

**English Language Teaching Framework**

**Business and Legal English 1 Level C1 Full time studies Long-cycle studies**

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

**Starting level:** C1

**Target level:** C1

**Preliminary assumptions**

- ✓ The course is aimed at students who have achieved B2 level of linguistic competence in English (according to the Common European Framework of Reference for Languages -CEFR).
- ✓ The course introduces and develops students' professional competence in their field of specialization: law and business (e.g. career in law, types of legal professions, tort law).
- ✓ During the whole course students are expected to develop and improve, both receptive skills, such as listening and reading, and productive ones - speaking and writing by being exposed to articles, recordings, videos, podcasts and case studies set in business and legal context.
- ✓ During the course students also develop language skills needed for academic purposes, such as reading, understanding and analyzing different materials and resources in a diagnostic way.
- ✓ During the course the teacher uses every opportunity to encourage discussion and communication, with much emphasis put on soft skills and business skills.
- ✓ Having completed the course students should be able not only to comprehend the concepts related to business and/or legal areas, but also to apply them in the whole process of communication, both oral and written.
- ✓ The course explores the following business writing genres: email, taking notes. Appropriate registers, formats and conventions are examined to ensure the students' competence in communicating effectively in business contexts.
- ✓ The teacher plays the role of an organizer, facilitator and a counselor of the whole process of teaching and learning. However, final learning outcomes 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 effective participation in the course to achieve the intended learning outcomes at the C1 level, 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 students' language skills</li> <li>• to develop communicative competencies in English</li> <li>• to improve vocabulary range and explore complex grammatical structures</li> <li>• to enable students to use English in academic, professional, business and legal settings</li> <li>• to help present students' personal viewpoint in speech and writing in a clear and coherent manner</li> <li>• to stimulate self-education learning strategies</li> <li>• to promote team work</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>• Career in law: areas of law: legal professions, persons in court, documents in court, legalese</li> <li>• Tort law: categories of tort, tort of negligence, tortious liability, case notes</li> <li>• Business correspondence – e-mails: layout, register (formal, semi-formal, informal)</li> </ul>
<p>➤ Lexical and grammatical structures</p>	<p><b>Semester I</b></p> <ul style="list-style-type: none"> <li>• Tenses, aspects and voice</li> <li>• Asking for information</li> <li>• Legalese (legal Latin)</li> </ul>
<p>➤ Language functions / ability to communicate</p>	<ul style="list-style-type: none"> <li>• Expressing opinions and presenting arguments</li> <li>• Written and oral analysis of business and legal texts and recordings</li> <li>• Analysing and selecting information</li> <li>• Using professional language connected with students' field of studies</li> </ul>
<p>➤ Academic component</p>	<ul style="list-style-type: none"> <li>• Reading for understanding and synthesizing information from texts</li> <li>• Writing emails</li> <li>• Active participation in typical academic settings, e.g. discussions.</li> <li>• Finding, selecting and presenting information</li> <li>• Developing autonomy in learning</li> </ul>
<p><b>1.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 that are included in the main topic areas of the course, as well as understands relationships between acquired knowledge and his/her field of specialization,</p>	

<p><b>B.</b> is able to interact with a degree of fluency and spontaneity expected at the C1 level of English,  <b>C.</b> is ready to participate in the business and legal environment actively, taking full responsibility for spoken and written communication, he/she produces and assessing his/her progress.</p>	
<p>➤ Speaking</p>	<p><b>At the end of the course student:</b></p> <ul style="list-style-type: none"> <li>- can express and discuss ideas on a range of professional topics related to the business and legal context in the areas covered during the course</li> <li>- can understand and use business and legal vocabulary and expressions introduced during the course</li> </ul>
<p>➤ Reading</p>	<p><b>At the end of the course student:</b></p> <ul style="list-style-type: none"> <li>- can read, analyse and understand business/legal texts</li> <li>- can comment on the information provided</li> <li>- can recognize the line of argument presented in a text</li> </ul>
<p>➤ Listening</p>	<p><b>At the end of the course student:</b></p> <ul style="list-style-type: none"> <li>- can understand conversations/interviews/presentations related to legal matters</li> <li>- can select information and respond to questions about details, meaning or gist</li> </ul>
<p>➤ Writing</p>	<p><b>At the end of the course student:</b></p> <ul style="list-style-type: none"> <li>- can take notes while listening</li> <li>- can lay out business letters/emails</li> <li>- can differentiate between formal, semi-formal and informal register</li> </ul>

#### Coursebooks and supplementary materials:

- A. Frost: *English for Legal Professionals*: Oxford University Press
- A. Krois – Lindner, M. Firth: *Introduction to International Legal English*: Cambridge University Press
- A. Krois-Lindner and TransLegal: *International Legal English*: Cambridge University Press
- Teacher’s own materials based on available resources, comprising information about their sources and copyrights.

#### Schemes of work - intended learning outcomes

##### Semester 1 (30 hours)

##### LISTENING

##### Students can:

- understand the main ideas of complex speech on concrete and complex topics related to types of law, legal education, legal professions.
- comprehend and follow complex interactions and debates concerning the law of tort.

## **READING**

Students can:

- scan texts within the business and/or legal field and assess their relevance to their needs and understand complex texts regarding types of law, legal professions.
- understand the concept of tort law and categories of torts; they can understand case notes.

## **SPOKEN INTERACTION**

Students can:

- take active part in conversations, expressing clearly their points of view, ideas or feelings naturally with effective turn-taking.
- sustain their opinions in discussions by providing relevant explanations, arguments and comments.

## **SPOKEN PRODUCTION**

Students can:

- give clear, detailed descriptions of types of law, categories of torts, types of legal professions and basic legal documents.

## **WRITTEN PRODUCTION**

Students can:

- write well-structured e-mails which show a high degree of grammatical correctness and varying vocabulary and style depending on the addressee.

## **STRATEGIES**

Students can:

- intervene appropriately in discussions, using a variety of appropriate business and/or legal expressions as well as written assignments covering gaps in vocabulary and structure with paraphrases.
- monitor their speech and writing, and they can correct mistakes that they make.

## **QUALITY OF LANGUAGE**

Students:

- have a sufficient range of legal and business vocabulary to avoid everyday expressions and make their language more professional when expressing themselves on matters connected with legal issues.