

English Language Teaching Framework

English for Finance and Accounting and Accounting & Controlling 1_Level B2

Full time studies First-cycle studies

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

Starting level: B2

Target level: B2+

Preliminary assumptions

- The course is based on the assumption that students who study at the B2 level, have already mastered a foreign language at the B1 level 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 by being exposed to articles, recordings, videos, and case studies set in the business context.
- During the course the teacher uses every opportunity to encourage discussion and communication, with much emphasis being put on soft skills and business skills, such as delivering presentations.
- 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 those in their process of active and creative communication, both oral and written.
- Students are also expected to develop their professional competence in their field of specialisation, such as finance and accounting.
- The course is centred around competencies necessary in broadly understood global professional environment and it involves various tasks and activities enabling students to communicate actively, both with native and non-native speakers.
- During the course students will also develop language skills useful for academic purposes such as reading and understanding their study materials, analysing various resources in a critical way, avoiding plagiarism while writing or speaking, following the standards of the academic communicative context.
- 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.
- 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.

<p>1. Aims of the course:</p>	<p>The aim of the course is to:</p> <ul style="list-style-type: none"> • further develop communicative competencies in English • enhance vocabulary range and explore complex grammatical structures • further enable students to use English in academic and professional settings • help present student's personal standpoint in speech and writing in a clear and coherent manner • foster self-education learning strategies • promote team work
<p>2. The content of the course:</p>	
<p>Main topic areas</p>	<p>Semester I:</p> <ul style="list-style-type: none"> • Financial environment • Different types of banks and banking products, role of central banks • Bank loans and credit • Saying numbers in English • Business correspondence – letters and emails: layout, register (formal, semi-neutral, informal), letters/emails of complaint and apology (option: circular letters) <p>Semester II:</p> <ul style="list-style-type: none"> • Presentations – basic functions: language, content, delivery; visual aids, body lg, handling questions • Different types of accounting • Reporting company performance: financial statements, performance forecast • Graphs, charts and price changes • Business correspondence: emails chasing payment
<p>Lexical and grammatical structures</p>	<p>Semester I:</p> <ul style="list-style-type: none"> • modal verbs (advising, suggesting, permission, necessity and prohibition, likelihood, probability) • review of tenses • formal and informal style in business correspondence <p>Semester II:</p> <ul style="list-style-type: none"> • language of presentations • relative clauses • articles; countable and uncountable nouns
<p>Language functions/effective communication</p>	<ul style="list-style-type: none"> • giving short presentations summarising students' points of view on the given topic • using persuasive techniques (e.g. rhetorical questions, metaphorical lg, inversion, rule of three, contrast and opposites) • giving feedback to peers • expressing opinions and presenting arguments • reacting properly in social situations • analyzing written and oral analysis of business-related text and recordings

	<ul style="list-style-type: none"> • analyzing and selecting information • drafting effective business documents and correspondence • using professional language connected with students' field of studies • giving advice and solving problems • describing numerical information • analyzing, synthesizing and comparing information
Academic component	<ul style="list-style-type: none"> • finding, selecting, and presenting information • analysing information contained in diagrams • participating actively in typical academic settings: discussions, presentations, summaries, etc • reading for understanding and synthesis of information from a variety of texts • writing and rewriting letters and emails
<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 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>C. 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>At the end of the course the student is able to:</p> <ul style="list-style-type: none"> • deliver presentations using acquired vocabulary and lexical structures • express and discuss ideas on a range of professional topics related to the business context in areas covered during the course • say numbers distinguishing between contexts • describe market trends
Reading	<p>At the end of the course the student is able to:</p> <ul style="list-style-type: none"> • read, analyse and understand business texts • comment on the information from various types of business texts at B2+ level
Listening	<p>At the end of the course the student is able to:</p> <ul style="list-style-type: none"> • understand original interviews with experts working in the financial sector • select information and respond to questions about detail, meaning or gist
Writing	<p>At the end of the course the student is able to:</p>

	<ul style="list-style-type: none"> • take notes while listening • lay out business letters and emails • write letters/emails of complaint, apology, chasing payment
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Main course book(s):

Course Books:

MacKenzie, Ian. *English for the Financial Sector*. Cambridge: Cambridge University Press, first published 2008

MacKenzie, Ian. Financial English with financial glossary. 2nd ed. Heinle, Cengage Learning, 2012

Additional materials:

Teachers' own materials based on available resources comprising information about their sources and copyrights

Schemes of work - intended learning outcomes

Semester 1 (30 hours)

Part One (1-15 hours of the semester)

LISTENING

Students can understand original interviews with experts talking about recent changes in the financial industry.

Students can understand the difference regarding different types of banking and banking products.

READING

Students can understand formal letters/emails of complaint.

Students can understand specialized texts connected with commercial and investment banking.

Students can read with a large degree of independence about changes in the banking system (regulation and deregulation)

SPOKEN INTERACTION

Students can evaluate advantages and disadvantages of different services offered by financial institutions and exchange ideas providing relevant explanations, arguments and comments.

SPOKEN PRODUCTION

Students can give clear, well-structured descriptions of different banking products and facilities.

Students can collate information from different sources and relate it coherently.

Students can use correct tenses in appropriate situations, taking into account usage, effect and intention.

WRITTEN PRODUCTION

Students can write letters/emails of complaint to people they may not know personally, using proper register and tone. They can use accurate business letter/email format and take a respectful tone.

STRATEGIES

Students do not have to restrict what they say; they can substitute an equivalent term for a word/phrase used.

QUALITY OF LANGUAGE

Students can explain the details of an idea or problem reliably.

Part Two (16-30 hours of the semester)

LISTENING

Students can understand in detail a discussion concerning the functions of central banks.

Students can understand in great detail numerical and financial information delivered by various speakers.

READING

Students can understand formal letters/emails of apology.

Students can scan relatively quickly through articles to be encountered in professional life.

Students can understand in detail texts on central banking decisions and policies to be encountered in professional resources.

Students can read with a large degree of independence about investment banking and interest rates.

SPOKEN INTERACTION

Students can understand and exchange complex, detailed information on topics they have familiarized themselves with (internet banking, different types of internet frauds, the role of central banks)

SPOKEN PRODUCTION

Students can understand and practice modal verbs, and use them to indicate a variety of functions.

Students can rank modal verbs according to the degree of certainty/probability and use them effectively

Students can summarize orally information and arguments from various sources using numbers and figures correctly.

WRITTEN PRODUCTION

Students can write letters/emails of apology to people they may not know personally, using proper register and tone. They can use accurate business letter/email format and take a respectful tone.

STRATEGIES

Students can use appropriate modal verbs to make their utterances sound more polite and diplomatic.

Students can build complex arguments using a wide range of linking words to express cause and effect.

QUALITY OF LANGUAGE

Students have a good command of broad vocabulary related to different types of banking, forms of money, and interest rates. If necessary they can find alternative expressions to state information.

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

Students have a sufficient range of vocabulary to vary formulation and avoid repetition when expressing themselves on matters connected to financial issues.

Semester 2 (30 hours)

Part One (1-15 hours of the semester)

LISTENING

Students can understand standard phrases to identify cause and effect, offering alternative paraphrases where necessary

READING

Students can understand in detail complex texts connected with different delivery modes when making presentations, using dictionaries and other reference sources selectively when necessary.

Students can read with a large degree of independence about different types of presentations and/or delivery modes in the business context

SPOKEN INTERACTION

Students can give clear, well-structured presentations on a complex subject in their field, expanding and supporting points of view with appropriate reasons and examples.

Students can answer the audience's questions and manage interruptions.

SPOKEN PRODUCTION

Students can give clear, well-structured, and effective presentations engaging various rhetorical techniques and diverse vocabulary

Students can use different answering techniques when dealing with the audience's questions, using diplomatic language

Students can describe different types of graphs/charts in English using expressions for upward and downward movement

WRITTEN PRODUCTION

Students can prepare different types of visual aids, including presentation slides, posters and/or promotional flyers

STRATEGIES

Students do not have to restrict what they want to say when they want to link the cause with the effect (or vice versa): if they cannot find one expression they can substitute it with another.

Students can use different rhetorical/persuasive devices to create greater impact on their audience

QUALITY OF LANGUAGE

Students have a good command of a broad vocabulary range to present fluently in English.

Students can use special language patterns to create extra impact when making their presentations.

Part Two (16-30 hours of the semester)

LISTENING

Students can understand discussions of the importance of different types of accounting.

Students can understand in detail a discussion of concrete and abstract topics using financial jargon, including a discussion about the role of accountants and bookkeepers.

READING

Students can read and understand texts connected with different types of accounting with a large degree of independence, using dictionaries and other reference sources selectively when necessary.

Students can understand emails chasing payment.

SPOKEN INTERACTION

Students can express themselves fluently and appropriately when talking about different branches of accounting and the importance of financial statements. They can exchange arguments for and against when making investment decisions

Students can take an active part in a conversation about the importance of financial statements

SPOKEN PRODUCTION

Students can talk about the importance of auditing and the role of auditors in checking and evaluating financial records

WRITTEN PRODUCTION

Students can write clear, well-structured formal emails chasing payment in an appropriate style with suitable grammatical range and accuracy.

STRATEGIES

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

Students can demonstrate an understanding of using relative clauses and relative pronouns

QUALITY OF LANGUAGE

Students have a sufficient range of financial vocabulary to vary formulation and avoid repetition when expressing themselves.

Students can express themselves spontaneously, except occasionally when speaking about a conceptually difficult subject related to their field of studies