AMERICAN UNIVERSITY OF ARMENIA

College of Humanities and Social Sciences

Business English for new and small local businesses

By

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10 May, 2021

DEDICATION

I dedicate my work to the businesses working in the border-villages of the regions of Armenia.

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Abstract

The main goal of the project was to design a course for novice business people of the regions in Armenia and to enhance their both business and language skills. The following project was piloted in the Tavush region, in Armenia. The project aimed to help the business people of the regions to overcome the barriers, and be able to get investments, and get the necessary language knowledge to communicate with foreign investors and also with foreign customers. The course included 20 hours of instruction. The units included different types of engaging activities related to different fields of business: public speech, negotiations, marketing, management, etc. According to the observations done during the piloting, the students successfully met the goals and objectives of the course. The last part of the project includes reflections of the teacher, and also further recommendations for the teachers to consider while doing the same or similar projects.

Key words: English for Specific Purposes (ESP), Business English (BE).

Chapter 1: Introduction

One of the most in-demand areas of English education in the 21st century is Business English. People interested in Business English are all over the world. Business English has become very popular not only among business people but also among workers of different spheres. Many books on Business English provide the students with the necessary materials to study English. Most Business English books are designed for students who have intermediate or higher language levels. The focus of the books, as mentioned above, is the vocabulary connected with business. These Business English books are designed for people who have already started their business and have some experience in the field. However, there is a need to design units for those who have not started their Business or are new in the area. Thus, novice business people need some knowledge to present and set up their businesses, learn how to negotiate in English, and get familiar with international business ethics. In addition, many business people find investors from abroad. Accordingly, they should be able to write business plans in the target language and follow business ethics to avoid misunderstanding.

This project design aims to improve the English of those people, who have their businesses, or who intend to establish their Business soon in the regions of Armenia and perfect the initial skills they need to set up and present their businesses. The whole project aimed to find the business people's needs in the regions and help them overcome the barriers they face because of the lack of Business English knowledge. So, the project design was piloted in Armenia, in the Tavush region. The classes were held offline, in a well-equipped place. The participants of the project had different types of businesses. Some of them had their café, hotel, or they also sell some handcrafts not only In Armenia but also abroad.

The designed units are for adults whose English proficiency level is high elementary or higher. The main goal of the course is to help the local business people to get grants from abroad, to be able to communicate with the investors in the target language, and present their own businesses, and use the target language for extending their businesses. The course covers eight

units. The students will get 20 hours of instruction time. The units cover different topics related to Business and language. Thus, the students were given a chance to deepen both their business knowledge and their language knowledge.

The units of this project design are intended for teacher-paced learning. The project design units will enable the students to present their work, negotiate, or do market research. However, the crucial part for those who run a business is to improve their leadership and communication skills when it comes to working in a team which is an essential skill for leaders, especially for those who run a business. Therefore, these units can be an excellent tool for studying English, revising some grammar, and getting acquainted with some aspects of Business, which can be essential for beginners.

Chapter 2: Review of Related Literature

Teaching English for Specific purposes (ESP), first of all, is different from general English with its "specificity" and then also with the fact that the ESP courses are based on the learners' needs. Thus, the learners need to use English in some environments i.e., in case of Business English, they use the language in business environment, while writing emails, doing presentations, etc. Thus, the courses should be authentic, which means that the courses need to be designed with the materials which are used by native speakers; to serve their purposes (Salmani-Nodoushan, 2020).

In general, ESP courses are designed for learners whose language level is intermediate or higher. For the students with lower language levels, it will be harder to acquire the language. Usually, the students of ESP courses are adults, but, of course, there is no particular limit on the learners' age (Liu, 2014).

Business English (BE) is one of the ESP branches that might have become one of the most in-demand courses in the world. Still, there is no single definition for BE. However, it was interpreted as a language, which deals with business communication rather than any other aspect. Thus, the students who study Business English will use it in a specific environment, in this case, in a business environment. As the main well-developed ESP branch, the teaching of Business English falls into two groups: EGBP (English for General Business Purposes) and ESBP (English for Specific Business Purposes). Business English teachers should always consider learners' needs and base all their course content on their needs. Teachers should also respect the individual differences of the learners to have a more practical teaching experience (Wu, 2013; Lin, 2004). The learners of BE are divided into two main groups: job-experienced and pre-experienced or low-experienced. Job-experienced learners are professionals, managers, and also the office staff. Low-experienced or pre-experienced learners are college students or university students, or they can also be people taking business courses (Ellis and Johnoson, 2000).

In some countries, BE has even become a Bachelor of Arts Program, e.g., in China. Thus, the importance of teaching BE and improving its teaching methods and processes has increased. The assessment of BE is also a significant part of the teaching process. The assessment part needs to be more integrating and engaging. Provided that the students of BE are usually adults, sometimes they lose their motivation and do not actively participate in the classes, so the assessment part should be designed in a way that can promote the students' participation (Guo Guihang, 2019). Not only should the assessment procedure be designed to promote the students' participation, but also the whole course should be designed so that it can motivate the students and make them be engaged in the class.

The students' motivation depends on any factor in the language classroom. A study was done in France to understand what was the main reason of the students' motivation or lack of motivation. The methods of the study were interviews, class observations and questionnaires. According to the results of the study, the students' motivation depended mostly on the structures of the classroom activities and the environment where the students study. The study showed that the activities like group work and oral tasks were very engaging, thus, potentially motivating for the students. Moreover, the participants of the study rated the materials used in ESP courses as interesting and useful, and corresponding to their language level (Schug & Le Gor, 2017).

However, there is a point worth mentioning that the assessment part can be done during the classes. This will help the teachers to make the classes more interactive and also more student-centered. Thus, the teachers can make the courses more project-based, which will help them to avoid having only theoretical parts in their classes. In this case, the teachers will be able both do the assessment part without any traditional tests and help the students to use the knowledge they got during the course. Project-based learning will also develop learners' negotiation skills, and the learners will also get teamwork experience. Project-based learning will promote learners' leadership skills. The learners will get the opportunity to use the knowledge

they have acquired in real-life scenarios (Yi-Ching Huang, 2019). Thus, project-based learning will make the course more practical.

The whole material prepared for BE teaching should be relevant to the 'real-world' of Business, which means that the activities should be authentic (Reed, 2011). A study was conducted to find out the acts that people usually perform at their workplace so that later the courses would have more authenticity. The participants of the research were employees of the four main industries of Hong Kong: professional services, trading and logistics, financial services, and tourism. The data of the study was gathered in three methods: survey, interview, and 'work-in-the-life' case studies. The case studies revealed much information about the participants' daily duties, as they had to fill in a form on a half-hour basis. According to the results of the study, the course approach should be more simulation-based, which is considered to be a stronger type of task-based language teaching (TBLT). This kind of tasks includes role-plays, problem-solving, etc. (Littlewood, 2004, Evans, 2013). Such activities will help close the division between the classroom and the office (Evans, 2013).

According to Master (1997), the materials prepared for BE courses should be material-driven. Thus, the materials should be chosen from the spheres, in this case, from the business sphere, to be authentic for the learners. Accordingly, the chosen materials should be authentic. (Belcher, 2006) Especially the pre-experienced learners need to be taught authentic materials so that later they can use their knowledge in real-life situations. Besides being authentic, the materials should also be up-to-date, and they also need to be attractive for the learners (Sampath, & Zalipour, 2009).

Many workers of the business field now have to learn BE to get higher positions or to develop their careers. As a result, many companies and corporations decide to invest in helping their employees to study Business English (Rao, 2017; Gnutzmann, 2009). However, many problems may occur while studying and/or teaching BE. A research was conducted to reveal the plausible problems of the learning/teaching BE. The method of the data collection was SWOT

analysis after a BE course. One of the problems revealed during the study was the absence of the willingness to get more professional in the field. Another problem was the teacher's lack of business knowledge. One of the main risks mentioned by the teachers about the learners was the fact of being too busy during the day and having no time to study regularly, as they tried to combine work and study. The next issue was the participants' different language proficiency levels which can affect the whole teaching/learning process (Kic-Drgas, 2014).

Before preparing a business English course, all the teachers concentrate on the same question, if the language or the content of Business should be taught (Jenkins, 2011). Anissimova (2003) gave an answer to this question, saying that the course should be made so that it can improve the learners' performance (Anissimova, 2003). As a result of this, business English was described as a "thicker layer cake," as business English courses usually consist of many layers; e.g., communication skills, knowledge of Business, knowledge of the language, etc. (Medvedeva, 2003).

As there are many layers of knowledge included in BE, there are many factors, which can affect the process of learning either in a positive or negative way. Those factors include self-esteem, motivation, inhibition, and anxiety (De Andres, 2002). Self-esteem can be both the result and the reason for succeeding in the learning process. So does the motivation, which can be intrinsic or extrinsic. Intrinsic motivation is the motivation learners' have inside themselves, i.e., doing the exercises for enjoyment and not for their instrumental value. Extrinsic motivation also depends on the teacher and the environment where the learners study (Ilić, 2014). Inhibition is connected with self-esteem very much. As de Andres (2002) notes, "The weaker the self-esteem, the stronger the inhibition to protect the weak ego." Inhibition can affect the learner's performance. And the last factor is anxiety, a high level of which can negatively affect the learning process. Any demanding task can cause anxiety; however, it should be considered that a certain degree of anxiety can also have a positive effect on the learning process (Ilić, 2014).

In conclusion, we can see that any factor can either positively or negatively affect the learning process, especially in BE, as BE students are usually adults who are either pre-experienced or job-experienced. And the materials should be thoroughly chosen for BE learners.

Chapter 3: Proposed plan and deliverables

3.1 Proposed plan

As Armenia is a developing country, many companies and foundations yearly give a number of grants to either new businesses or for business ideas that can be carried out. Usually, those companies are international which means that their communication language is English. Tavush region, where the piloting of the project design was carried out, is one of the regions of the Republic of Armenia. It is one of the border regions of the country. Considering its location many companies give the priority to this region. However, as the communication language is English, many people who have a good business idea but lack BE knowledge, are not able to get grants and develop their business, which can also lead to giving a small solution to the unemployment.

The method to find out the needs of the business community in the region, was a survey and also an on-going observation during the piloting process. The needs analysis of the project design was conducted to find out, if the business community and the people who are planning to have their businesses in the future are interested in Business English classes. All the respondents confirmed their interest in having a BE course.

Most of the respondents of the survey either make handmade crafts and sell them or have a small cafe/hotel/restaurant. They work in Tavush region, mainly in Ijevan and neighbor villages. Some of the respondents live in the border villages of Tavush region.

Another important point of the needs analysis is the fact that most of the respondents either already work with international companies, despite the language barrier, or they are planning to apply for grants.

Figure 1

The skills the respondents think they need in BE communication most.

Figure 1

■ Speaking   ■ Listening   ■ Reading   ■ Writing

As you can see in figure 1 most of the respondents answered that they would rather to develop their speaking and listening skills. Although, according to the observations, it was figured out, writing and speaking are also very important in business communication, especially considering the fact that the students need to write emails, business plans, etc.

According to the results of the survey, the respondents had different language proficiency levels, which could be a barrier for the course, as BE courses are usually designed for people who have intermediate or higher language level. The decision was made to have a group with participants who have similar language levels to avoid motivation loss among the students. Thus, avoiding having boring classes for higher level students and too challenging classes for low language level students.

Another method to find out more about the students' needs was observations. Observing the websites and their whole working process was very useful, as much information could be found out.

3.2 Goals and outcomes

Goals	Outcomes
. **Equip the students with the necessary language knowledge to be ready for public speech in business communication**	1.1 Comprehend the topic-related vocabulary and apply them in a specific context
	1.2 Learn and administer the main advertisement key processes.
	1.3 Employ and apply the basic grammar of English both orally and in a written form.
	1.4 Identify the main steps of developing an effective speech.
2. Communicate both orally and in a written from using business vocabulary and being ethically correct	2.1 Identify and use the business English vocabulary.
	2.2 Employ international business ethics for their further meetings.
	2.3 Negotiate and debate on the specific topics using the vocabulary.
	2.4 Write English emails.
3. Improve students' knowledge of business-related spheres	3.1 Differentiate management skills
	3.2 Illustrate the main points of the texts, videos or audio-recordings.
	3.3 Develop business-related materials.

	3.4 Get acquainted with the main aspects of Human Resources (HR).

3.3 Scope and sequence

Units	Speaking	Listening	Reading	Writing	Grammar	Vocabulary
Public speech	Discussing Dos and Don'ts of public speaking. A 1-2-minute speech about them and what they do.	Watching a video about don'ts of public speech Watching a video about the way to get prepared for the speech.		Taking notes	To be	Phrases to start and finish your speech
Negotiations	Brainstorming the main characteristics of a negotiator. Answering questions. Role-play: negotiation	Watching a video about the principles of negotiation.	Reading a passage and guessing the meaning of the words		Conditional sentences	Useful phrases for making the negotiation more effective

			in bold.			
Writing emails	Short discussion about mailing.	A short video about writing emails	Reading emails and pointing out the main features.	Writing an email	Prepositions	
Writing business plans	The important steps of writing business plans	Listening to a small talk and writing the phrasal verbs. Watching a video about "How to write a business plan".		Writing a business plan		Phrasal verbs for small talks.
Management	Brainstorming management skills.	Watching a video about management skills	Reading a text and underlining the	Answering the questions.		Phrasal verbs for BE.

		and answering the questions.	phrasal verbs.			
Human resources (HR)	Discussing questions Role-plays	Watching a video and checking the vocabulary exercise. Watching a video about the skills of an HR officer.		Taking notes	Interrogative sentences	Revision of phrasal verbs. Vocabulary connected with HR
Marketing	Discussion using the target vocabulary. Discussing the advertisement chosen by the participants.	Watching videos to check the vocabulary exercises. Watching a video and doing an				Vocabulary connected with marketing. Collocations.

		information-gap exercise. Watching a video about advertisement techniques.				
International Business ethics	Brainstorming ideas about business ethics. Discussing questions.	Watching a video about business ethics dilemmas and doing true/false exercise.	Reading a passage about business ethics in different countries. (jigsaw reading).		The causative.	Words never should be used in business sphere

3.4 Deliverables

This course consists of eight units. Each unit represents one of the aspects of the business. As the units are quite long, the piloting process of each unit took 2.5 hours, including the time needed for the students to present their speeches, business plans, etc.

After completing the course, the students will have enough knowledge to discuss business topics using not only general vocabulary but also business-related phrasal verbs and collocations.

The course will help the students to get acquainted not only with the linguistics aspects of the business but also get a general knowledge about business management. As the students will watch many videos for different units, it will help them develop their listening skills.

The course will be conducted offline, and the students will be provided with printed materials of the units, which they can use later. In the units, all the links of the videos shown during the classes will be given so that the students can later go back to the videos and watch them again.

The teaching methods of different aspects are organized in different ways. For the vocabulary part, the students will both listen to audios which will develop their listening skills, and read passages, which will help them to develop their reading skills.

In the units, a variety of exercises are used: information-gap, jigsaw reading, true/false, role-plays, quizzes, matching, etc. The units are designed in a way that they are mainly student-centered.

Accordingly, the following project design aims to create a BE environment where the students can participate in the classes despite their age and gender and help the new and future business people to develop their business and the region.

The final project will consist of the following components:

- Course book
- Teacher reflection
- Recommendations for the other teachers

3.5 Timeline of the Project

Below you can see the timeline of the project and dates of the completion:

- Needs analysis – October-November 2020

- Review of the related literature – throughout the project October 2020-March 2021

- Completing the goals and outcomes of the project – November 2020

- Presentation – December 2020

- Piloting the project design – February 2021-March 2021

- First draft – April 2020

- Capstone Defense – May 2021

Chapter 4: Reflection and recommendations

4.1 Reflection

I was always interested in business. Whenever I have a chance, I participate in many trainings, workshops, etc., related to business. Last year, I had an opportunity to take a course English for Specific Courses (ESP). During the course, we had a chance to study different fields, where English is a critical component and, in some cases, even a lingua franca. However, Business English was the one too close to my heart. Later, when I also had the chance to study how to prepare a curriculum design, I finally decided to do my capstone related to Business English.

The whole process of the preparation of the units was very interesting. I had the chance to get acquainted with different types of businesses, which work in the Tavush region. Despite its interest, there were many challenges. One of the challenges I experienced was having not enough business knowledge. Thus, I started attending different online courses related to business and different business spheres to understand them better.

The learners of ESP courses are usually adults who have either an intermediate level of the language or higher. Working with adults is very challenging. Various activities should be prepared for them to keep them motivated and engaging. The classes should be very interactive. Despite their age, the material should also be visually attractive. Whenever a page of a unit was not visually appealing, the students looked bored, and in some cases, also it looked that they were not interested in the activity or exercise.

Most of the piloting program students were either already job-experienced, which means that they have their businesses, or they were pre-experienced, which means that they were going to have their businesses in the near future. Working predominantly with job-experienced students was quite hard due to the fact that they are usually quite busy and sometimes because of some circumstances they can be absent. Thus, setting a schedule for the group was very challenging, as

I needed to do everything so that the date and the time of the class would be convenient for most of the students.

One of my concerns before starting teaching was the fact that some of the videos used in my units were quite long and that the students would be bored and would not watch them until the end. However, they were very engaged, as they needed to answer some questions connected with the videos.

Despite all these facts, there were many activities that students liked very much. One of the activities was "Kahoot!". It was very engaging for them, and sometimes even the students asked me to add such activities in the units. They also claimed that this game helped them to acquire the vocabulary better.

Another very successful activity was the interview part in the "Human resources" unit. The students needed to interview each other and decide whether they would hire such a specialist or not. The students were very active, and the class was very interactive.

4.2 Recommendations

- Try to find as many authentic materials as possible. Business is a field where every used material should be very authentic. Business people usually use English very much, and they need to know, for example, what type of texts, messages, emails, etc. to expect from their partners.

- Before making the course observe their work as much as possible. It would be better if you study their websites, what they do, how they do, who their usual customers are, how they usually communicate with their business partners, etc. Another great solution can be asking them to keep a dialogue journal both before and during the course.

- If someone wants to speak, give them an opportunity to speak out. Sometimes many ideas spoken up by them can be significant and useful both for you and for the others, because they are more experienced in their field.

- If the course is not conducted online, try to find a well-equipped place to have the class. It would be better to have a class with a projector, internet connection, and a white board. As usually such kinds of courses contain many videos the projector and internet connection are very important. And whiteboard is usually used to write some unknown words or expressions, and sometimes also for brainstorming.

- It would be better if the students assess each class, so that you will be able to understand what they liked more and what they did not like. It could be done in various ways; either they can assess with numbers, or it could also be done through colorful papers, etc.

- Either have a 2-hour class with at least a 10 minutes break or reduce the hours of the classes. As the students are adults, it would be better either to have a coffee/tea break or at least just a break, or reduce the hours for each class and teach them more than five weeks.

- Increase the hours of the instruction. 20 hours are not enough to cover many topics and also leave time for practice. It would be better to have more than 20 hours of instruction, so that the students will have more time to speak up, to ask their questions, and also more time to do the exercises that may seem harder.

- Use only up-to-date information. Business world is changing every moment. It is better not to overload the students with old knowledge. Especially now, many things have changed, due to the COVID-19 situation. Thus, the information given in the units should correspond to our real-life situation.

- Study the field as much as possible. If you are not an expert in the business field, you need to study very much both before and during the course. Preparing an ESP course requires much knowledge.

- Conduct a proficiency test to decide the learners' proficiency level. Any kind of diagnostic test can be used for this purpose.

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Appendices

Appendix A

BUSINESS ENGLISH

Business English for new and small businesses in regions

AUTHOR: ARINA PARONYAN

Unit 1

Public Speaking

1.1 Look at the paragraph about public speaking below. Mark the forms of the verb to be.

Public speaking is an oral presentation in which a speaker addresses an audience, and until the 20th century, public speakers were usually referred to as orators and their discourses as orations. Unlike its predecessor oration, public speaking involves an interplay of not only body language and recitation, but on conversation, delivery, and feedback. Public speaking today is more about the audience's reaction and participation than an orations' technical correctness.

According to John. N Gardner and A. Jerome Jewler's "Your College Experience," there are six steps for creating a successful public speech:

a)   Clarify your objective.

b)   Analyze your audience.

c)   Collect and organize your information.

d)   Choose your visual aids.

e)   Prepare your notes.

f)   Practice your delivery.

1..2 Open the website kahoot.it   **PLAY**

1.3 Brainstorm the ideas about what the speakers should and shouldn't do in public speech.

Dos	Don'ts

1.4 Compare your options with the others' options.

1.5 Watch the video and discuss the following questions.

https://www.youtube.com/watch?v=e7nX9eVvnkw

a) Do you agree with the following statement: "If what you are doing is notmoving you towards your goals, then it's moving you away from your goals."(Brian Tracy) Yes/No why?

b) Are there any statements you don't agree with? Why?

c) Is it fine to promote yourself during your speech? Do you do that?

d) Can you think of any other ways to keep your audience attention?

1.6 Watch the video about how to get prepared public speech made by howcast.com. What is the main way to get ready for public speech?
https://www.youtube.com/watch?v=79vuXNPO2Y0

1.7 Put the phrases below in the right boxes.
I'd like to expand on..., As you're aware,..., What I mean to say is ..., I'd like to illustrate this point by showing you..., This relates to what I was saying earlier..., In conclusion, let me sum up my main points., This is important because..., Our data shows ..., In other words, ..., We have to remember that ..., Turning our attention now to..., According to our study, ..., This ties in with...

Greeting your audience	Good morning/afternoon/evening everyone Welcome to [name of event] First, let me introduce myself. I am [name] from [company].
Beginning your presentation	Let me start by giving you some background information. ....
Transitioning to the next topic	Let's move on to... ....
Providing more details	Let me elaborate further. ....
Linking to another topic	As I said at the beginning, ...

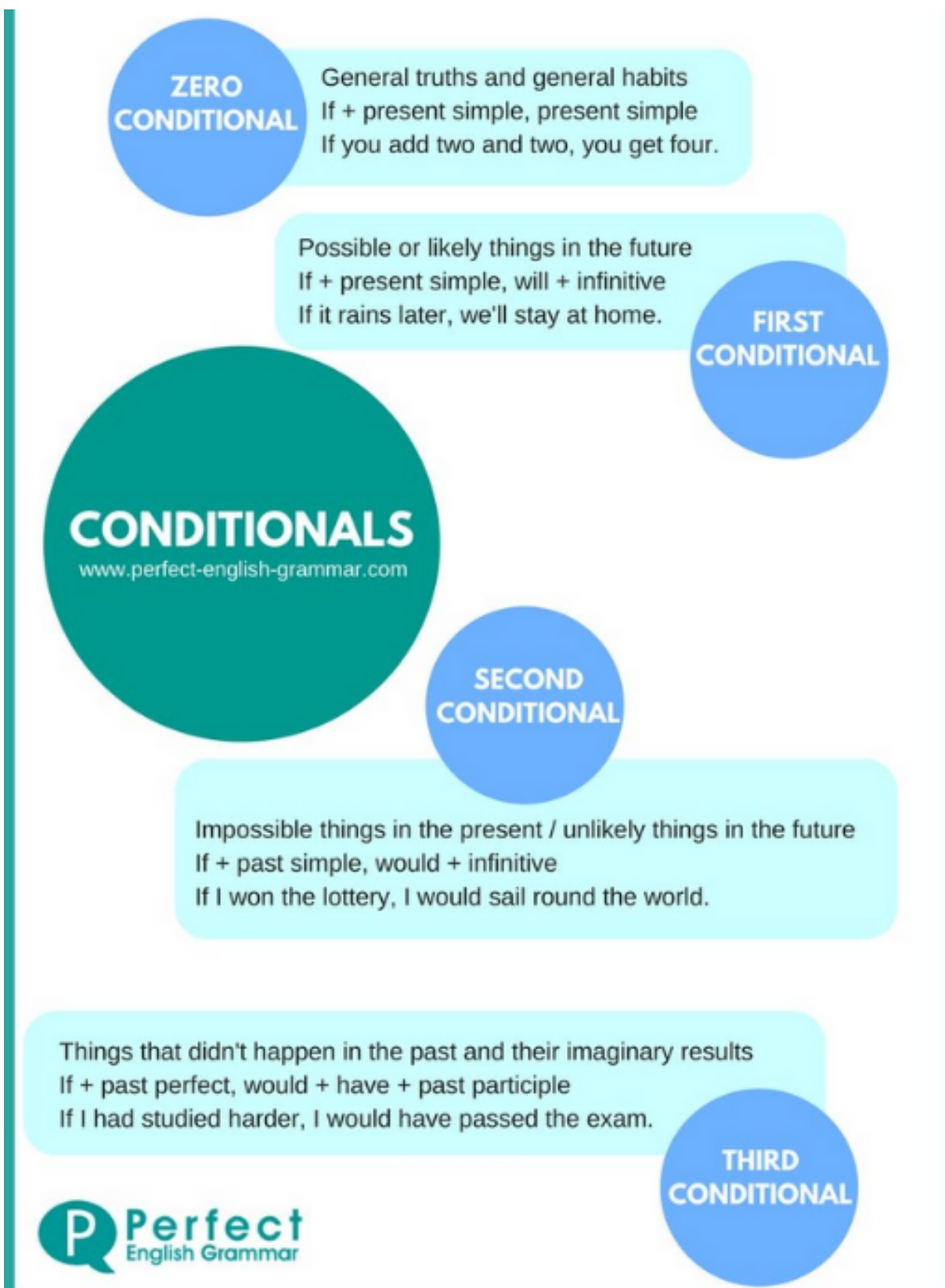|	
Emphasizing a topic	The significance of this is… ....
Making reference to information	Based on our findings, … ....
Explaining visuals	This chart shows a breakdown of … ....
Restating your point	.... To put it simply, … ....
Concluding your presentation	.... Thank you for your attention. Now I am happy to answer any questions you might have.

1.8 Prepare 2-3-minute speech about you and your business (or about the business you are going to set up) using the vocabulary given above.

UNIT 2

Negotiations

ZERO CONDITIONAL
General truths and general habits
If + present simple, present simple
If you add two and two, you get four.

FIRST CONDITIONAL
Possible or likely things in the future
If + present simple, will + infinitive
If it rains later, we'll stay at home.

CONDITIONALS
www.perfect-english-grammar.com

SECOND CONDITIONAL
Impossible things in the present / unlikely things in the future
If + past simple, would + infinitive
If I won the lottery, I would sail round the world.

THIRD CONDITIONAL
Things that didn't happen in the past and their imaginary results
If + past perfect, would + have + past participle
If I had studied harder, I would have passed the exam.

Perfect
English Grammar

2.1 After looking at the sentences make your own sentence with conditionals.

What is a negotiation?

"A negotiation is a strategic discussion that resolves an issue in a way that both parties find acceptable. In a negotiation, each party tries to persuade the other to agree with his or her point of view. By negotiating, all involved parties try to avoid arguing but agree to reach some form of compromise."

2.2 Brainstorm the main characteristics of the negotiator?

2.3 Answer the following questions!

1. How often do you negotiate?
2. What are the don'ts of negotations?
3. What was your most successful negotiation? Why do you consider it successful?
4. Do you usually get ready for a negotiation beforehand?

2.4 Watch the video "The Harvard Principles of Negotiation " and answer the follwoing questions.
https://www.youtube.com/watch?v=RfTalFEeKKE&t=177s

1. What are the four principles mentioned by Dr. Thomas?
2. Do you agree with the principles?
3. Are there any principles that you would like to add? Why?
4. Are you going to use the principles mentioned by Dr. Thomas in your future negotiations? Yes/ No why?

Fleur:' So, we could supply you with 40,000 components per month, for a two-year period at a unit cost of $4.35 per component.'

Bill:' **There seems to have been a slight misunderstanding.** You do realise that we want to order nearly a million components. And for that quantity, the price per unit does seem to be very high.'

Fleur:' We have taken into account the size of the order you require. And we have reduced the unit price markedly from what we normally ask. In terms of unit price, **what were you thinking of**?'

Bill:' Well, **we were hoping for something** around $3.40 per unit. Please bear in mind that we want to order nearly a million components, not a thousand.'

Fleur:' $3.40 per unit. **I am afraid that is out of the question**. If we sold it to you at that price, we would be making loss on every unit sold.'

Bill:' Well, **we have received a quote** from one of your competitors at $3.53 per unit.'

Fleur:' **I am afraid that we can't match that**. But if I were you, I would be asking myself how can they sell the components at such a low price? I would say that they are sacrificing the quality of the component for price. But **there may be some room for manoeuvre**. If you were to increase your order to 50,000 components per month, then we could lower the unit cost to $4.15.'

Bill:' For 50,000 units per month **we wouldn't expect to pay more than** $3.85 per unit. I would say that this price is the **going rate** for the quantity.'

Fleur: '**I don't think that we could go that far**. Under $4 per unit. It's too low.'

Bill:' Well, **could you meet us halfway**? At $4 per unit?'

Fleur: 'If that's $4 per unit, 50,000 per month for 2 years. I think we can do that.'

2.6 Open the website **kahoot.it** to check your comprehension of the vocabulary of the text above.   **PLAY**

Role play

2.7 Now you are going to negotiate with one of your groupmates. You will get a flashcard with the information you need. You need to use the words/phrases you learnt in the text above. For the negotiation you will have 5-10 minutes.
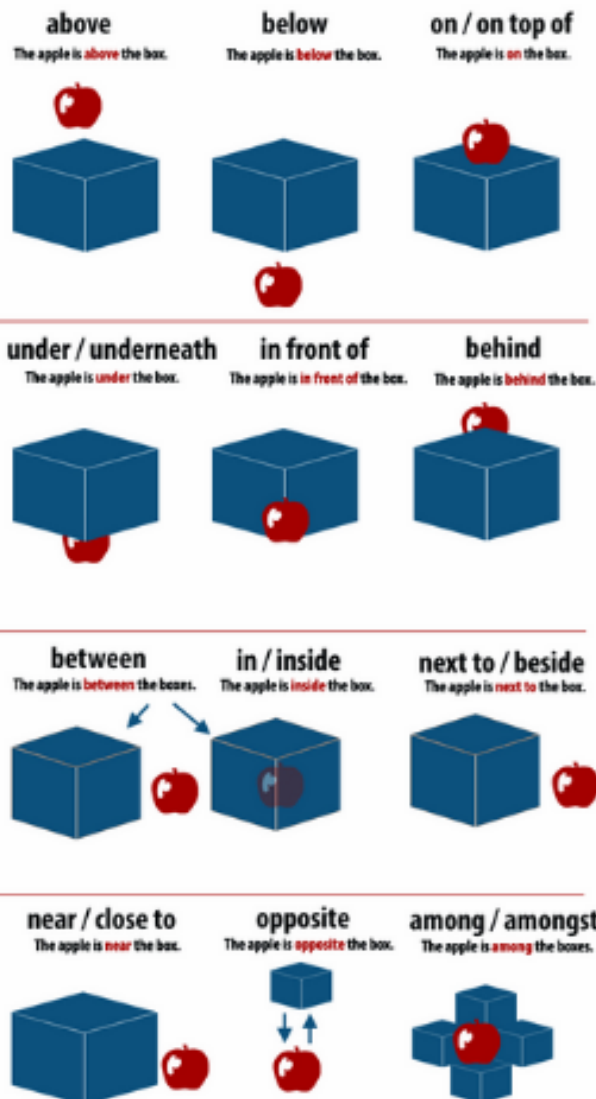
Unit 3

Writing emails

Prepositions

3.1 Imagine you won a lottery. You have enough money to build the office of your dreams. Now describe the office in details. Use the following prepositions: *on, in, above, under, by, at, behind, below, in front of, between.*

Prepositions of Place

above
The apple is above the box.

below
The apple is below the box.

on / on top of
The apple is on the box.

under / underneath
The apple is under the box.

in front of
The apple is in front of the box.

behind
The apple is behind the box.

between
The apple is between the boxes.

in / inside
The apple is inside the box.

next to / beside
The apple is next to the box.

near / close to
The apple is near the box.

opposite
The apple is opposite the box.

among / amongst
The apple is among the boxes.

3.2 a) Do you prefer wiriting emails or calling e.g. an investor, a partner, etc. Why?

b) Do you think writing emails in English is different from the Armenian mailing? If yes, how?

3.3 Look at the examples of emails. Point out the main features of formal emails, based on the examples below.

Example 1: Delay with the delivery of an order
Subject: Delivery delay

Dear Mr Pascal,
We regret to inform you that we will not be able to respect the deadline previously agreed for the delivery of your order. Our supplier has warned us today that they are experiencing supply problems, which will result in a delay in our production chain. We count on your understanding and thank you for your patience.

Please accept our apologies.

Best Regards,
.....

Example 2: Sending a product catalogue

Subject: New product catalogue

Dear Ms.Chapman,

Following your request, we have recently sent you our new catalogue. We are convinced that it will enable you to see the quality of our products. Our local agent will contact you soon to arrange a meeting on a day and time that suits you in order to discuss in detail how our products can be of benefit to your company's needs.

For further information, please do not hesitate to contact us.

Yours sincerely,

…

3.4 Watch the video about writing emails made by Oxford Online English. Write down the main parts of writing an email. Do you think that the writers of the emails mentioned above have all the parts in their emails?

https://www.youtube.com/watch?v=xay5TeJVSC0

3.5 Now choose one of the situations mentioned below and write a formal email. You can use the vocabulary mentioned in the video.

a) Asking your business partner to meet to revise some of the points of a contract.

b) Asking your business partner to change the time of your meeting.

c) Telling your investor that you have started the process of producing the new product.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Unit 4

Writing business plans

Phrasal verbs 1

4.1 Listen to s conversation between two people. Write down as many phrasal verbs as you hear.

_____

_____

_____

_____

4.2 After checking the phrasal verbs try to find their meanings from the definitions given below.

a) agree

b) tell

c) arranged

d) take their place

e) get help from

f) reply

g) abandon

h) asked to do something

i)surrender

j) give

k) receive

l) support

m) depend on

n) say something positive

o) do something that should be done

4.3 Brainstorm answers for the following questions:

1. What must the entrepreneur show to make the financier to invest in a business firm or make a loan?
2. What is a business plan?
3. What should be included in a business plan?

Later you can find the answers for these questions following the link below:
https://prezi.com/view/3tsgnUqg7Q8BI1R41H1y/

4.4 Watch the video about "How to Write a Business plan Step by Step in 2021" made by Young Entrepreneurs Forum and answer the questions below.
https://www.youtube.com/watch?v=n6ecdYd8T6o

1) What are the 10 steps to write a business plan in 2021?

1)_____

2)_____

3)_____

4)_____

5)_____

6)_____

7)_____

8)_____

9)_____

10)_____

2) What are the four types of legal structure and what is the difference between them?

1.

2.

3.

4.

3) What is a SWOT analysis? How can you use it?

S _ _ _ _ _ _ _

W _ _ _ _ _ _ _ _

O _ _ _ _ _ _ _ _ _ _

T _ _ _ _ _

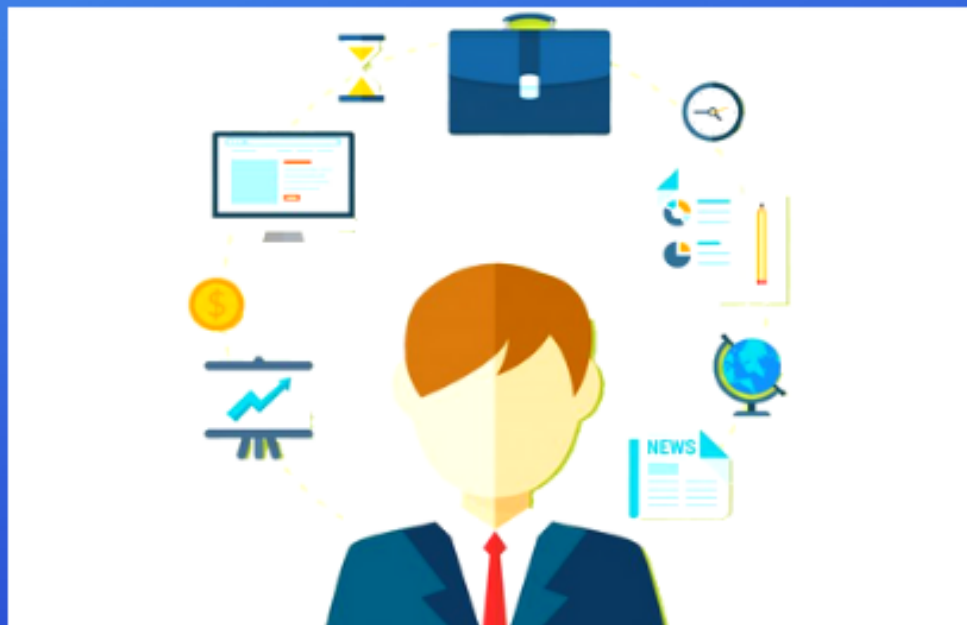4) What can you include in your financial plan?

_____

_____

_____

4.5 Let's do a SWOT analysis about either your business, or your competitor's business, or one of the businesses in the area. You can work either in pairs or individually.

4.6 Write a business plan using the steps presented in the video. You can also use the following template. https://convertkit.s3.amazonaws.com/landing_pages/in centives/000/098/598/original/Business_Success_Plan_Fi llable_2021_%282%29_%281%29.pdf?1611173334

Unit 5

Management

Phrasal verbs 2

5.1 Read the text and underline the phrasal verbs.

Imagine your clients have been asked to attend a meeting either in person or via a conference call...

The date and time is set and they put it in your diary. Occasionally, they need to bring forward the time of the meeting to suit everyone. They then get a call from a colleague to say that something has come up and they decide the meeting has to be put back to another day. No problem. In a way they're quite relieved because they have a mountain of things to do and they were worried that they might have had to call off the meeting anyway.

During the meeting, they have a number of issues they need to raise and deal with. They may have outlined the items in an agenda that they've circulated to everyone beforehand. With some issues, they may have to weigh up their advantages and disadvantages before taking action. This could take a while and they might encourage their colleagues to join in the discussion.

Sometimes they need to look into a matter before taking a final decision. If that's the case, they might note down all the points raised during the meeting to help themselves.

Some people don't like to be interrupted when they're talking, while others don't mind if someone steps in with their point of view. I have had times when I've had to cut in especially when I thought that a colleague was going on about something truly unimportant.

There is always someone in a meeting who just keeps rabbiting on about some subject that no one else is interested in. So, I often tell my colleagues that we need to press on with the other items in the agenda. After all, there's nothing worse than having a meeting that drags on, is there?!

5.2 Match the phrasal verbs of the text with their meanings.

Phrasal verb	Meaning
	cancel
	talking too much about something that's uninteresting
	manage
	happened
	interrupt
	interrupt
	postponed
	schedule it
	continues for far too long
	to investigate/research
	continuing without stopping
	make it earlier
	continue
	participate
	think carefully about
	write

5.3 Do you agree or disagree with the following statement?

"A good manager is a man who isn't worried about his own career but rather the careers of those who work for him." - H.S.M. Burns

5.4 Brainstorm the main management skills.

5.5 Watch the video and write down the main management skills according to IESE Business School. Do you agree/disagree with the professors?
https://www.youtube.com/watch?v=ft3lRs6Vyoc

5.6 Open the website:
https://www.funeducation.com/Tests/BusinessManagem
entAptitude/TakeTest.aspx
**Open the quiz and do the quiz in pairs. You will have
20-25 minutes to finish the quiz.**

Unit 6

Human Resources

HR

6.1 Revision of Phrasal verbs 1 and 2.
Please, open the website kahoot.it

Kahoot!

6.2 a) Asking questions in English.

| What Why When Where How | + | Auxiliary verb (be, do, did, have, etc.) | + | Subject | + | Verb |

For example:

What were you doing when she called you?

When do you usually go to work?

How do you manage to accomplish your tasks?

6.2 b) Write five questions you think you will ask your interviewee during a job interview. Ask the questions one of your groupmates.

_____

_____

_____

_____

_____

_____

_____

_____

_____

6.3 What do the following words mean? After brainstorming your answers watch the video to check if they are correct. https://www.youtube.com/watch?v=ZHZVwTdUHIA

Human resources/HR
Headcount
To recruit
To headhunt
Job Description
Compensation
Benefits
Incentives

6.4 Make sentences with the words above.

_____

_____

_____

_____

_____

_____

6.5 What skills do you think should an HR manager have?

6.6 Watch the video about the skills that an HR manager should have and answer the questions below.
https://www.youtube.com/watch?v=sVMmpn99Kjs

a) What are the skills mentioned in the video?
b) do you agree with all the points?
c) Are the mentioned skills the same as your suggestions above?

Unit 7

Marketing

Marketing Vocabulary and collocations

7.1 Match the words with their meanings. Compare your answers in pairs. Watch the video to check your answers: https://www.youtube.com/watch?v=L9vjLsq8RT0

1. Place/placement ...
2. Distribution channel ...
3. Logistics ...
4. Market coverage ...
5. Promotion ...
6. Advertising ...
7. Public Relations (PR) ...
8. Marketing campaign ...
9. In-store promotion ...

a) managing public opinion and the reputation of a company and its products.
b) where customers can buy a company's products.
c) a large-scale planned marketing effort to promote a company or its products.
d) how resources are bought, moved, and stored.
e) activities that promote a product or company at a retail location.
f) the paths that products follow from a company to its customers.
g) All the ways in which companies tell customers about their products.
h) One form of promotion, which is often done through television, radio, print and the Internet.
i) the amount of sellers in a particular market that sell the company's products.

7.2 a) Watch the video and fill in the gaps with the collocations from the video: https://www.youtube.com/watch?v=tpPT3fjN0Zg

1. We've been _____ to our rivals.
2. A German start-up have _____.
3. It's clear that we need to respond to these _____ .
4. We should try to _____ .

5. The cost of _____ .

6. We are already in a _____ .

7. I don't think this is a good strategic _____ for us right now.

8. The regulatory _____ to entry are high.

9. There's already _____ competition.

10. We can compensate for the decline in our European business by

_____ .

11. This could help us to _____ some of the market share.

12. We'll be focusing more on _____ .

13. They're planning to _____ .

14. Wes hould be looking at long-term trends that reflect the

_____ across the continent.
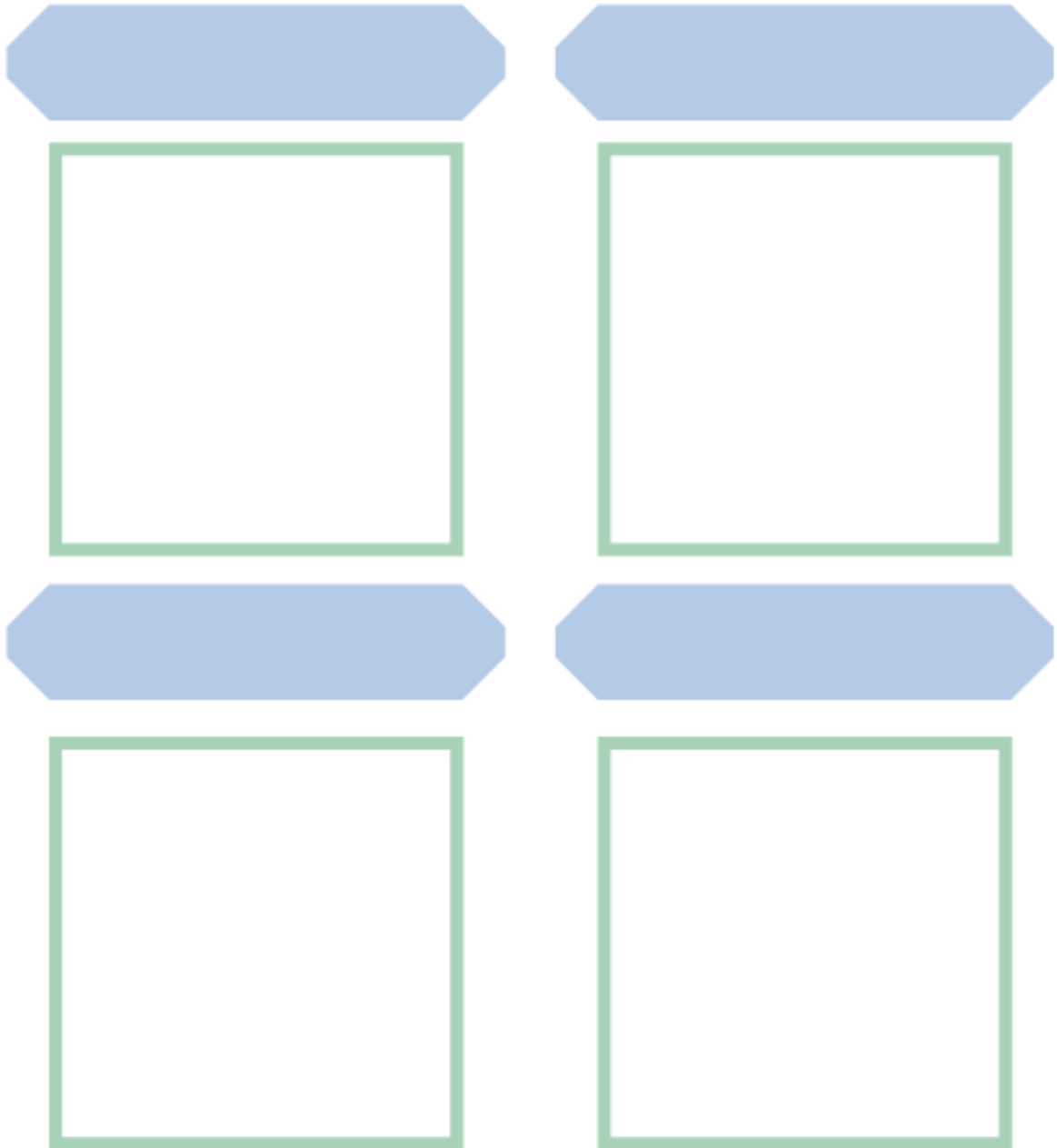
15. We need to make it difficult for any _____ .

b) Now, go to the following website to do a test: https://www.oxfordonlineenglish.com/describing-business-strategy

7.3 Answer the questions below using the vocabulary given above:
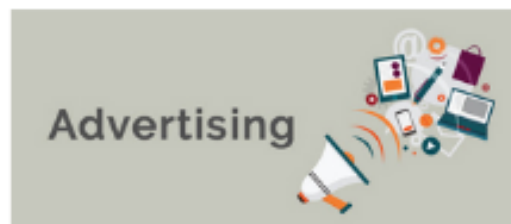
1. What can be the reason of losing your market share?
2. How do you think you can expand your market share.
3. How do you think you can expand your customer base? Or how can the business people of the regions expand their customer base?
4. Which companies have a dominant poisition in the local markets?

7.4 Watch the video and fill the boxes with the right answers. What are the four P's of marketing and what do they include; write as many of them as you can.https://www.youtube.com/watch? v=XJDkBhXGjgk&t=101s

7.5 Watch the video about the advertisement techniques. What are the techniques that you have faced with most frequently. https://www.youtube.com/watch?v=OWz8CzLELLQ

7.6 In groups or pairs choose one advertisement of one of the famous products in the world and analyze. Which features mentioned in the video could you find? What would you change in that advertisement and why?

Unit 8

International Business Ethics

BUSINESS ETHICS

8.1 The causative

Subject + have (in the correct form) + object + Past Participle

Normal sentences: **Someone cut his hair.**

In the causative: **He had his hair cut.**

Watch out!

Did he have his hair cut?

**Answer the questions below to practice the causative.
Answer the questions using the structure given above.**

- When did you have your computer/laptop upgraded?
- When did you have your phone fixed?
- When did you have last your eyes tested?
- When did you have last your teeth checked?
- When have you had your hair cut?
- How are you going to have your business advertised?
- Who do you like to have your photos taken by?
- How do you have your company promoted?

8.2 Brainstorm your ideas about what business ethics might include.

8.3 Discuss the following questions:

a) Why is ethics important in Business?

b) Are international and national business ethics different. If yes how?

c) Are business ethics and general ethics different? If yes what are the differences?

d)What do you think are the most important ethical rules entrepreneurs should follow in business?

e) What do you think can make people follow ethical rules more?

8.3 Now you are going to work in groups. Read and discuss your part of the text. Then, you are going to present it to the members of the other groups.

How Do Business Ethics Differ Among Countries?

Business ethics are a matter of fair dealing and moral behavior but the practical implications are not lofty: The purpose of business ethics is to establish trust between people doing business. Over time, the reputation of a business is built on its demonstrated pattern of ethical (or unethical) behavior.

A company's business ethics should be codified in policies that cover a wide range of practices and pitfalls regarding corporate governance, insider trading, bribery, discrimination, social responsibility, and fiduciary responsibilities.

But business ethics are not universally the same. As a business expands internationally, it may come across standards that are different from its own, for better or for worse.

Setting Standards
Business ethics are shaped and guided by the laws of the company's home country. In some cases, these laws provide a base point such as a minimum wage, environmental standards, and worker safety regulations.

Other laws set broad responsibilities and requirements for honesty and fair dealing. Some companies strive to be the gold standard for business ethics in their industry, while others do the bare minimum that is legally required.

Whether a business is dealing with a partner or a new customer, business ethics indicate that the same standard of behavior should be adopted when doing business with any client anywhere.

The Global View
A company that decides to expand internationally may find it necessary to revisit its ethics rules to make certain they cover unexpected situations that may occur. Business ethics can differ in other countries and even between industries. Business practices that would be illegal, or at least frowned upon, at home are often allowed or at least tolerated elsewhere.

KEY TAKEAWAYS
- A company can choose to adapt its business ethics for each country in which it does business.
- It should be remembered that the behavior of a company and its employees will be judged by the ethical standards of its home country.
- The least risky choice is to implement the same standards everywhere.

Many developing nations have lax insider trading laws. In some Latin American countries, bribery and kickbacks are a regular part of doing business.

Some countries have much lower environmental standards and workplace safety standards for doing business than the U.S., while others have higher standards.

An Ethical Dilemma

Two approaches can be taken when doing business in foreign countries. A business can operate internationally with the same policies and procedures it developed at home, or it can adapt its own practices to the norms of each country in which it operates.

At the very least, adjustments to foreign standards that are higher than those in the home country must be adopted when doing business there. In Germany, employees are legally entitled to a minimum of 24 vacation/holiday days per year. In France, workers have a four-day workweek. The U.S. has no federal requirement for time off. Establishing the same standards in offices worldwide can be the best course. Management and rank-and-file employees are less likely to engage in risky, dubious, or illegal behavior if it is explicitly forbidden in a company's written policies and procedures. A company can ensure compliance by mandating that all employees read and sign its policies and procedures.

The Hazards of Adapting

The second approach is for a company to establish different policies and procedures for business ethics in foreign countries.

One danger in this approach is that the behavior of a company and its employees will inevitably be judged by the ethical standards of its home country. For instance, child labor is acceptable and normal in some nations but is both illegal and unacceptable in the United States. Multinational companies that have been found to be using child labor abroad have been judged harshly by their American customers.

A company needs to establish its management philosophy. The terms management style and management philosophy are often used interchangeably, but they are not the same. Your management style is how you manage your workforce. Your philosophy is why you manage your workforce that way.

8.4 Watch the video about "Business Ethical Dilemmas and Stakeholders" made by Global Ethics Solutions and decide if the statements given below are true or false.

https://www.youtube.com/watch? v=ahH_P_5yVSo&t=157s

Statement	
Bad ethics is not a form of ethics in the contrary to good ethics.	
Showing respect for property and people cannot be expected by your employer.	
Ethical dilemmas are everywhere.	
Ethical dilemmas are only issues of conscience	
Ethical dilemmas may also come from outside your sphere of influence.	
Stakeholders are all the people and partieswith some connections to your problem or situation	
You shouldn't consider your stakeholders for your ethical dilemmas.	
Individuals, groups, departments and communities are included in the third parties affected by our decisions.	

The table has 4 rows, each with Salespeople on left and A company representative on right. All rows have essentially the same content.# Appendix B

Salespeople	A company representative
Read the information below and prepare for the negotiation. Try to get a good deal. You want to sell: **Quantity:** 10 handmade dolls, 15 handmade bags with your logos on it **Delivery:** March 10 **Payment:** To get before the delivery **Discount:** 0% (best), 5% (if they agree to pay beforehand)	Read the information below and prepare for the negotiation. Try to get a good deal. You want: **Quantity:** 10 handmade dolls, 15 handmade bags with your logos on it **Delivery:** March 6 **Payment:** To pay a week later after the delivery **Discount:** 10% (best), 5% (low)
Read the information below and prepare for the negotiation. Try to get a good deal. You want to sell: **Quantity:** 10 handmade dolls, 15 handmade bags with your logos on it **Delivery:** March 10 **Payment:** To get before the delivery **Discount:** 0% (best), 5% (if they agree to pay beforehand)	Read the information below and prepare for the negotiation. Try to get a good deal. You want: **Quantity:** 10 handmade dolls, 15 handmade bags with your logos on it **Delivery:** March 6 **Payment:** To pay a week later after the delivery **Discount:** 10% (best), 5% (low)
Read the information below and prepare for the negotiation. Try to get a good deal. You want to sell: **Quantity:** 10 handmade dolls, 15 handmade bags with your logos on it **Delivery:** March 10 **Payment:** To get before the delivery **Discount:** 0% (best), 5% (if they agree to pay beforehand)	Read the information below and prepare for the negotiation. Try to get a good deal. You want: **Quantity:** 10 handmade dolls, 15 handmade bags with your logos on it **Delivery:** March 6 **Payment:** To pay a week later after the delivery **Discount:** 10% (best), 5% (low)
Read the information below and prepare for the negotiation. Try to get a good deal. You want to sell: **Quantity:** 10 handmade dolls, 15 handmade bags with your logos on it **Delivery:** March 10 **Payment:** To get before the delivery **Discount:** 0% (best), 5% (if they agree to pay beforehand)	Read the information below and prepare for the negotiation. Try to get a good deal. You want: **Quantity:** 10 handmade dolls, 15 handmade bags with your logos on it **Delivery:** March 6 **Payment:** To pay a week later after the delivery **Discount:** 10% (best), 5% (low)

Appendix C

https://prezi.com/view/3tsgnUqg7Q8BI1R41H1y

Appendix D

1. https://create.kahoot.it/details/0f870b9c-bb94-4ab8-8426-8828b085b9b9

2. https://create.kahoot.it/details/677bef0f-7422-43d7-98c0-b99dfba1596b

3. https://create.kahoot.it/details/c6c5390f-6c47-48ae-9a12-1c432dc2b94e