

## **English Language Teaching Framework**

### **General Business English 2 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 successfully completed Course 1 in General Business English, level C1.
- The course is centred around competencies necessary in a general work environment, involving various activities enabling students to build and maintain successful working relationships, develop behavioural competencies and management skills (active listening, managing and communicating in a crisis, leading the team, 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 develops students' professional competence in diverse fields of business (marketing, crisis management, finance, investment, trade) 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: memorandum, letter of complaint, letter of apology, circular letter. 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> <li>• to develop students' competence and autonomy in participating in complex, professional discourse, including the distinct and coherent</li> </ul>
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	<p>presentation of personal standpoint in speech and writing</p> <ul style="list-style-type: none"> <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>• Strategic marketing</li> <li>• Marketing</li> <li>• Crisis management</li> <li>• Risk management</li> </ul> <p>Semester II</p> <ul style="list-style-type: none"> <li>• Investment</li> <li>• Free trade</li> </ul>
Lexical and grammatical structures	<p>Semester I</p> <ul style="list-style-type: none"> <li>• Dependent prepositions</li> <li>• Prepositional phrases</li> <li>• Perspective adverbials</li> <li>• Stance expression</li> </ul> <p>Semester II</p> <ul style="list-style-type: none"> <li>• Inversion and emphatic structures</li> <li>• Phrasal verbs</li> </ul>
Language functions / ability to communicate	<ul style="list-style-type: none"> <li>• Modifying meaning</li> <li>• Emphasising</li> <li>• Supporting</li> <li>• Selling</li> <li>• Coaching</li> <li>• Directing</li> <li>• Negotiating</li> <li>• Bargaining</li> <li>• Making concessions</li> <li>• Setting conditions</li> </ul>
Academic component	<ul style="list-style-type: none"> <li>• Recognizing perspective and stance</li> <li>• Participating in discussions</li> <li>• Presenting and defending one's point of view</li> <li>• Selecting and analyzing data</li> <li>• Drawing conclusions</li> <li>• Synthesizing and abstracting information</li> <li>• Formulating and assessing the validity of arguments</li> </ul>
<p><b>3. Expected learning outcomes.</b></p> <p><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>	

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.

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>• knows and understands the rules of conducting effective business negotiations</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>• explores and negotiates a point</li> <li>• bargains deals</li> <li>• makes concessions</li> <li>• sets conditions</li> <li>• is able to participate in an interview about crisis situation</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>• knows and understands the rules of composing professional, formal business emails and/or letters on a variety of topics</li> <li>• is able to write business correspondence which adequately addresses business issues as well as contributes to building successful workplace relationships</li> <li>• can complain about products and services as well as formulate apologies in the written form</li> <li>• knows how circular letters/emails are designed</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>

**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 enough to follow extended presentations and discussions on marketing techniques and strategic marketing.

##### **READING**

Students can understand in detail lengthy, complex texts on marketing, where stated opinions and implied points of view are discussed.

Students can recognize inconsistencies and contradictions in presented arguments and appreciate shifts in style and register.

##### **SPOKEN INTERACTION**

Students can easily and spontaneously participate in conversations and debates on marketing techniques and strategies.

Students can listen actively and facilitate conversations (paraphrasing, reflecting what the interlocutor feels, clarifying implications, echoing and summarising).

##### **SPOKEN PRODUCTION**

Students can give clear, well-structured descriptions of marketing techniques and strategies.

##### **WRITTEN PRODUCTION**

Students can write clear, well-structured letters and/or emails of complaint and adjustment in an appropriate style with good grammatical control.

##### **STRATEGIES**

Students can relate their contribution skilfully to those of other discourse participants.

Students can easily reformulate what they say for the sake of clarification and enrichment of the utterance.

##### **QUALITY OF LANGUAGE**

Students have a good command of a broad range of vocabulary related to marketing and strategic marketing, including collocations and idiomatic expressions.

Students can effectively use emotional, allusive and joking expressions.

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

##### **LISTENING**

Students can easily follow complex interactions in interviews and group discussion on crisis management and risk management.

Students can recognize the speakers' perspective and stance.

##### **READING**

Students can understand in detail complex analyses and reports on risk management and crisis management.

##### **SPOKEN INTERACTION**

Students can easily and spontaneously participate in conversations and debates on crisis management and risk management.

#### SPOKEN PRODUCTION

Students can give short, spontaneous presentations outlining their opinion and stance.

#### STRATEGIES

Students can monitor their utterances to find more precise and more sophisticated ways of expressing the intended meaning (analogies, sound bites).

#### QUALITY OF LANGUAGE

Students have a good command of a broad vocabulary related to risk management and crisis management, including collocations and idiomatic expressions.

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

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

##### LISTENING

Students can understand complex technical information on financial markets and investment options. Students can follow complex interactions in group discussion and debate on decision making strategies and tools.

##### READING

Students can understand in detail complex analyses and reports on banking and investment options. Students can understand banking and investment jargon, metaphors and idiomatic expressions.

##### SPOKEN INTERACTION

Students can easily and spontaneously participate in conversations and discussions on the role of banks and investment options.

Students can participate effectively in business negotiations.

##### SPOKEN PRODUCTION

Students can conduct effective, complex business negotiations on various topics, expanding and supporting their positions with reasons and relevant examples, concluding and summarising points accurately and precisely.

##### WRITTEN PRODUCTION

Students can write clear, well-structured business correspondence.

##### STRATEGIES

Students can monitor their utterances to find more precise and more sophisticated ways of expressing the intended meaning (emphasis, persuasion).

Students can relate their contribution skilfully to those of other speakers in negotiations.

##### QUALITY OF LANGUAGE

Students have a good command of a broad vocabulary related to banking and investment options, including collocations and idiomatic expressions.

Students can use language flexibly and effectively including persuasion, inference, allusion, metaphor and idiom, linking their ideas into smoothly flowing communication.

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

#### LISTENING

Students can follow complex interactions on free trade, import and export.

Students can follow a formal team meeting discussion where team roles and tasks are assigned.

#### READING

Students can understand in detail complex analyses of global issues of trade cooperation and communication technology.

Students can understand neologisms and blended words and recognize their sociocultural context.

Students can understand and recognize different roles taken by team members as well as their responsibilities.

#### SPOKEN INTERACTION

Students can easily and spontaneously participate in various team discussions where team members take on different roles.

#### SPOKEN PRODUCTION

Students can put together information on the current trends and problems in international trade from different sources and relate it in a coherent summary.

Students can present their stance and views in various team discussions and negotiations.

#### WRITTEN PRODUCTION

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

#### STRATEGIES

Students can select from a readily available range of expressions to preface their remarks appropriately and to follow up what other people say, e.g. in negotiations and discussions.

#### QUALITY OF LANGUAGE

Students have a good command of a broad vocabulary related to international trade and team roles including collocations, phrasal verbs, neologisms, blended words and idiomatic expressions.

Students can use language flexibly and effectively including persuasion, inference, allusion, metaphor and idiom, linking their ideas to achieve smooth communication flow.