



The GlobalEnglish Pedagogical Approach:

## **The Evolution of Technology and Value of Online English Language Learning**

---

Dr. David Nunan  
Senior Academic Advisor  
GlobalEnglish Corporation  
September 2005

## **The GlobalEnglish Pedagogical Approach**

The Evolution of Technology and Value of Online English Language Learning

---

GlobalEnglish Corporation  
8000 Marina Blvd., Suite 810  
Brisbane, CA 94005  
US+ 650.246.6000  
[www.globalenglish.com/corporate](http://www.globalenglish.com/corporate)

© 2005 GlobalEnglish Corporation. All rights reserved.

*GlobalEnglish is a registered trademark, and GlobalEnglish Corporate Learning Service, the GlobalEnglish logo, and The Leading Online English Learning and Support Service Provider for Business Communication are trademarks of GlobalEnglish Corporation. Other company and product names used herein are for identification purposes and may be trademarks of their respective companies.*

## Contents

---

<b>Introduction</b> .....	<b>1</b>
<b>The Growing Need for English</b> .....	<b>1</b>
<b>The Value of E-Learning</b> .....	<b>2</b>
Individualized Study Plans .....	2
Anywhere/Anytime Instruction .....	2
Patient Tutoring .....	2
A Private Space to “Goof” .....	3
Immediate, Individualized Feedback .....	3
Detailed Records of Achievement.....	3
<b>The GlobalEnglish Approach: Communicative Language Teaching</b> .....	<b>4</b>
<b>Seven Principles of Sound Instructional Design</b> .....	<b>6</b>
Scaffolding .....	6
Interactivity .....	8
Task-Based Learning .....	9
Multisensory Learning .....	10
Pacing .....	11
Repetition .....	12
Inductive and Deductive Learning.....	13
<b>Conclusion</b> .....	<b>14</b>
<b>About GlobalEnglish Corporation</b> .....	<b>15</b>

## Introduction

---

The purpose of this paper is to spell out the benefits of Internet-based course delivery over more conventional classroom-based instruction.

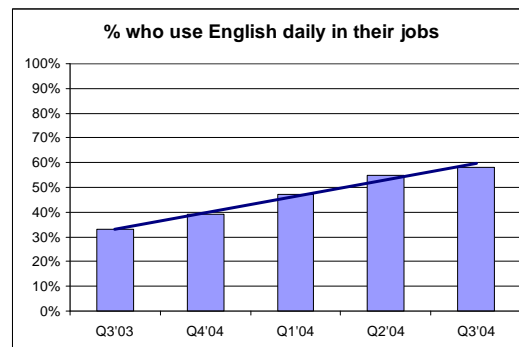
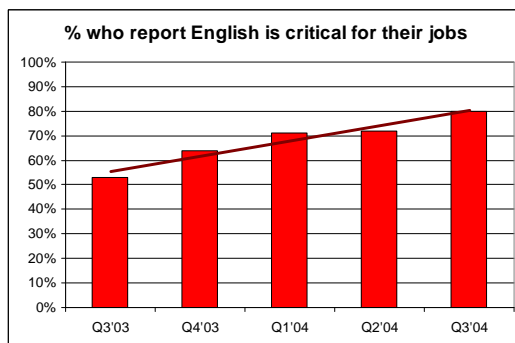
The paper will begin with a brief overview of the business climate that has driven the necessity for English language training. It will then present a description of the benefits of online delivery that have been made possible by the evolution of technology. Having demonstrated a business need and the benefits of online delivery, this paper will then offer an explanation of the approach that has revolutionized corporate English education by making it more accessible and effective than traditional approaches.

## The Growing Need for English

---

As businesses look to expand into new markets and integrate global operations, they find that, more and more, their employees need to work together across geographic regions. This has increased the importance of English as the practical common business language. In addition, technology has dramatically increased opportunities for communication, thereby driving the speed and frequency (and expectation for speed and frequency) with which employees at all levels of the organization communicate.

In fact, with the rapid pace of globalization, there has been a sharp rise in the importance of English for many employees of global companies. In a recent survey of more than 25,000 employees of global corporations, the percentage of respondents who said that English was either "critical" or "important" to be successful in their current positions increased each quarter over an 18-month period.



The vast majority of those same respondents, however, also reported that their English language proficiency was insufficient to be successful in their current jobs. In sum, 91 percent of respondents said that English was either "critical" or "important" but only 9 percent said their English language proficiency was sufficient to do their current jobs. The need for English language training has never been greater for corporations around the world, but classroom instruction for the necessary volume of employees is impractical. Online training offers a solution.

## The Value of E-Learning

---

As discussed earlier, technology has now evolved and penetrated the workplace to such an extent that a global e-learning solution is not only possible, but also highly desirable. The nature of work has changed dramatically in the last twenty years. Employees are more mobile, technology is now the backbone of business, and truly global corporations serve every corner of the planet. With this, the evolution of training has become necessary, and online training offers corporate learners a number benefits over classroom instruction, including:

- Individualized study plans
- Anywhere/anytime instruction
- Patient tutoring
- A private space to “goof”
- Immediate, individualized feedback
- Detailed records of achievement

### Individualized Study Plans

While there is room for some degree of flexibility in face-to-face classrooms, most are dominated by a “one size fits all” approach. E-learning offers the opportunity for the development of individualized study plans. The GlobalEnglish Corporate Learning Service™, for example, establishes an individualized study plan that creates a learning program tailored to the goals that each learner identifies.

In the GlobalEnglish service, students list their learning goals and set up a study plan that will help them reach those goals. A wide range of resources—including an online dictionary, translation on demand, and an extensive skills center—supports learners in meeting their specific study needs.

### Anywhere/Anytime Instruction

Unlike conventional classrooms, where the time and place of instruction are established in advance, e-learning allows students to engage in learning at the time and place of their choosing. This is possibly the most obvious benefit of e-learning. In the GlobalEnglish service, learners receive more than just anywhere, anytime access to their courses. They also have access to “just in time” support for real-world English-language tasks. This support is available 24 hours a day, 7 days a week, and includes the ability to ask a teacher a question in the Talk with a Teacher online classroom and access to the GlobalEnglish Productivity Toolbar™, with its Universal Translator™.

### Patient Tutoring

Because it is a skill to be acquired rather than a body of knowledge to be mastered, language requires time and extensive repetition. It is rarely feasible for such repetition to be provided in conventional classrooms. A natural tendency in a classroom with more than one student is for the teacher to move on, leaving the slower learner behind. The technology-driven classroom, however, has infinite patience. The computer does not get red in the face or shout at the student who takes what might be thought to be an excessive amount of time to master a particular learning objective. The learner can work through an instructional program as slowly or quickly as he or she desires. This is important since there is considerable research showing that effective learning—and, consequently, motivation—are adversely affected if the pace of learning is either too fast or too slow.

**A Private Space to “Goof”**

E-learning environments allow learners to make mistakes in private. They need not be subjected to the embarrassment and even personal humiliation of making mistakes in front of classmates. This is particularly important for Asian learners, for whom making mistakes in front of others is a major deterrent to language learning.

**Immediate, Individualized Feedback**

Because the computer can capture every keystroke made by the learner, it can quickly assemble and give detailed, individualized feedback to each and every learner, regardless of how many there are taking part in the program. It can indicate those areas where the learner is doing well and those areas where more work is needed. This is clearly impossible in a conventional classroom.

In the GlobalEnglish Corporate Learning Service, learners receive detailed reports with feedback on their performance after the Placement Test, after each assignment, and after Course Progress Tests.

**Detailed Records of Achievement**

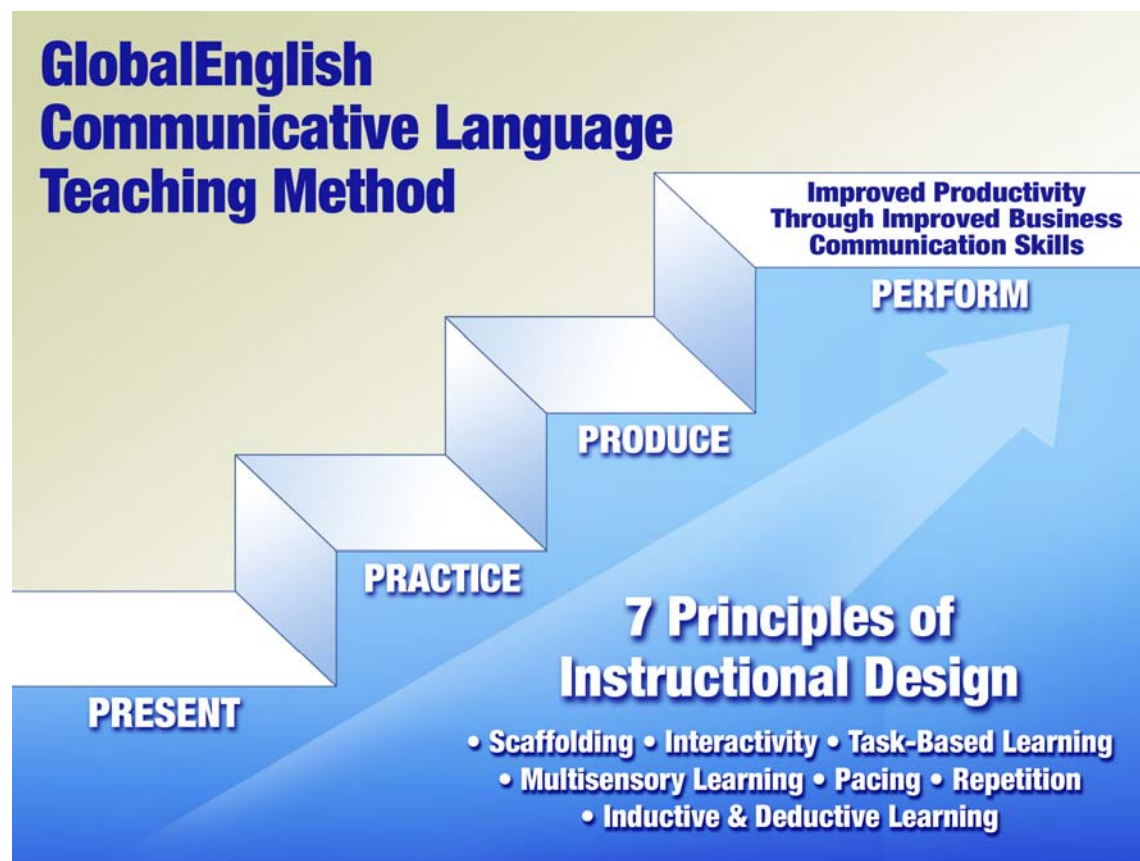
Allied to the preceding point is the fact that e-learning programs can assemble and provide detailed records of achievement on individual learners. This is especially helpful in a corporate setting where an administrator may be tracking thousands of learners.

The GlobalEnglish service maintains a particularly sophisticated set of reports on learners. Corporate administrators can track the progress and status for every user—no matter how large the program—so that they can see the impact that the program is having on individual performance.

## The GlobalEnglish Approach: Communicative Language Teaching

The benefits of online learning are clear. However, the products offered and results achieved have often been disappointing. GlobalEnglish Corporation has considered the challenges and built an online English learning service that has overcome the problems that have plagued other online English language training programs<sup>1</sup>. The service is predicated on a pedagogical approach called Communicative Language Teaching (CLT). While there are numerous ways of defining CLT, it is best for the learners' purposes to focus on its most relevant feature: encouraging learners to communicate meaningfully in their new language.

To achieve the goal of meaningful communication, the Corporate Learning Service uses a "4 Ps" approach to teach English: Present, Practice, Produce, and Perform. First, the new language is **presented** to learners in a clear context. Learners then **practice** this language in a supportive environment. Next, learners are asked to **produce** the language in a meaningful way. Finally, learners receive the support they need to use the language and **perform** on the job. Using this approach, the GlobalEnglish curriculum provides an effective means for building language skills.



<sup>1</sup> This fact has been substantiated by the University of Leipzig in Germany. In a comprehensive seven-month study of 74 providers by the University of Leipzig, the GlobalEnglish Corporate Learning Service was ranked as the best online provider of business English training. The GlobalEnglish service was selected as the superior solution for its rich content, user interactivity, motivational strategies, and localized, enterprise-wide customer service and support.

In addition to exposing learners to authentic language that is relevant to their needs—a fundamental principle for facilitating effective language learning—the GlobalEnglish curriculum also addresses a learner’s need to apply the course material to real-world contexts. Each assignment in a course covers a meaningful topic around which learners can develop competencies that are directly applicable to their daily lives. This design helps students recognize that they are able to apply what they have learned to real-life situations more effectively than they could before.

The GlobalEnglish Corporate Learning Service teaches students to focus not only on the language they are learning, but also on the learning process itself. Activities present language and the skills and strategies necessary for engaging in real-world communication. For example, there is a significant emphasis on teaching students how to ask for clarification when they don’t understand something.

The GlobalEnglish Corporate Learning Service also addresses the need for cultural awareness and sensitivity in today’s world. Assignments contain characters from a variety of cultures and often focus on cross-cultural issues to address how customs, values, and behaviors vary from country to country. In addition, the Corporate Learning Service includes an extensive reference section providing Business Culture Notes on a wide variety of topics relevant to businesspeople involved in international business. Indeed, cultural issues are covered throughout the GlobalEnglish curriculum because of their recognized importance in the fields of ESL and EFL. It is not unusual to hear an ESL teacher say that he or she teaches cross-cultural awareness through language. The integration of language and culture is part of the design of the GlobalEnglish curriculum.

## Seven Principles of Sound Instructional Design

---

Each step of the CLT method is predicated on seven principles of good instructional design. These principles, which are set out below, are robust. In practice, they have stood the test of time. Empirically, they rest on a solid basis of research that has been conducted into second- and foreign-language acquisition over the last twenty to thirty years. The bulk of this paper will be devoted to describing and illustrating each of the principles.

1. Scaffolding
2. Interactivity
3. Task-Based Learning
4. Multisensory Learning
5. Pacing
6. Repetition
7. Inductive/Deductive Learning

Fundamental to each of these principles is a particular view on the nature of language and learning. The traditional view of language is that it is a body of content to be memorized—much like other subjects in a school curriculum such as mathematics, science, and geography. The GlobalEnglish view is that language is a tool for communication rather than a body of content to be mastered.

This view has implications for pedagogy—that is, how instruction is approached. In the GlobalEnglish approach, learning is seen as an active, constructive process, and the learner is at the center of that process. The technical term for this approach to learning is *experientialism*. The point of departure in this approach is the learners' experiences.

One of the outstanding features of the GlobalEnglish service is the overall quality of the instructional design. This is true at the syllabus level and also in the methodology. Syllabus design is the selecting, sequencing, and integrating of content. Methodology is the selecting, sequencing, and integrating of learning procedures—that is, tasks and activities that learners engage with during the process of learning.

In the GlobalEnglish curriculum, the syllabus is an integrated one. While a key organizing principle for the syllabus is an inventory of communicative tasks in international business contexts, the syllabus also contains a carefully sequenced and integrated focus on the three subsystems of language: pronunciation, grammar, and vocabulary. The methodology is a balanced mix of contemporary approaches and more conventional exercise types.

### Scaffolding

*Scaffolding* is a metaphor taken from the building industry. Physical scaffolds are supporting frameworks designed to prevent a building from collapsing during construction. In instructional programs, scaffolding provides a supporting framework for the learner. It does this in various ways: by reminding learners of what they already know in relation to the learning to come; by simplifying the learning load and learning content; by breaking the learning down into a sequence of achievable steps; by providing models of desired behavior for learners to follow; and so on.

In the GlobalEnglish curriculum, scaffolding is provided in many different ways. Here are just four examples:

- The overall design of individual assignments provides a supporting framework. New content is introduced in a step-by-step process in which the difficulty level of the content is slowly increased.
- "Just in time" support is readily available. For example, students have access to live teachers in the Talk with the Teacher online classroom. They can also use the translation dictionary in the GlobalEnglish Productivity Toolbar to support their learning.
- Immediate performance feedback lets learners know how they are doing as they progress step-by-step through the material.
- Learners are given models, in the form of listening and reading texts, of the kinds of language that they will be expected to produce.

The screenshot shows the GlobalEnglish interface for 'Activity 1: Listening Practice'. The page includes a navigation menu at the top, a 'My Page' section with a progress indicator, and a 'Listening Practice' section. A 'Translate Word' box is visible on the left. The main content area contains 'Directions' for the activity, a video player with a speaker icon, and a subtitle control bar. A 'Help' button is circled in red. Callout boxes provide the following explanations:

- "Just-in-time" performance support is readily available. (Points to the 'Translate Word' box)
- Help button is available to learners on every page. (Points to the circled 'Help' button)
- Step-by-step instructions explain how to complete the activity. (Points to the 'Directions' section)
- Learners are provided with a clear model. They have the option of different levels of support. (Points to the video player)
- Recordings can be repeated, paused, and slowed, depending on the needs of the learners. Support controls frustration. (Points to the video player controls)

In short, the scaffolding in the GlobalEnglish service:

- creates and maintains interest
- simplifies tasks to match the current capabilities of the learners
- reduces frustration
- provides models or "idealized" versions of tasks

## Interactivity

As a general principle, learners learn most effectively when they are interactively engaged with the environment. In fact, in its broadest sense, learning may be defined as an active interaction between an organism and its environment. This is true, regardless of the subject matter being taught. Research shows that learners learn best when they're actively engaged in rich, comprehensible, interactive learning opportunities. In the case of second or foreign language learning, acquisition takes place when, through interaction, learners are forced to "try out" their new language.

Throughout the GlobalEnglish service, learners are able to interact with the new language in a variety of ways. The hands-on nature of the materials and the philosophy of learning through doing (rather than learning through memorizing lists of vocabulary and grammar rules) make the learning experience a highly interactive one. Activities include the Quiz Show, a fast-paced review of material, and polls in which learners give their opinions on topics related to the assignments and then see what other learners think. In addition, the Sharing Your Ideas activity, the final activity in all assignments, allows learners to express their opinions on topics related to the theme of the assignment and post what they have written on a course bulletin board. Other learners read the postings and can respond. For more direct interaction, learners may communicate in real time with a teacher and other learners in the Talk with the Teacher online classroom.

**Community**  
Language

Communicate with other GlobalEnglish users from all over the world!

Are you ready to practice the English you are learning in an online classroom or write a message to your friends? It's fun. It's easy. It's a great way to practice.

**Talk with the Teacher**  
In this online classroom, you can talk with a teacher and other GlobalEnglish members live on the Internet. The room is open seven days a week.

**Text Chat**  
Meet GlobalEnglish members from more than 200 countries. Tell a story. Ask a question. Or just say "Hello."

Virtual and live" interaction with students and teachers provide rich input.

**Assignment 7: Finding a Compromise**  
Mike, Anita, and Jeff agree on a solution.

**Learning Goals:**  
By the end of this assignment, you will be able to:

- use the paired conjunctions *either/or* and *neither/nor*
- identify areas of agreement

**Directions**  
Click on an activity below to begin.

Stimulating topics are relevant and engaging.

Simulated interactions create realistic and motivating opportunities to practice.

Great. I'm sure that this is \_\_\_\_\_ everyone's hard work this year.

To hear the conversation, [click here.](#)

GlobalEnglish™

Current Sound:

Visually engaging activities make learning interesting.

## Task-Based Learning

Task-based language teaching (TBLT) is rapidly becoming the new orthodoxy in language teaching. Ministerial guidelines in countries as far apart as China and Spain set down TBLT as one of the key guiding principles for language curricula.

The basic principle behind TBLT is relatively straightforward. Whereas traditional approaches to language pedagogy begin with lists of pronunciation features, grammar items, and vocabulary, TBLT begins with lists of things that people do with language.

Potentially, the number of tasks that fit this definition is limitless. Think for a moment of the things that corporate employees do with language. Here is one possible list for a typical day:

- ordering lunch in a restaurant
- scheduling an appointment with a customer by phone
- conducting a meeting online
- chatting with colleagues about business over a drink
- responding to an email request for information
- reconfirming the action items from a project meeting

The advantage of the TBLT approach lies in its practicality. If you are in a restaurant, the task of getting food delivered to your table is more important to you than whether or not your verbs are perfectly formed.

The screenshot shows a digital interface for a task-based learning activity. At the top, the title is "Telephoning: Rescheduling a Meeting with a Vendor". Below the title, there is a "Do It" section with a blue line graph icon and a text box stating "Language is taught in a clear context." To the right of this section are the words "LEARN | PRACTICE | DO IT".

The main content is divided into two columns. The left column contains "THE SITUATION" and "YOUR TASK". "THE SITUATION" text reads: "You are Mary Stevens. You work for Rockson Industries. Today is Thursday, March 9. You have an appointment with Lee Park at Executive Accounting International next Wednesday, March 15, at 3 p.m. You need to change the appointment, but you'd still like to talk to Lee in the next week or two. You are a regular client of Lee's." "YOUR TASK" lists two bullet points: "Call Executive Accounting International to reschedule your Wednesday, March 15, appointment with Lee Park." and "Try to reschedule for Friday, March 17, at 3 p.m." Below the tasks is a calendar snippet for "Wednesday, March 15" with a time slot from 9:00 to 12:00 labeled "lunch with Bill".

The right column contains a "Are you ready to start the call?" section with a "Choose a level of difficulty:" dropdown menu (set to "\*") and a "DO IT" button labeled "Start the activity now". Below this is an "Or do you want some help with the language first?" section with "Learn" and "Practice" buttons. The "Learn" button is described as "Learn the key language for this activity" and the "Practice" button as "Practice your listening comprehension or speaking using the language for this activity".

Two callout boxes are present: one pointing to the "YOUR TASK" section with the text "Learners must complete a task." and another pointing to the "Do It" section with the text "Language is taught in a clear context."

TBLT is fundamental to the GlobalEnglish approach. Rather than learning about language, students are directly involved in mastering language by using it. This functional approach, derived from the notion that languages are best acquired through use, entails a different approach to curriculum development. Rather than starting out with lists of grammar items, pronunciation features, and sets of vocabulary, the curriculum developer begins with inventories of the kinds of things that people do with language. From the list above, it can be seen that at its most basic, language is used to acquire goods and services (transactional tasks) and to socialize (interpersonal tasks). Situations containing these two kinds of tasks can be found throughout the GlobalEnglish courses.

## Multisensory Learning

Extensive research into learning styles and strategies shows that learners need to engage with language through multiple senses. It seems that the more that we can utilize a range of senses, the more effectively we will learn. Traditional pedagogy is heavily biased toward aural and visual processing. In computer-mediated learning, these can be supplemented with the deployment of the tactile sense.

Learning activities employ a combination of aural, visual, and tactile interactions that appeal to a broad range of learning styles.



Check Your Understanding Directions ?

 Claire's mouth is big.  Claire's mouse is small.

It is big.  
 It is small.

**Listen**

Correct 3 / Attempts 4 4 of 5  
**Your Score 75%**

In the GlobalEnglish courses, there are many activities that require aural and visual processing—for example, reading and listening passages. However, these are supplemented with activities using the tactile sense. Activity types such as matching and drag and drop are perfectly suited to this type of processing. In addition, most activities involve the utilization of more than one sense. Learners can access transcripts in listening activities in order to combine visual and aural processing. They can also listen to reading passages.

The curriculum design includes all skills, engaging the multiple senses used in language.



 **Activity 2: Listening Practice**  
15-20 Minutes

 **Activity 3: Reading Practice**  
15-20 Minutes

 **Activity 4: Vocabulary Practice**  
15-20 Minutes

 **Activity 5: Introduction to Expressions**  
15-20 Minutes

 **Activity 6: Communication Practice**  
15-20 Minutes

 **Activity 7: Pronunciation Practice**  
5-10 Minutes

 **Activity 8: Sharing Your Ideas**  
15-20 Minutes

## Pacing

Pacing is a key to successful learning. Learners suffer from overload if material is introduced too quickly. By the same token, they become bored if material introduced too slowly. Motivation suffers if the pacing is either too fast or too slow. Appropriate pacing optimizes both motivation and learning. Learning is further enhanced when learners can self-pace.

The screenshot shows a 'MY LEARNING PLAN' interface. On the left, there are sections for 'My Current Goals' and 'My Progress'. 'My Current Goals' includes 'Scheduled goals' (Improve my overall English proficiency from Low Advanced to Advanced) and 'Time goal: 6 months'. 'My Progress' shows 'Business English Course (Assignment 1)' with a progress bar for 'Oral', 'Reading', 'Listening', 'Vocabulary', and 'Expressions'. On the right, 'My Schedule' lists 'NEXT STEPS' including 'Business English Course', 'Assignment 1' through 'Assignment 5', and 'Review Test 1' (February 21, 2005). A red arrow points to the current activity. A callout box states: 'Learners set their learning goals and choose their own pace.' Another callout box states: 'Learners receive immediate feedback.'

Unfortunately, in traditional face-to-face instruction, the teacher has to pace materials for the average students in the class, meaning that instruction will be too quick for some and too slow for others. One of the great advantages of Internet-based instruction is that learners can work through the materials at a pace that suits them.

In the GlobalEnglish service, learners are able to work through the materials at their own pace. They can move quickly through material that is familiar or easy and take as much time as they like with less familiar or more difficult material.

The screenshot shows a table with columns: 'View all items', 'Est. Time', 'Target Date', and 'Date Completed'. The table lists items for a 'Business English Course'.

View all items	Est. Time	Target Date	Date Completed
TOEIC Test 1	2 hours	February 18, 2005	In Progress ✓
Business English Course			
Assignment 1	90 minutes		In Progress ✓
Assignment 2	90 minutes		✓
Assignment 3	90 minutes		✓
Assignment 4	90 minutes		✓
Assignment 5	90 minutes		✓
Review Test 1	60 minutes	Mar 29, 2005	Overdue

Callout boxes explain: 'Target dates and suggestions for study time per assignment enable students to pace their learning.'

## Repetition

Second-language acquisition is gradual and incremental. Learners don't learn one thing perfectly one at a time. Learners learn numerous things imperfectly all at once. Acquisition is not a linear process. It is a recursive process which demands recycling and repetition. For this reason, learners need multiple exposures to new material for assimilation

The GlobalEnglish materials maximize opportunities for repetition. Recycling of important language and concepts is built into the syllabus. In addition, the task-based approach and use of naturalistic listening and reading texts provides a great deal of recycling. In addition, learners are learning online, which means that they can repeat assignments or parts of assignments as often as they like.

Assignment 9 > Activity 8: Grammar

**Will  
Would  
Can**

**Could you leave a message for Ms. Rollette?**

Modals of request "will," "would," "could," and "can" are used to ask someone to do something. "Could" and "would" are more polite. "Will" and "can" are more informal.

View All Explanations

Learners have numerous opportunities to practice language as it is used in multiple activities.

Assignment 9 > Activity 3: Vocabulary Practice

Matching

1. Yes, Mr. Jones. This is the front desk. I'll \_\_\_\_\_ to room service. One moment, please.

2. Sorry, I couldn't speak with you earlier. I was \_\_\_\_\_ when you called.

3. I don't know what his telephone \_\_\_\_\_ is, but I know he works in marketing.

4. I'm sorry, but Ms. Kent isn't available. Would you like to \_\_\_\_\_?

5. When do you \_\_\_\_\_ Mr. Cline to return?

a get back to  
b cut you through  
c leave a message  
d voice mail  
e on another line  
f expect  
g reach  
h postpone

Assignment 9 > Activity 7: Pronunciation

leave a message

Record Stop Compare

Could I leave a message for Isabelle Rollette?

Assignment 9 > Activity 6: Listening Practice

Would you mind leaving a message on her voice mail?

Subtitles: Off English Japanese View All Subtitles

Rew Back Pause Play Slow

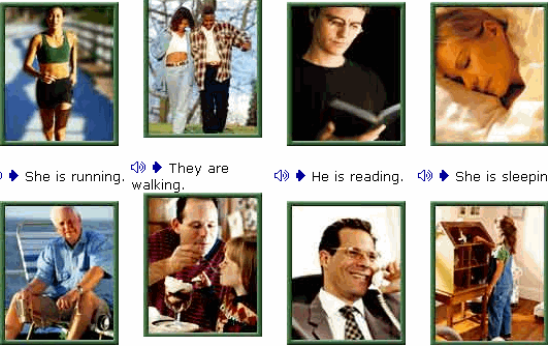
## Inductive and Deductive Learning

In deductive learning, learners are presented with a rule or generalization, and they are required to apply the rule to samples of language data. In inductive learning, they work with samples of language and acquire the rules and generalizations through a guided discovery process. The catch phrase for inductive learning is *learning by analogy rather than analysis*.

There is evidence that, depending on their preferred learning styles, some learners learn more effectively through deductive learning while others learn more effectively through inductive learning. Because any learning program will have learners with a range of learning styles, it is important that both inductive and deductive learning opportunities be provided.

The GlobalEnglish courses include both types of learning. In some activities, learners are given a generalization—for example, a grammar rule—and must then use the rule to complete an exercise. In other activities, learners are presented with new language in the context of a reading or listening passage and then are guided to an understanding of the new language.

What are they doing?



She is running. They are walking. He is reading. She is sleeping.  
He is sitting. They are eating. He is talking. She is playing.

### Inductive Learning

Learners are presented with samples of language and work out the principle or rule.

### Deductive Learning

Learners are given rules and asked to practice.

Activity 5: Introduction to Grammar

Directions (Clear answers and start again)

Learn some important grammar points. Click on the yellow button to begin. Click on the button again when you want to continue.

If you have problems with sound or animations, use the [GlobalEnglish System Check](#).

CONNECTORS:  
SHOWING SIMILARITIES  
AND DIFFERENCES

1 of 7

## Conclusion

---

According to the results of research recently published by GlobalEnglish Corporation ("The Globalization of English: Trends in Business Communication and the Implications for Global Companies"<sup>2</sup>), the need for English language communication skills is growing every quarter. Unfortunately, the increased need far exceeds the resources available in corporations to provide sufficient traditional classroom training, which is costly and time-consuming. Technology, however, can provide a solution to this growing problem. In recent years, there have been dramatic improvements in the technology, and online English education is now a more practical and effective solution than it was even a few years ago. Advancements in interactivity and Voice-Over IP (VoIP), lighter bandwidth requirements, and fewer plug-ins have significantly increased its value for more students.

In an e-learning environment, learners are in control of the learning process. This means that an online learning service is able to offer additional pedagogical benefits that traditional classrooms cannot provide. E-learning provides individualized feedback, instant access at any hour or day, and a safe place to learn and make mistakes. It is not enough, however, to believe in e-learning. Corporations must find a high-quality provider that can meet the needs of a variety of students whose individual needs span a wide spectrum of abilities, English levels, and learning styles.

The GlobalEnglish Corporate Learning Service provides a cost-effective solution to the global need for international business English. It was developed with the help of internationally recognized authorities in the field of English as a second or foreign language. The educational content is comprehensive, covering all proficiency levels and all of the skills which learners must master in order to use English effectively. The service is built around a set of pedagogical principles whose effectiveness has been demonstrated as effective in both face-to-face and Internet-mediated language learning. This is what has made GlobalEnglish the leading online provider for English language training.

---

<sup>2</sup> April 2005. Copies available by request. Write to [info@globalenglish.com](mailto:info@globalenglish.com).

## About GlobalEnglish Corporation

---

GlobalEnglish Corporation is the leading online English learning and support service provider for business communication. The company is helping global organizations improve efficiency and operational integration by addressing the language skills gap. In a recent survey of more than 30,000 corporate employees, 91 percent said that English is “required” or “important” for their jobs; however, only 9 percent indicated that their current level of English was sufficient for their jobs in a global organization. And the GlobalEnglish service delivers measurable improvements to learners and corporations; 92 percent of active users reported that they were able to apply what they learned to the job, and 71 percent saved an hour or more each week.

GlobalEnglish is the preferred choice of many of the world’s largest companies, including Banco Bradesco, BNP Paribas, Deloitte, Deutsche Telekom, Hewlett-Packard, Hilton International, IBM Japan, Mitsubishi Corporation, Procter & Gamble, Reuters, Schneider Electric, Unilever, and Wyeth. GlobalEnglish also offers programs for individuals, schools, and children. For more information about how GlobalEnglish can help your company improve communication around the world, go to [www.globalenglish.com](http://www.globalenglish.com) or email us at [info@globalenglish.com](mailto:info@globalenglish.com).

### The GlobalEnglish Academic Advisory Board

The GlobalEnglish Corporate Learning Service has been created by experts in English as a Foreign Language (EFL). GlobalEnglish instructional designers and writers have many years in the ESL/EFL (English as a Second/Foreign Language) field, and several are published authors within this field. GlobalEnglish has also built an Academic Advisory Board that provides further guidance and oversight of educational direction and development of the GlobalEnglish products. In addition to Dr. Nunan, this board has included some of the most respected names in the field of English language teaching, including Dr. Kathleen Bailey, former president of TESOL (Teachers of English to Speakers of Other Languages), the most important professional association for English language instruction. Also instrumental in the educational design of the product was Dr. Martin Rice, a founder of GlobalEnglish Corporation. Prior to his involvement in GlobalEnglish Corporation, Dr. Rice led the product development teams of The Learning Company (1995 to 1997) and Hyperglot (1985 to 1993).

#### *Academic Advisors*

**Dr. David Nunan** is director and chair of applied linguistics at the University of Hong Kong. He was the 1999-2000 president of International TESOL. Dr. Nunan has published over 100 books and articles in the areas of curriculum and materials development, classroom-based research, and discourse analysis. His recent publications include *The Self-Directed Teacher* and *Voices from the Language Classroom* (Cambridge University Press), as well as the *Atlas*, *Listen In*, and *Go for it!* series of textbooks (Heinle & Heinle). Dr. Nunan earned his Ph.D. in applied linguistics from Flinders University in Australia.

**Dr. Kathleen Bailey** is a professor of applied linguistics at the Monterey Institute of International Studies in Monterey, California. Director of the TESOL M.A. program there for six years, she was also the Director of the Intensive English as a Second Language Program for three years. Dr. Bailey was the 1998-1999 president of TESOL. She has worked with language teachers in many countries and is the author or coauthor of numerous scholarly articles and books. Her two most recent books are *Learning About Language Assessment: Dilemmas, Decisions and Directions* (Heinle & Heinle, 1997) and *Pursuing Professional Development: The Self as Source* (co-authored with Andy Curtis and David Nunan, Heinle & Heinle, 2001). Dr. Bailey earned her Ph.D. in applied linguistics from the University of California, Los Angeles.

The following individuals have made significant contributions to the creation of the GlobalEnglish family of services. The GlobalEnglish development teams continue to rely on these and other accomplished practitioners to provide cutting-edge advice and resources for the benefit of GlobalEnglish learners.

- Dr. Linda Blanton, professor of English and director of the university honors program at the University of New Orleans
- Dr. Mary Ann Christison, professor of linguistics at the University of Utah and former president of International TESOL
- Dr. Fernando Fleurquin, academic director Alianza Cultural Uruguay Estados Unidos, Montevideo, Uruguay
- Barbara Foley, associate professor of English at Union County College, New Jersey
- Helen Kalkstein Fragiadakis, chairperson of the department of English for international students at Contra Costa College, California
- Linda Grant, writer, consultant, and teacher trainer, Georgia State University
- Daphne Mackey, director of special programs in English as a second language at the University of Washington Extension
- Joseph A. McVeigh, associate director for programs in ESL (English as a Second Language) and TESOL at the Center for Educational Technology at Middlebury College, Vermont
- Dr. Joy Reid, professor of English at the University of Wyoming