











return to any unit or activity if they feel they did not understand the material the first time or if their rate of success is low. This type of hands-on, flexible assessment makes the learner a partner in the learning process, allowing the possibility of feedback at the learner's request. In addition, full explanations of each answer are available in the **case studies**.

## **Pedagogical Rationale, Goals, and Principles**

**Business Online** has been designed as a course in English for a specific purpose. Unlike a general English course, it prepares students for real-life situations in the English-speaking business world. It does so by engaging students in the types of tasks required in the field, so that they are familiarized with relevant text types, concepts and business terminology. This type of language instruction is both motivating and effective for students of business English, as it is highly relevant to their immediate needs. **Business Online** also prepares students for the BEC Vantage examination.

**Business Online** allows the instructor great flexibility. It can either be used as a stand-alone course, it can be further supplemented, or it can be integrated into an existing course - depending on the needs of the student population.

As outlined below, **Business Online** includes additional features recommended in the professional literature on foreign language teaching and learning.

### **Authentic Language Use**

Exposure to authentic language use is crucial for the language learner. For this reason, **Business Online** uses English exclusively as the language of content, while support language elements (such as instructions to activities and help functions) are provided in the learner's native language in order to facilitate use of the software.



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In addition, many types of authentic language use are included throughout the course, including vocabulary, terminology, grammatical structures, and levels of formality suitable for the given situations, as well as audio texts which are presented to the student at a natural - not slowed-down - pace.

Some types of the authentic language sources from a wide range of genres included in the course are:

- Short written texts including article excerpts, brochures, tables, emails, reports, charts, letters, faxes, diary pages, notes, maps, web pages, advertisements, newspaper items, and CVs.
- Longer written texts such as magazine articles and excerpts from books.
- Short audio-only texts including conversations, radio snippets, lecture excerpts, and phone calls.
- Longer video and audio-only texts accompanied by either written texts (synopses or the full, written out narratives/dialogues of the texts)

## **An Integrated Approach**

***Business Online*** integrates theme-based, skill-based, and task-based approaches to language learning. Students are presented with authentic language in a variety of related texts on relevant topics appropriate to the business world, provided with opportunities to practice all skills of language simultaneously, and given meaningful tasks that reflect endeavors they might face in the business world. The **case studies** are a prime example of this type of real-world challenge, as they require students to synthesize five separate sources of information in order to best solve a professional dilemma, the answer to which is not necessarily straight-forward. Thus, a large portion of the course is devoted to problem-solving activities that are communicative in nature and involve real-life situations and challenges, requiring the learner to



interact, negotiate and convey meaning in various situations. **Business Online** also integrates grammar by having students practice structures in tasks as they occur naturally in meaningful contexts.

### **Clear Objectives**

Another advantage of an English course designed for a specific purpose is that objectives are focused and are clearly presented to the students. Such focused directives are both useful and motivating for students. The objectives of **Business Online** include the recognition and comprehension of a wide range of language functions and vocabulary, presented in a variety of situations that the student would face in the world of business. For those students planning to take the BEC examination, the objectives of the course also include preparing for the test through the familiarization and practice of similar test components including topics, vocabulary, and the structure of the test.

### **Multi-Cultural Awareness**

Multi-cultural awareness is a significant factor of real-life interactions, especially in this era of globalization in business. Therefore, **Business Online** creates an awareness and sensitises students to dilemmas and cultural issues that are common in the world of business. As in the real world, learners are exposed to English spoken in a variety of accents, as well as situations and characters from a range of different cultural backgrounds.

### **Computer-based Learning**

Computer-based learning provides a multi-sensory learning environment for the development of language-learning skills through the inclusion of videos, audio recordings and reading texts, and activities which integrate the three. The use of computer-based language learning as found in **Business Online** thus enables learners to engage in a variety of stimulating media types - such as video, audio, text, graphics, and animation - in one, single program.



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Another clear advantage of computer-based language learning is that feedback is immediate and reinforces learning.

## **Assessment**

***Business Online*** allows the learner to be a partner in the assessment process by providing ongoing feedback at the learner's request. In addition, an achievement test is provided at the end of the course.