

## English Language Teaching Framework

### **General Business English Level B2 Part time studies Second-cycle studies**

**Course duration:** 2 semesters - 36 teaching hours (2 x 18)

**Starting level:** B2

**Target level:** B2+

#### **Preliminary assumptions**

- The course is aimed at students who have achieved B2 level of linguistic competence in English (according to the Common European Framework of Reference for Languages - CEFR), confirmed by the CUE Language Centre placement test results.
- The course is centered around competencies necessary in a general work environment, involving various activities enabling students to build and maintain successful working relationships, develop behavioral competencies and management skills (management, production, marketing, finance, economics).
- During the course students expand and develop their key language skills: speaking, reading, writing, and listening.
- The course incorporates linguistic skills imperative for successful functioning in an academic environment as well as academic skills (academic component).
- The course fosters the development of students' professional competence in diverse fields of business (management, recruitment, production, quality, marketing, finance, market structure, banking, takeovers, taxation, corporate social responsibility, employment) with the specific focus on their specialization area.
- 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.
- The course explores the following business writing genres: formal and internal e-mail, summary, pros and cons essay. Appropriate registers, formats and conventions are examined to ensure the students' competence in communicating effectively in business contexts.
- The teacher organises the whole teaching and learning process, playing the role of a counsellor and facilitator; final learning outcomes also depend on students' individual work during the course, their willingness to learn and sufficient time devoted to learning. The minimum student's workload outside classes, as outlined in the course plan (KRK cards), is 100 hours.
- If students' initial knowledge and skills prevent them from effectively participating in the course to achieve the intended learning outcomes at level B2+, it is their responsibility to bridge the gap to meet the requirements set.

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| <p><b>1. Aims of the course:</b></p> | <p><b>Aims of the course:</b></p> <ul style="list-style-type: none"> <li>• improvement and development of all the language skills acquired on lower levels</li> <li>• expansion of lexis and lexical structures used in the business context</li> <li>• expansion of grammatical structures used in the business context</li> <li>• development of business communication skills (soft skills)</li> <li>• acquisition of the ability to use English for academic and professional purposes</li> </ul> |
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|  | <ul style="list-style-type: none"> <li>development of learning strategies and self-evaluation of student's language skills</li> </ul>   |
| <b>2. The content of the course:</b>   |   |
| Main topic areas   | <p>Semester I:</p> <ul style="list-style-type: none"> <li>Management,</li> <li>Work and motivation</li> <li>Banking,</li> <li>Market Structure and Competition,</li> <li>Business correspondence</li> </ul> <p>Semester II:</p> <ul style="list-style-type: none"> <li>Meetings,</li> <li>Takeovers,</li> <li>Business Cycle,</li> <li>Corporate Social Responsibility,</li> <li>Networking skills</li> <li>Effective discussions</li> <li>Communicating at the workplace</li> </ul>  |
| Lexical and grammatical structures   | <p>Semester I:</p> <ul style="list-style-type: none"> <li>The use of tenses when communicating ideas and summarising</li> <li>The use of conditionals when communicating ideas and summarising</li> </ul> <p>Semester II:</p> <ul style="list-style-type: none"> <li>The use of passive voice when communicating ideas and summarising</li> <li>The use of linking devices and text organizers when communicating and summarising</li> </ul>  |
| Language functions/ability to communicate  | <ul style="list-style-type: none"> <li>Giving short presentations summarising students' points of view on the given topic</li> <li>Giving feedback to peers</li> <li>Expressing opinions and presenting arguments</li> <li>Reacting properly in social situations</li> <li>Written and oral analysis of business-related text and recordings</li> <li>Analysis and selection of information</li> <li>Drafting effective business documents and correspondence</li> <li>Using professional language connected with students' field of studies</li> </ul>   |
| Academic component   | <ul style="list-style-type: none"> <li>Searching for, processing and evaluation of information, the ability to make notes from lectures, books, articles etc.</li> <li>Developing language competences and improving skills needed to study at the universities abroad</li> <li>Preparing presentations of professional materials connected with the students' field of studies</li> <li>Functioning in the situations typical for the academic environment: participation in a lecture in the target language, discussion, presentation, academic debate</li> <li>Developing the skills connected with the academic environment of other countries – being sensitive to cultural differences</li> <li>Developing the autonomy among others through defining the style of learning and using appropriate strategies (forming one's own opinions and presenting them)</li> </ul> |
| <b>3. Expected learning outcomes.</b>  |   |
| <b>At the end of the course student:</b>   |   |
| <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> |   |

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|           | <p><b>B.</b> is able to interact with a degree of fluency and spontaneity expected at B2 level of English, which enables him/her to be understood without strain by native and non-native speakers, either in spoken or written English,</p> <p><b>C.</b> is ready to actively participate in the business speaking environment, taking full responsibility for spoken and written communication he/she produces and assessing his/her progress.</p>   |
| Speaking  | <p><b>At the end of the course student:</b></p> <ul style="list-style-type: none"> <li>• can present clear descriptions on a wide range of subjects related to the student's field of studies</li> <li>• can take active part in discussion and meetings</li> <li>• can express their viewpoint by providing relevant explanations and arguments</li> <li>• can interact with a degree of fluency and spontaneity</li> <li>• can communicate effectively at the workplace</li> <li>• can use appropriate pronunciation, stress and intonation in every spoken interaction</li> <li>• can explain and describe a variety of contemporary problems and processes in business and economy</li> </ul>  |
| Reading   | <p><b>At the end of the course student:</b></p> <ul style="list-style-type: none"> <li>• can understand articles and reports concerned with a variety of contemporary problems and processes in business and economy</li> <li>• can understand stances and viewpoints adopted by various authors</li> <li>• can read and understand specialised texts related to his/ her field of studies</li> </ul>  |
| Listening | <p><b>At the end of the course student:</b></p> <ul style="list-style-type: none"> <li>• can understand business related utterances based on syllabus topics or connected with social life, academic life, working life and their field of specialization</li> <li>• can follow and understand the essentials of lectures, speeches, oral presentations and conversations regarding General Business English and his/her field of specialization</li> <li>• can select and analyse information included in recordings or real life listening.</li> <li>• can understand the majority of audio materials on various topics, containing syllabus topic areas and his/her field of specialization</li> <li>• can recognize differences in variations of English, however, he/ she can pronounce words based on listening to standard dialect</li> </ul> |
| Writing   | <p><b>At the end of the course student:</b></p> <ul style="list-style-type: none"> <li>• can communicate effectively in the professional environment using various formats of business correspondence</li> </ul>   |

**Main course book(s):**

**Course book:** Ian MacKenzie - *English for Business Studies* - Cambridge University Press 2011

**Additional materials:** Teachers' own materials based on available resources, comprising information about their sources and copyrights.

**Schemes of work – intended learning outcomes**

**Semester 1 (18 hours)**

**Part One (1-9 hours of the semester)**

## LISTENING

Students can follow lectures and presentations on topics related to management and banking even if the speech organisation and language are both complex.

## READING

Students can understand specialised articles related to sophisticated business ideas such as: the function of management as well as banks and financial institutions.

Students can quickly scan through long and complex texts on topics of interest to locate relevant details.

## SPOKEN INTERACTION

Students can converse spontaneously without much sign of restricting what they say. They can reformulate ideas in different ways to ensure people understand exactly what they mean.

Students can participate in discussions on topics related to management and banking such as: what makes a good manager or the subprime crisis and the credit crunch.

## SPOKEN PRODUCTION

Students can give clear, well-developed, detailed descriptions of business concepts such as: management styles and the banking system,

They can give a clear, well-structured presentation, with highlighting significant points and can answer questions about the content.

## STRATEGIES

Students can intervene appropriately in discussion, using a variety of expressions to do so.

## QUALITY OF LANGUAGE

Students can express themselves clearly and without much sign of having to restrict what they want to say. They can reformulate ideas in different ways to ensure people understand exactly what they mean.

## **Part Two (10-18 hours of the semester)**

## LISTENING

Students can follow lectures and presentations on topics related to market structure, competition, and industrial clustering.

## READING

Students can understand specialized texts related to varied business processes, concepts and classifications such as: the standard structure of markets for products and clustering.

## SPOKEN INTERACTION

Students can keep up with a discussion and develop clear arguments. They can reformulate ideas in different ways to ensure people understand exactly what they mean.

Students can participate in discussions on topics related to successful cluster developing.

## SPOKEN PRODUCTION

Students can express their opinions freely as well as develop clear and logical arguments on issues concerning market structure and clustering.

They can also summarise information and arguments about sophisticated business ideas.

## WRITTEN PRODUCTION

Students can write a short, clear and detailed internal e-mail summarizing the main ideas of a discussion and arrangements.

## STRATEGIES

Students can help the development of a discussion by giving feedback, follow up what people say and relating their contribution to theirs.

## QUALITY OF LANGUAGE

Students can maintain good grammatical control. They may sometimes make mistakes, but they can correct them afterwards.

### **Semester 2 (18 hours)**

#### **Part One (1-9 hours of the semester)**

##### LISTENING

Students can follow lectures and presentations on topics related to finance and economics such as mergers, acquisitions and competition.

##### READING

Students can understand in detail information about business issues such as: takeovers, mergers and buyouts. They can also understand complex texts including specialised vocabulary on topics related to finance and economics.

##### SPOKEN INTERACTION

Students can keep up with a discussion and express their ideas freely on financial topics such as the reasons and risks of mergers and acquisitions.

Students are also able to participate actively and effectively in business meetings, using typical phrases for starting the meeting, presenting the agenda, asking questions, interrupting, agreeing/disagreeing, presenting, and concluding.

##### SPOKEN PRODUCTION

Students can give clear, well-developed, detailed descriptions on a range of subjects related to finance and economics.

They can conduct a well-structured meeting on a complex subject in their field, expanding and supporting points of view with appropriate reasons and examples.

##### STRATEGIES

Students can overcome gaps in vocabulary with paraphrase and alternative expression.

## QUALITY OF LANGUAGE

Students can focus their attention effectively on how they formulate things, in addition to expressing the message.

#### **Part Two (10-18 hours of the semester)**

##### LISTENING

Students can understand in detail interviews with experts and presentations on topics related to economics such as: business cycle and corporate social responsibility.

They can also follow extended speeches given by business specialists using complex language structures.

##### READING

Students can understand lengthy, specialised texts about varied topics related to economics.

They can quickly scan through long and complex texts on topics of interest to locate relevant information.

##### SPOKEN INTERACTION

Students can converse spontaneously on topics related to economics such as: the causes of business cycles and governments' influence on them, as well as the ethics of various business practices.

They can also express arguments in favour of or against, related to international business issues such as the responsibilities of business.

##### SPOKEN PRODUCTION

Students can summarise information and arguments and participate in discussions and meetings on topics related to economics, such as: the business cycle and corporate social responsibility.

#### WRITTEN PRODUCTION

Students can write an agenda of the meeting and/or a brief summary of the proposals agreed upon by the meeting, using a range of language.

#### STRATEGIES

Students can select from a readily available range of expressions to effectively participate in a meeting. They can also monitor their speech and writing to correct slips and mistakes that they make.

#### QUALITY OF LANGUAGE

Students can choose different ways of saying things, depending on the person they are talking to and the context concerned.