

Specialist Materials: What Can We Do with them?

A Practical Case

Ana Isabel Gamarra
Universidad Complutense.Escuela Universitaria
de Estudios Empresariales

The aim of this paper is to demonstrate the way in which authentic materials can be used as input to the specialist contents to be included in an English course in International Trade. Needs analysis as well as co-ordination and contacts between ESP teachers and the subject area specialists have proved to be fundamental prerequisites in course design, since the information they provide is determinant when deciding the content of a syllabus. Apart from these two major resources, specialist materials are suggested here as a new valuable source of information for the selection of the specialist contents students should be trained in for their future professional life. The point of departure to demonstrate this proposal is a Documentary Credit Form.: The Advice for the Beneficiary. By analysing the agreements on a commercial transaction appearing in this document the specialist contents of an English course in International Trade can be deduced.

Introduction

It is widely acknowledged that «needs analysis» is a key element in course design, as it implies getting to know not only the students' needs but also the demands of the Target Situation .Thereby the results obtained from this analysis become an essential aid for syllabus design.

As a teacher of English Language at a Business School, and taking this principle for granted, I participated in research on the demands of the Target Situation —the company— to identify the most frequent communicative activities that take place in the English language in that context. The methods used were questionnaires and unstructured interviews (Requejo & Gamarra, 1989; Requejo, Abreu, Figueroa, Gamarra & Rodríguez, 1993).

The research was conducted in 105 companies in the province of Pontevedra, Spain, and over two different periods of time, to see if significant changes had taken place within that time span, so as to bring our syllabuses in line with current company activities. Our research yielded valuable information that has been of great help when deciding syllabus content.

As well as needs analysis, recommendations have also been made about the desirability to take into account the suggestions made by

the subject area specialists, as they can provide the most important subject contents foreign students of English should learn for both their academic and professional life.

Different problems arise from these two sources of information, however. As far as «needs analysis» is concerned, its difficulty issues from being highly time consuming research. As a result, teachers will not always have the required data in time for the elaboration of their syllabus.

As regards contacts and co-ordination between ESP teachers and subject area specialists, the fact remains that interdisciplinary relationships are not yet as good as they should be.

The problems these two elements pose made me think of devising new strategies that would ease the path in order to identify subject area contents.

1. Basis for the proposal

Our needs analysis showed there is a range of frequently used materials in English in the various departments of the company, e.g. commercial letters, reports, catalogues, commercial documents, means of payment: the Documentary Credit, etc. (Requejo & Gamarra, 1989; Requejo, et al., 1993), These are therefore the materials that business students, depending on their specialist field, will come across in their future professional life.

At my University Business school, students follow a three year programme to obtain their degree. In the third year they are required to choose the specialist field they want to pursue (Commercial Management, Accounting/Auditing, Marketing, Foreign Trade, etc.), consequently, it is in this year when authentic materials that demand a higher degree of specialisation are introduced in the classroom.

The use of these specialist materials has shed light over the years

on the need to find new sources of information that would help when deciding the specialist contents to be included in the syllabus. The present proposal grew out of my own conviction that authentic materials could serve that purpose.

2. Authentic materials: a controversial issue

Authentic materials have always been a fundamental component in LSP courses. Whenever we refer to LSP methodology we think of authentic materials, which have proved to be a controversial issue as the diverse attempts at a definition show.

When trying to give a definition, Robinson (1991) classifies the various suggestions so far made in two main groups: authentic materials in ELT and authentic materials in ESP. She describes the former as those materials that were not produced for learning language purposes, and the latter as the materials students will find in their work place and academic life. The Documentary Credit Forms belong to this second group, which I refer to as specialist materials, since they imply a degree of specialisation that makes them different from other authentic materials.

The problem with this type of materials taken from authentic literature, Widdowson, (1978) argues, is that authenticity, that is to say, the appropriate response of the reader to the passage is not achieved, since students are required to learn foreign languages in a way that does not correspond to their normal communicative activities. He proposes, therefore, that reading passages should be better elaborated by writing teams.

However, Coffey claims the opposite. He believes authenticity to be a characteristic of the ESP exercise typology, in the sense that all ESP work must be in essence «a simulation of a real-life task» (Coffey, 1984: 8) which leads him to conclude that reading passages

should be taken from the authentic literature and not produced by a writing team, as Widdowson proposes. But what is real/authentic to users, Widdowson (1998: 9-10) points out, is not authentic to learners unless they know the conventions of use that make it real; and they do not know them if they are not yet members of the discourse community concerned. Consequently, as they do not share knowledge of the aspects of a common culture which define particular discourse communities, communication is not achieved.

A different proposal is made here by Alcaraz (2000), who believes that even though authentic materials can pose problems at first, they will be very useful in the long term. The syntactic and lexical structures most frequently used in these materials will become relevant and essential input when preparing learning activities that will be more closely related to real needs. There is a further aspect worth considering with regard to authentic materials. Their introduction in the classroom is very useful for learners as these materials allow them not only to identify genres (Swales, 1990; Bhatia, 1993) or textual types (Bernárdez, 1995; Alcaraz, 2000) but also to reproduce them.

My suggestion here is that, unless all students have a good command of the second language, specialist materials, that is, those which imply a higher degree of specialisation should be used in the classroom once students have been trained in the subject area in their first language. Knowledge of the subject area is the foundation for the growth of their communicative competence, and creates a favourable environment for communication in the second language, since students have already become members of the discourse community in question in their first language. Consequently, ESP teachers should pay close attention to the moment when specialist contents are introduced in the first language, so as to identify the

appropriate moment for using the specialist materials in the second language.

Controversy also arises regarding the ESP teachers' reactions towards these materials. Many professionals still oppose their use. They argue that, since we are English language teachers we do not have to be conversant with specialised business contents. There is an overwhelming fact, however, that cannot be avoided: globalisation. This social phenomenon obliges us to train students in what society is demanding. The business people who have to negotiate in English prices, quantities, methods of payment, etc., have to grasp these specialised contents or cultural conventions of the International Trade discourse community, otherwise they will not be able to cope linguistically with this situation.

There is another reason that should urge teachers to change their attitudes: the possibility of using the materials themselves as input to the specialist contents. The following pages illustrate this proposal.

3. Procedure

The material I have used to illustrate my proposal is a Documentary Credit Form, (Advice for the Beneficiary), D.C.A. for short, reproduced in Appendix A¹.

The D.C.A. used in this article is one of the New Standard

¹ The numbers appearing in the D.C.A. have been included for explanatory purposes. This document has been completed with data from a real commercial transaction. Real names have been omitted.

The Advice for the Beneficiary Form used is the last revised layout of the form. In Charles del Busto (ed.) (1993). *The New Standard Documentary Credit Forms for the UCP 500 ICC* Publication N° 516-ISBN 92 842. 1160.3. Published in its official version by the International Chamber of Commerce. Copyright, 1993-International Chamber of Commerce (ICC), Paris. Available from: ICC Publishing S.A., 38 Cours Albert 1er, 75008 Paris, France or Comité Nacional Español, c/o Cámara de Comercio de Barcelona, Avenida Diagonal, 452-454. 08006 Barcelona, Spain.

Documentary Credit Forms that were drafted to meet the needs both of the international banking communities and of the commercial parties. The use of these forms will help standardise and simplify International Documentary Credit Procedures.(del Busto 1993).

The Documentary Credit² (D.C.) is the most commonly used method of payment in international commercial transactions. With this method of payment customers can obtain financial help from those banks which will enable them to open credits in favour of suppliers overseas. It is the bank (the buyer's bank) that assumes the commitment to pay the supplier. Since the commercial contract will be honoured by a bank, both parties will have a high degree of security: the seller will be paid once he has complied with all the credit requirements and the buyer will not be sent the goods until payment has been accepted on his part.

In International Commercial transactions, both the seller and buyer agree on a sales contract and the terms of the Documentary Credit. It is the buyer who will ask his bank to open a Documentary Credit in the seller's favour. The buyer will send an Application Form, giving full details for the issuance of the Credit. If the bank agrees to the issuance it will complete the Advice for the Beneficiary Form and the Advice for the Advising Bank Form with the information received from the Applicant (buyer). The Issuing bank³ will send the two forms to the Advising bank⁴. Both forms contain all the details of the Credit that has been issued.

All these details have been agreed upon by both parties (buyer

² The procedure of the Documentary Credit is explained in the classroom.

³ Issuing bank (in the buyer's country): the bank that issues the credit in the seller's favour

⁴ Advising bank (in the seller's country): the bank that advises the seller that there is a documentary credit opened in his favour. If the Issuing bank wants the Advising bank to guarantee the credit it will request the Advising bank to confirm the credit. The Advising bank then becomes a Confirming bank, that is, it will pay, accept drafts or negotiate against documents that must be in compliance with the terms and the conditions of the credit

and seller) consequently, by going through the document (see Appendix A) we will be able to know the specialist content that should be included in an English course in International Trade.

4.1. *Numbers 1 and 2: Negotiations*

The spaces that I have numbered 1 and 2 have been filled in with two names: the applicant 's name (the buyer) and the beneficiary 's name (the seller). These two people have agreed on all the terms that appear in the D.C. A. To come to these agreements they will have had to negotiate them previously, and this is precisely what will constitute one of the essential topics to be included in this syllabus: *Negotiations* .

Negotiations are defined from a behavioural point of view as: «The process by which we search for the terms to obtain what we want from somebody who wants something from us» (Kennedy, 1998:11) It seems, then, that we spend an important part of our lives negotiating: from the decision-making process involved when friends want to take a trip together to the agreement on the price of a product.

4.1.1. *Negotiating channels*

The channels by which people negotiate will depend on the matter to be discussed but also, in the case of the business-world, on the importance of the transaction in money terms.

In the above situation, organising a trip, the channels can be: a. *Oral* : face to face and telephone, b. *Written*: Internet (e-mail).

In business, and according to the previously mentioned needs analysis (Requejo & Gamarra, 1989; Requejo, et al., 1993) the results obtained were:

a. *Oral*: face to face and telephone; b. *Written*: commercial correspondence (fax)

We did not include Internet in our research as we were informed

by business people that it was not yet very frequently used at that time.

One might be forgiven for thinking, however, that now that the Internet has invaded us, oral negotiations, mainly *face to face* negotiations, are doomed to disappear, but this does not seem to be the case, as there is an important aspect that cannot be neglected: body language. Although you can see the people you are speaking to over the Internet, there are emotional reactions as well as very valuable information from the other party's body language that you may not get over the Net. It is a fact that there are still many buyers and sellers who like to interact with live people.

There is another reason that may explain the refusal of many business people to negotiate important matters over the Internet: the need for privacy. Although different devices are being tried out to insure privacy, business people are not still completely guaranteed that the information they send will be exclusively released to the parties they are negotiating with.

In spite of the reluctance shown by business people, there are, however, many commercial transactions that are taking place over the Net. Nowadays, it is easy for a consumer to get information about a product price from shops in cyberspace. Consumers are beginning to use this service as they can get the best price of the required product, something that may result in a price war. The movement toward pure competition «will be accelerated by «intelligent agents»-robotic software that consumers will use to continuously «shop» the Internet searching for good deals...» (Peterson, 1997: 13).

This technological revolution is affecting and will obviously affect both the English language and all the negotiating communicative activities that should be followed and analysed so as to update syllabuses and train business students accordingly.

In the meantime and until virtual reality becomes fully integrated

in business negotiations, I believe the syllabus should include the following channels:

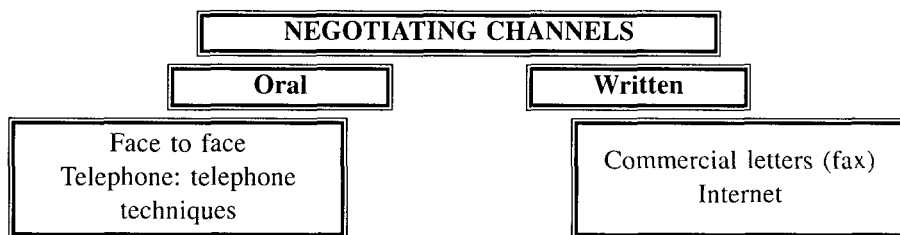


Fig. 1: Negotiating Channels
Source: Own

Among these channels of negotiations, the oral «face to face» is still the most frequent type of communication, in which the negotiators' attitudes or behaviour will decide the success or failure of a negotiation.

4.1.2. *Behaviour in Negotiations*

Research by Kennedy (1998) on real world Negotiations as well as his own experience in this communicative event led him to identify three different types of behaviour, which he refers to as red, blue and purple. He uses *red* colour for behaviours that show aggressive, intimidating and manipulative attitudes; *blue* for behaviours that show co-operative trusting and conciliatory attitudes. The problem with blue behaviour is that if both parts do not behave in the same way the blue negotiators will be at a disadvantage and will suffer disappointment when dealing with red negotiators. The solution he provides to this dilemma is to fuse them into *purple* conditional behaviour: «give me some of what I want (my red results side) and I will give you some of what you want (my blue relationship side)» (Kennedy, 1998:3).

The linguistic performances of these three styles will be introduced in the classroom so that students will be able to both identify them and put them into practise.

4.1.3. *Phases of the negotiation*

Another important aspect which is always noted when considering negotiations is culture. Negotiation

is a process that «is culturally neutral. Different cultures do not have different processes of negotiation. The phases of negotiation are universal». (Kennedy, 1998: 23)

All business people who want to become good negotiators will, consequently, have to learn this process which is characterised by four phases: «Prepare, Debate, Proposals and Bargain» (The Negotiate Trainer's manual, qtd in Kennedy, 1998:5). The term bargain, used in the fourth phase, is interpreted as the purple negotiator's bargain «that concludes the negotiation» (Kennedy, 1998:321)

To interact properly in the negotiating process it is also essential for negotiators to identify what phase they are at, hence the need for them to learn the peculiarities and characteristics of each phase.

The first phase in order of appearance is the *preparation* phase. The main features of this phase is the amount of work it involves, for negotiators will have to define their aims, the concessions they will be ready to grant, their strong and weak points as well as those of their competitors. Information to support their presentations and arguments will be also needed in the form of statistics and graphs, etc. Therefore, *The Language of Graphs and Statistics* will be likewise included in our syllabus.

The three following phases are characterised by different linguistic performances that the parties will have to grasp in order to debate, propose and bargain properly. It is worthwhile considering here the research carried out by Kennedy (1998) in this sense. He analyses

the language of each phase and makes recommendations regarding the style or behaviour to be used in them. Further useful research was also carried out by Guillén (1996), who highlights the moves of each phase as well as the different speech acts used in negotiations.

In an analysis on the language used in text-books, Williams (1988) comes to the conclusion that they do not reproduce the real language used in real contexts. Nevertheless, when comparing the recommendations suggested by Kennedy (1998) and certain types of linguistic behaviour introduced in some of the nineties' business text books, I did not observe such a disparity as noted by Williams, though systematic and rigorous research should be carried out to formulate definite conclusions. Much work still needs to be done and closer contact between the subject specialists, teachers and linguists should be promoted as it would allow teachers of foreign languages to train students more effectively for their Professional Target situation.

The identification of the phases of the negotiation together with the various styles has proved to be very useful when introducing this complex business event in the classroom; it can help teachers properly to organize this communicative activity as well as define the Communication Techniques and the Target Language appropriate to each communication context.

It should be stressed though, that negotiation is not an exact science. In negotiations, as in any human activity, there are many unexpected events that are not under control and it is only the creative ability of the negotiator that will find a solution to them. Consequently negotiations share both scientific as well as artistic features and it is a fact that teachers can play an important part in the former.

4.1.4. *Cultural factors*

It was previously mentioned that culture does not affect negotiations since these have a common structure as well as appropriate behaviours that must be learnt if business people want to be successful when negotiating.

It is true, however, that differences in behaviour can be observed in negotiations, but a specific type of behaviour cannot be attributed to a specific culture or nationality. Red, blue and purple behaviour can be found in the same country as a logical consequence of the cultures existing within its confines

Although the term culture is used differently by many anthropologists, it always refers to «some characteristics shared by a community, especially those which might distinguish it from other communities» (Hudson, 1996: 70). These shared characteristics are the result of a socialisation process in which elements such as social role, family and class (Bernstein 1971) will determine both verbal and non verbal behaviour.

The influence of those sociological variables will consequently result in dissimilar modes of behaviour within a country that would make the negotiation process chaotic if negotiators did not filter into their knowledge the phases of the negotiation process as well as the appropriate behaviour .

Bernd Hallbach (1998), who has been an exporter himself for more than twenty years, has nevertheless observed differences in behaviour depending on nationality. He describes how Anglosaxon people say exactly what they think without any consideration towards the exporter's feelings. This reaction may be surprising even offensive for Hispanic people. In German speaking countries the linguistic expressions are usually definitive and conclusive. In Arab countries, on the other hand, everything seems negotiable; everything is

discussed several times. In Japan communication is complex and not very clear, one has to be patient.

It seems to me hard, though, to generalise as Bernd Hallbach does. If different socialisation processes determine distinct linguistic as well as non linguistic behaviour, the same nationality, then, can show highly varied negotiator behaviour. Therefore, the general characteristics that are attributed to each nationality may not always prove true. Furthermore, whatever their idiosyncratic characteristics may be, people are required to learn the process of negotiation as well as the most appropriate behaviour if they want to become good negotiators.

Even though cultural factors do not have any influence in the process of negotiation they are, undoubtedly, to be taken into consideration. The perspective and characteristics of other idiosyncrasies will enrich negotiators' understanding of how best to achieve success through interaction and contacts. The customs of each culture are to be remembered when negotiating with people from other countries, since a lack of knowledge here could give rise to offences that might ruin the negotiation. Negotiators, then, should have an international culture and in order to assist them Le Bail (1989) refers to the cultural maps that have been drawn up by specialists, as the negotiator cannot assimilate the complexity of a culture that does not happen to be his/her own. It is for all these reasons that *Cultural factors* should be included in the syllabus.

4.2. Number 3: Credit Availability: different methods

In number 3 of the D. C. A., the words «by payment at sight» have been marked (X). This means that, in this case, the supplier will be paid upon presentation of the documents that appear in number 6. The terms agreed are D/P (documents against payment).

As we can see in number 3, the credit can also be available by

deferred payment, acceptance of drafts and by negotiation. The differences between all these concepts are introduced in the classroom when explaining the Documentary Credit.

4.3. Number 4: Incoterms

In this number we can see «C.I.F. Valencia». This means that the price paid by the buyer includes cost of the goods, insurance and freight up to Valencia

This acronym, C.I.F., belongs to what is denominated Incoterms: International Commerce Terms.

The purpose of Incoterms is «to provide a set of international rules for the interpretation of the most commonly used trade terms in foreign trade» (ICC, 1999:149) so as to avoid controversies and conflicts among countries.

Incoterms were first published by the ICC⁵ in 1936. Successive revisions, the last of which was in 1999, have been made to adapt the rules to the current international trade practices.

The ICC classified the Incoterms, for the sake of clarity in four different categories: Group E, Group F, Group C, Group D. This classification has been maintained in the last revision although some changes have been introduced (ICC, 1999:152. See appendix B⁶).

Although Incoterms deal only with the relation between sellers and buyers under the contract of sale, it is obvious that a particular Incoterm would necessarily have implications for the other contracts, i.e. transport, distribution of risk, etc.

The Incoterm that appears in this D.C.A., «CIF», belongs to the

⁵ International Chamber of Commerce

⁶ Last revisión of Incoterms. *Incoterms 2000*. Publicación CCI N.º 560. ISBN 84 89924 09 0. Bilingual edition by Comité Español. Cámara de Comercio Internacional. Copyright © 1999- Cámara de Comercio Internacional (CCI) Barcelona. Available from Cámara de Comercio Internacional, Avda. Diagonal, 452-454, 08006 Barcelona, Spain.

third classification: the «C» terms. These terms require the seller to contract for carriage on usual terms at his own expense. Therefore, the place up to which he would have to pay transport costs must be indicated after the respective «C» –term. (ICC, 1999: 157).

Under the «C.I.F.» term the seller is also obliged to take out the insurance and bear this cost. A full account of the respective obligations of the parties is given in ICC, (1999): *Incoterms 2000* .

In International Transport there are certain considerations that should be taken into account, as goods have to go through customs, comply with certain countries requirements and be accompanied by specific documents, some of which will be very closely related to the means of transport chosen.

4.4. Numbers 5 and 6: Transport and Packing, Insurance and documentation

Under the «C I F» term, goods are sent by ship (number 5). The seller, therefore, will have to provide the buyer with «proof of delivery», that is, the *bill of lading* —included in number 6 of the D.C.A.—. *The Bill of Lading* is a very important export document as it is the document of title to the goods. This document should be clean, this means that when goods are shipped they are in perfect conditions;

Under the C.I.F. term, the seller also has to provide the buyer with the Insurance Certificate.

The requirement of further documents will depend on the product and the countries involved, documents which are likewise included in number 6. All this documentation is to be presented by the seller if he/she wants to be paid

A closely related aspect to transport is *Packing* .It is essential for both the buyer and seller that goods should arrive at their destination in good conditions in order to avoid problems on both

sides. Therefore, the seller and buyer will also agree upon the way that will best protect the goods from damage.

Knowledge of all these elements appears to be of vital importance for a business person to interact linguistically in negotiations. As a consequence, *Incoterms*, *Transport & Packing*, *Insurance* and the corresponding documents will become an essential part of the syllabus.

All the components so far mentioned will comprise the syllabus for an English course in International Trade that would resemble the one reproduced in Appendix C.

5. Conclusion

This paper has shown a different strategy for identifying the specialised contents to be included in a syllabus. Apart from the widely recognised sources of information –needs analysis and contacts with the subject area specialists- I have demonstrated that authentic materials can also serve the same purpose. The analysis of the agreements included in a specialist document, the D.C.A., has proved the usefulness of this document as input to the subject area content of an English course in International Trade

As suggested by Widdowson (1998), one of the essential features of communication is its communal character. People who want to communicate efficiently must share not only a language but also a culture. Consequently, the subject area content which has been obtained from the D.C.A. becomes one of the essential aspects of that common culture which defines the International Trade discourse community. Learners who want to become members of that discourse community will have to share International Trade culture, and hence will have to familiarise themselves with the International Trade subject area content.

Rather than shying away from documents that may look unattractive because of their boring appearance and the specialisation they imply, I believe we should make greater use of them as they can be a valuable instrument that will clarify doubts when formulating decisions about specialist field contents

**Appendix A: Irrevocable Documentary Credit Form
(Advice for the Beneficiary)**

Name of Issuing Bank «X» Bank Valencia, Spain	Irrevocable Documentary Credit Number 12345
Place and Date of Issue Valencia 00 10 01	Expiry Date and Place for Presentation of documents Expiry Date: 01 01 20 Place for Presentation: Korea
Applicant: A» Company Ltd. 1 Valencia, Spain	Beneficiary «B» Company 2 Korea
Advising Bank: «Y» Bank Korea	Amount in figures and words (Please use ISO Currency Codes): «About «USD 1,395,000 (USD one million three hundred and ninety five thousand.....»
Partial shipment <input type="checkbox"/> allowed <input checked="" type="checkbox"/> not allowed	Credit available with Nominated Bank: «Y» Bank, Korea <input checked="" type="checkbox"/> by payment at sight 3 <input type="checkbox"/> by deferred payment at: <input type="checkbox"/> by acceptance of drafts at: <input type="checkbox"/> by negotiation
Transhipments <input type="checkbox"/> allowed <input checked="" type="checkbox"/> not allowed Please refer to UCP 500 transport Articles for exceptions to this condition	
<input type="checkbox"/> Insurance will be covered by us	Against the documents detailed herein: <input type="checkbox"/> and Beneficiary's draft(s) drawn on:
Shipment as defined in UCP 500 Article 46 From: Any ports in Korea For transportation to: Valencia port, Spain 5 Not later than: 00 12 10	

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<p>Goods: Hot Rolled Steel Wide Flange Beams. Quality: DIN 17100 en 10025 S 275 JR Total 4,500 MT (+0/ - 10%). Unit price: USD 310/MT Cost Insurance and Freight CIF Valencia, Spain</p>	<p>4</p>
<p>6</p> <ol style="list-style-type: none"> 1) Commercial Invoice in 1 original + 3 copie 2) Clean on Board Bills of Lading :3/3 Originals+ 3 copies issued to the order, marked «freight prepaid and notify to the Applicant , Charter Party B/LS Acceptable. 3) Certifacte of Insurance covering all risks ICC (A). 4) Certificate of Origin issued by the Chamber of Commerce in 1 original + 2 copies 5) Packing List/ Weight Note, in 1 original + 3 copies. 6) Mill' s Quality Certificate in 1 original + 3 copies 7) Liner Certificate in case of vessel age to be between 15 and 20 years. 8) Certificate issued by vessel owner or shipping stating age of the vessel to be less than 20 years. 9) Beneficiary' s Declaration confirming that one copy of each of the above stated documents has been sent directly to «A» Company by courier within 72 hours after shipment. 	
<p>Documents to be presented within 21.... days after the date of shipment but within the validity of the Credit</p>	
<p>We hereby issue the Irrevocable Documentary Credit in your favour. It is subject to the Uniform Costumes and Practice for Documentary Credits (1993 Revision, International Chamber of Commerce, Paris, France. Publication N° 500) and engages us in accordance with the terms thereof. The number and the date of the Credit and the name of our bank must be quoted on all drafts required. If the Credit is available by negotiation, each presentation must be noted on the reverse side of this advice by the bank where the credit id available.</p> <p style="text-align: right;">_____</p> <p>This document consists of 1 signed page(s) Name and Signature of the Issuing Bank</p>	

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Appendix B: INCOTERMS 2000

Group E Departure

EXW Ex Works (... named place)

Group F Main carriage unpaid

FCA Free Carrier (... named place)

FAS Free Alongside Ship (... named port of shipment)

FOB Free On Board (... named port of shipment)

Group C Main carriage Paid

CFR Cost and Freight

(... named port of destination)

CIF Cost, Insurance and Freight

(... named port of destination)

CPT Carriage Paid To (... named place of destination)

CIP Carriage and Insurance Paid To

(... named place of destination)

Group D Arrival

DAF Delivered At Frontier (... named place)

DES Delivered Ex Ship (... named port of destination)

DEQ Delivered Ex Quay (... named port of destination)

DDU Delivered Duty Unpaid

(... named place of destination)

DDP Delivered Duty Paid

(... named place of destination)

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Appendix C: Specialist content of an English course in International Trade

1.- Negotiations

1. a- Channels

1. a. 1- Oral:

Face to face

Telephone: telephoning techniques

1. a. 2 Written Commercial Correspondence(fax)

1.a. 3- Internet

1. b.- Behaviour

Types of behaviour

1. c.- Phases

1. c. 1 - Preparing the Negotiation

Statistics and Graphs

1. c. 2.- Debate, Proposals and Bargaining

1. d- Intercultural Factors

2.- Methods of Payment

2. a.- Documentary Credit

3.- Incoterms 2000

4.- Transport and Packing

5.- Insurance

6.- Documents in International Trade: Bill of Lading, Waybill, Certificate of Origin, Insurance Certificate, Invoice , Packing List, etc.

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