

English Language Teaching Framework

General Business English 1 Level C1+ Full time studies Second-cycle studies

Course duration: 2 semesters - 60 teaching hours (2 x 30)

Starting level: C1+

Target level: C2

Preliminary assumptions

- The course is based on the assumption that students who continue their studies at level C1+ have already mastered a foreign language at level C1 according to the Common European Framework of Reference for Languages (CEFR).
- During the course students are expected to develop their key language skills, both passive, such as: reading and listening, and active – speaking and writing.
- After completing the course students should not only understand the concepts related to business areas included in the syllabus, but also be able to implement these in their process of active and creative communication, both oral and written.
- Students are also expected to develop their professional competence in their specialisation field, such as e. g. tourism, accounting, finance, marketing, public administration, commodity science, etc.
- The course is centered around competences necessary in broadly understood global professional environment and it involves various tasks and activities enabling students to understand the nature of this English-speaking multicultural environment, and communicate actively, both with native and non-native speakers (International English).
- Academic component: it is assumed that during the course students will also develop language skills useful for academic purposes such as reading and understanding their study materials, analyzing various resources in a critical way, avoiding plagiarism while writing or speaking, keeping the standards of academic communicative context.
- Professional communication: the course addresses business communication skills which have not been mastered by the students during “Language 1” and “Language 2” courses, such as: meetings (in the area of oral communication) and transactional letters (in the area of written communication).
- The teacher is an organizer of the teaching and learning process, a counsellor and a facilitator; however, final learning outcomes depend on student’s individual work during the course, willingness to learn as well as sufficient time devoted to learning.
- If a student’s initial knowledge and skills prevent them from effective participation in the course to achieve the intended learning outcomes at level C2, it is their responsibility to bridge the gap to meet the requirements set.

1. Aims of the course	<p>The aim of the course is to:</p> <ul style="list-style-type: none"> • further develop communicative competencies in English, • expand the scope of students' vocabulary and explore complex grammatical structures, • further enable students to use English in academic and professional settings, • present a personal standpoint in speech and writing in a clear and coherent manner, • further develop intercultural competencies, • foster self-education learning strategies.
2. The content of the course:	
Main topic areas	Semester I <ul style="list-style-type: none"> • The role of governments and central banks in shaping the business environment • Risk management • Market entry strategies and global markets • Competition and competitive forces • Entrepreneurship (optional) Semester II <ul style="list-style-type: none"> • Culture and successful communication in international business • International outsourcing – its different forms and dangers • Design and invention in business • Affordable innovation in business (optional)
Lexical and grammatical structures	<ul style="list-style-type: none"> • Numbers and figures • Financial terms • Emphatic structures • Comparisons • Prepositional phrases • Noun phrases • Word partnerships to talk about entrepreneurship (optional) • Quantifiers (optional) • Key intercultural words and concepts • Terms and phrases related to outsourcing • Softeners and intensifiers • Word partnerships to talk about affordable innovation (optional)
Language functions/ability to communicate	<ul style="list-style-type: none"> • Presenting statistical information, describing graphs and charts • Emphasising points in explanations • Comparing companies and industries • Persuading with emotional language • Delivering persuasive sales presentations • Giving advice formally and informally (optional) • Quantifying data (optional) • Negotiating a deal in a collaborative style (optional) • Advising on reconciling cultural differences • Adding and contrasting information

	<ul style="list-style-type: none"> • Applying collaborative turn-taking strategies • Using varied stances and euphemisms to give a message an appropriate tone • Resolving misunderstandings • Describing products using multiple adjectives and analogies • Communicating negative information • Providing and receiving constructive direct/indirect criticism (optional)
Academic component	<ul style="list-style-type: none"> • active participation in panel discussions on the topics covered • analysing and comparing data, drawing conclusions • preparing and presenting persuasive argumentation • recording information efficiently • citing, referencing, bibliography creation
<p>3. Expected learning outcomes.</p> <p>At the end of the course the student:</p> <p>A. knows and understands the main ideas, facts and concepts included in the main topic areas of the course, along with distinguishing relationships between acquired knowledge and his/her field of specialisation,</p> <p>B. is able to interact with a degree of fluency and spontaneity expected at level C2 of English, which enables them to be understood without strain by native and non-native speakers, either in spoken or written English,</p> <p>C. is ready to actively participate in the business speaking environment, taking full responsibility for spoken and written communication they produce and assessing their progress.</p>	
Speaking	<p>At the end of the course the student:</p> <ul style="list-style-type: none"> • expresses and discusses opinions and viewpoints on the whole range of academic and professional topics related to business context in general and the areas covered during the course • participates in formal debates, taking on the role of a proponent or opponent regardless of their true beliefs • participates in and chair business meetings, with the use of acquired vocabulary and lexical structures • delivers a persuasive sales presentation • negotiates a deal using collaborative strategies
Reading	<p>At the end of the course the student:</p> <ul style="list-style-type: none"> • understands and analyses business texts in order to comment on their content and their authors' un/biased opinions
Listening	<p>At the end of the course the student:</p> <ul style="list-style-type: none"> • understands authentic recordings from the English-speaking multicultural business environment, both with native and non-native speakers (International English)

Writing	<p>At the end of the course the student:</p> <ul style="list-style-type: none"> • meets the formal requirements of business writing within the scope induced by the content of the course • applies advanced vocabulary and complex structures appropriate for level C2
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Main course book:

Course book: Lisboa, M. & Handford, M. (2012). *Business Advantage Advanced Student's Book*. Cambridge University Press.

Additional materials: Teachers' own materials.

Schemes of work – intended learning outcomes

Semester 1 (30 hours)

Part One (1-15 hours of the semester)

LISTENING

Students can understand complex information on the role of governments and central banks in shaping the business environment. Students can follow an extended discussion on taxation and market entry strategies. Students can grasp elaborate presentations with statistical data.

READING

Students can understand in detail lengthy, complex texts on risk management and market entry strategies.

SPOKEN INTERACTION

Students can discuss the government and central banks' role in the economy. They can understand and exchange information and views on various market entry strategies.

SPOKEN PRODUCTION

Students can present statistical information and give complex descriptions and interpretations of graphs and charts.

WRITTEN PRODUCTION

Students can prepare clear and well laid out reports, which include interpretation of graphs and charts representing statistical data and describing trends.

STRATEGIES

Students can easily express their opinions and defend arguments, being able to substitute one expression for another for both greater clarity and diversity of discourse.

QUALITY OF LANGUAGE

Students have a good command of a broad range of vocabulary on the government and central banks' impact on the economy and market entry strategies.

Part Two (16-30 hours of the semester)

LISTENING

Students can understand complex information on various aspects of competition within and between industries. They can also follow a persuasive sales presentation and recognize persuasive techniques.

OPTIONAL: Students can grasp the results of research on the psychological traits of entrepreneurs and their implications.

READING

Students can apply various reading techniques to understand in detail complex texts on the hotel industry features and the innovative ways of using the internet in business.

SPOKEN INTERACTION

Students can grasp and exchange complex, detailed information on competitive rivalry in various business sectors. OPTIONAL: Students are able to negotiate a deal using different negotiating strategies.

SPOKEN PRODUCTION

Students can develop and present a clear persuasive argument concerning the best choice of investment options in the hotel industry. They can also deliver a sales presentation utilising a variety of persuasive techniques.

WRITTEN PRODUCTION

OPTIONAL: Students can compile an outline of a business plan and write its executive summary.

STRATEGIES

Students can easily express their opinions and present information with the use of argumentative, persuasive and descriptive language.

QUALITY OF LANGUAGE

Students have a good command of a broad range of vocabulary on competitive forces and (optionally) on entrepreneurship. Students can fluently and cohesively formulate their statements focusing on the use of prepositional phrases, noun phrases and (optionally) quantifiers.

Semester 2 (30 hours)

Part One (1-15 hours of the semester)

LISTENING

Students can follow a presentation on types of international organizations.

Students can learn about the benefits and challenges of offshoring.

READING

Students can understand complex information about outsourcing, presented in an executive overview. They can also analyse texts that present companies operating internationally.

SPOKEN INTERACTION

Students can express themselves fluently and appropriately to discuss various types of international organization and culture-related challenges related to such organizations.

Students can also understand and exchange complex, detailed information on the benefits and pitfalls of outsourcing. Students are able to express and defend their views while considering the other side of the argument.

They can communicate fluently to develop a unified policy for an international company. They can also effectively deal with questions in a Q&A session.

SPOKEN PRODUCTION

Students can summarise information and arguments on the role of culture in international communication. They can also elaborate on issues related to international outsourcing.

WRITTEN PRODUCTION

Students can write clear, well-structured, effective emails and follow-up emails applying an appropriate business style and level of formality, all with good grammatical control.

STRATEGIES

Students can use a wide variety of complex sentences, with special emphasis on the use of softeners/intensifiers and complex noun phrases.

QUALITY OF LANGUAGE

Students have a good command of a broad range of vocabulary related to the issue of cultural variety in international communication. They can also discuss international outsourcing, using the language flexibly and appropriately.

Part Two (16-30 hours of the semester)

LISTENING

Students can understand a specialist talk on design and invention, and a presentation on marketing support. They can also follow a meeting with a view to taking the minutes.

OPTIONAL: Students are able to recognize spoken criticism.

READING

Students can understand in detail a selection of texts presenting company profiles. OPTIONAL: They can fully grasp the message of a complex text on reverse innovation.

SPOKEN INTERACTION

Students can understand and exchange complex, detailed information on the role of innovation and design in a business context. They can describe how products and processes work. They can also chair business meetings.

They may also give criticism and react to it and debate radical innovation solutions.

SPOKEN PRODUCTION

Students can deliver a short presentation on an innovative design solution and its benefits. They can conduct a well-structured meeting on a complex subject in the field assigned.

OPTIONAL: Students can present their views on reverse innovation.

WRITTEN PRODUCTION

Students can write a clear, well-structured agenda and the minutes from their meeting. They can also take notes while in a meeting.

STRATEGIES

Students can select from a readily available range of expressions to effectively participate in a meeting. They can build complex arguments through analogies and the use of powerful adjectives and euphemisms. Thanks to that they are able to clearly express manifold concepts and events.

QUALITY OF LANGUAGE

Students have a good command of a broad range of vocabulary (including idiomatic expressions) related to invention in design, as well as to chairing meetings. They may also be well-equipped to talk about low-cost innovative solutions.

Students maintain a high degree of grammatical control in speech and writing.