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THESIS REPORT:

**BOOK TO TEACH ENGLISH FOR SPECIFIC PURPOSES TO 7th
AND 8th LEVEL STUDENTS OF THE FOREIGN TRADE SCHOOL
AT PUCE ESMERALDAS, 2018**

REPORTE DE TESIS:

**LIBRO PARA ENSEÑAR INGLÉS CON FINES ESPECÍFICOS
PARA ESTUDIANTES DE 7° Y 8° NIVEL DE LA ESCUELA DE
COMERCIO EXTERIOR EN LA PUCE ESMERALDAS, 2018**

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As members of the Dissertation Committee at PUCE Esmeraldas, we certify that we have read the dissertation prepared by ERICK PAÚL SOSA DAZA entitled BOOK TO TEACH ENGLISH FOR SPECIFIC PURPOSES TO 7TH AND 8TH LEVEL STUDENTS OF THE FOREIGN TRADE SCHOOL AT PUCE ESMERALDAS, 2018

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

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

Thesis Director

STATEMENT BY THE AUTHOR

I, Erick Sosa Daza, affirm that the investigation in the present thesis report is totally unique, authentic, and personal.

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

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DEDICATION / ACKNOWLEDGMENTS

Throughout my career I thought a lot about withdrawing, in fact, there were times when I was almost determined not to return. But thanks to my desire to improve myself, and to create a new world full of opportunities for me, just as my beloved mother did for our family, I decided to finish what I started. For this, first of all, I want to thank my mother Milene Elizabeth Daza Vallejo, in this small and certainly incomplete list of people I would like to thank:

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ABSTRACT

To design a book to teach English for the specific purpose of Foreign Trade at PUCE Esmeraldas, a descriptive qualitative-quantitative investigation was done, in the year 2018, with a population of 36 students, and 10 teachers from the 7th and 8th levels of Foreign Trade at the referred career. The methods of analysis and synthesis, hermeneutics, and statistics, were used with the technique of survey. The results revealed that the majority of the students considered that a didactic material was needed to learn ESP about their career, with themes related to foreign trade, administration, economics and international marketing; alongside, with terms specific to the specialty such as: international contract, customs, money market, airport, and secondary zone; plus, communicative functions like interviewing people in customs, exporting, importing, and marketing. The results also revealed that the methods the pupils would like to use in the classroom are translation, and the communicative approach.

Key words: ESP, Foreign Trade, didactic material, student's learning needs, communicative approach.

RESUMEN

Para diseñar un libro para enseñar inglés con el propósito específico de Comercio Exterior en la PUCE Esmeraldas, se realizó una investigación cualitativa-cuantitativa descriptiva, en el año 2018, con una población de 36 estudiantes y 10 maestros de los niveles 7mo y 8vo de Comercio Exterior en la carrera referida. Los métodos de análisis y síntesis, hermenéutica y estadística, se utilizaron junto con la técnica de encuesta. Los resultados revelaron que la mayoría de los estudiantes consideraron que un material didáctico era necesario para aprender ESP sobre su carrera, con temas relacionados con: comercio exterior, administración, economía y marketing internacional; junto con términos específicos de la especialidad, tales como: contrato internacional, aduanas, mercado monetario, aeropuerto y zona secundaria; además, funciones comunicativas como entrevistar a personas en aduanas, exportar, importar y comercializar. Los resultados también revelaron que los métodos que los alumnos desearían utilizar en el aula son la traducción y el enfoque comunicativo.

Palabras clave: ESP, Comercio Exterior, material didáctico, necesidades de aprendizaje de los estudiantes, enfoque comunicativo.

INTRODUCTION

Theme Presentation

English is one of the most important languages in the world, *technically* the third most spoken language in the world. To this, it is attributed that English is taught as a second language and for specific purposes, in almost half of the world, and spoken natively in the other half.

Being English the third most spoken language in the world, it is noteworthy that, within the world of business, foreign trade, and the internet, English is the most widely used language. Learning a language is important, since with this process our brain will be motivated, helping not only to expand our memory, but to avoid mental illness. And best of all, it is possible to communicate in any required situation.

Regardless of the language a person wants to learn, now more than ever the world is in an era of globalization, where learning a new language can open doors for you, not only in the working world, but also in the academic world. Learning English is important in the field of education, since a large majority of scientific articles are in that language, giving access to more current and concrete information, not only that, but the best schools and universities in the world use this language. If a Latin American student would like to study at an English-speaking university, he/she will have to take an exam to prove his English level, without it he or she will not be able to attend that university.

Likewise, within the labor world, this language is very important. In Ecuador, a country that lives on tourism, exportation, and importation, it is a need to have a good level of English to have more job opportunities, either in any of the aforementioned fields. And in these cases, the level of English that is needed, goes beyond general English, for this reason it is an urgent need to learn English for specific purposes.

An ordinary person, who has a good level of English, can develop in many different situations, but he/she needs to go beyond the basic situations of a language to be able to deal with specific situations. That is, if a person knows English, and is asked to speak at

a business meeting, that person will be in a peculiar situation, since specific terminology is needed for each situation.

Within the world of business, foreign trade, among others, a very complex lexicon, which should be studied carefully, is handled, not only to understand it, but to use it in the right way. It is important to emphasize that learning basic English is the fundamental basis of everything, because without it, it would be impossible to study this language for Specific Purposes.

In Esmeraldas, there is a great need for technical English, specifically English for business and trade, since this city not only lives of tourism, but also of the port, from where foreigners arrive. It means that it is a need to manage a certain level of English, with the appropriate vocabulary. It is impossible to attend a business meeting without the proper jargon, because you can run the risk of offending others or losing that business opportunity.

Focusing on the need of English for specific purposes in the area of Foreign Trade in Esmeraldas, the next generation of Bachelor of the school of Foreign Trade at the PUCE Esmeraldas was chosen.

Problem Statement

During this time at PUCE Esmeraldas University, students have witnessed how in most careers only general English is taught. This harms not only the students, but the University as an institution, since nowadays, most jobs require a high level of English. Not to mention specifically the case of the students that need to have knowledge of technical terminology in English in order to carry out an international business or a transaction.

Most of the students in the last levels only have basic English, and if they were offered a job for which they need specific English, none would be prepared to assume the position. Students need materials with which they can learn this terminology, and more than that how to develop themselves in the world of international trade using the English language.

For this reason, the main research question, which constitutes the problem to be solved is:

Which book may be used for teaching English for the specific purpose of Foreign Trade at PUCE Esmeraldas, 2018?

Justification

The students of different levels at PUCE Esmeraldas only receive General English. This limits their possibilities to find work within their area of study. Nowadays for Foreign Trade students this language is crucial to find a job. They can study for five years, but if they do not have the required specific English to work in a company or institution, they will not be able to have access to the occupation they want.

Most of the graduates of this career should take specific English courses at the end of their degree to be able to find work within their area of knowledge. This situation where students wait to graduate to start studying Foreign Trade English, happens all the time. And, right now, specifically with the students of the 7th and 8th level of the career of Foreign Trade, students present cases in which they pass the English subject just for the single purpose of passing it or getting a degree, since it is very basic, and they do not see a single term about their career in English. There is a real deficiency within the general English teaching system to even leading us to only develop reading, but not the ability to speak, which is harmful since most international trades are done through speaking. In foreign trade, it is important to have knowledge of technical English, since it could facilitate trade relations at the international level.

Specialized teachers in the School of Foreign Trade are needed, with useful materials with which this type of specific English can be taught, since the lack of technical words needed in this area are of utmost importance either to be able to carry out an international negotiation, a transaction or to fill out checks or any kind of documents related with Foreign Trade.

With this investigation, there will be a contribution to the Didactics of English for Specific Purposes in Esmeraldas.

Objectives

General Objective

To design a book to teach ESP to students of the 7th and 8th level of the Foreign Trade School at PUCE Esmeraldas, 2018.

Specific Objectives

1. To determine the vocabulary that 7th and 8th level students of the Foreign Trade School at PUCE Esmeraldas need to learn.
2. To identify the communicative functions that 7th and 8th level students of the Foreign Trade School at PUCE Esmeraldas need to learn.
3. To establish the unit themes according to the Foreign Trade specialty.
4. To define the methods to organize the teaching activities.

CHAPTER I

THEORETICAL FRAMEWORK

1.1. Scientific and theoretical foundation

1.1.1. English for Specific Purposes

Inside the learning of English, there are different contexts for which a person decides to learn this tongue, within which are: learning English as a second language or English as a foreign language. Now it is important to distinguish that inside these, there are even more different contexts, as they are in particular: English for Specific Purposes. The definition of this type of learning can be found here:

The field of English for Specific Purposes (ESP), which addresses the communicative needs and practices of particular professional or occupational groups, has developed rapidly in the past forty years to become a major force in English language teaching and research. ESP draws its strength from an eclectic theoretical foundation and a commitment to research-based language education which seeks to reveal the constraints of social contexts on language use and the ways learners can gain control over these (Hyland, 2007, p. 391).

When talking about English for Specific Purposes, it is referring to the type of English taught with a specific vocabulary and with the specific skills required to achieve the learning of this type of English. In general, when English for Specific Purposes appears, is when the need shows up because of a specific job that requires a definite terminology and the necessary skills for this exact work.

1.1.2. Branches of English for Specific Purposes

Regarding the branches of English for Specific Purposes, Dudley-Evans, T., and St John, M. (1998) state that “ESP has traditionally been into two main areas: English for Academic Purposes (EAP) and English for Occupational Purposes” (p. 5). Particularly, within the teaching of English for Specific Purposes there are different types of contexts or needs, for which students decide to take this type of English.

The basic English that is usually taught in universities, or in the different types of English leveling courses, is not enough to perform a specific task or take a job. It cannot be the same as the English of a doctor who will perform his daily tasks, or the English of a foreign trade worker. English for Specific Purposes covers the field of English for Academic Purposes or English for Occupational Purposes. However, at hand there are many more branches that are just as important and necessary for students, as they are: English for Science and Technology, English for Business, English for Legal Purposes, and English for Foreign Trade, among others.

1.1.2.1. English for Academic Purposes (EAP)

According to Charles (2013), “English for Academic Purposes (EAP) is concerned with researching and teaching the English needed by those who use the language to perform academic tasks” (p. 137). It is right to say that this branch of English teaching is born from English for Specific Purposes.

Moreover, this branch can carry out different types of tasks, since currently in the country it is being applied in several schools or even in many universities where a specific subject is taught in the English language, when the students are Spanish speakers. With the help of English for Academic Purposes, all the subjects can be developed correctly. For example: There are cases in which students have the subject of Accounting or Mathematics in English instead of Spanish, so in order to solve a task, situation or problem of the subject, the students need to know English with certain specific requirements.

1.1.2.2. English for Occupational Purposes (EOP)

When it comes to the English field of EOP, it is found that according to Koester (2012), “English for Occupational Purposes (EOP) refers to the specific ways English is used in different work and professional situations” (p. 5), meaning that this specific type of

English is handled within the work field, for example, the English that an ambassador needs to carry out their work activities.

It is important to realize the necessity of ESP on Foreign Trade, within the labor world there are many professions with which each one carries its own terminology. It can be said that the vocabulary of a business man will never be the same as the one of a nurse; and it goes to the different types of professions. For this reason, it is necessary to learn the different types of terms used in each field, and that is why English for Occupational Purposes is significant for professionals around the world.

1.1.2.3. English for Science and Technology (EST)

In the same way, there is another important branch: English for Science and Technology, within which several aspects can be found. About EST, Parkinson (2013), quoting Halliday, states the following:

a text is recognized as scientific English because of the combined effect of clusters of features and, importantly, the relations of these features throughout a text. Yet characteristic forms and vocabulary of science or technology should not be considered as separate from the genres in which they occur, because linguistic differences are part of what constitutes genre (p. 155).

In other words, this branch is specifically designed for terminology within the world of science and technology, which makes it one of the most important, since knowing this terminology can be helpful to understand, express or share scientific, or technological articles. Another important factor of this level of English, is knowing that the world is constantly changing thanks to the advance of technology and science, then, how can people be up to date with the world if they do not know the appropriate terminology for each field?. For this reason, EST is so important whether it is to know the parts of the most powerful and lightest computer; the lightest mobile, to being able to read and write about science.

1.1.2.4. English for Business (BE)

In relation to BE, Ellis & Johnson (1994) affirm that it depends clearly on how people adapt to a situation, where it is demonstrated that individuals have been trained with this methodology and according to how people show themselves within these situations where business terminology is necessary. According to the mentioned authors:

Business English is about training and performance. It has definable purposes. Its trainers are facilitators, who are aware of the course sponsor; they relate language input to the requirements of the learner, and have the planning, evaluation, and feedback skills to generate trust and confidence on the part of the learner (p. 346).

Together with this, it is concluded that first of all, business has been carried out in the world for centuries, so it is natural to say that even back a thousand years ago, in order to make business with someone, people needed the correct terms or to know how to approach a business person or situation. For this reason, Business English has been developed. This branch is so important that in the world there are a lot of Business Schools where students cannot apply without knowing the right vocabulary. For example, a student cannot attend a Business School or work in an enterprise without knowing how to trade with the right vocabulary, or how to invest in the market. There are millions of examples where it could be said that English for Business is essential in the modern world.

1.1.2.5. English for Foreign Trade

When talking about Foreign Trade or International Trade, it can be referred to how English is applied as a language in order to give and receive a type of service or product in the international field. In this regard, it is important to overcome language barriers. About this, Hyejin & Zussman (2010) stated that:

trade partners, with no common native language, will overcome the language barrier by communicating in a non-native language. In today's world, English is the leading candidate to play this role of a lingua franca. By constructing and then employing a new measure of English proficiency, covering more than a hundred countries and spanning 30 years, we show that the ability to communicate in English has a strong effect in promoting trade across the globe. The results thus demonstrate that an acquired proficiency in English can mitigate the impact of historically determined language barriers (p. 250).

Taking into account what has been researched, it is concluded that English in Foreign Trade or International Trade is vital for the world economy. Since the world is going to a point where there are around 193 countries, which handle several languages, then to interact with each other, in this case to be able to trade among them, they need a lingua franca, with which they can develop and use the correct terms for each situation.

1.1.3. English teaching at the Foreign Trade School at PUCE Esmeraldas

English is studied in a general way from the pre-intermediate level to the intermediate level of General English. In this career, like in many others in the PUCE Esmeraldas, English, in all semesters, is taught in a general way, therefore many students have had failures in many fields, since they do not study English related to the specialties.

The Pontifical Catholic University in Esmeraldas offers different careers for the students of the province, one of them is Foreign Trade. This career has 9 semesters, and the curriculum consists of a few subjects, for example, Foreign Trade, General Accounting, Commercial and Corporate Law, among others. Alongside these subjects, students of this career have to go through 8 levels of General English in order to graduate. Inside the curriculum, they study presentations, word order, parts of speech, they do dialogues, plays, and work with general topics.

The subject of English, as being general at this institution, does not provide students with a tool that allows them to prepare in the English of their profession. A large percentage of the understudies in the last levels just have basic English, and on the possibility that they were offered an occupation for which they require ESP on Foreign Trade, none would be set up to take on the position. Understudies require materials with which they can learn ESP, and more than that how to create opportunities for themselves in the territory of global exchange using the English language.

1.1.4. Materials design

About materials design, McGrath (2002) asserts that “Teaching materials play a crucial role in teaching and learning. When these take the form of a textbook it is essential that

the textbook, be carefully selected to meet both, external requirements and the needs of the teachers” (p. 101).

Teaching materials are fundamental parts of the entire teaching - learning process. One of the most important and fundamental materials of this process are books, with which the teacher can help himself or herself to teach a given subject. It is not only important to determine the appropriate materials for this process, but also to consider that not all students will respond well to a specific book or material. So, a book has to be complemented, not only with the needs of the teacher, but also with the needs of the students, taking into consideration the curriculum and the topics that must be taught according to the syllabus established by the Ministry of Education.

1.1.4.1. Book design

According to Haslam (2006), “The book is the oldest form of documentation; it stores the world’s knowledge, ideas, and beliefs” (p. 6). Taking this definition into consideration, it is concluded that the book is an essential part of the teaching-learning process, where not only you can find knowledge but also translate your own ideas into a book. Now, talking about designing a book, it is a need to take into account that there are several roles that must be taken into consideration.

In relation to an idea of an author, Haslam (2006) says that “The author of a novel or of a non-fiction work has an idea for a story and may write the book and present a finished manuscript to an agent or publisher” (p. 13). The author of a book is the main part in the creation of this material, since it is the one that will carry out his or her ideas, personal approach or knowledge into the book.

About the publisher, Haslam (2006) states that “A publisher is an individual or a company prepared to invest in the production of a book. This involves paying for the writing, production, printing, binding, and distribution of a book” (p. 13). Another important factor in the creation of a book, is the publisher, which will be fully responsible for the production or distribution of the book. This will determine how far a book can go and how it will be presented to the market.

Another important role in this process is the editor of the book. “The editor works with the author to shape the content of text, offering both encouragement and objective criticism, to which the wise author responds” (Haslam, 2006, p. 14). The editor of a book plays an important role as it will help to give the book the correct form, will help to make it more understandable to the public, also will support and criticize the views of the author to develop a good material for the users.

Finally, the last main role in this process is the designer. “The designer is responsible for shaping the physical nature of the book, its visual appearance, the way it communicates, and for positioning all the elements on the page” (Haslam, 2006, p. 16). A book may have the best explanation in the world, it may have the most appropriate and correct knowledge, but if it is not designed to attract the attention of readers, then the book will fail because no one would buy it or even be interested in reading it.

1.1.5. Needs assessment

In the teaching-learning process, different factors are taken into consideration to achieve success. Among those factors, the needs of the students or in any case the needs required by a course or a teacher. About Needs Assessment, Grant (2002) affirms that:

Learning needs assessment has a fundamental role in education and training, but care is needed to prevent it becoming a straitjacket. It might seem self-evident that the need to learn should underpin any educational system. Indeed, the literature suggests that, at least in relation to continuing professional development, learning is more likely to lead to change in practice when needs assessment has been conducted, the education is linked to practice, personal incentive drives the educational effort, and there is some reinforcement of learning. Learning needs assessment is thus crucial in the educational process (p. 152).

Each student, in each course or situation, has different learning needs, it could be said that a thing or strategy which may be useful for one student, may not work for another. In this way, it is important to make sure that all the needs of students are being addressed during this teaching process. The teacher must be in charge of handling all these needs, and not only the students, but also the needs of the teacher, since a teacher must follow the curricular plan, but needs to take into account the true level or capacity of their students. Because of this, the professor needs to perform a test where he or she can realize the needs of each student, in order to be able to meet them and work through them.

1.1.6. The Sociocultural Approach to Language Teaching

A pedagogical and psychological theory that supports this investigation is the Socio-Cultural Approach to Language Teaching. It is found an investigation that was done by Lantolf (2000), in which he quoted Vygotsky. He stated the following:

The most fundamental concept of sociocultural theory is that the human mind is mediated. In opposition to the orthodox view of the mind, Vygotsky argued that just as humans do not act directly on the physical world but rely, instead, on tools and labor activity, which allows us to change the world, and with it, the circumstances under which we live in the world, we also use symbolic tools, or signs, to mediate and regulate our relationship with others and with ourselves and thus change the nature of these relationships (p. 1).

In this theory, different factors of how society plays a role in the development of individuals are found. It can be said that this theory emphasizes the interaction between the progress of people and the culture in which they exist. It implies that human learning is in great measure a social process.

1.1.7. The Zone of Proximal Development

This is one of the main theories in the English Language Teaching-Learning Process. Because it enables teachers to know how children learn in the best way. Vygotsky (1978) states that the Zone of Proximal Development is "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance, or in collaboration with more capable peers" (p. 86).

This theory allows teachers to know how children can learn and develop themselves through their environment. In this case, it affirms that children learn their best when they are surrounded by other children, that is to say that they can learn better in a social environment, taking into account that the teacher is a guide in this process, while children go building their own knowledge, and helping each other. For example, if they form groups, they help each other, taking into account that a child can know about a specific topic and another child about another topic, this makes them work together, complement and help each other while they learn and build their own knowledge. Students cross the zone of proximal development with mediators, who apart from other students and the

teacher, can be materials, such as books. In the case of the present investigation, the book that is going to be designed may be a mediator for the ESP learning by the students of the specialty of Foreign Trade.

1.1.8. Communicative competences

There are some competences that students are in need to develop, inside those, there are several such as: communicative competences. As it is found, an important theory of competences is the one where the “theory of competence posits ideal objects in abstraction from sociocultural features that might enter into their description. Acquisition of competence is also seen as essentially independent of sociocultural features, requiring only suitable speech in the environment of the child” (Hymes, 1972, p. 55). A theory is encountered where the acquisition of competences is essential in the teaching-learning process.

Additionally, the major competences are the communicative ones. Teachers can accomplish a good learning process for the students if they combine the communicative competences with the communicative language teaching approach. Students must practice in a communicative way with their classmates, which is the goal in the learning of a second language.

1.1.8.1. Linguistic competences

There are certain skills that a student needs to develop in the process of learning a new language. These are linguistic competences, about which Hymes (1972), states that:

Linguistic theory is concerned primarily with an ideal speaker-listener, in a completely homogeneous speech community, who knows its language perfectly and is unaffected by such grammatically irrelevant conditions as memory limitations, distractions, shifts of attention and interest, and errors (random or characteristic) in applying his knowledge of the language in actual performance (p. 53).

Now, the skill to notice when a sentence is grammatically correct or not, is also found. These are linguistic competences in the learning process that need to be developed.

1.2. Previous Studies

Some studies about ESP have been carried out and taken into consideration.

One of the investigations was done by Park (2015), at the University of Illinois in Urbana, Illinois, about a needs analysis of English for Korean naval officers. That investigation analyzed the courses of English in the university in order to see the needs of the officers at the moment of using naval English. The methods used in this investigation were literature review, unstructured interviews, semi-structured interviews, and questionnaire surveys were employed. As a result, a need was identified since many Korean officers had trouble with the orders they were given in English.

Additionally, another study was done in Monterey, California by Abalos (1990), about English Language Training for Navy Enlisted Personnel who speak English as a second language. This investigation focuses on the communication problems that exist for ESL personnel in the work places in the Navy, since with time, more and more people who speak English as a second language enter the programs, and a great part of the group were experiencing major difficulties in the recruiting training because of their English. Abalos (1990) used different methods during the investigation such as analysis, synthesis and hermeneutics. The investigator concluded that the continuing problems and difficulties created a necessity of learning ESP; multiple multi-cultural courses were proposed to overcome barriers, and solve the problems, the programs must embrace cultural and colloquial English training as part of the entry-level training.

Moreover, there is a study done in Kazakhstan, at the Kazakh-German University, by Brekalova and Tokbergenova (2015), which is about Teaching English for Specific Purposes to the Specialists of International Relations at Higher Education in Kazakhstan: experience and challenges. This research makes emphasis on the involvement of two ESP specialists teaching students of International Relations by concentrating on: critical evaluation of existing ESP teaching methods, and identification of existing problems in teaching ESP. The methods used in this investigation were analysis, synthesis, hermeneutics, and descriptive statistics, alongside with questionnaires. The investigators concluded that the courses of the university should include units of Passives, Conditionals, and Present Perfect versus Past Simple.

In the same way, it is found a research in Brisbane, Australia, at the Queensland University of Technology, done by Nguyen (2017), in which it is discussed the Aligning English for Specific Purposes (ESP) Curriculum with Industry Needs: Language Practices for Vietnam's Globalized Workplaces. They saw the need that was increasing in the import/ export field, in which only English was used in the communication process, so it was extremely important to teach ESP focused on that in order to help with the exportation or importation in that ground. The investigation used different research methods such as: an ethnography of communication approach to generate and collect data which involved observations, semi-structured interviews, and authentic documents. The participants in this research were three different groups, the first participant in the research was the boss of a Logistics Department, who was working full time in the import/export field at a company. The second group of participants were two customs officers in a customs office in an international airport in Vietnam. And the last group of participants were four ESP teachers at a university. The investigation concluded that communicative activities were more purposeful than decontextualized lexical and grammatical rules. Also, that the courses should focus on flexibility and strategies rather than a fixation on language forms.

In addition to that, one important investigation was the one done in Spain, at the University of Alcalá, by Laborda and Litzler (2015), where they talk about Current Perspectives in Teaching English for Specific Purposes, in which they discuss ESP factors that affect it, course design and multiple factors in the teaching learning process. The methods used in this investigation were analysis, synthesis, hermeneutics, and descriptive statistics, alongside with figures. It was concluded that ESP will need to study the part of technology, the consequence of ESP on second language acquisition, ESP in new technical, scientific and professional fields, new contexts, new pedagogical ideas. New paradigms of second language acquisition, usually based on the development and definition of socio-cultural competence and the Zone of Proximal Development.

Comparatively, another investigation was carried out in Tambov, Russia; at the Tambov State Technical University, by Voyakina and Korolyova (2014), in which they revealed the Problems of Teaching Business English as ESP in Higher Educational Institutions. They came to the conclusion that to provide effective Business English teaching it is important first to determine learners' necessity for it, to identify specific purposes for

studying it, to define special tasks for practicing topic vocabulary and grammar which brings the achievement of goals with the help of using the language, select suitable teaching materials meeting goals and objectives of the course. The methods used in this investigation were analysis, synthesis, hermeneutics, and descriptive statistics, alongside with questionnaires and figures, and a population of 100 students. The main themes that must be taken into consideration were, making a telephone call, holding negotiations, and writing a business letter. Also, to increase learners' motivation idioms were often used as a teaching strategy in business.

Also, another investigation was found about "Teaching and learning English for business communication: a case in Spain" made in Spain by Ruiz-Garrido (2007), in which it is explained the importance of ESP about that specialty and how to acquire it. In relation to English it was shown that to do business, people need more than general language features, they need to know the specific words and how to use them in that environment.

Finally, Vasquez (2015), did an investigation in Esmeraldas in which her 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. The investigation used business and trade as main focus to help students at PUCE Esmeraldas. The methods used in this investigation were hypothesis, experiment, analysis of results, with observation, survey and interviews. The population were 70 students from 4th to 8th level of the International Business School at PUCESE. As a conclusion, it was found that English being taught to the students is not sustaining their professional expectations. And, that the Task-based learning method was successful for teaching international business vocabulary, the units proposed to teach ESP were Customs & Port Main Functions, Technical English Vocabulary Used at the Port & Customs, International Commercial Terms, Export & Import Strategies, International Business Documents, and Writing Commercial Letters and Reports in English.

1.3. Legal Basis

The General Regulations to the Organic Law of Intercultural Education by the Ministry of Education of Ecuador in 2016 established in its article 343 that the education system must focus on the growth of individual and collective capabilities, allowing learning, and

the use of knowledge, techniques, arts and culture. It should be centered on the different subjects, and on the work in a flexible and dynamic, inclusive, and efficient manner. Intercultural vision will be integrated in accordance with the geographical, cultural and linguistic diversity of the country.

The Organic Law of Intercultural Education (LOEI), published in the Second Supplement of the Official Registry No. 417 of March 31, 2011, in Article 6, determines that among the obligations of the State, scientific research must be promoted, alongside technology and innovation, also artistic creation, with the practice of sport, and the protection of the linguistic diversity.

Within the article 3 of The Organic Law of Intercultural Education (LOEI) about Flexibility in the Basic General Education Curriculum. It established that each school may increase or decrease the time load of the instrumental areas being this ones “Language and Literature”, “Mathematics” and “Foreign Language” according to the needs presented by their students.

Regarding article 31 of the Regulation of the Organic Law of Intercultural Education (LOEI), in the additional hours at discretion in the senior high schools, they may include additional subjects to the national curriculum that they consider pertinent according to their Institutional Educational Project (PEI). When there is no specific offer, the schools will increase the time load of the instrumental areas (Language and Literature, Mathematics and Foreign Language) and scientific (Social Sciences and Natural Sciences) depending on the needs presented by their students.

CHAPTER II

MATERIALS AND METHODS

2.1. Type of Investigation

The investigation carried out was a descriptive qualitative-quantitative one. It was developed with 7th and 8th level students of the Foreign Trade career at PUCE Esmeraldas, in 2018.

The PUCE Esmeraldas Campus is a catholic and private university, and at this moment it has several careers such as: Graphic Design, Business Administration, Accounting and Auditing, Basic Education, Special education, Linguistics, Nursing, Systems, Information Technology, Bioanalysis Clinical Laboratory, Environmental Management, Tourism, Agroindustry, International Business, and Foreign Trade. Also, this university has a couple of master's degree programs, which are: Master's Degree in Risk Management, and Master's Degree in Educational Innovation. Also, in this institution there is a department of Continuing Education, the same that offers many courses for graduate students who want to continue their education once their university degree is obtained.

The Foreign Trade career in this university has 9 semesters, and it has several subjects that are essential for graduating such as: Foreign Trade, General Accounting, Economy and Political Geography, Introduction to Law, Commercial and Corporate Law, Mathematics, Microeconomy, Customs Nomenclature, General Statistics, Cost Accounting, Economy for Administrators and Accountants, Business Administration, Customs Valuation, Operations Workshop, and Customs Techniques. Along with all of these subjects, students receive 8 semesters of General English.

2.2. Population and Sample

The population was formed by 36 students of the 7th and 8th level of the Foreign Trade career and 10 teachers of the Mentioned Career at PUCE Esmeraldas. In this case, the sample coincided with the population.

2.3. Operationalization of Variables

According to the operationalization of Variables table (Appendix A) the different definitions, dimensions and variables that were taken into account during this research can be noticed.

2.4. Methods of Investigation

Analysis and Synthesis: With these methods the bibliography was examined and the theories that support this investigation were synthesized. Also, these methods were used to analyze the results and synthesize the pertinent data.

Hermeneutics: This method was used to understand the pertinent data in the theoretical framework, and it was really supportive in the application of the different techniques. In addition to that, it was helpful in the clarification of the information.

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

2.5. Techniques of Investigation

The technique used was:

Survey: It was applied to 36 students of the 7th and 8th level of the Foreign Trade School and 10 teachers of the same school at PUCE Esmeraldas in 2018.

2.6. Instruments

To gather the information, the instrument designed was according to the technique that was used:

A questionnaire, which contained two close questions and four open ones. (Appendix B).

2.7. Data Processing

All of the incoming information was from the application of the survey, the one that was tabulated manually. The whole data were taken to figures using the Microsoft Excel program.

CHAPTER III

RESULTS

The results of the survey revealed the following:

According to the students' needs to learn English for Foreign Trade, (figure 1), 96% of students and teachers surveyed said that they would you like to learn English focused on Foreign Trade, while the other 4% said that they did not want to learn English about their specialty. This revealed that there is an urgent need to learn English for Foreign Trade among the students surveyed.

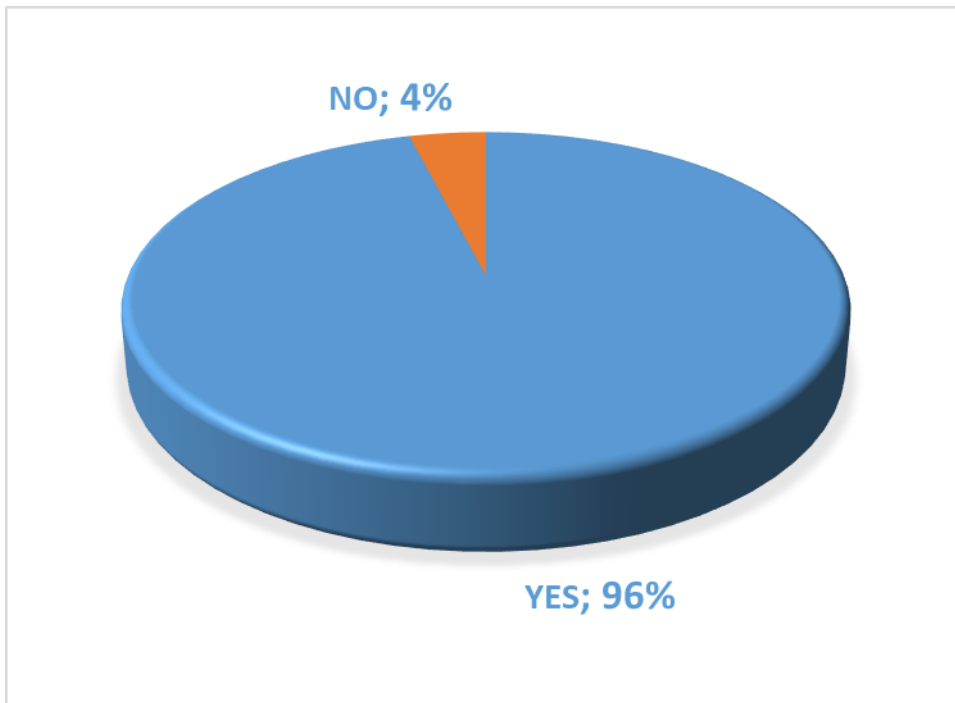


Figure 1. Need of students to learn English for Foreign Trade
Source: Survey applied to Foreign Trade students

In relation to the vocabulary that the students surveyed need to learn in relation to English for foreign trade purposes, (figure 2), most students considered all terms important: International Contract 78%, Customs 76%, Money Market 74%, Airport 72%, Secondary Zone 72%, and the others follow in an order greater than 50%. This shows the importance of teaching ESP about this specialty.

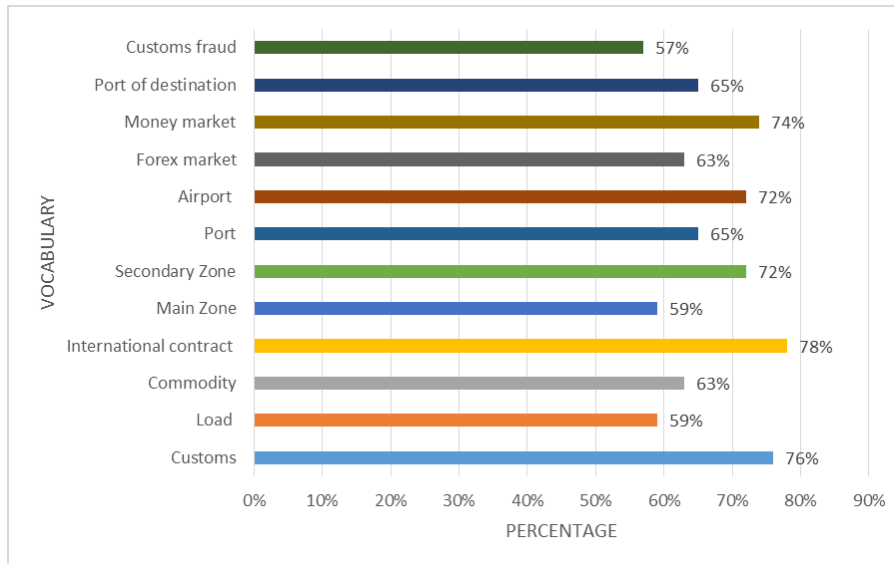


Figure 2. Vocabulary in relation to Foreign Trade the students need to learn
Source: Survey applied to Foreign Trade students

In regard to the communicative functions that the students need to learn in relation to English for foreign trade purposes, (figure 3), most of the students considered important all the communicative functions: Interviewing people in customs 80%, Exporting and importing 76%, Marketing 70%, and the others are greater than 30%. This shows the importance of teaching ESP to carry out actions of the specialty.

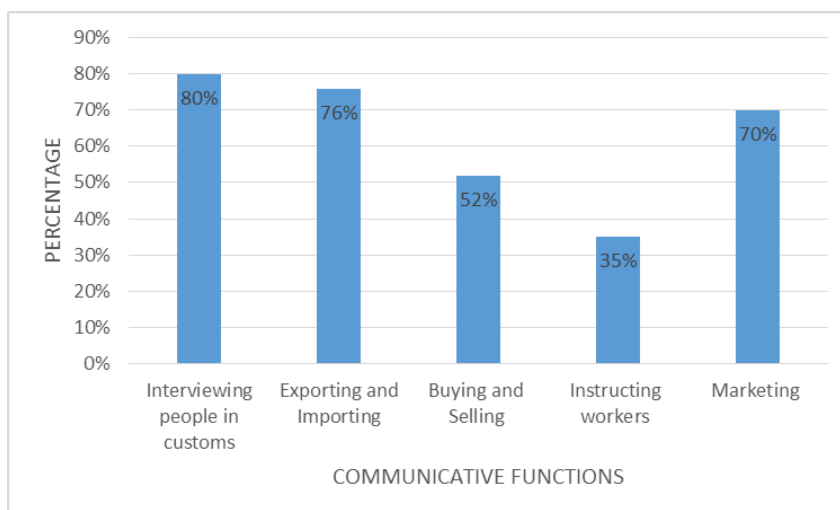


Figure 3. Communicative Functions in relation to Foreign Trade the students need to learn
Source: Survey applied to Foreign Trade students

Referring to the topics that the surveyed students need to learn in relation to English for Foreign Trade purposes, (figure 4), most of them considered all the topics important: Foreign Trade 76%, Administration 70%, Economics and International Marketing 63%, and the others follow in an order greater than 30%. This shows the importance of teaching ESP about this specialty.

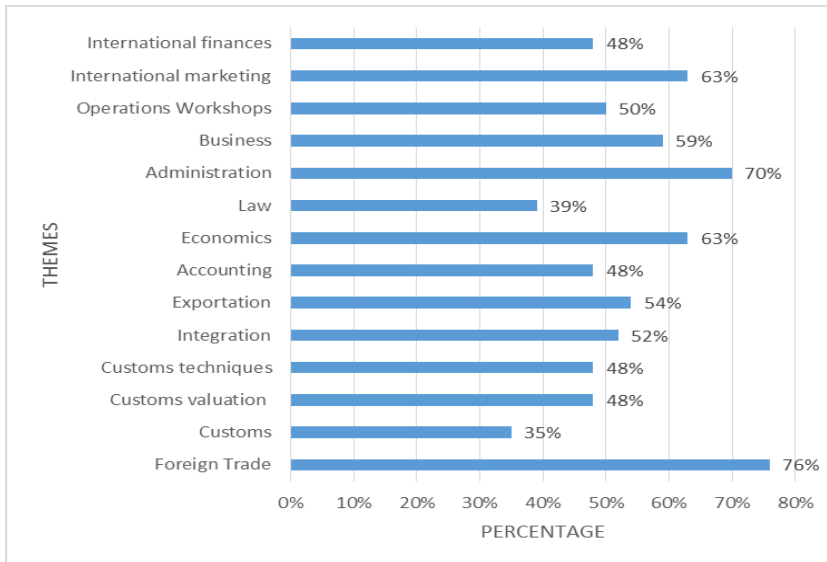


Figure 4. Themes in relation to Foreign Trade the students need to learn
Source: Survey applied to Foreign Trade students

Concerning to the methods students would like to learn English for foreign trade purposes, (figure 5), the majority of the students considered important all the methods, in particular: Translation 85%, and Communicative activities 76%, this shows the relevance of teaching ESP about Foreign Trade using the methods of Translation and the Communicative Approach to Language Teaching. Without disregarding the use of other methods such as: the Task-Based Approach, or the Grammar Translation Method.

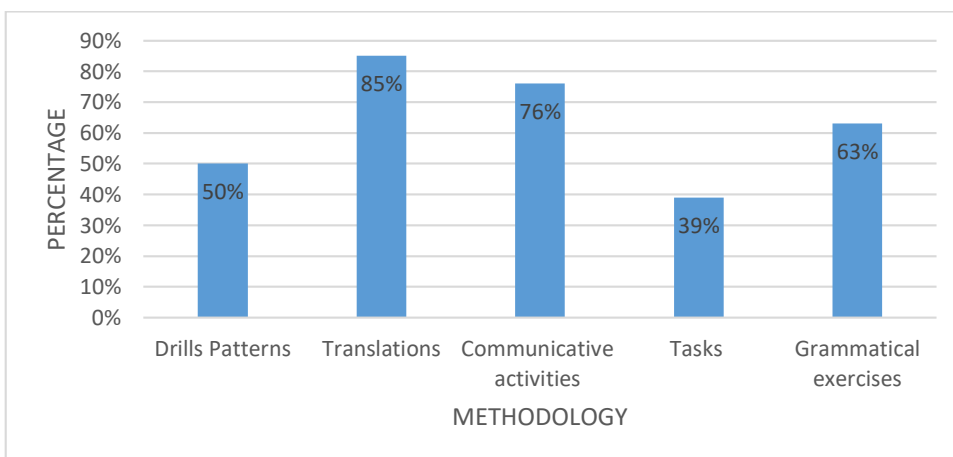


Figure 5. Methods in relation to English language learning
Source: Survey applied to Foreign Trade students

CHAPTER IV

DISCUSSION

The investigation done by Park (2015), at the University of Illinois in Urbana, Illinois, about an analysis of English for Korean naval officers, has a lot of similarities with this research, in the fact that in both cases there was a need to do an investigation about the actual need of learning ESP. That investigation analyzed the courses of English in the university in order to see the needs of the officers at the moment of using naval English. In the present investigation it was also important to make a diagnoses of the students' learning needs for ESP book design. Both investigations used surveys and the different methods to analyze the obtained information.

Additionally, there is another study that is related to the present one, it was presented in Monterey, California by Abalos (1990), and is about English Language Training for Navy Enlisted Personnel who spoke English as a second language. In both cases, the focus is on people who speak English as a second language, and the problems that come from not knowing the specific words about their specialties. This investigation focuses on the communication problems that exist for ESL personnel in the work places, the Navy in order to fill the vacancies, they were enrolling people who speak English as a second language, and a great part of the group were experiencing major difficulties in the recruiting training because of their English. Which is what happened in the present investigation students were graduating with a low English level and were not able to fulfill the jobs that required technical English about Foreign Trade. Both investigations used methods such as analysis, synthesis and hermeneutics. In both investigations it was concluded that the continuing problems and difficulties created a necessity of learning ESP, and that multiple courses or materials were proposed to overcome barriers.

Moreover, there is a study done in Kazakhstan, at the Kazakh-German University, by Brekalova and Tokbergenova (2015), which is about Teaching English for Specific Purposes to the Specialists of International Relations at Higher Education in Kazakhstan: experience and challenges. In this investigation, critical evaluation of existing ESP

teaching methods, and identification of existing problems in teaching ESP were the main focused, while on the current investigation only the identification of existing problems in teaching ESP was the focus, since in the German university they do teach ESP courses, but here at PUCE Esmeraldas only General English is taught, that is why the focus was on finding the problems students would have while learning ESP of their specialty. In both cases students presented a lack of knowledge not only about general English, but also English of their specialty, and waited until university was over to enter private English courses. The methods used in both investigations were analysis, synthesis, hermeneutics, and descriptive statistics, alongside with surveys. Both investigations concluded that the courses must start with basic English since in both cases students had low level of English.

In the same way, the research done by Nguyen (2017), in Brisbane, Australia, at the Queensland University of Technology, talks about the need that was increasing in the import/ export field, in this situation English was the only language used inside the communication process, so it was extremely important to teach ESP focused on that specialty in order to help with the exportations or importations of that ground. The difference between the present research and this investigation is that this one only focuses on the import/export field, and my research is more general, teaching all aspects inside the Foreign Trade field. Both investigations concluded that the Communicative Approach to Language Teaching was more purposeful than the others teaching methods, and that should be used in any ESP course.

In addition to that, one important investigation is the one done in Spain, at the University of Alcalá, by Laborda and Litzler (2015), where they talk about Current Perspectives in Teaching English for Specific Purposes, in which they discuss ESP factors that affect it, course design and multiple factors in the teaching learning process. While comparing both investigations, it was possible to see that in both the methods used were analysis, synthesis, hermeneutics, and descriptive statistics, alongside with figures. Both investigations are similar since agreed that ESP should be focus more on new technical, scientific and professional fields, new contexts, and new pedagogical ideas. For example, the present investigation presents a new pedagogical idea to the courses at PUCE Esmeraldas, something that was never done before. And, both investigations are

supported by the definitions of the Socio-Cultural Approach to Language Teaching and the Zone of Proximal Development.

In the same manner, the research carried out in Tambov, Russia; has some similarities to the line of the present investigation. It was done at the Tambov State Technical University, by Voyakina and Korolyova (2014), and they focus on The Problems of Teaching Business English as ESP in Higher Educational Institutions, which is related to this investigation because Business English is a field inside of the Foreign Trade specialty, and both investigations were focused on Higher Educational Institutions. Both investigations used methods such as analysis, synthesis, hermeneutics, and descriptive statistics, alongside with surveys and figures. Both investigations presented proposals that contain themes related to business, for example, holding negotiations, and how to write a business letter. Also, both proposals were focused on the importance of increasing learners' motivation. It was concluded in both investigations that it is important first to determine learners' necessity and need for it, and to define special tasks for practicing topic vocabulary.

Also, in the same line the thesis about "Teaching and learning English for business communication: a case in Spain" that was done in Spain by Ruiz-Garrido (2007), in which it is explained the importance of ESP about that specialty and how to learn it. Both investigations concluded that it is important to learn and teach ESP for business, it was showed that there is an increasing need in the world to use English as a common language at the moment of trading or making business. The difference between bot investigations was that the one done in Spain used more specific topics related to business, and in the present investigation the topics were treated in a general manner.

Lastly, Vasquez (2015), did an investigation in Esmeraldas in which her 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". Both investigations used business and trade as main focus in order to help students at PUCE Esmeraldas. Both investigations used methods used such as hypothesis, analysis of results, observations, and surveys. In both cases the population were students of the Foreign Trade School at PUCE Esmeraldas. Both investigations concluded that there was an actual need to learn ESP about Foreign Trade, and that there

was a great lack of knowledge in the students concerning the English language. In both cases the English of the students is not sustaining their professional expectations. The main difference is that the Task-Based Learning method was successful in her investigation, whereas in the present investigation was the Communicative Approach to Language Teaching. Another similarity was the units proposed, in both investigations the units were related to: Customs & Port Main Functions, Port & Customs, International Business, Export & Import Strategies, and Writing Commercial Letters in English.

This research shows how important it is to teach English for Specific Purposes, and that around the world there are a lot of investigations concerning this topic. As it is noticed there are some of investigations related to this specific topic, showing that there is an actual need for this kind of learning-teaching process. Foremost, the investigations showed that is important first to determine learners' necessity and need for it, and to define special tasks for practicing topic vocabulary. The continuing problems and difficulties will always create a necessity of learning ESP, and that multiple courses or materials must be proposed to overcome barriers and solve the problems.

Additionally, the courses or materials should have some simple grammatical structures such as present perfect or past simple, since in many cases students have low level of English. Simultaneously, it was found that the Communicative Approach to Language Teaching was more helpful than the others teaching methods, and that it should be included in any ESP course. Also, the Socio-cultural Approach to Language Teaching and the Zone of Proximal Development should be taken into consideration in the process.

Finally, many investigations had themes related to business, for example, holding negotiations, and how to write a business letter, just as the present investigation. Differences were also found on the process, for example, the Task-Based Learning method was considered important in one of the investigations, instead of the Communicative Approach to Language Teaching.

CHAPER V

CONCLUSIONS

This investigation concludes that:

- Students demonstrated the desire to learn ESP about Foreign Trade, so they can have more jobs opportunities at the moment they finish their career.
- In relation to the vocabulary the students need to learn about English for Foreign Trade purposes, the most important terms are related to: International Contract, Customs, Money Market, Airport, and Secondary Zone.
- The communicative functions that the students need to learn are: Interviewing people in customs, Exporting and importing, and Marketing.
- The topics about which the students need to learn, the essential ones are: Foreign Trade, Administration, Economics and International Marketing.
- Concerning the methods for language learning, the ones with the most impact on the students are: The Communicative Approach to Language Teaching and elements of translation.
- The book includes the vocabulary, communicative functions diagnosed, with the communicative approach to language teaching and elements of translation, organized in five didactic units, with the main themes related to the specialty.

CHAPTER VI

RECOMMENDATIONS

According to the matters treated throughout this research, the following recommendations are given:

- To the university, there should be inclusion of ESP courses in all the careers the institution offers, so the students not only learn General English, but also the necessary level of ESP of their specialty, helping them not only on their academic life, but also in their professional life.
- To the director of the Foreign Trade Career, and the director of the English Center, the implementation of an ESP course for the students in their last two semesters, so that they can be prepared for their professional life in the aspect of using English about their specialty. In this way, they will not have to wait until they graduate to study courses of ESP about Foreign Trade.
- To teachers and investigators, the development of a pedagogical experiment to assess the contribution of the book proposed for teaching ESP to Foreign Trade students.

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				<ul style="list-style-type: none"> -Law -Administration -Business -Operations Workshops -Accounting -International marketing -International finances
IV Foreign Trade English Book.	This book is an important key in the whole process of language teaching, specifically English for Specific Purposes on Foreign Trade.	It is a key material to teach English with specific terminology to the Foreign Trade students with a good methodology.	Methodology	<ul style="list-style-type: none"> -Repetition Drills -Translations -Communicative activities -Tasks -Grammatical exercises

APPENDIX B: Survey

SURVEY

Objective: To determine the vocabulary, communicative functions, themes according to the Foreign Trade specialty, and the methodology to organize the teaching activities.

1. Would you like to learn English focused on foreign trade? (Mark with a check ✓)

Yes

No

2. Do you think it would be important to have a didactic material, such as a book to learn Foreign Trade English?

Yes

No

3. From the following list, mark with a check (✓) the words about your specialty that you think you need to learn.

- Customs
- Load
- Commodity
- International contract
- Main Zone
- Secondary Zone
- Port
- Airport
- Forex market
- Port of destination
- Customs Fraud
- Others:

4. Which of the following communication functions do you think you need? (Mark with a check ✓)

- Interviewing people in customs
- Exporting and importing
- Buying and selling
- Instructing workers
- Others:

5. What topics related to Foreign Trade would you like to learn? (Mark with a check ✓)

- Foreign Trade
- Customs
- Customs valuation
- Customs techniques
- Integration
- Exportation
- Accounting
- Economics
- Law
- Administration
- Business
- Operations Workshops
- International marketing
- International finances
- Others:

6. How would you like the activities of the book to be organized? (Mark with a check ✓)

- Drill patterns
- Translations
- Communicative activities
- Tasks
- Grammatical exercises
- Others:



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INTRODUCTION

This book was created with the goal of helping Foreign Trade students and workers in order to improve the English of their specialty, and the main contents that this book includes are:

- Vocabulary: International Contract, Customs, Money Market, Airport, and Secondary Zone.
- Communicative functions: Interviewing people in customs, Exporting and importing, and Marketing.
- Topics: Foreign Trade, Administration, Finances, International Marketing and Customs.
- The book is organized in five didactic units, each unit is divided in 5 sections: Listening, Speaking, Reading, Writing, and Translation.
- Concerning to the methodology, it is recommended to use the Communicative Approach to Language Teaching with elements of translation.
- Some models exercises were taken from Johnson (2005) and adapted by the author.

Methodological Orientation to work with the book

Each didactic unit is divided into five (5) sections: Listening, Speaking, Reading, Writing, and Translation.

1. LISTENING SECTION:

Stage 1: Preparatory phase.

Objective: To get the students engaged in the topic.

Procedure:

1. First the teacher shows the picture at the beginning of each unit.
2. Ask the students for ideas related to the picture.
3. To talk about the theme of the listening.

Stage 2: Listening.

Objective: To get the students listen to the video and comprehend it.

Procedure:

1. Listen to the video.
2. Listen and work on the exercise.
3. Listen and check if the answers in the exercise are correct.

2. SPEAKING SECTION:

Stage 1: Preparatory phase.

Objective: To get students engaged and to give them a clue of the terms they will use in the unit.

Procedure:

1. First the terms are presented.
2. Ask the students if they recognized any term.
3. Find the meaning of the words and write a sentence with each term.

Stage 2: Speaking.

Objective: To get the students speak in each exercise of this section, while comprehending the terms and the exercises.

Procedure:

1. Comprehend the exercise, and prepared your speech.
2. Practice and speak, while checking for pronunciation mistakes.
3. Speak to your classmates.

3. READING SECTION:

Stage 1: Preparatory phase.

Objective: To prepare the students for the reading section.

Procedure:

1. First expose the topic of the text to the students.
2. Ask them what they think the text is going to be about.
3. Explain them what they will do after they finish reading.

Stage 2: Reading.

Objective: To get the students to read and comprehend the text.

Procedure:

1. Read the text.
2. Read and complete the exercise.
3. Read and check if the answers in the exercise are correct.

4. WRITING SECTION:

Stage 1: Preparatory phase.

Objective: To prepare students for the writing section.

Procedure:

1. First expose the exercise to the students.

2. Ask them what they think about the exercise.
3. Answer the questions about the exercise.

Stage 2: Writing.

Objective: To get students to write.

Procedure:

1. Write in order to complete the exercise.
2. Check for any writing mistakes.
3. Check if the answers in the exercise are correct.

5. TRANSLATION SECTION:

Stage 1: Preparatory phase.

Objective: To get students to comprehend the exercises.

Procedure:

1. First show them the exercise.
2. Ask them what they think about the exercise.
3. Answer questions about the exercise.

Stage 2: Translation.

Objective: To get students to translate.

Procedure:

1. Examine the exercise.
2. Translate and check for writing mistakes.
3. Check if the answers in the exercise are correct.

UNIT 1. FOREIGN TRADE



Think for a moment: What activities can Foreign Trade workers do?

Section 1: Listening

Exercise 1) Watch and listen the to next videos, and try to catch as much information as you can, at the end discuss as a whole class.

Youtube link: <https://www.youtube.com/watch?v=V4AjcG3-z38>

Exercise 2) Listen and write the three most important definitions for you about Foreign Trade.

Youtube link: <https://www.youtube.com/watch?v=JqQSfEzUqxo>

- 1.
- 2.
- 3.

Section 2: Speaking

Exercise 1) Language Focus. Find the meaning of the words. Write a sentence with each one, and practice with a partner.

1. Arguments:
2. Buyer:
3. CFR (Cost and Freight):
4. Delivery charges:
5. Demands:
6. Exports:
7. FOB (free on board):
8. Imports:
9. Incoterms:
10. Letter of credit:
11. Main zone:
12. Meetings:
13. Merchandise:
14. Negotiations:
15. Proposals:
16. Secondary zone:
17. Solutions:
18. Supplier:
19. Trade:

Exercise 2) Introduce yourself. Walk around the room and try to talk to each person very briefly.

- Greet the other person and introduce yourself.
- Say where you work and what your job is about.
- Find out the name, company and job of the other person.

Exercise 3) Participating in meetings. Give your point of view. “Most meetings are a waste of time.” What do you think about this viewpoint? Gather in small groups and each one must give their viewpoint to the others. At the end answer the questions below. You may use some of the following language:

I agree that....

I’m not sure....

Don’t you think....?

Wouldn’t you agree that...?

It’s obvious that...

We all know that...

- Did everyone in the group manage to put their viewpoint across?

- Did everyone listen to the others’ viewpoints?

- What were the opinions of others in your group?

Section 3: Reading

Exercise 1) Read the text and circle true (t) or false (f) in each statement below.

“How To Start An Import/Export Business”

So you want to sell to the world? You’ve come to the right place. Thanks to the Internet, setting up an import/export business can be ridiculously simple and very profitable. Here are ways to make it happen.

Select Your Business Name and Set up a Website and Blog. Without a website or blog, you can't have a networked import/export business. Get yourself a platform that allows you to develop a presence online and grow your business beyond your wildest imagination. The goal is to balance the flow of communications, sell products online (or offline) and finally build your customer base to drive profits for your international business online.

Pick a Product to Import or Export. When it comes to importing and exporting, you cannot be all things to all customers. Decide on something and stick with it. You have two viable reasons for choosing a product to import or export: you know it will sell or you like it. Hopefully, you can meet both criteria. That’s an ideal business model. Would you buy it if you saw it in another part of the world? Then you are on to something! Find your thing!

Find the Right Market. You’ve selected product; now you must look for someplace to sell it! You will improve your odds of picking a winner if you cultivate a knack for tracking trends or even spotting potential trends. Getting in on the ground floor and importing or exporting a product before it becomes a super-seller in a country could be the business breakthrough!

Retrieved from: <https://www.thebalancesmb.com/how-to-start-an-import-export-business-part-1-of-2-1953416>

1. Setting up an import/export business is not very profitable. T F
2. Without a website you can have a networked import/export business. T F
3. When it comes to importing and exporting, you cannot be all things to all customers. T F
4. If you cultivate a knack for tracking trends or even spotting potential trends, you will find the right market. T F

Exercise 2) Introduce yourself: Greetings and introductions. Read the expressions from a-h. They can all be used in the first few minutes of a meeting. Match them with the functions 1-8.

1- Greet someone you've never met before.

2- Check someone's name if you didn't hear it very well.

3- Greet someone you often meet.

4- Greet someone you haven't met though you've had contact with them by phone or email.

5- Greet someone you've met before, some time ago.

6- Introduce yourself.

7- Introduce a colleague.

8- Ask someone what his/her name is.

a- Good to see you again!

b- I'm Jan Davis, the Human Resources Manager.

c- I'm sorry I didn't catch your name. Can you say it again?

d- I'm sorry, I don't know your name.

e- Hi! How are you?

f- This is Carla Suarez. She's in charge of exports.

g- Good morning. Pleased to meet you.

h- Nice to meet you at last!

Extra exercise: What other expressions do you know that match these functions?

Exercise 3) Negotiations.

Think for a moment: What is the best approach to negotiation? The win-win approach, where both you and the other person can feel happy with the outcome, or the I win-you lose approach, where the strongest person gets the bigger share?

- Read the next advices that you can use when you need to find a win-win solution in a negotiation. Discuss with a partner.

1. If you don't agree, say "no".
2. Support your proposals with reasons and arguments.
3. Ask questions to find out what your partner's position is.
4. Keep repeating your demands.
5. Look for alternative solutions.
6. Take time to think.

Section 4: Writing

Exercise 1) Negotiations. In groups of three you have to write a conversation in which you have to negotiate about delivery charges. One must be the supplier and the other two the buyers.

For example: Erick, a supplier, talks to two of his buyers, Irina and Camila, about new delivery chargers. Erick presents a first deal with the first buyer and then present a second deal to the second buyer. Both of the buyers must decide if to agree with the deals or present a proposal. Erick, the supplier, must choose one buyer at the end.

Each group presents in the front while the other classmates listen and try to write down the answers to the next questions:

- *Which buyer is more likely to reach an agreement with the supplier?*
- *How does the first buyer respond in the first negotiation?*
- *How does the second buyer respond in the second negotiation?*
- *In the second negotiation, how does the supplier respond to the proposal?"*

Section 5: Translation

Exercise 1) Exporting and Importing. Read the next definitions in English and translate them into Spanish, afterwards discuss with your classmates.



- Exports are the goods and services produced in one country and purchased by residents of another country. It doesn't matter what the good or service is. It doesn't matter how it is sent. It can be shipped, sent by email, or carried in personal luggage on a plane. If it is produced domestically and sold to someone in a foreign country, it is an export.

Translation:

- Imports are the goods and services bought by a country's resident that are produced in a foreign country.

Translation:

- Combined, they make up a country's trade balance.

Translation:

Exercise 2) Exporting and Importing. Write a small conversation about exportation and importation. Find a partner. The conversation has to be in English and Spanish

UNIT 2. ADMINISTRATION



Think for a moment: What role do you think is the most important in a company, the CEO, the manager, or the workers?

Section 1: Listening

Exercise 1) Watch and listen to the next video about the administration of a company.

Youtube link: https://www.youtube.com/watch?v=KHcbV__ni-c

Exercise 2) Watch and listen again. Are these statements true or false?
Circle the answer

1. Administration is a weak procedure. T F
2. Administration helps you see the bigger picture. T F
3. Administration helps you save the jobs of your people. T F
4. Administration does not use strategies to solve problems. T F

Extra: <https://www.youtube.com/watch?v=6izXsZXBjyI>

Section 2: Speaking

Exercise 1) Language Focus. Find the meaning of the words. Write a sentence with each one, and practice with a partner.

1. Administration:
2. Business partner:
3. Certificate of inspection:
4. Certificate of manufacture:
5. Company:
6. Contract:
7. Delayed flight:
8. Head office:
9. Host:
10. Overseas subsidiary:
11. Priority:
12. Procedure:
13. Project:
14. Sales:
15. Strategies:
16. Visitor:

Exercise 2) Meet a new business partner. In each situation below, a host receives a visitor from abroad. Take turns to play the roles of host and visitor, before you start, decide which country each of you is from and in which country you are meeting, you can use real personal information or invent new identities, act out the greetings and introductions, and if appropriate, make some general conversation!

Situation 1

The visitor is from an overseas subsidiary and is visiting head office to meet counterparts in the accounts department, you have not met before but have communicated by email and phone.

Visitor: You arrive very late because your flight was delayed.

Situation 2

The host and visitor meet regularly once a month, usually for 1-2 hours.

Visitor: You are from head office. You travel a lot visiting the different subsidiaries and coordinating joint projects.

Host: You don't have the opportunity to travel much.

Situation 3

The host and visitor work for the same company. The last time you met was two years ago at a conference in Scotland. Since then, you have both been promoted to new positions in the company. You are going to start working together on a project.

Situation 4

The visitor and host are meeting to discuss an ongoing contract between your two companies. The visitor represents the supplier. You have not met before, but the host knows some of the visitor's colleagues in the export sales department.

Visitor: This is a new job for you, and it is your first time in the host's country

Section 3: Reading

Exercise 1) Read the text and answer the questions below.

“Administrators called in for Newport radiator company”

A radiator manufacturer headquartered in Newport, South Wales has collapsed into administration after failing to secure a new buyer to preserve jobs. Quinn Radiators, which described itself as “Europe’s leading manufacturer of round top radiators with 35 years of experience in the heating industry”, was forced to call in insolvency specialists Grant Thornton to handle the administration process, with partners Alistair Wardell, Matthew Richards and Trevor O’Sullivan appointed as joint administrators. Prior to administration, the company had been searching for a buyer to take on the business and preserve jobs; however, it failed to secure a new owner in time. Pairing this with the general increase in costs and competition with cheaper imported brands, Quinn Radiators was ultimately forced into the hands of insolvency practitioners. Wardell commented: “In recent years, the company has faced the ongoing challenge of remaining competitive in the face of increasing raw material prices and cheaper imported brands.”

“Over the past months, the directors actively sought a buyer for the company in an effort to preserve jobs and keep the business in the UK. “These discussions ceased last week without success and with unsustainable losses continuing, the directors took the difficult decision to appoint administrators. “Our priority now is to work with the retained employees to ensure we achieve the best outcome for creditors.”

The company merged with material supplies group International Industrial Metals in 2017 and underwent a major refinance and restructuring programme. Accounts for the year ending 31 March 2017 detailed a 10 per cent increase in turnover to £51 million, but also reported a pre-tax loss of £7.2 million. The administrators are actively inviting offers and expressions of interests from interested parties. **Retrieved from:** <https://www.business-sale.com/news/administration/administrators-called-in-for-newport-radiator-company-218995>

1. What other title would you give to this reading?
2. What would happen if the administrators don’t find interested parties?

3. How would you help in this situation?
4. Is the general increase in costs and competition with cheaper imported brands at fault for the administrative failure?
5. What conclusion can you provide?

Exercise 2) Let's make it happen. Which of the next ideas do you use to make sure you do the work on time?

- Make a list of things to do
- Estimate the time for each task
- Write down the steps for each task
- Decide in which order the tasks must be done
- Planning on how to do things faster
- Other ideas:

Exercise 3) Let's make it happen. Which of the next sentences gives you the greatest sense of priority? Read the sentences and write numbers to classify them from greatest to least priority. (Being 1 the greatest and 5 the least priority)

- I would prefer to do the entire work before December, if possible.
- This task is urgent – it has to be done right now.
- It is important to finish the list by the end of this month.
- We must confirm the plane tickets by tomorrow
- You do not have to finish the book right away; you can do it whenever you like.

Section 4: Writing

Exercise 1) Meet a new business partner. Write a brief report about the meetings you had in the speaking section.

- Describe what happened in the different meetings.
- What did you talk about?
- Did the host offer something to drink?
- Was your partner polite?
- What should he/she say to be politer?

Section 5: Translation

Exercise 1) Emails. Camila Heredia wrote an email to Dara Saud about a meeting they are having next week. The points in the email have been mixed up, look at the recommendation of sequence of points and order the email. Once it is in the correct order you have to translate the email into Spanish.

Recommended sequence of points	Secuencia de puntos recomendada
1) Greetings	1) Saludos
2) Reference to previous contact	2) Referencia sobre contacto previo
3) Point or problem with greatest priority	3) Punto o problema con mayor prioridad
4) Important request	4) Pedido importante
5) Less important points	5) Puntos menos importantes
6) Reference to future contact	6) Referencia sobre futuro contacto
7) Goodbye	7) Despedida

➤ Email:

I'm afraid I won't be able to get to the meeting at 7:00. The bus connections can be very difficult at that time of day.

Would it be possible to start the meeting at 8:00? It means we would finish at 16:00 instead of 15:00. Please let me know if that's a problem for you.

Hello, Dara

Best regards, Camila

Here I attach the report you previously asked. Please note that this is the first draft and there may be some mistakes.

Thanks for sending the agenda for our meeting.

I'm very much looking forward to see you next week.

➤ Translated email:

UNIT 3. FINANCES



Think for a moment: Which of the next activities do you like the most and why? Buying and selling of products or assets, organizing and maintaining accounts, issuing stocks or bonds, arranging loans.

Section 1: Listening

Exercise 1) Watch a video about the topic: The accounting equation: assets, liabilities, and owner's equity. Write a summary about the video.

- Youtube link: <https://www.youtube.com/watch?v=E7npueCQgIk>
- Summary:

Exercise 2) Each student must present their summary in the front, while the others listen and add the missing ideas that they think their summary needs.

Section 2: Speaking

Exercise 1) Language Focus. Find the meaning of the words. Write a sentence with each one, and practice with a partner.

1. Accounting:
2. Assets:
3. Balance:
4. Business money:
5. Business owned:
6. Cash:
7. Costs:
8. Debt:
9. Decrease:
10. Earnings:
11. Equity:
12. Equity holders:
13. Finance:
14. Increase:
15. Insurance:
16. Liabilities:
17. Money market:
18. Poverty:
19. Stocks:

Exercise 2) Referring to visuals. Prepare a presentation about poverty of any country and present it in the front, you may use slides or print pictures. Look at the example and try to use the underlined phrases for your presentation.

- Example:

Now, everybody let`s take a look at the first slide: Poverty and health-insurance status. As you can see, poverty has increase in the USA in a terrifying manner. You will notice that the number of people below the poverty level has risen in the last 20 years. Also, let`s move on to the next slide, the number of Americans without health insurance is elevated. As a matter of fact, right now more than 15% of Americans don`t have health insurance. Why is this? Well, it`s generally thought that is for the rise in the cost of health-insurance premiums, clearly as you can see in the graphic. In the next slide you can see the lead trend that you have here shows the average household cash income, which fell for the third year running in 2002, to around \$42,000. America`s poverty rate is still below the average of the past two decades.

- Your presentation:

Section 3: Reading

Exercise 1) Introduction to finance. Read the next definitions and circle true (t) or false (f) for each statement below.

- Finance: it is a field that is concerned with the allocation (investment) of assets and liabilities over space and time, often under conditions of risk or uncertainty. Finance can also be defined as the art of money management. Participants in the market aim to price assets based on their risk level, fundamental value, and their expected rate of return. **Retrieved from:** <https://en.wikipedia.org/wiki/Finance>
- Asset: an asset is any resource owned by the business. Anything tangible or intangible that can be owned or controlled to produce value and that is held by a company to produce positive economic value is an asset. **Retrieved from:** <https://en.wikipedia.org/wiki/Asset>
- Liability: it is defined as the future sacrifices of economic benefits that the entity is obliged to make to other entities as a result of past transactions or other past events, the settlement of which may result in the transfer or use of assets, provision of services or other yielding of economic benefits in the future. **Retrieved from:** [https://en.wikipedia.org/wiki/Liability_\(financial_accounting\)](https://en.wikipedia.org/wiki/Liability_(financial_accounting))

1. Finance is a field that is concerned with the allocation (investment) of assets and liabilities over space and time. T F
2. Finance is a safe field, without any risk. T F
3. Finance can't be defined as the art of money management. T F
4. An asset is any resource owned by the business. T F
5. Only tangible things are considered assets. T F
6. Anything held by a company to produce negative economic value is an asset. T F
7. Liability is not defined as the future sacrifices of economic benefits that the entity is obliged to make to other entities. T F
8. A liability may result in the transfer or use of assets. T F

Section 4: Writing

Exercise 1) Use the terms above to create your own definitions.

Finance:

Asset:

Liability:

Exercise 2) Write the next verbs in the correct box.

grow go down go up rise decline
increase drop decrease fall plunge
soar jump skyrocket slide dip

upward trend	downward trend

Section 5: Translation

Exercise 1) Referring to visuals. Translate the text that you previously read, and afterwards check it as a whole class.

- Text:

Now, everybody let`s take a look at the first slide: Poverty and health-insurance status. As you can see, in the US poverty has increased in a terrifying manner. You will notice that the number of people below the poverty level has risen in the last 20 years. Also, let`s move on to the next slide, the number of Americans without health insurance is elevated. As a matter of fact, right now more than 15% of Americans don`t have health insurance. Why is this? Well, it`s generally thought that it is for the rise in the cost of health-insurance premiums, clearly as you can see in the graphic. In the next slide you can see the lead trend that you have here shows the average household cash income, which fell for the third year running in 2002, to around \$42,000. *America`s* poverty rate is still below the average of the past two decades.

- Translation:

UNIT 4. INTERNATIONAL MARKETING



Think for a moment: Do you know the difference between a global company and a multinational company?

Section 1: Listening

Exercise 1) Watch and listen to the next video about price differences in goods.

Youtube link: <https://www.youtube.com/watch?v=psRahnS6lU4>

Exercise 2) Watch and listen again. Are these statements true or false?

1. If a chef tries to move to a developed country they'd be stopped.
2. Some goods are cheaper in other parts of the world because migration restrictions.
3. If migration restrictions were lifted the world would be poor.

Section 2: Speaking

Exercise 1) Language Focus. Find the meaning of the words. Write a sentence with each one, and practice with a partner.

1. Advertise:
2. Brand:
3. Build:
4. Consumer:
5. Design:
6. Equal:
7. Establish:
8. Forex market:
9. Image:
10. Increase:
11. Influence:
12. International contract:
13. Least:
14. Market:
15. Product:
16. Target:

Exercise 2) Prepare a presentation in which you have to advertise a job and present it at the front. Follow the next example and try to use the phrases underlined. You can prepare slides or printed images.

- Example:

Femperial is one of the country's most established editorial companies. At the moment, we are looking for highly-motivated and experienced Social Media Manager to join our company. The most eligible candidate will be the director of our team of more than 60 staff throughout the country. We hope that you are highly qualified and experienced in the matters of brand management, market, advertisement, and communications. Another important characteristic that we are looking for, is to be creative, in order to reach the current market. Interested? Call me: 0993732819

- Your presentation:

Section 3: Reading

Exercise 1) Read the text and circle true (t) or false (f) for each statement below.

**“Dangerous skin bleaching has become a public health crisis.
Corporate marketing lies behind it”**

In the past several years, multinational corporations have heavily marketed the idea that lighter skin leads to more prosperity. As a result, dangerous skin bleaching has become a public health crisis, according to the World Health Organization (WHO). In response, the East African Legislative Assembly (EALA) recently passed a resolution recommending a regional ban on cosmetics with hydroquinone, a skin-bleaching agent — a ban that looks likely to pass. Several countries, including Ghana, Rwanda, South Africa and Sudan, have also banned bleaching cosmetics in recent months. Despite these warnings and bans, the skin-whitening industry has experienced phenomenal growth in parts of Asia and Africa in recent years. In India, 61 percent of the skin-care market consisted of skin-lightening products. Analysts project still more growth in years to come. However, in the research on the cosmetic industry’s global colorism marketing, it was found that banning bleaching agents is counterproductive and might exacerbate the crisis.

Multinational brands dominate growth in the skin-whitening industry

Market research shows continued, exponential growth in the global market for skin-whitening products. One forecast projects the industry to reach about \$24 billion in value by 2027. Another puts the figure at \$31.2 billion by the year 2024. Multinational brands Unilever, Beiersdorf and L’Oreal are the three dominant players in this industry globally. In India and Nigeria, the two country case studies in my chapter in the book “Race in the Marketplace,” Unilever and Beiersdorf have the largest market shares respectively. The dominance of multinational corporations in the industry is creating a new dynamic in colorism, the preference for lighter skin tones even among nonwhite majority populations. Their marketing is amplifying colonial-era associations of power and privilege with white skin already embedded in parts of Asia and Africa.

Attempting to cash in on a growing, aspirational middle-class consumer base in these regions, companies use advertising to link lighter skin with

perceptions of not just beauty but also socioeconomic mobility. Nevertheless, these companies continue to use imagery and vocabulary about whitening, fairness and skin brightening that would be unacceptable in the Western markets where these companies are headquartered. Without coordinated global effort against multinationals' colorist advertising, including social media and other consumer activism, bans alone are likely to remain ineffective.

Retrieved from: https://www.washingtonpost.com/politics/2019/06/15/dangerous-skin-bleaching-has-become-public-health-crisis-corporate-marketing-lies-behind-it/?noredirect=on&utm_term=.05bab733d02d

1. Multinational corporations have not heavily marketed the idea that lighter skin leads to more prosperity. T F
2. Despite the warnings and bans, the skin-whitening industry has experienced phenomenal growth in parts of Asia and Africa. T F
3. On the cosmetic industry's global colorism marketing, it was found that banning bleaching agents is not counterproductive and might not exacerbate the crisis. T F
4. Market research does not show continued exponential growth in the global market for skin-whitening products. T F
5. The industry is projected to reach about \$24 billion in value by 2027.
T F
6. Multinational brands like Unilever, Beiersdorf and L'Oreal are not the three dominant players in this industry globally. T F
7. Unilever and Beiersdorf have the largest market shares respectively. T F
8. Their marketing is not about amplifying colonial-era associations of power and privilege with white skin. T F
9. Companies use advertising to link lighter skin with perceptions of not just beauty but also socioeconomic mobility. T F
10. The companies stopped using imagery and vocabulary about whitening.
T F

Exercise 2) International image. Read the next article and complete it with the words in the box.

happiest	than	least	best
equal	most	generous	more

In the space of international marketing, the pictures of the Nordic states are often used to suggest healthy, honest lifestyles. To be a citizen of one of these countries today is to be _____ assured of wealth, political stability, generous welfare, low crime and a good life _____ in most other countries. In international comparisons, one of the Nordic five (Norway, Sweden, Denmark, Finland and Iceland) is regularly at the top. Finns are the corrupt people anywhere. Norwegians enjoy the _____ standard of living. The Finnish economy is the _____ competitive after America. The Nordics as a group are the _____ in their jobs, and most _____ with foreign aid. Nordic women enjoy more _____ treatment with men than those anywhere else – and so on.

Section 4: Writing

Exercise 1) Underline the verbs that do not match with each noun.

➤ A PRODUCT

influence design sell advertise

➤ A BRAND

establish create build open

➤ A MARKET

target dominate increase pick up

➤ AN IMAGE

distribute have project raise

Exercise 2) Complete the next sentences with the options below each sentence.

1. Adolescents and young adults tend to _____ brands according with what is popular.

recognition appeals change

2. One of the main focus of a brand is to _____ a clean image for the costumers.

advertise come deter

3. Our competition is trying to _____ our client market.

have win build

4. Consumers _____ the new perfume with fame and social status

take switch attach

Section 5: Translation

Exercise 1) Vocabulary. Which one is the odd one out in each set of words? Besides each word write the translation in Spanish.

- | | | | |
|----|-------------|--------------|-------------|
| 1. | a: consumer | b: court | c: client |
| 2. | a: stock | b: inventory | c: shelf |
| 3. | a: pilot | b: scan | c: test |
| 4. | a: chain | b: cargo | c: freight |
| 5. | a: goods | b: figures | c: products |
| 6. | a: shipping | b: access | c: delivery |

Exercise 2) International image. Translate the text that you previously work on, and afterwards check it as a whole class.

- Text:

In the space of international marketing, the pictures of the Nordic states are often used to suggest healthy, honest lifestyles. To be a citizen of one of these countries today is to be more assured of wealth, political stability, generous welfare, low crime and a good life than in most other countries. In international comparisons, one of the Nordic five (Norway, Sweden, Denmark, Finland and Iceland) is regularly at the top. Finns are the least corrupt people anywhere. Norwegians enjoy the best standard of living. The Finnish economy is the most competitive after America. The Nordics as a group are the best in their jobs, and most generous with foreign aid. Nordic women enjoy more equal treatment with men than those anywhere else – and so on.

- Translation:

UNIT 5. CUSTOMS



Think for a moment: Why do you think customs are so important at the airport?

Section 1: Listening

Exercise 1) Interviewing people in customs. Now watch and listen to the next video about Customs management, at the end, write and give your opinion about the video. What do you think you should do in those situations?

Youtube link: <https://www.youtube.com/watch?v=PEvi3np6ncc>

- Opinion:

Extra: <https://www.youtube.com/watch?v=shGha68qLvY>

Section 2: Speaking

Exercise 1) Language Focus. Find the meaning of the words. Write a sentence with each one, and practice with a partner.

1. Agreement:
2. Airport:
3. Customs:
4. Custom officer:
5. Customs broker:
6. Customs Fraud:
7. Customs management:
8. Customs payments:
9. Customs registration:
10. Delays:
11. Duty:
12. Fees:
13. Movement of goods:
14. Passport:
15. Port:
16. Port of destination:
17. Procedures:
18. Storage of goods:
19. Taxes:

Exercise 2) Role play. Prepare a role play with a partner in which you have to act a conversation between a traveler and a custom officer. You can select at least four topics of the next list:

- Provides declaring of the goods to customs body.
- Why are you entering the country?
- How much money do you carry?
- How much time do you plan to stay in the country?
- Gives the documents necessary for realization of customs registration and customs supervision, including the customs declaration.
- Shows the goods to customs body.
- The customs broker is present at the control and customs registration of the goods, promotes workers of customs in registration carrying out.
- In case of need on the instructions of the customer produces payment of all payments and fees.
- Gives to the customer the necessary information, concerning requirements of the customs legislation.
- Uses the information received from the traveler which it represents, only for the purposes of customs procedures.

➤ Write the conversation:

Section 3: Reading

Exercise 1) Read the text, and afterwards answer the questions below.

“The optimum way for import of goods in Ukraine and their subsequent customs registration”

Here are the steps for import of goods in Ukraine: Together with the customs broker determine economic feasibility of importing cargo, the sum of customs payments, the list of allowing documents, a miscellaneous cost; quite probably that there is no economic sense in import of the given goods to Ukraine. After, you need to conclude the agreement of the order with the customs broker, and conduct the accreditation of firm at customs. You must, choose a customs treatment, and also to specify features of customs registration of the goods (complete object, temporary import, raw material processing, foreign investments, the commission, a consignment, leasing etc.). Next, conclude the contract and checkup it on conformity to requirements of customs authorities and the authorized bank. Conclude the agreement on granting of forwarding services, and calculate final settlement of the cost of the goods taking into account custom duties, taxes, costs of services on delivery and broker servicing etc. Next, agree with the sum of customs payments and the list of given documents, and perform advance payment all customs fees and payments into the account of customs. Prior to the beginning of goods import give to the broker the documents necessary for registration preliminary declaration in avoidance of delays and idle times on border at the goods admission. **Retrieved from:** <http://brokstar.com.ua/en/articles/importing-cargoes-in-ukraine>

1. What do you have to do with the customs broker?
2. Do you have to conclude the agreement of the order all on your own?
3. Do you have to conduct the accreditation of firms at your house?

4. What are the next two steps after the accreditation of firms?
5. What does it mean to conclude the contract and checkup it?
6. What do you think is the motive to calculate a final settlement of the cost of the goods?
7. What is the relation between the calculation of the final settlement of the cost of the goods and agreeing the sum of customs payments?
8. Do you think that performing advance payments of all customs fees into the account of customs is an important step?
9. What do you have to do prior to the beginning of goods import?
10. Can you give a conclusion?

Section 4: Writing

Exercise 1) Group work. The group must write all their ideas about customs (what are they, what do you do, how the work is there, etc.) and at the end each group must present in the front.

➤ Ideas:

Section 5: Translation

Exercise 1) Read the definition about customs and translate into Spanish.

“Customs” means the Government Service which is responsible for the administration of Customs law and the collection of duties and taxes and which also has the responsibility for the application of other laws and regulations relating to the importation, exportation, movement or storage of goods.

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. A wide range of penalties are faced by those who break these laws. A customs duty is a tariff or tax on the importation (usually) or exportation (unusually) of goods. Commercial goods not yet cleared through customs are held in a customs area, often called a bonded store, until processed. All authorized ports are recognized customs areas.

At airports, customs functions as the point of no return for all passengers; once passengers have cleared customs, they cannot go back. Anyone arriving at an airport must also clear customs before they can officially enter a country. Those who breach the law will be detained by customs and likely returned to their original location.

➤ Translation:

REFERENCES

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GLOSSARY

1. Accounting: Contabilidad
2. Administration: Administración
3. Advertise: Anunciar
4. Agreement: Acuerdo
5. Airport: Aeropuerto
6. Argument: Argumento
7. Arrival: Llegada
8. Assets: Bienes
9. Balance: Equilibrar
10. Bill of lading: Guía de carga
11. Bonded warehouse: Almacén de depósito
12. Brand: Marca
13. Build: Construir
14. Business money: Dinero de la empresa
15. Business owned: Propiedad de la empresa
16. Business partner: Socio de negocios
17. Buyer: Comprador
18. Cargo: Carga
19. Cash: Dinero en efectivo
20. Certificate of inspection: Certificado de inspección
21. Certificate of manufacture: Certificado de fabricación

22. CFR (Cost and Freight): Costo y flete
23. Commodity: Mercancía
24. Company: Empresa
25. Consumer: Consumidor
26. Contract: Contrato
27. Costs: Costos
28. Customs: Aduanas
29. Custom officer: Oficial de aduana
30. Customs broker: Agente de aduana
31. Customs Fraud: Fraude aduanero
32. Customs management: Gestión aduanera
33. Customs payments: Pagos aduaneros
34. Customs registration: Registro de aduanas
35. Debt: Deuda
36. Decline: Declinar
37. Decrease: Disminución
38. Delayed flight: Vuelo retrasado
39. Delays: Retrasos
40. Delivery charges: Gastos de envío
41. Demands: Demandas
42. Departures: Salidas
43. Design: Diseño

44. Duty: Aranceles
45. Earnings: Ganancias
46. Equal: Equitativo
47. Equity holders: Accionistas
48. Equity: Equidad
49. Establish: Establecer
50. Exports: Exportaciones
51. Fees: Tarifas
52. Finances: Finanzas
53. FOB (free on board): Libre a bordo, puerto de carga convenido
54. Foreign Trade: Comercio exterior
55. Forex market: Mercado de divisas
56. Grow: Crecer
57. Head office: Oficina principal
58. Host: Anfitrión
59. Image: Imagen
60. Imports: Importaciones
61. Income: Ingresos
62. Incoterms: Términos de comercio internacional
63. Increase: Incrementar
64. Influence: Influencia
65. Insurance: Seguro

66. International contract: Contrato internacional
67. Law: Ley
68. Least: Menos
69. Letter of credit: Carta de crédito
70. Liabilities: Pasivos
71. Main zone: Zona principal
72. Market: Mercado
73. Meeting: Reunión
74. Merchandise: Mercancías
75. Money market: Mercado de dinero
76. Movement of goods: Movimiento de mercancías
77. Negotiations: Negociaciones
78. Overseas subsidiary: Filial en el extranjero
79. Owner's equity: Capital del propietario
80. Passport: Pasaporte
81. Port of destination: Puerto de destino
82. Port: Puerto
83. Poverty: Pobreza
84. Priority: Prioridad
85. Procedure: Procedimiento
86. Product: Producto
87. Project: Proyecto

- 88. Proposals: Propuestas
- 89. Sales: Ventas
- 90. Secondary zone: Zona secundaria
- 91. Solutions: Soluciones
- 92. Stocks: inventario / bienes poseídos / valores
- 93. Storage of goods: Almacenaje de mercancías o bienes
- 94. Strategies: Estrategias
- 95. Supplier: Proveedor
- 96. Target: Objetivo
- 97. Taxes: Impuestos
- 98. Trade: Comercio / Transacción
- 99. Visitor: Visitante
- 100. Wealth: Riqueza



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