

**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

**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 accounting or corporate finance.
- The course is centered 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>• Different types of accounting</li> <li>• Reporting company performance: financial statements, auditing</li> <li>• Company law and AGM</li> <li>• Business correspondence: enquiry email (layout, register)</li> </ul> <p><b>Semester II:</b></p> <ul style="list-style-type: none"> <li>• Capital market: Stocks, shares and bonds</li> <li>• Corporate finance</li> <li>• Derivatives: futures, forwards, options and swaps trading</li> <li>• Mergers and acquisitions</li> <li>• Business correspondence: formal register structures</li> <li>• Negotiations</li> </ul>
<p>Lexical and grammatical structures</p>	<p><b>Semester I:</b></p> <ul style="list-style-type: none"> <li>• reported speech review</li> <li>• conditional sentences</li> <li>• formal style in business correspondence</li> </ul>

	<p><b>Semester II:</b></p> <ul style="list-style-type: none"> <li>• Language of negotiations: making proposals, counterproposals and conditional offers</li> <li>• Grammar revision</li> </ul>
Language functions/effective communication	<ul style="list-style-type: none"> <li>• carrying out negotiations related to their field of study</li> <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>• 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>	

C. is ready to actively participate in the business speaking environment, taking full responsibility for spoken and written communication; he/she produces and assesses his/her progress.	
Speaking	<p><b>At the end of the course the student is able to:</b></p> <ul style="list-style-type: none"> <li>• participate in negotiations related to students' field of studies using acquired vocabulary and lexical structures</li> <li>• express and discuss ideas on a range of professional topics related to the business context in the areas covered during the course</li> <li>• make proposals, counterproposals and offers</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 related to different areas of finance</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 based on recorded talks</li> <li>• lay out business emails</li> <li>• write emails of enquiry</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**

## **Semester 1 (30 hours)**

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

#### **LISTENING**

Students can understand spoken utterances referring to 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.

#### **SPOKEN INTERACTION**

Students can carry out formal conversations referring to types of accounting and different accounting issues.

Students can define different types of accounting and justify their scope of interest within the accounting area.

#### **SPOKEN PRODUCTION**

Students can express themselves fluently and appropriately when talking about different branches of accounting.

Students can give a clear, well-structured description of complex financial and/or accounting issues.

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

#### **WRITTEN PRODUCTION**

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

#### **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.

#### **QUALITY OF LANGUAGE**

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

Students have a sufficient range of financial vocabulary to vary formulation and avoid repetition when talking about accounting issues.

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

#### **LISTENING**

Students can understand spoken utterances referring to different financial statements.

Students can select the needed pieces of information from original resources such as spoken reports, records of AGM, etc.

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

#### **READING**

Students can understand and verify the content of different financial statements.  
Students can understand formal emails of enquiry.

#### SPOKEN INTERACTION

Students can collate information from different sources and relate it coherently.  
Students can take an active part in a conversation about the content of financial statements.

#### SPOKEN PRODUCTION

Students can talk about the importance of auditing and the role of auditors in checking and evaluating financial records  
Students can refer coherently to their analysis of different financial statements.  
Students can express themselves fluently and appropriately.

#### WRITTEN PRODUCTION

Students can fill in the missing parts of different financial statements.

#### 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 reported speech and conditional sentences.

#### QUALITY OF LANGUAGE

Students can express themselves spontaneously when speaking about difficult subjects related to accounting.  
Students have a good command of vocabulary and expressions to present fluently the issues referring to accounting, bookkeeping, and financial statements.

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

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

##### LISTENING

Students can distinguish terminology referring to the capital market (stock and bond markets) in a spoken text.  
Students can select the needed piece of information from the spoken utterances or discussions on the mechanisms of the stock and bond markets.

##### READING

Students can understand specialised texts connected with the importance of stock and bond markets and ways of raising funds.  
Students can read with a large degree of independence about the issues of the capital market.

##### SPOKEN INTERACTION

Students can provide relevant explanations, arguments, and comments on the issues of the capital market.  
Students can evaluate advantages and disadvantages and exchange ideas on capital market investments.

##### SPOKEN PRODUCTION

Students can give clear, well-structured descriptions of different issues in the capital market.

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

#### WRITTEN PRODUCTION

Students can use accurate business email formats and apply formal register structures properly.

#### STRATEGIES

Students can use different grammar structures to express themselves in a comprehensive way.

Students do not have to restrict what they say.

Students can substitute an equivalent term for a word/phrase used.

#### QUALITY OF LANGUAGE

Students have a good command of broad vocabulary and expressions describing the capital market. 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 the capital market.

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

#### LISTENING

Students can understand in detail discussions using financial jargon on corporate finance, derivatives, mergers and acquisitions, etc.

Students can understand in detail how conditional offers and proposals are made and how to conclude an unsuccessful negotiation.

#### READING

Students can read with a large degree of independence the texts on financial market products, corporate finance, M&A, etc.

#### SPOKEN INTERACTION

Students can reach a decision in formal discussion referring to investing strategies.

Students can understand and exchange complex, detailed information on topics connected with corporate finance.

Students can negotiate a contract, etc. highlighting significant points, indicating cause and effect.

#### SPOKEN PRODUCTION

Students can develop a clear argument about complex issues such as M&As, linking their ideas logically.

Students can expand and support their points with appropriate examples.

#### WRITTEN PRODUCTION

Students can express themselves clearly and appropriately in business correspondence.

Students can use accurate business email formats and take a respectful tone.

#### STRATEGIES

Students can select from a variety of expressions to express their opinions or negotiate their position.

Students can use diplomatic language.

#### QUALITY OF LANGUAGE

Students have a good command of a broad vocabulary range to vary formulation and avoid repetition when expressing themselves on matters related to corporate finance.

Students can express themselves fluently and spontaneously when speaking about the issues connected to the capital market and corporate finance.