



**2004 Brandon Hall Awards
Outstanding Learning Programs and Initiatives
Submitted by: Applied Materials, Inc.**

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Leveraging Technology and Learning to Facilitate Global Collaboration

SETTING

Founded in 1967, Applied Materials is the largest supplier of products and services to the global semiconductor industry, with revenue in 2002 that was nearly double that of the nearest competitor. The company currently has 12,000 employees and 65 sales and/or service locations in 14 countries. Applied Materials' success can be attributed in part to its innovation and commercialization, which has released 98 major products in the last 22 years.

The company's ascendancy has been achieved through the following strategies:

- **World-class workforce:** Attract, retain and develop the best people in the world, and provide a global knowledge base for collaboration and effective decision-making.
- **Vision of innovation:** Create a shared vision and commitment to innovation in all organization and activities.
- **Market leadership:** Early leaders win. Focus on markets where it is possible to take the leadership share.
- **Global presence:** Control our destiny in global markets with strong local management and capabilities.
- **Management excellence:** Develop a capable management team that can translate vision into performance. Leverage scale and profitability to invest strategically.

Survival requires innovation.

As this century began, the semiconductor industry was suffering the worst downturn in history. Applied Materials revenue in 2000, 2001 and 2002 fell from \$10 billion to \$5 billion. Q4 FY2000 earnings were 2.92 billion, up 7% from Q3 FY2000, but by Q4 FY2001, net sales were \$1.26 billion, down 57% from Q4 FY 2000. During these years, the workforce was reduced from 22,000 to 12,000.

In order to turn the financial tide, Applied Materials sought opportunities in new markets, specifically Asia, where analysts were projecting unprecedented growth. In 2001, Applied Materials began readying the organization to capitalize on this opportunity. A

careful assessment of the organization worldwide (see “Design and Delivery”) ensued, and it quickly became obvious that implementation of a common language would create a competitive advantage.

Common culture, language and processes are critical for sharing knowledge.

In 2002 Applied Materials leveraged strategic investments in its workforce to increase its competitive advantage. The flagship-training program was English language education, the GlobalEnglish™ Corporate Learning Service. Despite the industry downturn and active cost reductions across the company, the organization immediately dedicated funding to the program. The program was implemented by Applied Materials’ corporate university, Applied Global University (AGU)¹, in partnership with leadership in the (geographic) regions.

“Our executives and business partners from around the world agreed that in order to meet our business objectives, we needed a common business language,” said Suzette Hannah-Hessler, senior manager, Applied Materials. “This program was not pushed out as a corporate directive. Instead, our global training partners and leadership requested a program to enable better communication and collaboration across geographic borders. The needs articulated by the regions drove the development and ultimate the success of this program.”

LINK TO BUSINESS PRIORITIES

Applied Materials saw that in order to maintain its leadership in the global semiconductor industry, it would need to facilitate communication among its 12,000 employees worldwide. It turned to AGU to formulate a training solution to address the following business drivers:

- Applied Materials Asian region consolidation created an urgent and pressing need for a common language for interactions.
- Critical necessity for portability of technical and communication skills across geographies.
- Greater China (Taiwan, PRC) was a rapidly growing market in terms of labor force and market development and will continue to grow in strategic importance.
- Rapid product lifecycle development means information and knowledge must travel at lightning speeds throughout the organization, and cross-functional teams from multiple geographies must create a work process immune from “communications leakage.”
- Global customers expect interactions to share a common process and communications vocabulary, regardless of the geography in which that interaction occurs.

¹ The mission of AGU is to create programs and tools in partnership with Applied Materials’ business units and develop a high performance global workforce that is the most knowledgeable, versatile and effective in the industry. AGU is responsible for developing the workforce’s capability and performance. It is organized functionally and geographically and is funded by customer usage (chargeback). Currently AGU offers over 2,000 courses (600 web based).

- Standardized English is the primary language for business communication at Applied Materials. English also dominates the semiconductor industry (technical documents, training, tradeshow, publications, etc).
- Finding qualified local talent who also have the requisite English language capability is a daunting and expensive task. Typically the premium for a semi-fluent English hire with the same skill set is 30– 40% more than a non-fluent candidate.

Technology enables and requires instant communication and collaboration.

“The speed of our business requires that employees become fluent with our technology very quickly, but most of our technical documentation is written in English,” said Paul Mattos, senior programs manager, Applied Materials. “Even before a product is released, our engineers need to understand it thoroughly so that they could support it. Our sales people must be well informed so they can sell it. Customer Engineers who work in close quarters on our equipment need to be able to communicate verbally.

Applied Materials had four key business goals against which the learning solution was developed and measured against:

- **Business process:** Improve the effectiveness of running the company.
- **Quality:** Meet customer requirements consistently.
- **Employee capability and pride:** Employees are the number one asset of the company.
- **Financial:** Control costs.

DESIGN AND DELIVERY

In November of 2001, Applied Materials launched its “Training Program Lifecycle” to address the need to globalize English throughout the organization.

Training Program/Product Life Cycle

Phase	Purpose	Timeframe
Concept & Feasibility	Assess current and target end state	Began November 2001
Alpha Phase: Design & Construction	Draft specifications	February 2002
Beta Phase: Product Qualification/Pilot	Implement plan in pilot form	May 2002
Gamma Phase: Implementation	Transfer to worldwide production, strengthen support systems	July 2002
Continuous Improvement	Improve efficiency, customer satisfaction, scalability.	January 2003 to present; user satisfaction survey completed in October 2003

During the "Concept and Feasibility" phase, the following objectives were established:

- Support the Applied Materials-Asia initiative
- Remove language as a barrier to communication and job assignment
- Facilitate global communication

The following strategies were sanctioned to accomplish the objectives:

- Select most qualified supplier of WBT per established requirements
- Partner with stakeholders to integrate systems and business process
- Develop infrastructure with AGU Systems and IT organizations
- Market and evaluate global effectiveness (see Appendices: Communications 1 – 4 for examples of communications)
- Continuously improve and expand the program

During the "Beta" phase, the stakeholders (corporate and regional executives, regional line management and HR/training professionals, AGU, IT, security, and early adopters/pilot testers) selected a vendor that met its list of requirements: GlobalEnglish. Founded in 1997 by the creators of The Learning Company, GlobalEnglish is the leading choice for global companies who require an effective online English learning and support service for global business communication skills. The company was selected because it fulfilled the requirements established during "Concept and Feasibility."

Consistency: Prior to 2002, the regions were using a wide variety of solutions for language training. The GlobalEnglish solution offered superior instructional design and consistent content in 10 native languages. Courses were developed in the context of business situations, for business communication needs, which accelerated its application to the job.

Cost: Almost all "traditional" solutions were 5 – 15 times more expensive than GlobalEnglish.

Time: The GlobalEnglish online solution had less impact on employee's time than classroom option. Learning could be conducted in 15 – 20 minute increments; downloaded in 2–3 hour increments; and accessed from anywhere in the world at any time. Multiple thorough assessments ensured that learners could test out of information s/he already knew.

Effectiveness: Language training needed to be consistent and accessible for long periods of time to see impact. Applied Materials' employees maintained constant access for the entire duration required to meet their learning and professional goals. Classroom training offers a short "blast," the impact of which dissipates rapidly. However, the user-centric service leveraged courses, offline study, assessments, and performance support tools, among other strategies, to keep users engaged and motivated.

Proven Global Service: Many prominent high-tech companies (HP, EMC, Cisco, Computer Associates, etc.) are also customers of GlobalEnglish and are reporting favorable results. GlobalEnglish also has documented success with an around-the-clock service program with Account Managers on the ground in each Applied Materials' region.

Rapid Deployment: Via AGU platform, it was possible to launch the service to every region in a matter of a few weeks. The GlobalEnglish service is also highly scalable.

Access: Users can use the service on their own time at work, home or through any Internet connection. A live teacher ("Talk with the Teacher") was available 24/7/365 and could function as a "just-in-time" performance support service.

Measurement and Tracking: GlobalEnglish provided a common reporting platform to measure student progress across geographies, job types and skill levels.

IMPLEMENTATION

"Gamma" phase began in April 2003, and the program launched simultaneously around the world. One thousand licenses were allocated to the following countries (in descending order by number of licenses): Japan, China, Korea, Taiwan, Singapore and Malaysia. A few licenses were also issued in North America, Europe and Israel. Applied Materials invested these licenses strategically based on business and employee development needs. For example, Japan program management conducted an English language proficiency assessment and grouped individuals into three groups of priority. Those with the greatest need received their licenses first. Since new orders in Japan had tripled since 2002 and a thorough needs assessment identified a true need in Japan, the company allocated more than half the licenses there.

"The English language skills of our customer engineers were our top priority, because they are the front line support to our customers and need to work in teams anywhere in the world without language barriers," said Paul Mattos, senior program manager, Applied Materials. "A high number of senior managers and executives in the regions also took the training. In fact, compared to our other e-learning programs, the level of senior managers and executives using the service was very high, constituting 40% of the total users."

Deployed locally and customized for each region.

During the concept and feasibility phase, several regions tested the language skills of their people and put them into broad categories of training needs prioritized by ability and job role (see attached "Applied Materials–Japan Implementation Plan"). High-need individuals used the service first, and once they were up to speed, then second-tier individuals were given access.

“The regions managed the program locally and set their own goals and user forecasts while AGU managed the overall program,” said Suzette Hannah-Hessler, senior manager, Applied Materials. “We [AGU] provided the systems, reporting, and support infrastructure to meet the regional program managers’ needs.”

Collaborative training aligned with business goals drives usage.

Applied Materials engaged a thorough marketing and communication program to initiate and maintain a high level of usage of the GlobalEnglish Corporate Learning Service, beginning with executive sponsorship (see Appendix: Executive Support – Launch Message).

“All of the launch communications were sponsored by the executives, including the most senior executives from each of the regions. Some executives even went so far as to become spokespersons for the program and promote usage and our successes during company meetings” said Hannah-Hessler.

For launch, GlobalEnglish sponsored a worldwide road show and orientation that included demonstrations and expert advice on maximizing their English education. GlobalEnglish also produced a multi-media presentation for the Applied Materials’ Intranet, in each of its native languages, with information and a demonstration of the Corporate Learning Service.

As the program got under way, Applied Materials used automated emails from GlobalEnglish that correlated with each learner’s usage, including reminders, time management strategies, and learning tools that kept learners engaged ((see Appendices: Communications 1 – 4 for examples of communications)). AGU sent emails to managers, HR and training professionals in the regions for marketing purposes, and with instructions on how to use the program more effectively. AGU also widely promoted the experiences and best practices of early adopters to overcome resistance in countries, such as Japan, where there was little experience with online training.

“With time, the program took on a life of its own, and one of the most effective drivers for usage became the sharing of best practices among the regions,” said Paul Mattos, senior programs manager. “Success had a cascading effect and communication among the regions on all topics, not just training, increased. In fact, this sharing was also the most effective tool in our arsenal for the ‘Continuous Improvement’ phase.”

BUSINESS IMPACT

At Applied Materials, success is defined as being "LEAN, KNOWLEDGE-BASED, COLLABORATIVE/DECISIVE and GLOBAL." The GlobalEnglish online English language program consummately supported each of these attributes while it fortified the corporate values and culture; it was therefore deemed a success around the world.

“Not only was this program popular and effective, it was much more cost-effective. Delivering the same training to the same people in the same locations, in a classroom setting, would have been cost prohibitive,” stated Hannah-Hessler. “We looked at overall cost per hour of training delivered, and the GlobalEnglish program allowed us to reduce cost per hour of training significantly. All told, we delivered more training with the same budget, and that helped make it a success.”

“The GlobalEnglish online English language training met the high standard for innovation that Applied Materials promotes,” said Mattos. “This deployment demonstrated AGU best practices in how programs can work across multiple geographies using technology as an enabler. It was a true collaboration among the regions, and this has forever changed how we will train our workforce. We are now a more global organization because we have dramatically improved our ability to communicate with every employee, partner and customer other around the world.”

Usage at every level of the organization exceeded expectations.

- Applied Materials secured 1,000 licenses from GlobalEnglish and ran out before the year-end.
- 799 courses were completed during 2003.
- The average user spent 23 hours and 40 minutes in 2003.
- Users passed a total of 160 courses and completed 2708 learning assignments in the first six months alone.
- The program was so popular that there was a waiting list to get into the program, and employees considered it an honor to be selected.
- And the impact was felt most poignantly where it was needed. Eighty percent of learners were in Asian regions.

AGU also measured success by the seniority of its users. Nearly 40% of the enrollees came from the top 15% of Applied Materials workforce, representing the highest senior level enrollment for any general program ever rolled out by AGU. Moreover, Applied Materials significantly reduced employee turnover among high performers worldwide through several employee-related programs including Global English, from 2002 to 2003.

Relevant content and user satisfaction drives productivity gains.

Applied Materials initiated a performance impact user survey in early 2003. The primary objectives of the survey were to:

- Measure users' satisfaction and impressions of the service.
- Measure and quantify the business improvements realized through the use of the service.
- Identify ways in which the ongoing program can be improved to better support Applied Materials' needs going forward.

The response rate was 25% with the vast majority of completed surveys coming from Asian users. At the time of the survey, every license was in use. Sixty-one percent of users had been active in the last 60 days, while seventy-nine percent of users had been active in the last 90 days.

"Global English has been supporting many employees, especially customer engineers, whose jobs are customer oriented and very demanding. Therefore, they cannot reserve their time beforehand for English learning. After introducing Global English, I realized that they had great motivation for learning as long as we could offer the right service for them. I am very proud of that we could provide on-demand service as a result of collaboration with AGU and other regions," said Yoko Nishiwaki, human resources development specialist, Applied Materials, Japan.

Key findings:

High degree of relevance of GlobalEnglish to users' jobs.

- 98% of learners said that knowing English was either CRITICAL or IMPORTANT for their current job.
- 93% of learners said they needed to improve their English within one year.
- 69% of learners use English on the job DAILY.
- 86% of learners use English at least a FEW TIMES A WEEK.
- 77% of learners believed that what they learned through GlobalEnglish was applicable to their jobs.
- 75% of learners rated GlobalEnglish SOMEWHAT or VERY RELEVANT to their jobs.

Improvement based on business situations.

The majority of learners believed that they have improved their English skills at least somewhat, are slightly more comfortable in most business situations, and perceived improvement in the following areas:

- Producing and understanding documents
- Using email
- Responding and assisting in English
- Socializing with English speakers
- Participating in meetings
- Participating in conference calls
- Participating in one-on-one telephone calls
- Participating in conferences or training events

A sampling of users reported performance improvements in the following areas:

- "Collaboration with American co-workers." (Germany)
- "Conference call during daily jobs: meeting with customer about the system spec review." (Taiwan)
- "I answered email in English from coworkers in USA." (Japan)
- "I did operation review presentation for internal business." (Japan)

- “I have weekly video meetings with US head office.” (Japan)
- “Business calls meeting with vendors.” (Taiwan)
- “I went overseas for internal training.” (Japan)
- “I got advice when I reported customer’s problems to US HQ.” (Japan)
- “I could understand conversations more when I visited training in USA.” (Japan)

Noticeable improvements in English skills.

After only a few months of working with the GlobalEnglish service, nearly 25% of learners said that someone has noticed their improved English skills. The following are anecdotes from Applied Materials’ learners validating that improvement:

- “Someone who heard my conversation.” (Japan)
- “By answering questions at a meeting.” (Japan)
- “Overseas counterpart recognized a smoother discussion with me in English.” (Japan)
- “My boss gave positive appraisal.” (China)
- “Less, ‘I beg your pardon’ as said by an UK colleague in a conference call recently.” (Taiwan)

Time saved by improved English skills.

- 40% of learners say they are saving 1 – 2 hours each week because of their improved English skills.
- Another 41% are saving more than 3 hours each week.

Overall satisfaction with GlobalEnglish was high.

- 83% of learners rated GlobalEnglish GOOD, VERY GOOD or EXCELLENT.
- Satisfaction was based on flexibility of deployment (anytime, anywhere learning) and applicability of skills to the job.

One of the surprise findings from the survey was the frequency with which learners reported feeling an increased sense of “confidence” in their ability to succeed in their job and contribute more effectively to the organization:

- “I now feel comfortable to state my opinions without hesitation to people from USA due to GE’s study.” (Japan)
- “The topics I learned from GlobalEnglish can be used in my daily operation.” (Taiwan)
- “The course helped me to improve my reading speed, vocabulary, and phrases. It was great to have the chance to participate in this program.” (Taiwan)
- “It is good for my learning and confidence and easy to log into in everywhere, anytime.” (Taiwan)
- “I can learn a lot that I cannot learn in other places.” (Taiwan)
- “Achieved good improvement at English learning.” (China)
- “I now ask supplier in USA technical questions.” (Japan)

The influence of Applied Materials’ training is spreading.

1. Applied Materials training is recognized as so effective that it is sold outside the organization. Training on topics, such as Applied Materials' equipment, business processes, quality methodologies, manufacturing and training, are purchased by customers (including Intel, Samsung and Mitsubishi) and suppliers. And due to outstanding response, the program is growing, and Applied Materials is continuously making new courses available.

2. Dell benchmarked the Applied Materials learning program in 2003. The two companies shared ideas on employee management, leadership development, training, employee satisfaction, and training effectiveness. According to Dell, the company was particularly interested in Applied Materials' ranking system and competency assessments. In February of 2004, Dell will begin implementing what was learned from the visit to Applied Materials, and the two companies have already pledged future sharing on diversity training and strategies for retaining employees.

From 2002 to 2003, AGU increased its ranking on *Training Magazine's* Top 100 Training Organizations, from No. 83 to No. 45, respectively. Applied Materials is successfully meeting the strong demand in the Asian markets. The Asian workforce, which is now better able to communicate with colleagues, managers and customers, will be instrumental in the coming years with helping Applied Materials increase revenue from \$7.5 billion in 2002 to a projected 12.1 billion in 2006. In fact, the company is already reaping the benefit of performance improvements: Net sales in Q4 FY 2003 were \$1.22 billion, up 12% from the previous quarter.

##

Appendix: Executive Support – Launch Message

The corporate Group Vice President of HR and the Vice President of AGU jointly sent out the email message announcing the program launch. The regional executives sent out similar messages to reinforce the executive support of the program.

To: All Employees
From: <Group VP of Human Resources> and <VP of Applied Global University>
Re: English as a Second Language

The ability to communicate efficiently and effectively with co-workers and customers worldwide is essential to the success of Applied Materials. In support of regional needs to improve English language skills, Applied Global University (AGU) has partnered with the GlobalEnglish Corporate Learning Service to provide a highly effective, easy to use, and convenient on-line English language learning and support service. "Global English" is a world-class on-line learning program offered to Applied Materials employees at a greatly reduced cost compared with instructor-led, classroom training.

Employees will be able to:

- Take assessment and placement tests
- View web-based individual progress and usage reports available 24/7

- Participate in on-line learning events and activities to strengthen English language skills
- Ask teachers questions and practice verbal skills anytime
- Take TOEIC and TOEFL practice tests

Beginning Monday, July 29th, Global English is available to employees worldwide.

You can expect more information regarding this program in the next few days from your local HRD/AGU regional representative.

We thank the Employee Development Learning Center for bringing this new program to Applied Materials' global community. Please access it from the AGU website (<http://agu>), select Employee Development, select Global English or by clicking on this link:

<http://agu/course.php?centerid=6&C=GESUB>

Appendix: Communications 1 - Sample Reminder eMail

The following message is an example of what is sent automatically to a user depending on the person's individual usage of the Global English program. The purpose is to identify any potential issues and encourage individuals to learn continuously

-----Original Message-----

From: GlobalEnglish [mailto:autoemail@globalenglish.com]

Sent: Monday, August 11, 2003 5:49 PM

To: Sample User

Subject: We are here to help you learn English!



We're here to help you learn English!

My Current Goals

Scheduled Goals:
Improve my overall English proficiency from Low Beginner to High Beginner.

[Go to GlobalEnglish](#)

My Progress

Take Placement Test
We recommend that you take the Placement Test.

[View My Progress](#)

Need Help?

[Contact Customer Support](#)

Dear Student,

You were registered for the GlobalEnglish service on July 31, 2002, but you have not used the service for 59 days.

We understand that there may be a number of reasons why you haven't been studying recently, and we would like to help you with any problems you might be having.

Please click on the main reason that you are not using the service, so we can help you.

- I had technical problems.
- I don't have enough time.
- I didn't find what I was looking for.
- Other

Thank you,

Susan

P.S. If you have questions, our Customer Support team is happy to help you. [Click here](#) to contact them.

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Appendix: Communications 1 - Sample Reminder eMail (Spanish)

The following message is an example of what is sent automatically to a user depending on the person's individual usage of the Global English program. The purpose is to identify any potential issues and encourage individuals to learn continuously. The email is sent in the native language of the program participant.

-----Original Message-----

From: GlobalEnglish [mailto:autoemail@globalenglish.com]

Sent: Thursday, June 19, 2003 5:07 PM

To: brian.foote@globalenglish.net

Subject: You are registered for the GlobalEnglish Corporate Learning Service!



GlobalEnglish™ *The Leading Online English Learning and Support Service*

¡Acaba de inscribirse al servicio GlobalEnglish!



Mi cuenta

Nombre de usuario:
emailtestnormal10
Contraseña: sqatest

Más información

[¡Obtenga información sobre el servicio GlobalEnglish!](#)

¿Necesita ayuda?

[Comunicarse con el Dpto. de atención al cliente](#)

"Con GlobalEnglish aprender inglés con un horario flexible es fácil, lo cual es muy importante para mí".

*María,
representante
Colombia*

-María, Columbia

Apreciado/a estudiante:

Ahora tiene acceso a GlobalEnglish, el servicio de asistencia y enseñanza del inglés más eficaz y cómodo. El servicio GlobalEnglish cuenta con todo lo que necesita para practicar y mejorar su dominio del inglés para triunfar en el mundo de los negocios.

Con el servicio GlobalEnglish usted puede:

- Aprender inglés para comunicarse en reuniones, negociar, escribir mensajes de correo electrónico e informes, y muchas cosas más.
- Estudiar en cualquier nivel: básico, intermedio o avanzado.
- Utilizarlo en cualquier lugar y a cualquier hora, incluso por sólo diez minutos.
- Ponerse en contacto con profesores en línea 24 horas al día, 7 días por semana.

Para comenzar sólo tiene que hacer lo siguiente:

- 1 **Explore rápidamente los objetivos** que puede alcanzar con el servicio GlobalEnglish.
- 2 **Establecer un plan de estudios** que le ayude a identificar y a alcanzar sus objetivos.
- 3 **Hacer la prueba de nivel** para averiguar qué curso pertenece al nivel adecuado para usted.
- 4 Comience a realizar las actividades de su plan de estudios.

[Haga clic aquí para comenzar.](#)

¡Disfrute estudiando!

The GlobalEnglish Team

P.D.: si tiene alguna pregunta, nuestro equipo de atención al cliente le atenderá gustosamente. [Haga clic aquí](#) para ponerse en contacto con ellos.

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Appendix: Communications 3 - Sample Welcome eMail (Japanese)

The following message is an example of what is sent automatically to a user 10 days after enrolling in Global English program. The purpose is to identify any potential issues and encourage individuals to learn continuously. The email is sent in the native language of the program participant.

-----Original Message-----

From: GlobalEnglish [mailto:autoemail@globalenglish.com]

Sent: Monday, August 11, 2003 5:49 PM

To: Sample User

Subject: 5 Quick Ways to Explore the GlobalEnglish Service



GlobalEnglish™ The Leading Online English Learning and Support Service

GlobalEnglish サービスのすべてをご覧ください！



現在の目標

スケジュールされている目標: 全体的な英語力を初級の下から初級の上へ上げる。

[GlobalEnglish に移動する](#)

学習の進み具合

[レベル分けテストを受ける](#)

レベル分けテストを受けることをお奨めします。

[学習の進み具合を見る](#)

[ヘルプが必要な方はこちら](#)

[カスタマーサポートに連絡する](#)

「このような方法で英語が学べるとは夢にも思っていませんでした。でも、今ではその効果に感動しています。」

Maria, 営業員
コロンビア

Student 様

GlobalEnglish サービスの学習プランを作成していただきましてありがとうございます。これは英語上達のための大切なステップです。レベル分けテストとコース学習の開始についてはまだお済みでないようですので、当サービスを最大活用していただけるよう、これらの機能について簡単にご説明します。

ご利用開始のためのカギをご紹介します:

レベル分けテスト

- ご自分のレベルにぴったり合ったコースを選ぶのに役立ちます。
- 得意な分野と苦手な分野が詳しくわかります。

レベル分けテストを受けるには [ここをクリック](#) してください。

Recommended Course: Business English Course 6

Test Section	Course Level									
	1	2	3	4	5	6	7	8	9	10
Grammar										
Listening										
Reading										

Your recommended course level is indicated in green.
[Click here](#) to compare with your previous test results.

学習アクティビティ

- 会議に参加する、交渉を行う、電話で話す、Eメールを書くなどの他にも様々な場面で自信を持って英語を使えるようになります！
- 聞き取り・会話・読み取り・文章作成・ボキャブラリ・文法といったすべてのスキルの練習ができます。

学習アクティビティを試すには [ここをクリック](#) してください。

Assignment 2: Numbers 1-20; Feelings

They're happy.

Learning Goals:

- By the end of this assignment, you will be able to:
 - use the simple present tense of be in positive statements
 - use subject pronouns
 - recognize and say the numbers 0-20
 - talk about feelings

Directions

Click on an activity below to begin.

- indicates your current activity



[Help](#)

[See New Words](#)



Activity 1: Vocabulary Practice
10-15 Minutes



Activity 2: Introduction to Grammar
15-20 Minutes

その他にもいろいろお試しください！



GlobalEnglish Magazine

- ビジネスや世界のニュース、文化、その他いろいろな内容を扱った週刊の記事で読解力をつけられます。
- 新しいボキャブラリが学べます。



スキルコーナー

- 聞き取り・会話・ボキャブラリ・文法をさらに練習できます。
- 伸ばさなければならぬ最重要スキルに焦点を絞れます。



翻訳辞書

- これだ、という言葉が見つかります。
- わからない単語について英日・日英の翻訳ができます。

それでは楽しく英語を学習してください！

The GlobalEnglish Team

追伸 ご質問にはカスタマーサポート部門がお答えいたします。カスタマーサポートへの連絡は [ここをクリック](#) してください。

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