

**English Language Teaching Framework**

***English for Finance and Accounting and Accounting & Controlling 1 Level B2***

***Full time studies First-cycle studies***

**Course duration:** 1 semester - 30 teaching hours

**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 banking.
- The course is centred around competencies necessary in a 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><b>1. Aims of the course:</b></p>	<p><b>The aim of the course is to:</b></p> <ul style="list-style-type: none"> <li>• further develop communicative competencies in English</li> <li>• enhance vocabulary range and explore complex grammatical structures</li> <li>• further enable students to use English in academic and professional settings</li> <li>• help present student's personal standpoint in speech and writing in a clear and coherent manner</li> <li>• foster self-education learning strategies</li> <li>• promote teamwork</li> </ul>
<p><b>2. The content of the course:</b></p>	
<p>Main topic areas</p>	<p><b>Semester I:</b></p> <ul style="list-style-type: none"> <li>• Financial environment</li> <li>• Different types of banks and banking products, role of central banks</li> <li>• Bank loans and credit</li> <li>• Business correspondence – emails of complaint and apology: layout, register</li> <li>• Presentations – basic functions: language, content, delivery; visual aids, body lg, handling questions</li> </ul>
<p>Lexical and grammatical structures</p>	<ul style="list-style-type: none"> <li>• review of tenses</li> <li>• passive voice structures</li> <li>• formal and informal style in business correspondence</li> <li>• language of presentation</li> </ul>
<p>Language functions/effective communication</p>	<ul style="list-style-type: none"> <li>• giving short presentations summarising students' points of view on the given topic</li> <li>• using persuasive techniques (e.g. rhetorical questions, metaphorical lg, inversion, rule of three, contrast and opposites)</li> <li>• giving feedback to peers</li> </ul>

	<ul style="list-style-type: none"> <li>• expressing opinions and presenting arguments</li> <li>• reacting properly in social situations</li> <li>• analyzing written and oral analysis of business-related text and recordings</li> <li>• analyzing and selecting information</li> <li>• drafting effective business documents and correspondence</li> <li>• using professional language connected with students' field of studies</li> <li>• giving advice and solving problems</li> <li>• describing numerical information</li> <li>• analyzing, synthesizing and comparing information</li> </ul>
Academic component	<ul style="list-style-type: none"> <li>• finding, selecting, and presenting information</li> <li>• analysing information contained in diagrams</li> <li>• participating actively in typical academic settings: discussions, presentations, summaries, etc</li> <li>• reading for understanding and synthesis of information from a variety of texts</li> <li>• writing and rewriting letters and emails</li> </ul>
<p><b>3. Expected learning outcomes.</b></p> <p><b>At the end of the course the student:</b></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><b>At the end of the course the student is able to:</b></p> <ul style="list-style-type: none"> <li>• analyse business texts</li> </ul>

	<ul style="list-style-type: none"> <li>comment on the information from various types of business texts at B2+ level</li> </ul>
Reading	<p><b>At the end of the course the student is able to:</b></p> <ul style="list-style-type: none"> <li>read, analyse and understand texts referring to financial institutions and banking area</li> </ul>
Listening	<p><b>At the end of the course the student is able to:</b></p> <ul style="list-style-type: none"> <li>understand original interviews with experts working in the financial sector</li> <li>select information and respond to questions about detail, meaning or gist</li> </ul>
Writing	<p><b>At the end of the course the student is able to:</b></p> <ul style="list-style-type: none"> <li>take notes while listening</li> <li>lay out business emails</li> <li>write emails of complaint, apology</li> </ul>

### Teaching materials:

**Main course book:** MacKenzie, Ian. *Financial English with Financial Glossary*. 2nd ed. Heinle, Cengage Learning, 2012

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

**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 between different types of banking and banking products.

#### READING

Students can understand formal emails of complaint or apology.

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

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 descriptions of different banking products and facilities.

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

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

#### WRITTEN PRODUCTION

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

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

#### STRATEGIES

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

#### QUALITY OF LANGUAGE

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

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

#### LISTENING

Students can understand in detail the utterances referring to different financial institutions.

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

#### READING

Students can understand formal email of complaint and apology.

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

Students can understand detailed texts on different financial institutions.

#### SPOKEN INTERACTION

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

### SPOKEN PRODUCTION

Students can summarize information and arguments from various sources.

Students can deliver a well-structured presentation.

### WRITTEN PRODUCTION

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

### STRATEGIES

Students can use passive voice in formal contexts 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 and forms of money.

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.