

English Language Teaching Framework

Finance and Accounting/Accounting and Controlling 1 Level C1 First-cycle studies

Course duration: 1 semester - 30 teaching hours

Starting level: B2+/C1

Target level: C1

Preliminary assumptions

- The course is based on the assumption that students who continue their studies at C1 level have achieved B2 level of linguistic competence in English (according to the Common European Framework of Reference for Languages - CEFR).
- The course is centred around competencies necessary in a broadly understood global work environment and it involves various tasks and activities enabling students to communicate actively, both with native and non-native speakers.
- During the course students are expected to develop their key language skills, both receptive (reading and listening) and productive (speaking and writing) by being exposed to articles, recordings, videos and case studies set in the business context.
- The course incorporates linguistic skills imperative for successful functioning in an academic environment as well as academic skills (academic component).
- Thanks to the choice of learning materials, the course facilitates the development of students' professional competence in the field of business English with the specific focus on the students' specialization area of finance and accounting, accounting and controlling.
- The course explores the following business writing genres: business emails dealing with the exchange of information at different levels of formality. Appropriate registers, formats and conventions are examined to ensure the students' competence in communicating effectively in business contexts.
- During the course the teacher uses every opportunity to encourage discussion and communication, with much emphasis being put on soft skills and business skills.
- 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 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.

1. The aims and content of the course

General aims:	<ul style="list-style-type: none">● to further develop communicative competence in English● to expand vocabulary range● to revise and further explore complex grammatical structures● to prepare students to use English proficiently in academic and professional settings● 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● to develop intercultural awareness and competence● to foster the development of self-directed, autonomous learning skills and lifelong learning strategies
Main topic areas:	<ul style="list-style-type: none">● The financial and business environment● Selected aspects of banking (selected banking and financial institutions, retail banking, internet banking)● Accounting and bookkeeping● Job interviews● IT and accounting● Business emails dealing with exchange of information at different levels of formality
Lexical and grammatical structures:	<ul style="list-style-type: none">● Keywords, collocations and idioms - the main topic areas of the course● Tenses - review● Modal verbs● Infinitives and gerunds● Key words, collocations and idioms - the main topic areas of the course
Language functions/ability to communicate:	<ul style="list-style-type: none">● Expressing opinions and arguments● Acknowledging the feelings and opinions of others● Giving feedback to peers● Reacting assertively● Written and oral analysis of business-related texts and recordings● Analysis and selection of information● Drafting effective business documents and correspondence● Using professional language related to students' field of studies● Giving advice and solving problems● Analyzing, synthesizing and comparing information

Academic component:	<ul style="list-style-type: none"> • Reading for understanding, synthesizing and abstracting information from a variety of texts • Understanding visual information (e.g. diagrams) • Active listening and note taking • Active participation in typical academic settings: discussions, presentations, etc. • Finding, selecting, and presenting information
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2. Expected learning outcomes

At the end of the course the student:	<ul style="list-style-type: none"> • 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 their field of specialisation, • is able to interact with a degree of fluency and spontaneity expected at C1 level of English, which enables them to be understood without strain by native and non-native speakers, either in spoken or written English, • is ready to actively participate in the business speaking environment, taking full responsibility for spoken and written communication they produce and assessing their progress.
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Speaking

At the end of the course the student:	<ul style="list-style-type: none"> • expresses and discusses opinions and points of view on the whole range of academic and business topics, specifically the ones covered during the course • describes financial companies and market trends • is able to participate in a job interview
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Reading

At the end of the course the student:	<ul style="list-style-type: none"> • can understand authentic business and academic texts, recognizing different registers, tones, attitudes and stylistic devices (formality, irony, sarcasm, metaphor etc.) • is able to analyse and synthesize information, draw conclusions and abstract meanings
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Listening

At the end of the course the student:	<ul style="list-style-type: none"> • can understand original interviews and presentations featuring general business and financial topics • is able to select and analyze information and respond to questions about detail, meaning or gist
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Writing

At the end of the course the student:	<ul style="list-style-type: none"> • can take notes while listening • can write business emails dealing with exchange of information at different levels of formality • is aware of the impact business writing has in business
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	communication and is ready to make decisions regarding style and register
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3. Main coursebook(s):

Course books:	Pratten, Julie. <i>Absolute Financial English</i> , Delta Publishing, 2009 MacKenzie, Ian. <i>Financial English with Financial Glossary. 2nd ed.</i> Heinle, Cengage Learning, 2012
Additional materials:	Teachers' own materials based on available resources comprising information about their sources and copyrights

4. Schemes of work - intended learning outcomes

Part One (1-15 hours of the semester)

LISTENING

- Students can understand complex presentations of information on various aspects of financial and accounting environment, banking and financial institutions, retail and internet banking as well as general business environment.
- Students can understand in detail a discussion of concrete and abstract topics delivered in a standard dialect, including a discussion of the financial and accounting environment.

READING

- Students can successfully scan through articles to be encountered in professional life and business press.
- Students can understand texts related to the financial and accounting environment.

SPOKEN INTERACTION

- Students can take an active part in conversation, expressing themselves fluently and appropriately using a level of formality appropriate to the circumstances in discussions of the general financial and accounting environment.
- Students can interact appropriately during a job interview.

SPOKEN PRODUCTION

- Students can give clear, well-structured descriptions of the key concepts in the financial industry, banking and financial institutions, retail and internet banking, and accounting.
- Students can collate information from different sources and relate it coherently.
- Students can give a complex description or account of their skills, experience or topic of relevance in the process of a job interview.

WRITTEN PRODUCTION

- Students can write clear definitions of key concepts in the financial industry and accounting in an appropriate style, with suitable grammatical range and accuracy.

STRATEGIES

- Students do not need to restrict their oral or written communication, effectively using synonymous expressions.
- Students can use standard phrases covering gaps in vocabulary and structure with paraphrases.
- Students can use a wide variety of phrases for maximum clarity, brevity and precision.

QUALITY OF LANGUAGE

- Students have a good command of a broad range of vocabulary related to finance and general business.
- Students have a good command of a broad range of vocabulary (including idiomatic expressions) related to in finance, accounting and general business.
- Students have a good command of a broad vocabulary range to vary formulation and avoid repetition when expressing themselves on chosen matters.

Part Two (16-30 hours of the semester)

LISTENING

- Students can understand and follow extended presentations and discussions on accounting environment and the financial industry.
- Students can understand information connected with IT and accounting.
- Students can follow a variety of business topics within and outside the scope of finance and accounting field.

READING

- Students can understand complex texts on accounting, financial industry and some of the functions of IT in accounting.
- Students can understand in detail lengthy texts on the corporate environment and finance.
- Students can understand complex texts with numerous financial references.

SPOKEN INTERACTION

- Students can keep up with animated discussions on complex topics connected with finance and accounting with a number of speakers and can participate effectively even when people start talking simultaneously.
- Students can participate in conversations and discussions of the functions of IT in accounting.
- Students can express themselves fluently and appropriately to discuss various business, accounting and financial issues.
- Students can understand and exchange complex, detailed information featuring business and finance, pinpointing key areas where further explanation or clarification is needed.

SPOKEN PRODUCTION

- Students can give clear, well-structured descriptions of complex issues related to accounting and finance.
- Students can give clear, well-structured descriptions and definitions of financial, accounting and general business issues.

WRITTEN PRODUCTION

- Students can write standard formal emails involving exchange of information, communicating relevant personal and professional information in an appropriate style with a suitable grammatical range and accuracy.

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 maintain a high degree of grammatical control in speech and writing.
- Students can produce clear, well-structured speech and writing, linking ideas into coherent text.
- Students can use language flexibly and appropriately, adjusting their expression depending on the recipient.