

**English Language Teaching Framework**

***General Business English 1 Level C1 First-cycle studies***

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

**Starting level:** C1

**Target level:** C1+

**Preliminary assumptions**

- The course is aimed at students who have achieved C1 level of linguistic competence in English (according to the Common European Framework of Reference for Languages - CEFR), or declare the adequate command of it, based on their previous education.
- 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 (assertiveness, time management, change management, conflict handling, decision making etc.)
- 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 (company structure, recruitment, management, logistics, corporate image, CSR ) 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: CV, cover letter, email. 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.
- If students' initial knowledge and skills prevent them from effectively participating in the course to achieve the intended learning outcomes at level C1, it is their responsibility to bridge the gap to meet the requirements set.

<p><b>1. Aims of the course:</b></p>	<p><b>Aims of the course:</b></p> <ul style="list-style-type: none"> <li>• to further develop communicative competence in English</li> <li>• to expand vocabulary range and explore complex grammatical structures</li> <li>• to prepare students to use English proficiently in academic and professional settings</li> </ul>
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	<ul style="list-style-type: none"> <li>• to develop students' competence and autonomy in participating in complex, professional discourse, including the distinct and coherent presentation of personal standpoint in speech and writing</li> <li>• to develop intercultural awareness and competence</li> <li>• to foster the development of self-directed, autonomous learning skills and lifelong learning strategies</li> </ul>
<b>2. The content of the course:</b>	
Main topic areas	<p>Semester I</p> <ul style="list-style-type: none"> <li>• Company types</li> <li>• Company structure</li> <li>• Developing your career</li> <li>• Personal development</li> <li>• Corporate image</li> <li>• Corporate Social Responsibility</li> </ul> <p>Semester II</p> <ul style="list-style-type: none"> <li>• Outsourcing</li> <li>• Logistics</li> <li>• Management styles and theories</li> <li>• Management tools</li> </ul>
Lexical and grammatical structures	<p>Semester I</p> <ul style="list-style-type: none"> <li>• Tenses</li> <li>• Passive Voice</li> <li>• Conditionals</li> <li>• Modal Verbs</li> </ul> <p>Semester II</p> <ul style="list-style-type: none"> <li>• Noun Phrases</li> <li>• Relative Clauses</li> <li>• Conjunctions: coordinators and subordinators</li> </ul>
Language functions / ability to communicate	<ul style="list-style-type: none"> <li>• Tentative and speculative language</li> <li>• Taking turns</li> <li>• Describing systems</li> <li>• Acknowledging the feelings and opinions of others</li> <li>• Reacting assertively</li> <li>• Offering compromise</li> <li>• Delivering a business presentation</li> <li>• Delegating</li> <li>• Managing change</li> <li>• Handling conflict</li> </ul>
Academic component	<ul style="list-style-type: none"> <li>• Time management</li> <li>• Prioritizing</li> <li>• Self-awareness and self -reflection</li> <li>• Setting goals</li> <li>• Assertiveness</li> <li>• Active listening</li> </ul>

	<ul style="list-style-type: none"> <li>• Formulating and assessing the validity of arguments</li> <li>• Participating in discussions</li> <li>• Selecting and analyzing data</li> <li>• Drawing conclusions</li> <li>• Synthesizing and abstracting information</li> </ul>
<p><b>3. Expected learning outcomes.</b>  <b>At the end of the course student:</b></p> <p><b>A.</b> 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>B.</b> is able to interact with a degree of fluency and spontaneity expected at C1 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>• knows and understands the rules of conducting efficient and meaningful conversations with various interlocutors in diverse situations, including multi-cultural environment</li> <li>• expresses and discusses opinions and points of view on the whole range of academic and business topics, specifically the ones covered during the course</li> <li>• delivers a business presentation</li> <li>• is able to participate in a job interview</li> <li>• assesses and discusses own competencies and characteristics</li> <li>• presents and discusses priorities</li> <li>• delegates tasks</li> <li>• describes products and systems</li> <li>• assertively handles difficult situations and conflicts</li> </ul>
Reading	<p><b>At the end of the course student:</b></p> <ul style="list-style-type: none"> <li>• can understand authentic business and academic texts, recognizing different registers, tones, attitudes and stylistic devices (formality, irony, sarcasm, metaphor etc.)</li> <li>• is able to analyse and synthesize information, draw conclusions and abstract meanings</li> </ul>
Listening	<p><b>At the end of the course student:</b></p> <ul style="list-style-type: none"> <li>• is able to understand authentic recordings from English-speaking multicultural business environment, both with native and non-native speakers</li> </ul>
Writing	<p><b>At the end of the course student:</b></p> <ul style="list-style-type: none"> <li>• is ready to apply for a job with an adequate CV and a cover letter</li> <li>• is able to compose precise, quantitative accomplishment statements</li> </ul>

	<ul style="list-style-type: none"> <li>• is able to write business emails/letters which adequately address business issues as well as contribute to building successful business relationships</li> <li>• is aware of the impact business writing has in business communication and is ready to make decisions regarding style and register</li> </ul>
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**Main course book(s):**

**Course Books:** **J. Allison, R. Appleby, E. de Chazal - *The Business 2.0 C1 Advanced Student's Book*, Macmillan 2013**

**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 complex information on strategies in a workplace, behavioral competencies and SMART goals.

Students can follow extended discussion on developing professional competencies and setting goals.

**READING**

Students can understand in detail lengthy, complex texts on strategies of functioning in a workplace. Students can recognize and understand stated opinions, implied points of view and irony.

Students can understand job offers, formal CVs and letters of application for a job.

**SPOKEN INTERACTION**

Students can understand and exchange complex, detailed information on setting SMART goals, functioning in a workplace, personality and communication skills, pinpointing key areas where further explanation or clarification is needed.

**SPOKEN PRODUCTION**

Students can give clear, well-structured descriptions of company types and structures, behavioral competencies and career development.

**WRITTEN PRODUCTION**

Students can express themselves clearly and appropriately in professional recruitment documents (CV, Application Letter) describing various career stages, accomplishments and responsibilities precisely and in depth.

**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 company types and structure, personality traits and competencies.

### **Part Two (16 – 30 hours of the semester)**

#### LISTENING

Students can understand complex information on various aspects of Corporate Social Responsibility and time management.

Students can understand various arguments for and against CSR commitment and corporate PR strategies.

#### READING

Students can understand in detail lengthy, complex texts on revamping corporate image.

Students can recognize and understand stated opinions, implied points of view and irony.

#### SPOKEN INTERACTION

Students can understand and exchange complex, detailed information on various CSR policies and time management, pinpointing key areas where further explanation or clarification is needed.

#### SPOKEN PRODUCTION

Students can give clear, well-structured descriptions of CSR policies and corporate PR strategies.

Students can develop an argument for and against CSR systematically in well-structured speech, highlighting significant points, and concluding appropriately.

Students can delegate tasks effectively and in appropriate style.

#### 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 CSR initiatives.

Students can formulate tentative and cautious, indirect statements, which allows for speculating about different attitudes and positions.

### **Semester 2 (30 hours)**

#### **Part One (1 – 15 hours of the semester)**

#### LISTENING

Students can understand complex technical information from presentation extracts about supply chain management, logistics systems and corporate performance analysis tools.

#### READING

Students can understand in detail lengthy, highly metaphorical texts on outsourcing.

Students can understand complex texts with numerous cultural references.

Students can understand formal letters and emails and recognize various degrees of formality and emphasis.

#### SPOKEN INTERACTION

Students can express themselves fluently and appropriately to discuss various types and implications of outsourcing.

Students can understand and exchange complex, detailed information on outsourcing, supply chain management, logistics systems and change management, pinpointing key areas where further explanation or clarification is needed.

#### SPOKEN PRODUCTION

Students can give clear, well-structured descriptions and definitions of supply chain elements and logistics systems. Students can discuss arguments for and against outsourcing.

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

#### WRITTEN PRODUCTION

Students can write clear, well-structured formal emails or letters in an appropriate style with good grammatical control.

Students can prepare clear, well-structured slides for professional presentations in an appropriate style, with good grammatical control.

#### STRATEGIES

Students can use a wide variety of complex noun phrases for maximum clarity, brevity and precision. Students can use various rhetorical and persuasive devices to create greater impact on their audience.

#### QUALITY OF LANGUAGE

Students have a good command of a broad range of vocabulary related to logistics.

Students can use language flexibly and appropriately, adjusting their expression depending who they communicate with.

Students have a very 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 enough to follow elaborate presentations on different models of management.

#### READING

Students can understand in detail lengthy, complex, highly idiomatic texts on management styles and managing conflict.

#### SPOKEN INTERACTION

Students can understand and exchange complex, detailed information on different management styles and conflict handling strategies.

#### SPOKEN PRODUCTION

Students can conduct meaningful, assertive and realistic conversations aiming at highlighting and alleviating conflicts in a workplace.

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

#### WRITTEN PRODUCTION

Students can write clear, well-structured formal emails or letters in an appropriate style with good grammatical control.

#### STRATEGIES

Students can select from a readily available range of expressions to present their points of view assertively.

Students can build complex arguments using a wide range of linking devices to express manifold relationships between concepts and events.

#### QUALITY OF LANGUAGE

Students have a good command of a broad range of vocabulary (including idiomatic expressions) related to management styles and conflict handling. Students maintain a high degree of grammatical control in speech and writing.