EN2855: IMAGE MANAGEMENT FOR PROFESSIONALS

Effective Term
Semester A 2022/23

Part I Course Overview

Course Title
Image Management for Professionals

Subject Code
EN - English
Course Number
2855

Academic Unit
English (EN)

College/School
College of Liberal Arts and Social Sciences (CH)

Course Duration
One Semester

Credit Units
3

Level
B1, B2, B3, B4 - Bachelor's Degree

Medium of Instruction
English

Medium of Assessment
English

Prerequisites
Nil

Precursors
Nil

Equivalent Courses
Nil

Exclusive Courses
Nil

Part II Course Details

Abstract

This course aims to develop business English communication skills at intermediate level, both for junior professionals and those preparing for a career in business. It focuses on day-to-day English language communication needs of learners and builds confidence and fluency by using task-based activities and project-based assessments that are suited to the workplace. Tasks and assessments are related to:

- Generating awareness and sensitivity development: Communicating in and across intercultural settings

- Implementing face-to-face communication: establishing rapport with other individuals

- Developing telecommunications: coming across as a competent professional - -

- Creating information flow: getting what you want, asking for what you need

- Practising professional presentation: demonstrating and explaining your point

Course Intended Learning Outcomes (CILOs)

	CILOs	Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Demonstrate professional ability and etiquette in telecommunication to provide solutions to communication problems in the workplace context		x	x	x
2	Acquire information through research by conducting information generating interviews		x	x	x
3	Demonstrate non-verbal communication skills for effective professional presentations		x	x	x
4	Cultivate intercultural awareness in the professional workplace context		x	x	x
5	Evaluate individual and group based speaking performances		x	x	x

A1: Attitude
Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability
Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to real-life problems.

A3: Accomplishments
Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

Teaching and Learning Activities (TLAs)

	TLAs	Brief Description	CILO No.	Hours/week (if applicable)
1	Lectures and sample analyses	Interactive lectures with previous samples of speaking tasks will be provided for in-class discussions	1, 2, 3, 4	

2	Telecommunication based role play	Various kinds of interactive role plays relating to workplace problem-solving and negotiation will be conducted by students individually and in groups	1, 4	
3	Interview role plays	Simulations of professional information seeking interviews will be conducted in class	2, 4	
4	Presentation practice	Impromptu, informative and persuasive presentation practices will be conducted individually and in groups	3, 4	
5	Peer Sharing and Feedback Sessions	Sharing sessions will be conducted after presentation skills practice to enable students to discover and benchmark effective approaches to professional business presentations.	5	

Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	Telecommunication Role Play Students in pairs conduct a telecommunication role play based on a simulated case in the workplace context	1, 4	20	Pair work, Individual assessment
2	Informative Interview Students in groups conduct an information seeking interview to acquire information for a professional presentation	2, 4	25	Group work, Individual assessment
3	Final Presentation Students in groups plan and provide an oral presentation	3, 4	30	Group work, Individual assessment

4	Self-critique Students individually review all the videos of their speaking assessment tasks and write an 800 critique to determine best practice in business presentations.	1, 2, 3, 4	15	Individual work, Individual assessment
5	Class Participation Students' punctuality for class and active participation in class and group activities using English while preparing for each TLA are assessed as a means of evaluating their engagement with the subject.	1, 2, 3, 4, 5	10	Individual work, Individual assessment

Continuous Assessment (%)

100

Examination (%)

0

Assessment Rubrics (AR)

Assessment Task

Speaking Task 1: Tele-communication Role-play Assessment Feedback Form

Criterion

Effectiveness

Excellent (A+, A, A-)

Purpose achieved very effectively

Good (B+, B, B-)

Purpose achieved satisfactorily

Fair (C+, C, C-)

Purpose partly achieved

Marginal (D)

Purpose barely achieved

Failure (F)

Failed to achieve purpose

Assessment Task

Speaking Task 1: Tele-communication Role-play Assessment Feedback Form

Criterion

Time Control

Excellent (A+, A, A-)
Task finished and purposes achieved within the time limit with very good time control

Good (B+, B, B-)
Suitable length

Fair (C+, C, C-)
Slightly too short/long

Marginal (D)
Poor time control

Failure (F)
Unable to achieve any purpose within the time limit.

Assessment Task
Speaking Task 1: Tele-communication Role-play Assessment Feedback Form

Criterion
Politeness

Excellent (A+, A, A-)
Effective demonstration of politeness throughout the whole conversation

Good (B+, B, B-)
Polite

Fair (C+, C, C-)
Fair polite

Marginal (D)
Impolite

Failure (F)
Very Impolite/ Rude

Assessment Task
Speaking Task 1: Tele-communication Role-play Assessment Feedback Form

Criterion
Pronunciation

Excellent (A+, A, A-)
Phonetically very accurate phonetically, correct word stress

Good (B+, B, B-)
Some errors in phonetics and word stress but shows high degree of intelligibility

Fair (C+, C, C-)
Some difficulties with intelligibility; significantly noticeable number of errors in phonetics and word stress

Marginal (D)
High occurrence of phonetic errors and errors in word stress

Failure (F)
Barely intelligible

Assessment Task
Speaking Task 1: Tele-communication Role-play Assessment Feedback Form

Criterion
Fluency

Excellent (A+, A, A-)
Fluent

Good (B+, B, B-)
Mostly fluent

Fair (C+, C, C-)
Fairly fluent

Marginal (D)
Limited fluency

Failure (F)
Fluency impede audience's comprehension

Assessment Task
Speaking Task 1: Tele-communication Role-play Assessment Feedback Form

Criterion
Grammar

Excellent (A+, A, A-)
Excellent control of grammar

Good (B+, B, B-)
Correct grammar with minor glitches, but with little effect on clarity

Fair (C+, C, C-)
Grammar errors are noticeable somewhat affecting clarity

Marginal (D)
High occurrence of errors in grammar which come in the way of clarity

Failure (F)
Serious errors in grammar affecting intelligibility

Assessment Task
Speaking Task 1: Tele-communication Role-play Assessment Feedback Form

Criterion
Word choice

Excellent (A+, A, A-)
Highly appropriate diction

Good (B+, B, B-)
Appropriate diction

Fair (C+, C, C-)
Effectiveness of communication is somehow affected due to inappropriate choices of words

Marginal (D)
Effectiveness of communication is quite seriously affected due to inappropriate choices of words

Failure (F)
Failed to use the appropriate words. Communication is seriously affected due to a Lack of vocabulary

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Assessment Task
Speaking Task 1: Tele-communication Role-play Assessment Feedback Form

Criterion
Voice quality

Excellent (A+, A, A-)
Natural volume; Natural pace

Good (B+, B, B-)
Volume occasionally variable; Pace occasionally erratic

Fair (C+, C, C-)
Inaudible at times; Speed interferes comprehension

Marginal (D)
Volume inadequate; Erratic pace distracts

Failure (F)
Volume impedes audiences comprehension; Pace impedes comprehension

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Assessment Task
Speaking Task 1: Tele-communication Role-play Assessment Feedback Form

Criterion
Interaction and Naturalness

Excellent (A+, A, A-)
Shows impressive degree of realism in terms of interaction

Good (B+, B, B-)
High degree of realism in interaction

Fair (C+, C, C-)
Somewhat uncomfortable and contrived interaction

Marginal (D)
Stilted interaction showing discomfort and contrivance

Failure (F)
Totally stilted interaction with little semblance of real life interaction

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Assessment Task
Speaking Task 2: Interview Assessment Feedback Form

Criterion
Probity

Excellent (A+, A, A-)
Able to probe to great depth and elicit useful answers and depth of information from the interviewee

Good (B+, B, B-)
Able to elicit some information from interviewee but some portions left unexplored

Fair (C+, C, C-)
Not able to engage interviewee to full potential, some important areas left out

Marginal (D)
Many important areas left out, unable to direct clear questions at interviewee

Failure (F)
Totally unable to engage interviewee

Assessment Task
Speaking Task 2: Interview Assessment Feedback Form

Criterion
Cultural Sensitivity

Excellent (A+, A, A-)
Shows empathy, highly commendable degree of cultural awareness

Good (B+, B, B-)
Noticeable presence of cultural awareness

Fair (C+, C, C-)
Some degree of cultural awareness but overlooks some sensitive areas

Marginal (D)
Fairly culturally insensitive

Failure (F)
Totally insensitive to culture

Assessment Task
Speaking Task 2: Interview Assessment Feedback Form

Criterion
Interaction

Excellent (A+, A, A-)
Shows impressive degree of curiosity and realism in terms of interaction

Good (B+, B, B-)
High degree of realism in interaction

Fair (C+, C, C-)
Somewhat uncomfortable and contrived interaction

Marginal (D)
Stilted interaction showing discomfort and contrivance

Failure (F)
Totally stilted interaction with little semblance of real life interaction

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Assessment Task
Speaking Task 2: Interview Assessment Feedback Form

Criterion
Politeness

Excellent (A+, A, A-)
Effective demonstration of politeness throughout the whole conversation

Good (B+, B, B-)
Polite

Fair (C+, C, C-)
Fairly polite

Marginal (D)
Impolite

Failure (F)
Very Impolite/ Rude

Assessment Task
Speaking Task 2: Interview Assessment Feedback Form

Criterion
Voice quality

Excellent (A+, A, A-)
Natural volume; Natural pace

Good (B+, B, B-)
Volume occasionally variable; Pace occasionally erratic

Fair (C+, C, C-)
Inaudible at times; Speed interferes comprehension

Marginal (D)
Volume inadequate; Erratic pace distracts

Failure (F)
Volume impedes audiences comprehension; Pace impedes comprehension

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Assessment Task
Speaking Task 2: Interview Assessment Feedback Form

Criterion
Time Control

Excellent (A+, A, A-)
Task finished and purposes achieved within the time limit with very good time control.

Good (B+, B, B-)
Suitable length

Fair (C+, C, C-)
Slightly too short/long

Marginal (D)
Poor time control

Failure (F)
Unable to achieve any purpose within the time limit.

Assessment Task
Speaking Task 2: Interview Assessment Feedback Form

Criterion
Pronunciation

Excellent (A+, A, A-)
phonetically very accurate phonetically, correct word stress

Good (B+, B, B-)
Some errors in phonetics and word stress but shows high degree of intelligibility

Fair (C+, C, C-)
Some difficulties with intelligibility; significantly noticeable number of errors in phonetics and word stress

Marginal (D)
High occurrence of phonetic errors and errors in word stress

Failure (F)
Barely intelligible

Assessment Task
Speaking Task 2: Interview Assessment Feedback Form

Criterion
Fluency

Excellent (A+, A, A-)
Fluent

Good (B+, B, B-)
Mostly fluent

Fair (C+, C, C-)
Fairly fluent

Marginal (D)
Limited fluency

Failure (F)
Fluency impede audience's comprehension

Assessment Task
Speaking Task 2: Interview Assessment Feedback Form

Criterion
Grammar

Excellent (A+, A, A-)
Excellent control of grammar

Good (B+, B, B-)
Correct grammar with minor glitches, but with little effect on clarity

Fair (C+, C, C-)
Grammar errors are noticeable somewhat affecting clarity

Marginal (D)
High occurrence of errors in grammar which come in the way of clarity

Failure (F)
Serious errors in grammar affecting intelligibility

Assessment Task
Speaking Task 2: Interview Assessment Feedback Form

Criterion
Word Choice

Excellent (A+, A, A-)
Highly appropriate diction

Good (B+, B, B-)
Appropriate diction

Fair (C+, C, C-)
Effectiveness of communication is somehow affected due to inappropriate choices of words

Marginal (D)
Effectiveness of communication is quite seriously affected due to inappropriate choices of words

Failure (F)
Failed to use the appropriate words. Communication is seriously affected due to a lack of vocabulary

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Assessment Task
Speaking Task 3: Oral Presentation Assessment Feedback Form

Criterion
Content & Organization (20%)
Introduction:

Excellent (A+, A, A-)
Very effectively sets the stage for the presentation

Good (B+, B, B-)
Effectively sets the stage for the presentation

Fair (C+, C, C-)
Somewhat sets the stage for the presentation

Marginal (D)
Somewhat does not set the stage for the presentation

Failure (F)
Fail to make the audience ready for the presentation

Assessment Task
Speaking Task 3: Oral Presentation Assessment Feedback Form

Criterion
Content & Organization (20%)
Body
-Information supports purpose
-Organization

Excellent (A+, A, A-)
- Completely adequate information, wholly supports purpose
- Information well organized

Good (B+, B, B-)

- Adequate information. Mostly supports purpose
- Information quite organized

Fair (C+, C, C-)

- Somewhat adequate but just some points glossed over. Inadequately supports purpose
- Information fairly organized

Marginal (D)

- Somewhat inadequate information. Majority of points glossed over. Inadequately supports purpose.
- Information unorganized

Failure (F)

- Inadequate information, all points glossed over. Does not support
- Problematic organization

Assessment Task

Speaking Task 3: Oral Presentation Assessment Feedback Form

Criterion

Content & Organization (20%)
Conclusion:-Signal, Summary

Excellent (A+, A, A-)

Concludes strongly

Good (B+, B, B-)

Moderately strong ending

Fair (C+, C, C-)

Somewhat weak/incomplete ending

Marginal (D)

Abrupt/unexpected/incomplete ending

Failure (F)

No ending/ unmarked ending

Assessment Task

Speaking Task 3: Oral Presentation Assessment Feedback Form

Criterion

Language (40%)
Fluency

Excellent (A+, A, A-)

Fluent

Good (B+, B, B-)

Mostly fluent

Fair (C+, C, C-)

Fairly fluent

Marginal (D)

Limited fluency

Failure (F)

Fluency, accuracy, pronunciation and use of transitionals impede audience comprehension; jagged rhythm; too many vocalized pauses notices. Lots of inappropriate word choices

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Assessment Task

Speaking Task 3: Oral Presentation Assessment Feedback Form

Criterion

Language (40%)
Grammar

Excellent (A+, A, A-)

Grammatically accurate

Good (B+, B, B-)

Only minor grammar errors

Fair (C+, C, C-)

Frequent grammatical errors

Marginal (D)

Excessive grammatical errors

Failure (F)

Fluency, accuracy, pronunciation and use of transitionals impede audience comprehension; jagged rhythm; too many vocalized pauses notices. Lots of inappropriate word choices

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Assessment Task

Speaking Task 3: Oral Presentation Assessment Feedback Form

Criterion

(Language 40%)
Pronunciation & intonation

Excellent (A+, A, A-)

Natural and accurate pronunciation; Good sentence stress and rhythm

Good (B+, B, B-)

Pronunciation mostly clear and accurate; Stressed timed rhythm

Fair (C+, C, C-)

Comprehension somewhat affected by inaccurate pronunciation; Somewhat unnatural rhythm

Marginal (D)

Comprehension seriously affected by inaccurate pronunciation; Very unnatural rhythm

Failure (F)

Fluency, accuracy, pronunciation and use of transitionals impede audience comprehension; jagged rhythm; too many vocalized pauses notices. Lots of inappropriate word choices

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Assessment Task

Speaking Task 3: Oral Presentation Assessment Feedback Form

Criterion

Language (40%)
Transitionals and Signposting

Excellent (A+, A, A-)

Transitionals appropriate and adequate

Good (B+, B, B-)

Transitionals adequate

Fair (C+, C, C-)

Moderate use of transitionals

Marginal (D)

Transitionals barely used

Failure (F)

Fluency, accuracy, pronunciation and use of transitionals impede audience comprehension; jagged rhythm; too many vocalized pauses notices. Lots of inappropriate word choices

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Assessment Task

Speaking Task 3: Oral Presentation Assessment Feedback Form

Criterion

Language (40%)
Diction

Excellent (A+, A, A-)

Highly appropriate diction

Good (B+, B, B-)

Appropriate diction

Fair (C+, C, C-)

Some diction errors

Marginal (D)

Quite a few diction errors

Failure (F)

Fluency, accuracy, pronunciation and use of transitionals impede audience comprehension; jagged rhythm; too many vocalized pauses notices. Lots of inappropriate word choices

Assessment Task
Speaking Task 3: Oral Presentation Assessment Feedback Form

Criterion
Delivery & Professionalism (40%)
Pace

Excellent (A+, A, A-)
Natural pace

Good (B+, B, B-)
Pace occasionally erratic

Fair (C+, C, C-)
Speed interferes with comprehension

Marginal (D)
Erratic pace distracts

Failure (F)
Pace impedes audience comprehension

Assessment Task
Speaking Task 3: Oral Presentation Assessment Feedback Form

Criterion
Delivery & Professionalism (40%)
Voice projection

Excellent (A+, A, A-)
Natural volume

Good (B+, B, B-)
Volume occasionally variable

Fair (C+, C, C-)
Inaudible at times

Marginal (D)
Volume inadequate

Failure (F)
Volume impedes comprehension

Assessment Task
Speaking Task 3: Oral Presentation Assessment Feedback Form

Criterion
Delivery & Professionalism (40%)
Use of cue cards, Eye contact, Facial expressions, Gestures & Posture

Excellent (A+, A, A-)

Use of cue does not affect delivery ; eye contact well-maintained; Very appropriate expressions; Very natural and appropriate hand gestures and posture

Good (B+, B, B-)

Some dependence on cue cards and delivery somehow affected; Partial eye contact; Appropriate expressions; Natural hand gestures and posture

Fair (C+, C, C-)

Too dependent on cue cards. Reading in some parts; Periodic eye contact, Occasionally displays either a deadpan OR conflicting expressions; Hand gestures and posture at times unnatural

Marginal (D)

Over use of cue cards. Reading in many parts; Minimal eye contact; Occasionally displays both a deadpan and conflicting expressions; Hand gestures and posture unnatural most of the time

Failure (F)

Totally dependent on cue cards. Reading all the time; .No eye contact; Has a deadpan expression during entire presentation; Gestures and posture cause distractions

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Assessment Task

Speaking Task 3: Oral Presentation Assessment Feedback Form

Criterion

Delivery & Professionalism (40%)
Enthusiasm

Excellent (A+, A, A-)

Demonstrates a strong positive feeling about topic during entire presentation

Good (B+, B, B-)

Demonstrate a strong positive feeling about topic during most of the presentation

Fair (C+, C, C-)

Occasionally shows positive feelings about topic

Marginal (D)

Shows hardly any interest in the topic during most of the presentation

Failure (F)

Shows absolutely no interest in topic

Assessment Task

Speaking Task 3: Oral Presentation Assessment Feedback Form

Criterion

Delivery & Professionalism (40%)
Visual aids:-Design -Handling

Excellent (A+, A, A-)

Very clear and helpful visual aids; highly congruent with content of presentation. Very well executed & managed

Good (B+, B, B-)

Clear and helpful visual aids; mostly congruent with content of presentation. Mostly well executed & managed.

Fair (C+, C, C-)

Fairly clear and helpful visual aids; congruent with some of the content of presentation. Partly well executed & managed

Marginal (D)

Limited clarity; mostly not congruent with the content of presentation. Weakly executed and managed

Failure (F)

Very unclear and disturbing visual aids. Poorly executed and managed.

Assessment Task

Speaking Task 3: Oral Presentation Assessment Feedback Form

Criterion

Delivery & Professionalism (40%)
Time control

Excellent (A+, A, A-)

falls within required time frame

Good (B+, B, B-)

Slightly longer than required time (>2 min.)

Fair (C+, C, C-)

Slightly shorter than required time (<2 min.)

Marginal (D)

Longer than required time (>3min.)

Failure (F)

Shorter than required time (<3 min.)

Assessment Task

Speaking Task 3: Oral Presentation Assessment Feedback Form

Criterion

Delivery & Professionalism (40%)
Q & A Handling

Excellent (A+, A, A-)

Strong rapport with questioner. Complete answers.

Good (B+, B, B-)

Mostly complete answers

Fair (C+, C, C-)

Weak interaction; inadequate answers

Marginal (D)

Questions handled poorly and/or not fully answered

Failure (F)
Failed to answer questions

Assessment Task
Speaking Task 3: Oral Presentation Assessment Feedback Form

Criterion
Delivery & Professionalism (40%)
Teamwork:-co-operation -Transition

Excellent (A+, A, A-)
Strong teamworkNatural and Presentable handover

Good (B+, B, B-)
Mostly smooth teamworkMostly natural and presentable handover

Fair (C+, C, C-)
Fairly smooth teamworkWeak handover

Marginal (D)
weak teamworkPoor handover

Failure (F)
Very weak teamworkNo handover between speakers

Assessment Task
Self-critique Assessment Feedback Form

Criterion
Specificity of description & Objectivity of comments

Excellent (A+, A, A-)
All relevant comments and reflections included with complete supporting details

Good (B+, B, B-)
Most relevant comments and reflections included with most supporting details

Fair (C+, C, C-)
Some relevant comments and reflections and some supporting details included

Marginal (D)
Few relevant comments and reflections and few supporting details included

Failure (F)
No relevant comments and reflections, and supporting details are missing

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Assessment Task
Self-critique Assessment Feedback Form

Criterion
Constructive advice

Excellent (A+, A, A-)
Able to provide specific and constructive advice for future improvements

Good (B+, B, B-)
Quite able to provide specific and constructive advice for future improvement

Fair (C+, C, C-)
Some advice is provided

Marginal (D)
Minimal advice is provided

Failure (F)
No advice is provided

Assessment Task
Self-critique Assessment Feedback Form

Criterion
Syntax punctuation, spelling

Excellent (A+, A, A-)
Hardly any errors. Message is very clear

Good (B+, B, B-)
Some noticeable errors Message is generally clear but it is not clear in some parts

Fair (C+, C, C-)
Quite a lot of errors. Message is not clear in a lot of parts

Marginal (D)
Many errors The whole message is very difficult to understand

Failure (F)
So many errors that communication of the intended message has failed.

Assessment Task
Self-critique Assessment Feedback Form

Criterion
Diction

Excellent (A+, A, A-)
Highly appropriate diction

Good (B+, B, B-)
Appropriate diction

Fair (C+, C, C-)
Some diction errors

Marginal (D)
Quite a few diction errors

Failure (F)
A lot of diction errors

Assessment Task
Self-critique Assessment Feedback Form

Criterion
Style and Tone

Excellent (A+, A, A-)
Style and tone are highly appropriate

Good (B+, B, B-)
Style and tone are appropriate

Fair (C+, C, C-)
Style and tone are somewhat appropriate

Marginal (D)
Style and tone are generally inappropriate

Failure (F)
Style and tone are totally inappropriate

Assessment Task
Participation grading Form

Criterion
Attendance

Excellent (A+, A, A-)
Attended all classes*

Good (B+, B, B-)
Attended 90-99% of the classes

Fair (C+, C, C-)
Attended 80 to 89 % of the classes

Marginal (D)
Attended 70-79% of the classes

Failure (F)
Attended less than 70% of the classes

Assessment Task
Participation grading Form

Criterion
Punctuality

Excellent (A+, A, A-)
Always punctual for class

Good (B+, B, B-)
90-99% punctual for class

Fair (C+, C, C-)
80-89% punctual for class

Marginal (D)
70-79% punctual for class

Failure (F)
Less than 70% punctual for class

Assessment Task
Participation grading Form

Criterion
Participation

Excellent (A+, A, A-)
Always participated actively in class and group activities

Good (B+, B, B-)
Frequently participated actively in class and group activities

Fair (C+, C, C-)
Occasionally participated actively in class and group activities

Marginal (D)
Almost never participated actively in class and group activities

Failure (F)
Never participated actively in class and group activities

Assessment Task
Participation grading Form

Criterion
Use of English

Excellent (A+, A, A-)
Always spoke in English in class

Good (B+, B, B-)

Frequently spoke in English and seldom spoke in languages other than English in class

Fair (C+, C, C-)

Often spoke English and occasionally spoke in languages other than English in class

Marginal (D)

Frequently spoke in languages other than English and some use of English in class

Failure (F)

Always spoke in languages other than English and never spoke in English in class

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Part III Other Information

Keyword Syllabus

Image Management
Face-to-face communication
Telecommunications
Spoken communication
Non-verbal communication
Cultural awareness
Public speaking
Interview skills

Reading List

Compulsory Readings

	Title
1	Nil

Additional Readings

	Title
1	Comfort, J. (1999) Effective Socialising, Oxford: OUP
2	Comfort, J. (2000). Effective Presentations. Oxford, UK: Oxford University Press
3	Fisher, J. (1994) Negotiating for business results Burr Ridge, Ill. : Irwin Professional Pub./Mirror Press
4	Jones, L. (2001). Working in English Personal Study Book, Cambridge: CUP
5	Jones, L. (2001). Working in English Student's Book Cambridge: CUP
6	Spencer-Oatey, H. (2000) Culturally speaking: managing rapport through talk across cultures, London ; New York : Continuum