

## **English Language Teaching Framework**

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

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

**Starting level:** C1+

**Target level:** C2

#### **Preliminary assumptions**

- The course is aimed at students who have achieved level C1 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 general work environment, involving various activities enabling students to build and maintain successful working relationships, develop behavioural competencies and management skills (making decisions, handling conflict, planning out a career, discussing economic resources, 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).
- Thanks to the choice of learning materials, the course also fosters the development of students' professional competence in diverse business contexts (employment, public speaking, resource management & ecology) with a special 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 writing genres of various business emails. 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 C2, 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 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>
<p><b>2. The content of the course:</b></p>	
<p>Main topic areas</p>	<ul style="list-style-type: none"> <li>• The workplace of the future</li> <li>• Modern employment trends</li> <li>• Communicating across cultures &amp; building rapport</li> <li>• Ecology &amp; business</li> <li>• Energy consumption, alternative energy &amp; the economy</li> <li>• Economic resources</li> </ul>
<p>Lexical and grammatical structures</p>	<ul style="list-style-type: none"> <li>• Grammatical means of expressing formality</li> <li>• The language of business emails</li> <li>• Articles</li> <li>• Countable &amp; uncountable nouns</li> <li>• Passive forms, nominalization in passive sentences, passive reporting verbs</li> <li>• Word formation</li> </ul>

<p>Language functions/ability to communicate</p>	<ul style="list-style-type: none"> <li>• Expressing stance</li> <li>• Taking turns</li> <li>• Effectively communicating via business emails</li> <li>• Using appropriate registers and typical collocations</li> <li>• Handling conflict situations</li> <li>• Selecting the appropriate level of formality depending on the context</li> <li>• Making decisions &amp; proposals</li> </ul>
<p>Academic component</p>	<ul style="list-style-type: none"> <li>• Debating</li> <li>• Prioritizing</li> <li>• Self-awareness and self-reflection</li> <li>• Assertiveness</li> <li>• Active listening</li> <li>• Formulating and assessing the validity of arguments</li> <li>• Participating in discussions</li> <li>• Selecting and analysing data</li> <li>• Drawing conclusions</li> <li>• Synthesizing and abstracting information</li> </ul>
<p><b>3. Expected learning outcomes.</b></p> <p><b>At the end of the course the 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 their field of specialisation,</p> <p><b>B.</b> is able to interact with a degree of fluency and spontaneity expected at level C1+ of English, which enables them 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; they produce and assess their progress.</p>	
<p>Speaking</p>	<p><b>At the end of the course the 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 the multicultural 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>• participates in debates</li> <li>• is able to express themselves in both formal and informal manner</li> <li>• assertively handles difficult situations and conflicts</li> </ul>

Reading	<p><b>At the end of the course the 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, metaphors 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 the 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 the student:</b></p> <ul style="list-style-type: none"> <li>• is ready to communicate effectively in the business environment both in formal and informal contexts</li> <li>• is able to write business emails which adequately address business issues as well as contribute to building successful business relationships</li> <li>• is aware of the impact business writing has on business communication and is ready to make decisions regarding style and register</li> </ul>

**Course book(s):**

**Main course book:**

Dubicka, I., & O’Keeffe, M. (2016). *Market Leader Advanced Business English Course Book* (3<sup>rd</sup> Edition Extra). Pearson.

**Additional course books:**

Dummett, P., Stephenson, H., & Lansford, L. (2018). *Keynote Proficient Student’s Book*. National Geographic Learning.

Mann, M., & Taylore-Knowles, S. (2008). *Destination C1 & C2 Grammar & Vocabulary*. Macmillan.

Wyatt, R. (2007). *Check Your English Vocabulary for Business and Administration* (4th ed.). A&C Black.

**Additional materials:**

Teachers’ own materials based on available resources, comprising information about their sources and copyright.

**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 various work patterns, current employment trends and the required job skills.

Students can understand a presentation on intercultural communications.

#### READING

Students can understand in detail extensive and complex texts on modern employment trends.  
Students can recognize and understand stated opinions and implied points of view.

#### SPOKEN INTERACTION

Students can understand and exchange complex, detailed information on modern employment trends, pinpointing key areas where further explanation or clarification is needed.

Students can understand and exchange complex, detailed information on employment trends, high-value service industries and the job of a portfolio worker, pinpointing key areas where further explanation or clarification is needed.

They can engage in a conflict-solving conversation.

#### SPOKEN PRODUCTION

Students can give clear, well-structured descriptions of 21<sup>st</sup> century employment trends and the workplace of the future.

Students can develop an argument for or against current employment trends and discuss them systematically in a well-structured speech, highlighting significant points, and concluding appropriately.

Students can comment on the importance of active listening and give advice on conflict solving.

#### WRITTEN PRODUCTION

Students can express themselves clearly and appropriately in effective business emails with a special emphasis on email etiquette. They can distinguish between different levels of formality, with a focus on business style and effectiveness.

#### 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 related to 21<sup>st</sup> century employment trends, and the workplace of the future.

Students can use suitable language to convey active listening and to engage in conflict solving.

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

#### LISTENING

Students can understand a brief report on a company for the energy sector and follow a presentation of opinions on alternative energy sources.

Students can follow talks and presentations on the link between technological progress, education, and energy consumption nowadays

#### READING

Students can understand in detail an authentic, complex text on the challenges involved in moving away from traditional energy sources.

Students can understand in detail an extensive, authentic text on the possible economic implications of the value of land.

#### SPOKEN INTERACTION

Students can understand and exchange complex, detailed information on alternative energy sources, with a special focus on the business context. They can also discuss at length their preferences regarding alternative energy and their country's development in that area.

#### SPOKEN PRODUCTION

Students can make a meaningful, assertive and realistic contribution to a decision-making meeting.

Students can give a clear, well-structured presentation in defence of a decision they have made, with the use of appropriate language.

#### WRITTEN PRODUCTION

Students can express themselves clearly and appropriately in effective business emails with a special emphasis on email etiquette. They can distinguish between different levels of formality, with a focus on business style and effectiveness.

#### STRATEGIES

Students can use a wide variety of linguistic tools for maximum clarity, brevity and precision.

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

Students have a good command of a broad range of vocabulary related to alternative energy sources and decision making.

Students maintain a high degree of grammatical control in speech and writing.