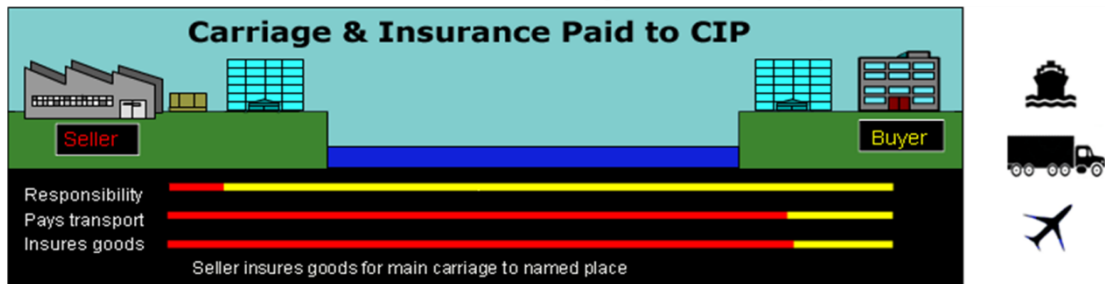
CPT: CARRIAGE PAID TO

Transfer of risks takes place when the seller delivers the goods to the first carrier.



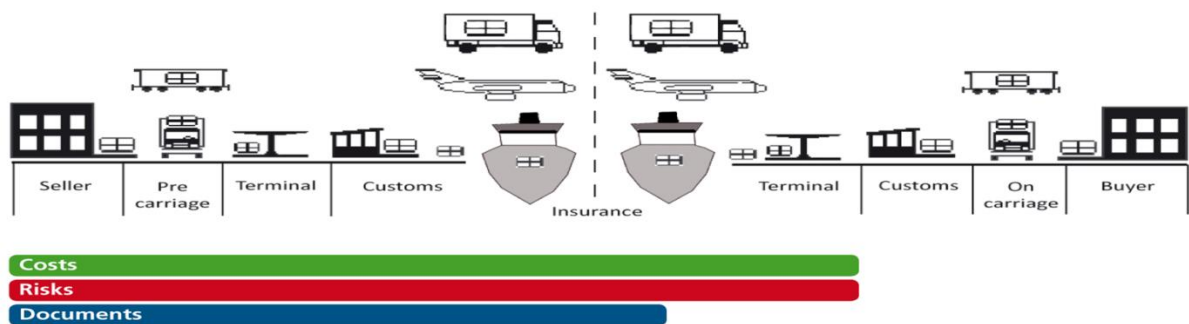
**CIP:
CARRIAGE & INSURANCE
PAID TO**

The seller has the same obligations as under CPT but has the responsibility of obtaining insurance against the buyer's risk of loss or damage of goods during the carriage.



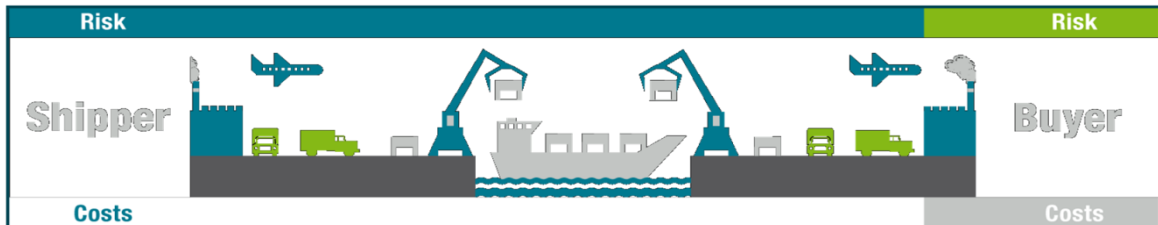
**DAT:
DELIVERED AT TERMINAL**

Transfer of risks takes place when the goods have been unloaded from the arriving means of transport and placed at the disposal of the buyer at a named terminal at the named port of destination/point of destination, not cleared for import.



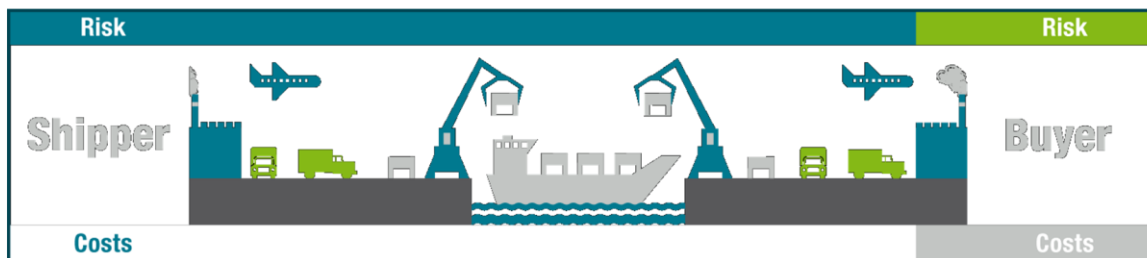
**DAP:
DELIVERED AT PLACE**

Transfer of risks takes place when the goods have been placed at the disposal of the buyer at the named place of destination, not cleared for import.



**DDP:
DELIVERED DUTY PAID**

Transfer of risks takes place when the goods have been placed at the disposal of the buyer at the named point of destination, cleared for import.



RULES FOR SEA AND INLAND WATERWAY TRANSPORT

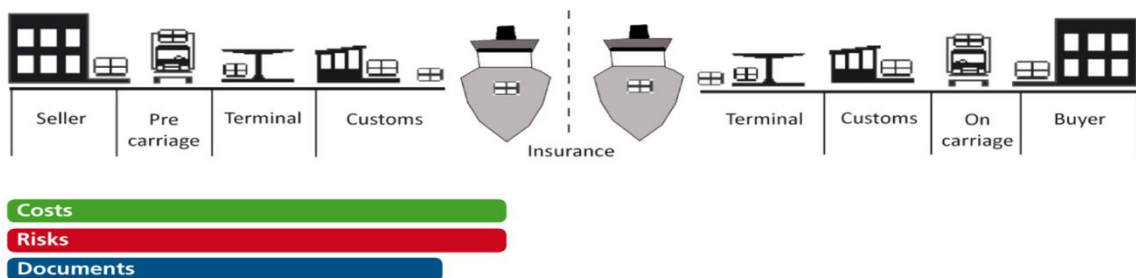
FAS: FREE ALONGSIDE SHIP

Transfer of risks takes place when the seller places the goods alongside the vessel on the quay nominated by the buyer at the named port of shipment.



FOB: FREE ON BOARD

FOB is the oldest Incoterm and together with CIF the most widely used with sea transport. The seller delivers the goods by placing them on board the ship named by the buyer in the port of shipment. The terminal costs and export clearance are paid by the seller.



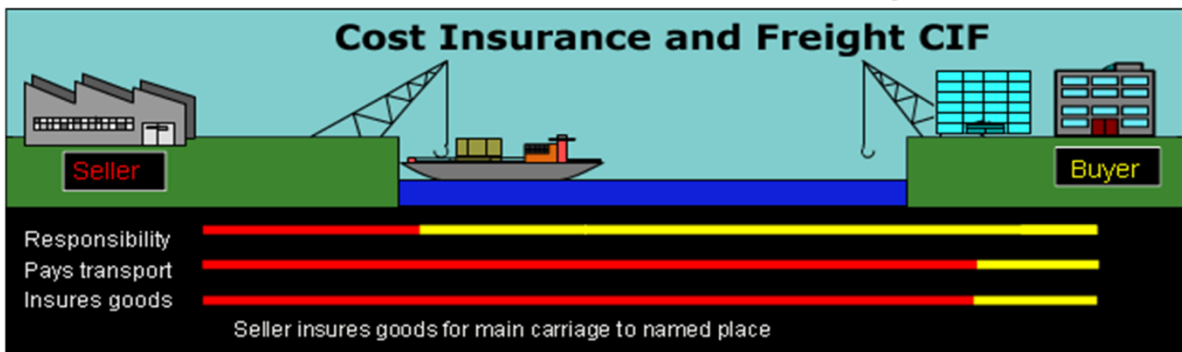
**CFR:
COST AND FREIGHT**

Transfer of risks is similar to FOB.



**CIF:
COST, INSURANCE
AND FREIGHT**

The seller has the same obligations as under CFR however he is also required to provide insurance against the buyer's risk of loss or damage to the goods during transit. The seller is required to clear the goods for export.



ACTIVITIES

- Listen to the audio to learn more about INCOTERM history.
- Listen again and fill in the blanks with the words you hear.
- Circle True “T” / False “F” and correct the false statements.

Listening exercise: INCOTERMS

Part 1: Fill in the blanks with the words you hear.

Welcome to International Business Technical English Class. Let's talk about Incoterms.

Did you know that the International Commercial Terms mostly known as INCOTERMS have been around for more than _____ years? INCOTERMS were published in _____. Their main objective was to help the parties understand three main points: the _____, the _____ and the _____ involved when buying and selling goods internationally.

Every _____, INCOTERMS are subject to revision by the International _____ of Commerce. That is why at the beginning of this year 2011, INCOTERMS 2000 were replaced by INCOTERMS 2010.

These are the most significant changes and additions.

First, there are now _____ INCOTERMS instead of _____.

Second, the previous terms "Delivered at Frontier", "Delivered _____" and "Delivered _____ Unpaid" have been replaced by "Delivered at _____".

Third, the previous term "Delivered _____" has been replaced by "Delivered at _____".

Fourth, INCOTERMS now apply to International as well as _____ trade.

And **fifth**, there are two INCOTERMS categories instead of 4: rules for any _____ of transportation and rules for sea and _____ waterway transportation.

Part 2: Circle True “T” / False “F” and correct the false statements.

- a) The World Trade Organization is in charge of changing and checking Incoterms.
T / F

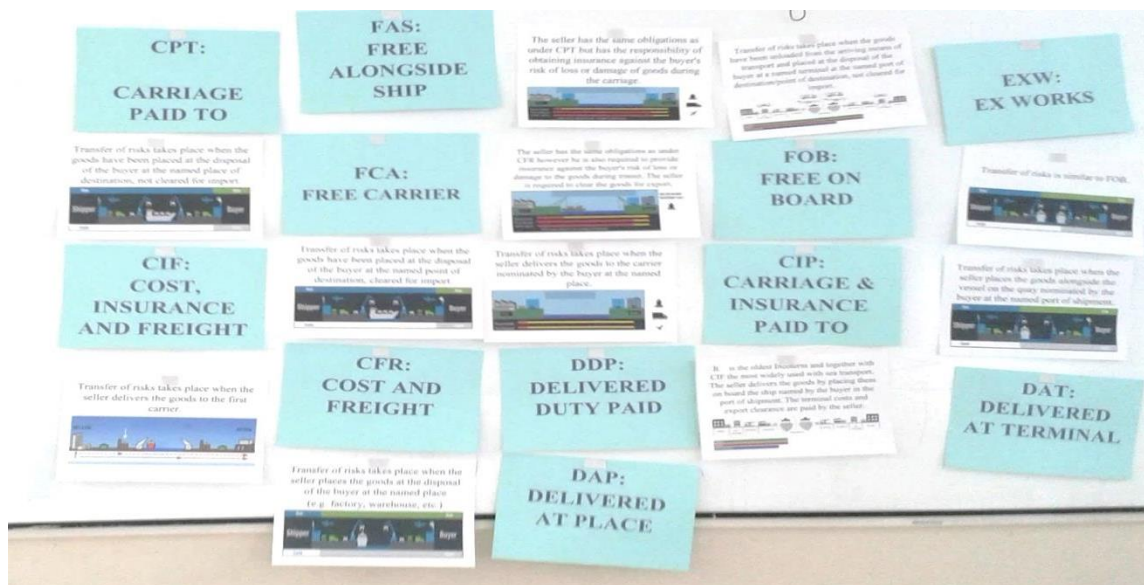
- b) Incoterms are subject to revision every twenty or thirty years. T / F

- c) Incoterms are now used to regulate trade nationally and internationally. T / F

- d) Incoterms now apply only to sea transportation. T / F

FLASH CARDS GAME

- There are 22 flash cards on the whiteboard.
- One side of the card has an INCOTERMS acronym or its meaning, and the other side has a number.
- There will be 5 groups of 2 people. Each group will have a chance to joint an acronym with its meaning. If the acronym and the meaning agree, the group will have another chance until they fail, so another group can continue playing up to the part when the game finishes.



INCOTERMS - VOCABULARY	
Alongside	Al lado de
Buyer	Comprador
Carriage	Transporte / flete
Carrier	Transportista
Chamber	Cámara
Clear	Sin cargas / libre
Clearance	Despacho
Cost	Costo
Damage	Daño
Delivery	Entrega
Disposal	Venta / traspaso
Domestic	Nacional
Factory	Fabrica
Foreign	Extranjero
Insurance	Seguro
Mean	Medio
Mostly known	Generalmente conocido
Pay /payment	Pagar / pago
Provide	Proveer / producir
Quay	Muelle / embarcadero
Risk	Riesgo
Sale	Venta
Seller	Vendedor
Trade	Comercio
Transfer	Transferir
Vessel	Navío / embarcación
Warehouse	Almacén / bodega

UNIT 4



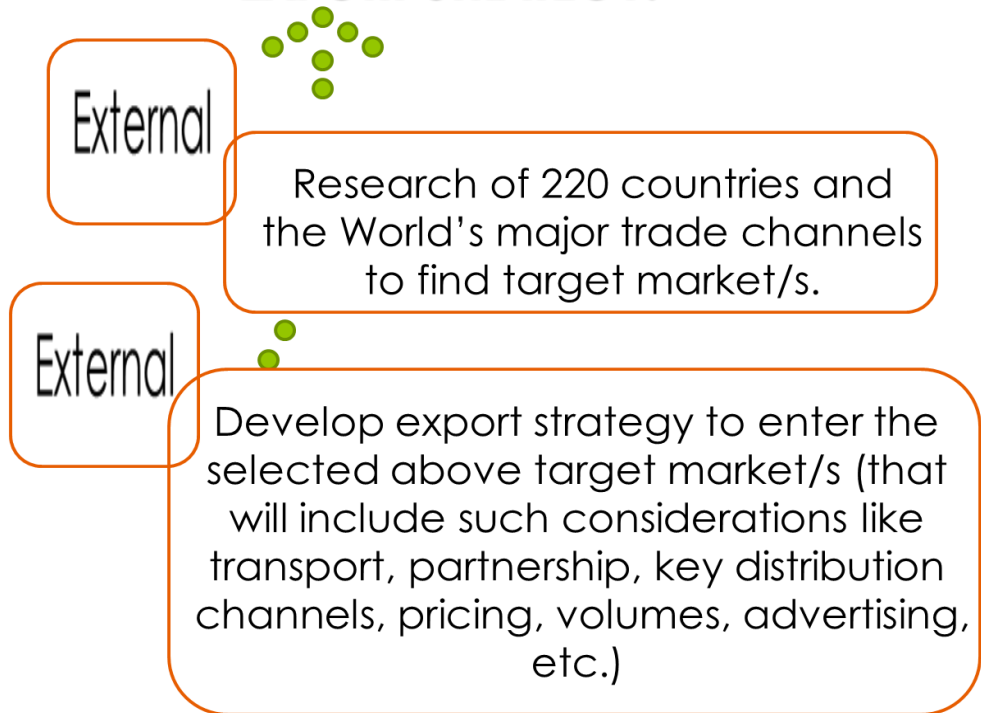
EXPORT & IMPORT STRATEGIES



THE FOUR KEY PILLARS OF A SUCCESSFUL EXPORT STRATEGY:



THE FOUR KEY PILLARS OF A SUCCESSFUL EXPORT STRATEGY:

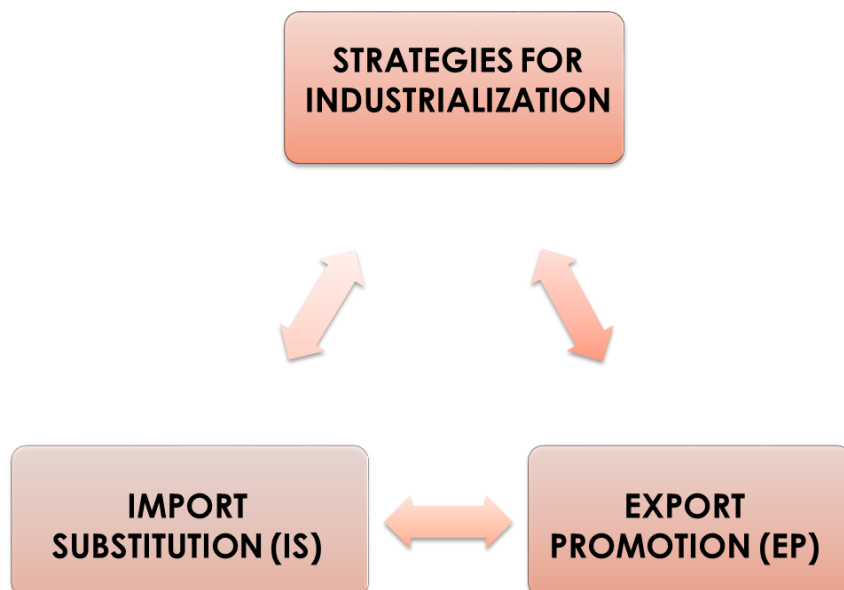


IMPORT STRATEGIES



Countries work hard to reduce imports quantities.

How can the countries reduce import quantities?



IMPORT SUBSTITUTION

Generally, import substitution strategies start with producing consumption goods that do not need a progressed technology, because less-developed countries actually have industries for such a production

The main point of import substitution is that the locally produced goods are replaced with the imported goods, for which internal demand is essential.

IMPORT SUBSTITUTION INDUSTRIALIZATION (ISI)

ISI is based on the premise that a country should attempt to reduce its foreign dependency through the local production of industrialized products.

Example of import substitution in Ecuador



EXPORT PROMOTION

In an import promotion strategy, the external demand is the source of activity.

The main point of an EP strategy is to make production for international trade and hence to increase export.



Example of export promotion in Ecuador



1. READ THE TEXT BELOW ABOUT THE MOST EXPORTED AND IMPORTED ITEMS BY SOUTH AMERICA COUNTRIES.

According to the Observatory of Economic Complexity, crude petroleum and soybeans represent the most exported products in South America. Such is the case of Ecuador, Colombia and Venezuela, whose first source of export incomes depends on this item mostly known as black gold. In the case of soybeans, it leads the list of most exported items in countries such as Argentina, Uruguay and Paraguay. Other natural items lead the list in different countries, such as iron ore, which is the most exported item in Brazil; gold has the same position in Peru, refined copper is the leader in Chile and petroleum gas in Bolivia.

It is different in the case of imports, since in most of the cases industrialized items are the target of trade. For example, refined petroleum is the main item imported by countries such as Brazil, Ecuador, Colombia, Bolivia, Chile and Paraguay. Cars are the leading item bought abroad by Argentina and packaged medicaments by Venezuela. Peru and Uruguay are the only ones in importing natural items such as Crude petroleum.

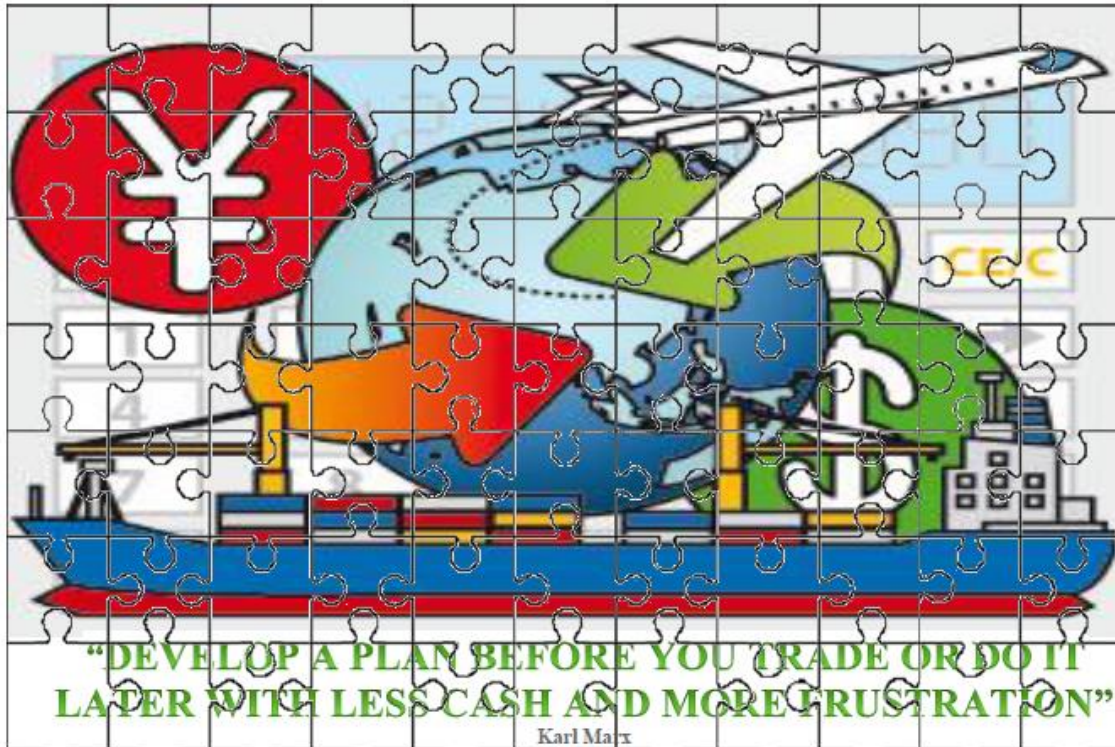
2. BASED ON THE PREVIOUS TEXT, FILL IN THE BLANKS ON THE MAP WITH THE CORRECT PRODUCT THAT EACH COUNTRY EXPORTS OR IMPORTS.



3. HOT SEAT GAME

- Teacher and students make a list of 20 imported and exported products in Ecuador.
- Students practice the pronunciation of these 40 words after repeating teacher's pronunciation.
- Students have 15 minutes to study the spelling of these words after practicing the pronunciation of the English alphabet.
- Students make teams of three.
- One student from each team sits on the chair (which is in front of the rest of the students) and has to guess the word that the teacher shows to his/her classmates on the whiteboard.
- The teacher stands up behind the student.
- The student in the HOT SEAT has to guess as many words as possible in ten minutes.
- The rest of the group has to give clues to their classmate.
- Each group can just say three letters or vowels of the work to be guessed.
- Spelling is not allowed.





4. WHAT DO YOU THINK THE PICTURE REFER TO?

5. WRITE YOUR OWN OPINION ABOUT THE PHRASE BELOW.
(3 LINES MINIMUM)

*“Develop a plan before you trade or do it later with less cash and more frustration”
Karl Marx*

6. JIGSAW PUZZLE GAME



EXPORT & IMPORT STRATEGIES- VOCABULARY	
Home country	País de origen
Long period of time	Largo periodo de tiempo
Assess	Evaluar
Readiness	Disposición
Assessment	Evaluación
Benchmarking	Comparativa de mercado
Target market	Mercado objetivo
Packaging	Embalaje
Labeling	Etiquetado
Research	Investigar / investigación
Channel	Canal
Strategy	Estrategia
Partnership	Sociedad
Key	Clave
Pricing	Fijación de precios
Advertisement	Anuncio / publicidad comercial
Industrialization	Industrialización
Substitution	Substitución
Promotion	Promoción
Consumption goods	Bienes de consumo
Progressed technology	Tecnología avanzada
Less-developed	Menos desarrollado
Replace	Reemplazar
Demand	Demanda
Source	Fuente
Increase	Aumentar
Reduce	Reducir
Crude petroleum	Petróleo Crudo

EXPORT & IMPORT STRATEGIES- VOCABULARY	
Soybean	Soya
Iron ore	Mineral de hierro
Gold	Oro
Refined copper	Cobre refinado
Refined petroleum	Petróleo refinado
Packed medicaments	Medicamentos envasado

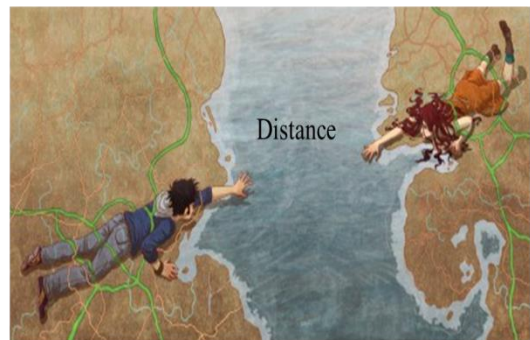
UNIT 5



INTERNATIONAL BUSINESS DOCUMENTS

IMPORT AND EXPORT DOCUMENTS

Import and export documents represent the heart of all international trade transactions due to the **SPECIAL CHARACTERISTICS** involved in this process.



The documents required for each shipment will depend on the conditions of sale (**INCOTERMS**) agreed between seller and buyer.

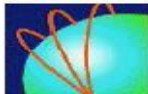

ACTIVITIES:

- In pairs: students are given some samples of international business documents with their definitions.
- Each pair has to check the document's definition and draw it on a flipchart adding new information than that on the sample.
- Each pair presents the document in front of the class and explains its definition and importance.

Sample # 1: PURCHASE ORDER

A purchase order is an official document that a buyer issues to a seller, indicating relevant information about what they want to buy, the quantity, the price agreed for that particular product or service.

EXAMPLE:

 <p>New World Company <small>Floor 100, 100 Main Street G.P.O. Box 100, Globecity Globeland, 1000 Telephone: (91) 9999 9999 Fax : (01) 9999 8888</small></p>	<h2 style="margin: 0;">PURCHASE ORDER</h2>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>P.O. Number</td> <td>NW-01-16366</td> </tr> <tr> <td>P.O. Date</td> <td>Feb/28/2001</td> </tr> <tr> <td>Resale No.</td> <td>SR AC 16-943236</td> </tr> <tr> <td>GSA Sale</td> <td>No</td> </tr> <tr> <td>Phone</td> <td>(999) 999-9999</td> </tr> <tr> <td>Contact</td> <td>John Hancock</td> </tr> </table>	P.O. Number	NW-01-16366	P.O. Date	Feb/28/2001	Resale No.	SR AC 16-943236	GSA Sale	No	Phone	(999) 999-9999	Contact	John Hancock
P.O. Number	NW-01-16366													
P.O. Date	Feb/28/2001													
Resale No.	SR AC 16-943236													
GSA Sale	No													
Phone	(999) 999-9999													
Contact	John Hancock													
<p>TO: <i>Acme Parts Corporation</i> 1223 Keiton Street Globecity, Globeland 1000 (via FAX 999/999-9999)</p>	<p>SHIP TO: <i>The New World Company</i> 2467 Pioneer Road Globecity, Globeland, 1000 Attn: Shipping/Mary</p>													
<p>FOB: Vendor/Globecity Globeland</p>		<p>SHIP VIA: UPS</p>	<p>TERMS: Net 30 days</p>											
ITEM	QUANTITY	PART NUMBER	DESCRIPTION	REQUIRED DATE	U/M	UNIT PRICE	PRICE	QUOTE NO.						
001	10	F54749	NW Globe Chassis, 1492 Model	28/02/01	EA	29.50	295.00	Q84645						
002	15	F85352	NW Globe Light Kit	28/02/01	EA	19.00	285.00	Q84646						
003	6	F84352	NW Globe 30" Oak Stand	28/02/01	EA	30.00	180.00	Q84647						
004	20	L86355	NW Atlas Leather-Bound	28/02/01	EA	25.00	500.00	Q84648						
005	12	L86362	NW Atlas Young Readers Series	28/02/01	EA	10.00	120.00	Q84649						
006	40	A86357	NW Pen Rollerball	28/02/01	EA	7.50	300.00	Q84650						
007	25	A86362	NW Pen Fountain	28/02/01	EA	16.00	400.00	Q84651						
008	50	A86552	NW Globe Beach Balls, 24"	28/02/01	EA	5.00	250.00	Q84652						
009	100	A84352	NW Promotional Calendars	28/02/01	EA	0.10	10.00	Q84653						
010	100	A36352	NW Promotional Balloons	28/02/01	EA	0.15	15.00	Q84654						
							SUB-TOTAL	2,355.00						
							TAX	141.50						
							TOTAL	2,496.50						
<p>1. PURCHASE ORDER NUMBER, PART NUMBER AND QUANTITY MUST SHOW ON EACH CARTON. 2. Two packing sheets must accompany each shipment. 3. Protection of Material in Transit. All articles delivered on this order to be packed adequately to prevent any damage in shipment and storage. Use of newsprint and glassine bags prohibited. All packages to be properly identified. 4. Seller must execute acknowledgment copy hereof and return to buyer. No other form of acceptance is binding on buyer. Buyer expressly limits acceptance to the terms stated herein and any additional or different terms proposed by seller shall not be binding on buyer, whether or not they would materially alter this order, and are rejected. 5. ANY BOX OVER 50 KILOS WILL BE REFUSED.</p>														
<p>P.O. ACKNOWLEDGED BY: NAME: _____ DATE: _____</p>					<p>Page: 1 of 1</p>		 <p style="font-size: small; text-align: center;">NW-01-16366</p>		<p>BUYER: <u>John Hancock</u> DATE: Feb/28/2001</p>					
<p>PurchaseOrder.cfb - Sep2004</p>														

Sample # 2: COMMERCIAL INVOICE

A **commercial invoice** is a document used in [foreign trade](#). It is used as a [customs](#) declaration provided by the person or corporation that is exporting an item across international borders.

EXAMPLE:

COMMERCIAL INVOICE	Page: 1/1
--------------------	-----------

SELLER/SHIPPER	SHIPMENT/ORDER
Contact name: First name Last name Address: 11628 Bartlett Avenue CA 92301, Adelanto United States Phone: 555555555	Invoice #: 100000019 Date: 2012-06-27 10:01:23 <hr/> Number of parcels: 1 Total actual weight (kg): 5 Total dimensional weight (kg): 5 <hr/> Currency of sale: USD Incoterms: DDP

SHIP TO/CONSIGNEE	SOLD TO PARTY
Contact name: Test Customer Address: 189 Greenwich High Road UK SEO10, Adelanto United Kingdom Phone: 5555555	Importer type: Private importer Contact name: Test Customer Address: 189 Greenwich High Road UK SEO10, Adelanto United Kingdom Phone: 5555555

Description	HS code	Country of Origin	U/M	Units	Unit value	Total value
Tablet PCs & iPads (Computers & Office: Laptops, PCs & Tablets) (iPad 2)	8471300000	United States		1	US\$499.00	US\$499.00

Notes on import duty & taxes due

Total cost of goods (FOB)	US\$499.00
Shipping & handling	US\$5.00
Insurance charges	US\$0.00
Total (CIF)	US\$504.00
Import duty & taxes due	US\$100.80

These commodities, technology or software were exported from United States in accordance with the local export regulations. Diversion contrary United States is prohibited. I declare that all the information contained in this invoice to be true and correct. Printed Name: First name, Last name Date: 2012-06-27
--

Sample # 3: PACKING LIST

A document that includes details about the contents of a package. A packing list is created by the seller, it is intended to let transport agencies, government authorities, and customers know the contents of the package.

EXAMPLE:

PACKING LIST	Page: 1/1
---------------------	-----------

SELLER/SHIPPER	SHIPMENT/ORDER
Contact name: First name Last name Address: 11628 Bartlett Avenue CA 92301, Adelanto United States Phone: 555555555	Invoice #: 100000019 Date: 2012-06-27 10:01:23 Number of parcels: 1 Total actual weight (kg): 5 Total dimensional weight (kg): 5 Currency of sale: USD Incoterms: DDP

SHIP TO/CONSIGNEE	SOLD TO PARTY
Contact name: Test Customer Address: 189 Greenwich High Road UK SEO10, Adelanto United Kingdom Phone: 5555555	Importer type: Private importer Contact name: Test Customer Address: 189 Greenwich High Road UK SEO10, Adelanto United Kingdom Phone: 5555555

Description	Country of Origin	U/M	Units	Total Actual weight (KG)
Tablet PCs & iPads (Computers & Office: Laptops, PCs & Tablets) (iPad 2)	United States		1	5
Total actual weight (KG):				5

The goods exported/imported are not under the negative import/export policy. These goods are not packed in Wood. I declare that all the information contained in this invoice to be true and correct.
 Printed Name: First name, Last name Date: 2012-06-27

SAMPLE # 4: LETTER OF CREDIT

A letter from a bank (the bank that writes the letter of credit will act on behalf of the buyer) guaranteeing that a buyer's payment to a seller will be received on time and for the correct amount. In the event that the buyer is unable to make payment on the purchase, the bank will be required to cover the full or remaining amount of the purchase.

EXAMPLE:

ISSUED BY:

onlytrustTM
Trustworthy Credit Solutions
6575 141st Ave NW, Ramsey, MN, 55303

REVOLVING PAYMENT STANDBY LETTER OF CREDIT

LETTER OF CREDIT NUMBER: 102439

ISSUE DATE: 2/28/2012

APPLICANT: <u>John Doe</u> <u>1234 Acme Way</u> <u>Acmeville, AV, 12345</u>	BENEFICIARY: <u>PayZar LLC</u> <u>3006 E Goldstone Drive Suite 201</u> <u>Meridian, ID, 83642</u>
--	--

AMOUNT: \$ <u>2746.00</u> Revolving Monthly	EXPIRATION DATE: <u>2/28/2013</u> 1 year from issuance
---	--

We hereby issue this revolving payment standby letter of credit.

IN FAVOR OF: PayZar LLC

IN THE AMOUNT OF: \$ 2746.00 revolving monthly.

This Revocable Letter of Credit expires at 5:00 P.M., EDT time, on (date one year from date above) ("Expiration Date"). The Expiration Date shall be automatically extended, without amendments, for successive one-year periods from the Expiration Date, unless at least ninety (90) days prior to the then applicable Expiration Date, the Beneficiary receives notification in writing from us (which notification shall be sent by registered mail or overnight delivery), that we, in our sole discretion, do not elect to extend the Expiration Date on which we are open for business, then the Expiration Date shall be the next day on which we are open for business. The beneficiary named above may draw on this letter of credit from time to time as long as aggregate amount doesn't exceed the stated amount of said letter of credit.

<u>John Doe</u> Name of Applicant	 Authorized Signature
<u><e-signature></u> Signed Electronically	<u>CEO</u> Title



Sample # 5: CERTIFICATE OF INSPECTION

Required usually for import of industrial equipment, meat products, and perishable merchandise. It is a part of supply chain management and an important and reliable quality control method for checking goods' quality while clients buy from the suppliers.

EXAMPLE:

 (2015)量认(国)字(V0234)号	 No. L0651	 (2015)国认监认字(073)号
CERTIFICATE OF INSPECTION (No. 2011 – 28)		
Yantai HuangHai Woodworking Machinery Co.,Ltd.		
The sample machine MH1325/4 Hydraulic pressure Four-sides revolve Ciamp Carri-		
has been inspected and proved to be a qualified product according to China national standard and related standard. (Detailed information in inspection report)		
Date of Expiry:2014.7.4 Date of Issue :2011.7.5		
China National Center for Quality Supervision and Test of Woodworking Machinery		

STUDENTS' SAMPLES

PURCHASE ORDER

JD COMPANY		SHIPPED TO:	
To: "PACIFIC STONE" CORPORATION, 2 Km AIRPORT OF TACHINA		JD COMPANY 2 Km AIRPORT OF TACHINA	
FOB: JD COMPANY		Terms: Net 30 Days	
ITEM	QUANTITY	DESCRIPTION	PRICE
001	3	JD SHOES MODEL CANCAN	15.00
002	2	JD DESK WOOD	100.00
003	8	JD LAPTOP	200.00
			1315.00
			205.08
			1920.08

PO ACKNOWLEDGED BY: _____ BUYER: _____ DATE: MAR/29/2002

COMERCIAL INVOICE

PAGE: 1/1

SELLER/SHIPPER		SHIPMENT/ORDER	
Contact name: Alex Vera		Invoice #: 200402187	
Address: Av. Libertad y espejo		Date: 2014-12-05 11:10:03	
Phone: 0989362129		Number of Parcels: 2	
		Total Actual Weight (kg): 10	
		Total dimensional Weight (kg): 10	
		Currency of sale: USD	
		Incoterms: FOB	
SHIP TO/CONSIGNEE		SELLER TO PARTY	
Contact name: Alejandro Ruiz		Importer type: Todo Telas	
Address: Cra. 2 # 11 Sur 59 Colombia		Contact name: JULY Perez	
Phone: 57-88361859		Address: Cra. 2 # 11 Sur 59	
		Phone: 57-88361859	
Description	HS Code	Country of origin	Units
Telas & Linos	73150000	Ecuador	2
		Unit Value	Total Value
		US\$ 550.00	550.00
		Total Cost of goods (Cofg)	US\$ 550.00
		Shipping handling	US\$ 6.00
		Insurance Charges	US\$ 0.00
		Total Cost	US\$ 556.00
		Import duty taxes due	US\$ 100.00

PACKING LIST

SELLER/SHIPPER		SHIPMENT / ORDER	
BEAUTY TECH 126. COLON - PANAMA 00527.612.715.		INVOICE #: 01243 DATE: 2014/12/06 11:40:43.	
		NUMBER OF PARCELS: 2	
		TOTAL ACTUAL WEIGHT: 40	
		T. DIMENSIONAL WEIGHT: 40	
		CURRENCY OF SALE: USD.	
		INCOTERMS: FOB.	
SHIP TO/CONSIGNEE		SOLD TO PARTY.	
ADRIAN BRAVO. LA PRADERA ECUADOR 2 765-695.		PRIVATE IMPORTER SERVING. ESMERALDAS. 2-704-251.	
DESCRIPTION.	COUNTRY OF ORIGIN.	UNITS	TOTAL ACTUAL WEIGHT (KG)
TABLET PCs & IPADS. LAPTOPS, PCs & (IPAD 2).	PANAMA.	2	20.

LETTER OF CREDIT

ISSUED BY
V.T. COMPANY
REVOLVING PAYMENT STAND BY
LETTER OF CREDIT.
LETTER OF CREDIT NUMBER: 00001

ISSUE DATE: 06/12/2014

APPLICANT: Diana Vaca 209 MURIEL Y COLON WAY	BENEFICIARY: HCO SA 201A DIAMOND SUITE 508.
---	---

AMOUNT:
\$ 4,500
REVOLVING MONTHLY

EXPIRATION DATE:
6/08/2015
8 MONTHS FROM ISSUANCE

We hereby issue this revolving payment standby letter of credit.

IN FAVOR OF: HCO SA
IN THE AMOUNT OF: \$ 4,500 REVOLVING MONTHLY.

DIANA VACA NAME OF APPLICANT (e-signature) SIGNED ELECTRONICALLY	Diana V AUTHORIZED SIGNATURE CEO TITLE
--	--

Certificate of Inspection

Certificate
of
Inspection

(No. 2011 - 28)

Say Cusme Woodworking Machines Co. Ltd

The sample machine

MH1325/4 Hydraulic pressure far-sides Revolve
Cramp Carrier

Has been inspected and proved to be a quali-
fied product according to Ecuador National
Standard and relate standard.

(Detailed information in inspection report)

Date of Expiry: 2014. 5. 4

Date of Issue: 2011. 5. 5

1. Each document is joined with its correct definition using lines.

PURCHASE ORDER	It is issued by a bank (the bank that writes the letter of credit will act on behalf of the buyer) guaranteeing that a buyer's payment to a seller will be received on time and for the correct amount.
COMMERCIAL INVOICE	It is a part of supply chain management and an important and reliable quality control method for checking goods' quality while clients buy from the suppliers.
PACKING LIST	A document that includes details about the contents of a package. It is intended to let transport agencies, government authorities, and customers know the contents of the package.
LETTER OF CREDIT	A document used in foreign trade. It is used as a customs declaration provided by the person or corporation that is exporting an item across international borders.
CERTIFICATE OF INSPECTION	An official document indicating relevant information about what they want to buy, the quantity, the price agreed for that particular product or service.

2. In front of each document, write the correct person in charge of issuing it.
(Use the words on the box the times you consider necessary)

EXPORTER	IMPORTER	IMPORTER'S BANK
-----------------	-----------------	------------------------

PURCHASE ORDER

COMMERCIAL INVOICE

PACKING LIST

LETTER OF CREDIT

**CERTIFICATE OF
INSPECTION**

**INTERNATIONAL BUSINESS DOCUMENTS
VOCABULARY**

Acknowledgement	Reconocimiento
Amendment	Enmienda, corrección
Amount	Cantidad
Applicant	Aspirante
As long as	Siempre y cuando
Beneficiary	Beneficiario
Bill	Cuenta
Binding	Encuadernación
Commodity	Producto
Consignee	Consignatario
Currency	Moneda
Customer	Cliente
Date	Fecha
Diversion	Desvío
Draw	Redactar
EA Each number	(no decimal)
Expiration	Expiración
Foreign	Extranjero
From time to time	De vez en cuando
Glassine	Papel de sobres
GSA sale	Venta mediante General Service Administration
Handling	Manejo
Hereby	Por la presente
Herein	Aquí dentro
Hereof	De este documento
HS code	Código de Sistema Armónico
Issuance	Emisión
Management	Manejo
Newsprint	Papel periódico
On behalf of	A nombre de
Overnight	Entrega inmediata
Parcel	Paquete
Party	Parte
Perishable	Perecedero
Refuse	Rehusar

**INTERNATIONAL BUSINESS DOCUMENTS
VOCABULARY**

Reject	Rechazar
Reliable	Confiable
Remaining	Restante
Resale	Reventa
Revolving	Rotativo
Sale	Venta
Standby	En espera
Then	A esa hora
Trustworthy	Confiable
U/M Unit of measure	Unidad de medida
Weight	Paquete
Woodworking	Carpintería

UNIT 6



WRITING COMMERCIAL LETTERS AND REPORTS IN ENGLISH

- Students are given some scrambled letters they have to put in order on the whiteboard.

Students' job:

Smart Buy
22 Blue Steet
Paris, WIB 6DH
Phone: 071066429

✓

January 7 2013

Susan Fernandez
14 Plowden Road
Torquay, Devon, TQ6 IRS

Dear Ms. Fernandez,

With reference to your order No. 5432 placed on January 4, I am writing to apologize for the delay in shipping the item.

Unfortunately the specific model of camera you ordered is currently out of stock. It should be in stock by next Monday.

We are confident that we will be able to ship your order within the next three days.

Please contact us if you have any questions.

Thanks for being patient with us.

Yours Sincerely,

Paul Smith
Manager of Smart Buy

James Laker
Eloy Alfaro and Mejia
Esmeraldas
September 7, 2012

Dear Sir,

Yours faithfully,

I am writing in response to the advertisement your company placed in the Times on September 5. Could you please send me an application form and details about the job.

I have recently graduated from Pontifical Catholic University of Ecuador in Esmeraldas in International Trade.

I look forward to hearing from you soon.

James Laker
The personnel Manager
Cratex Ltd.
21 Fireside Road
Birmingham, B15 2 RX

Dear Mr. Hattwell,

I am writing to request information about kites, as I have been informed that those produced in your factory are excellent.

I look forward to your swift reply.

Mr. Fred Hattwell
Sales Manager
Hattwell Toys Ltd.
133 Industry Road
Sunderland

Ms. DESIREE HENDERSON

I require all specifications of all models, as well as pricing information. Could you please send the information by first class mail?

Yours Sincerely,

Desiree Henderson
29 Smith Road
Sunderland

29th August 2014

Fred Baker
High Street
Broadstairs
25th March 2013

Offshore Exports
Margate Road
London

Dear Sir,

Yours faithfully,

I am writing in response to your letter of the 27th of last month, inviting our representative to visit your stand at the London Trade Fair.

We would be delighted to accept your offer, and as a result one of our salesmen will be contacting your office shortly in order to finalize the arrangements.

We look forward to seeing you at the fair.

Fred Baker
Company Director.

<p style="text-align: center;">THEME</p> <p>ASPECTS</p>	<p style="text-align: center;">STRUCTURE OF COMMERCIAL LETTERS</p>
<p style="text-align: center;">THE HEADING</p>	<p>Companies usually use printed-paper where heading or letterhead is specially designed at the top of the sheet. It bears all the necessary information about the organization's identity.</p>
<p style="text-align: center;">DATE</p>	<p>Date of writing. The month should be fully spelled out and the year written with all four digits October 12, 2005. The date is aligned with the return address.</p>
<p style="text-align: center;">THE INSIDE ADDRESS</p>	<p>In a business or formal letter you should give the address of the recipient after your own address. Include the recipient's name, company, address and postal code. Add job title if appropriate. The Inside Address is always on the left margin.</p>
<p style="text-align: center;">THE GREETING</p>	<p>Also called the salutation. The type of salutation depends on your relationship with the recipient. It normally begins with the word "Dear" and always includes the person's last name. If you do not know the name or the sex of your receiver address it to Dear Madam/Sir (or Dear Sales Manager or Dear Human Resources Director). As a rule, the greeting in a business letter ends in a colon (US style). It is also acceptable to use a comma (UK style).</p>
<p style="text-align: center;">THE BODY PARAGRAPHS</p>	<p>The body is where you explain why you are writing. It's the main part of the business letter. Make sure the receiver knows who you are and why you are writing but try to avoid starting with "I". Use a new paragraph when you wish to introduce a new idea or element into your letter.</p>
<p style="text-align: center;">THE COMPLIMENTARY CLOSE</p>	<p>This short, polite closing ends always with a comma. It is at the left margin. It begins at the same column the heading does. The traditional rule of etiquette in Britain is that a formal letter starting "Dear Sir or Madam" must end "Yours faithfully", while a letter starting "Dear" must end "Yours sincerely". (Note: the second word of the closing is NOT capitalized)</p>
<p style="text-align: center;">SIGNATURE AND WRITER'S IDENTIFICATION</p>	<p>The signature is the last part of the letter. You should sign your first and last names.</p>
<p style="text-align: center;">ENCLOSURES, COPIES</p>	<p>If you include other material in the letter, put 'Enclosure', 'Enc.', or 'Encs. ', as appropriate, two lines below the last entry. cc means a copy or copies are sent to someone else.</p>

THEME ASPECTS	STRUCTURE OF COMMERCIAL REPORTS
TITLE PAGE	<ul style="list-style-type: none"> - Report title - Your name - Submission date
EXECUTIVE SUMMARY	<p>Overview of subject matter, methods of analysis, findings, recommendations.</p>
TABLE OF CONTENTS	<p>List of numbered sections in report and their page numbers.</p>
INTRODUCTION	<p>Terms of reference, outline of report's structure.</p>
BODY	<p>Headings and sub-headings, which reflect the contents of each section. Includes information on method of data collection (if applicable), the findings of the report and discussion of findings.</p>
CONCLUSION	<p>States the major inferences that can be drawn from the discussion, makes recommendations.</p>
REFERENCE LIST	<p>List of reference material consulted during research for report.</p>
APPENDIX	<p>Information that supports your analysis.</p>

COMMON PHRASES FOR COMMERCIAL LETTER

INTRODUCTION FOR COMMERCIAL LETTERS	
ENGLISH	SPANISH
I am writing to inquire about	Le escribo para preguntarle sobre
I am writing to apologize for	Le escribo para pedirle disculpas por
I am writing to confirm	Le escribo para confirmarle que
I am writing to comment on	Le escribo para comentarle que
I am writing to apply for	Le escribo para solicitar
In reply to your letter of	En respuesta a su carta de
In accordance / compliance with your request	Conforme a su petición
I regret to inform you that	Lamento comunicarle
We are pleased to announce	Nos complace anunciarles
We are pleased to inform you	Nos es grato comunicarle(s)
We acknowledge receipt of your letter of	Acusamos recibo de su carta de
We refer to your (letter/circular/newsletter/order/statement) of	Referente a su (carta/circular/pedido/cuenta) de
We should like to remind you that	Le recordamos que
We have carefully considered you	Con sumo cuidado hemos considerado su
We are pleased to confirm	Nos es grato confirmar
It is with considerable pleasure	Con sumo gusto

INTRODUCTION FOR COMMERCIAL LETTERS

ENGLISH	SPANISH
It is with considerable regret that	Lamentamos
With reference to your letter of	Referente a su escrito
We find it necessary to inform you	Nos es necesario informarle(s)
We greatly appreciate	Quisiera agradecerle(s)
Please accept our thanks for	Ruego acepte nuestro agradecimiento
I reply to your advertisement for	Contesto a su anuncio acerca de
I should like to apply for the job of	Quisiera solicitar el puesto de
I saw your advertisement in today's Times and	Hoy he visto su anuncio en el Times y
Will you please note that	Ruego tome nota que
I enclose our order for	Adjunto nuestro pedido de
We have pleasure in acknowledging the receipt of your payment	Nos complace confirmarle que hemos recibido su pago
We thank you for your order for	Agradecemos su pedido de
I am very much obliged to you for	Le quedo muy agradecido por
Would you please quote for	Ruego nos comuniquen precios de
We have received your letter	Hemos recibido su carta
I must protest most emphatically about	Quisiera protestar rotundamente acerca de
We have today dispatched to you	Hoy le hemos remitido
We should like to call your attention to	Tenemos el deber de comunicarle
In accordance with our agreement	Según lo convenido / acordado
Contrary to our agreement	Contrariamente a lo convenido / acordado

PHRASES USED IN BODY PARAGRAPHS / FRASES USADAS EN PARRAFO DEL CUERPO DE LA CARTA

ENGLISH	SPANISH
Could you possibly	Podría ser posible
I would be grateful if you could	Le agradecería si pudiera
I would be delighted to	Estaría encantado de
Unfortunately,	Desafortunadamente
I am afraid that	Me temo que
I am enclosing	Le adjunto
Please find enclosed	Por favor, adjunto
Enclosed you will find	Adjunto encontrará

CLOSING REMARKS / OBSERVACIONES FINALES

ENGLISH	SPANISH
Thank you for your help. Please contact us again if	Gracias por su ayuda. Por favor, contacte con nosotros de nuevo si
... we can help in any way	... podemos ayudarlo de alguna manera
... there are any problems	... hay algún problema
... you have any questions	... tiene alguna pregunta

REFERENCE TO THE FUTURE CONTACT / REFERENCIA PARA UN FUTURO CONTACTO	
ENGLISH	SPANISH
I look forward to	Espero ansiosamente
... hearing from you soon	... saber de usted pronto.
... meeting you next Tuesday	... reunirnos el próximo martes.
... seeing you next Thursday	... vernos el próximo jueves.

ABBREVIATIONS USED IN LETTER WRITING / ABREVIATURAS EMPLEADAS EN LA ESCRITURA DE CARTAS	
ENGLISH	SPANISH
Asap = as soon as possible	Tan pronto como sea posible
Cc= carbon copy	"copia de carbón" "con copia", cuando se envía una copia de la misma carta a más de una persona
Enc. = enclosure	Adjunto
Pp = per procurationem	Frase del latín que significa que la carta ha sido firmada en representación de otra persona al no estar la persona en cuestión presente para poder firmarla.
Ps = postscript	Post-data
Rsvp = please reply	Por favor, responda

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• **ANNEX No. 5: SURVEY FOR PROJECT EVALUATION**



**PONTIFICAL CATHOLIC UNIVERSITY OF
ECUADOR IN ESMERALDAS**



The present survey has been created in order to know the opinions of the students who attended the International Business Technical English Course in PUCESE from Nov. 8 to Dec. 13, 2014. This course is part of a degree project aimed at 6th level General English students in the International Business career.

The results of this survey will help evaluate the validity of this degree project, so please reply sincerely and responsibly.

1. The content of this course was:

- Too basic
- Appropriate
- Too advanced

2. Was the course content presented in a structured manner?

- YES NO

3. Was the content of this course relevant to your profession (International Business)?

- | | YES | NO |
|---|--------------------------|--------------------------|
| • Customs & port main functions | <input type="checkbox"/> | <input type="checkbox"/> |
| • Technical English vocabulary used at port & customs | <input type="checkbox"/> | <input type="checkbox"/> |
| • International commercial terms | <input type="checkbox"/> | <input type="checkbox"/> |
| • Export & import strategies | <input type="checkbox"/> | <input type="checkbox"/> |
| • International business documents | <input type="checkbox"/> | <input type="checkbox"/> |
| • Writing commercial letters and reports in English | <input type="checkbox"/> | <input type="checkbox"/> |

4. The duration of the course was just right.

YES

NO

5. Did the course meet your expectations?

Yes. A lot.

A little

Not at all

6. Was there enough time for discussion and questions?

YES

NO

7. Do you think the following goals were reached?

YES

- To study international business Technical English vocabulary.
- To provide students with free language usage opportunities.
- To involve students in the International Business language through educational activities
- To improve the four basic English language skills through unrestricted practice.

8. Would you recommend this course to a classmate?

YES

NO

9. My overall evaluation of the course is:

Excellent

Good

Poor

10. Do you have any suggestions or comments about the course?

SURVEY FOR PROJECT EVALUATION



• ANNEX No. 6: CERTIFICATES DELIVERY







