

English Language Teaching Framework

Finance and Accounting/Accounting and Controlling 2 Level C1 First-cycle studies

Course duration: 2 semesters - 60 teaching hours (2 x 30)

Starting level: C1

Target level: C1+

Preliminary assumptions:

- The course is aimed at students who have successfully completed the first-year course (Course 1) in Finance and Accounting/Accounting and Controlling English, level C1
- 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 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.
- 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: emails of complaint and emails of apology. 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 the 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; however, final learning outcomes also depend on students' individual work during the course, their willingness to learn, and the time they devote to studying. To achieve the intended learning outcomes at level C1+, students must take responsibility for bridging any gaps necessary to meet the course requirements.

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 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:	<p>Semester I</p> <ul style="list-style-type: none">• Business presentations• Company performance• Financial statements• Selected aspects of corporate finance (IPO, shares, bonds, asset management)• Auditing• Business correspondence – emails of complaint <p>Semester II</p> <ul style="list-style-type: none">• Business negotiations• Selected aspects of ethics, law, fraud and forensic accounting• Selected aspects of corporate finance (including mergers, acquisitions, takeovers, leveraged buyouts)• Selected aspects of banking (investment banking, central banking)• Financial crisis• Business correspondence – emails of apology
Lexical and grammatical structures:	<p>Semester I</p> <ul style="list-style-type: none">• Key words, collocations and idioms - the main topic areas of the course• Reported Speech (out-of-date reporting)• Passive Voice• Causative constructions <p>Semester II</p> <ul style="list-style-type: none">• Key words, collocations and idioms - the main topic areas of the course• Conditionals/wishes/the unreal past• Stylistic inversion• Clauses (conjunctions and linking devices)

<p>Language functions/ability to communicate:</p>	<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 connected with students' field of studies • Giving advice and solving problems • Describing numerical information • Analyzing, synthesizing and comparing information • Delivering a business presentation • Modifying meaning • Negotiating • Bargaining • Making concessions • Setting conditions
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<p>Academic component:</p>	<ul style="list-style-type: none"> • Active participation in typical academic settings: discussions, presentations, etc. • Presenting and defending one's point of view • Selecting, analyzing and presenting data • Drawing conclusions • Synthesizing and abstracting information • Formulating and assessing the validity of arguments • Active listening and note taking • Reading for understanding, synthesizing and abstracting information from a variety of texts
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2. Expected learning outcomes.

<p>At the end of the course the student:</p>	<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 his/her field of specialisation, • is able to interact with a degree of fluency and spontaneity expected at C1 level of English, which enables him/her 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• delivers a business presentation using the acquired vocabulary and lexical structures• can negotiate in business situations using acquired vocabulary and lexical structures
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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 recordings featuring general business and financial topics with a variety of native and non-native accents• 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 detailed notes while listening• is able to complain about products and services as well as formulate complaints and apologies in the written form• is aware of the impact business writing has in business communication and is ready to make decisions regarding style and register
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3. Main coursebook(s):

Coursebooks:	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

Semester 1 (30 hours)

Part One (1-15 hours of the semester)

LISTENING

- Students can understand complex technical information about company performance, financial statements and other issues connected with business and finance delivered by various speakers who use a wide range of professional and idiomatic expressions delivered both in a standard and non-standard dialect.
- Students can effectively follow extended presentations on various business issues.

READING

- Students can understand in detail general and idiomatic texts on issues related to company operations.
- Students can efficiently and quickly scan through articles to be encountered in professional life, academic literature and business press featuring topics connected with company performance and auditing.

- Students can understand in detail complex texts related to company performance, corporate finance and auditing in the context of financial and accounting environment as well as general business topics and issues.
- Students can recognize shifts in tone and style in business correspondence and comprehend their significance in a given business context.

SPOKEN INTERACTION

- Students can understand and exchange complex, detailed information on the company's performance.
- Students can easily take an active part in conversation, expressing themselves fluently and appropriately using a level of formality appropriate to the circumstances in discussions of company performance and auditing.
- Students can formulate a convincing argument and respond to questions, comments and complex counter arguments fluently, spontaneously and appropriately during various business discussions.

SPOKEN PRODUCTION

- Students can conduct meaningful, assertive and realistic conversations featuring company performance and auditing.
- Students can give clear, well-structured descriptions of the key concepts in the financial industry and accounting including elements of company performance and auditing.
- Students can collate information from different sources and relate it coherently and efficiently.
- Students can give a clear, well-structured presentation on a complex subject in their field or other business issue of their choice, expanding and supporting their points of view with appropriate reasons and examples.

WRITTEN PRODUCTION

- Students can write clear, well-structured slides for professional presentations in an appropriate style, with good grammatical control.

STRATEGIES

- Students do not need to restrict their oral or written communication, effectively using synonymous expressions.
- Students can adjust their language register to a given business circumstance.
- 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 produce clear, well-structured speech and writing, linking ideas into coherent text.
- Students can reformulate their ideas in order to ensure better understanding of their speech or writing by potential recipients.

Part Two (16-30 hours of the semester)

LISTENING

- Students can understand in great detail general business and financial information delivered by various speakers that use a wide range of professional and idiomatic expressions delivered both in a standard and non-standard dialect.
- Students can efficiently follow a variety of native and non-native accents.
- Students can understand complex presentation of the information on various aspects of financial and accounting environment as well as general business environment.

READING

- Students can understand in detail complex texts on company performance, auditing and finance in the context of accounting and financial industry as well as general business environment.
- Students can recognize shifts in tone and style in business correspondence and comprehend their significance in a given business context.

SPOKEN INTERACTION

- Students can easily 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 even if topics are unfamiliar to them

SPOKEN PRODUCTION

- Students can give a complex description or account of selected concepts related to company performance and audit.

WRITTEN PRODUCTION

- Students can write standard formal emails of complaint communicating relevant information in an appropriate style with a suitable grammatical range and accuracy.

STRATEGIES

- Students can use standard phrases covering gaps in vocabulary and structure with paraphrases.
- Students can adjust their language register to a given business circumstance.

QUALITY OF LANGUAGE

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

Semester 2 (30 hours)

Part One (1-15 hours of the semester)

LISTENING

- Students can follow a variety of business topics within and outside the scope of business ethics and fraudulent activities.
- 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 and use various registers.

READING

- Students can understand in detail complex texts on law, ethics and regulations in the context of accounting and financial industry as well as general business environment.
- Students can understand complex texts with numerous financial references.

SPOKEN INTERACTION

- Students can formulate a convincing argument and respond to questions, comments and complex counter arguments fluently, spontaneously and appropriately during various business negotiations.
- Students have a good understanding of humour, irony and implicit cultural references in the context of business negotiations.

SPOKEN PRODUCTION

- Students can give clear, well-structured descriptions and definitions of selected concepts connected with ethics and fraud in finance.
- Students can participate easily and appropriately in negotiations in a variety of business and related academic contexts expanding and supporting their stance with appropriate arguments and examples as well as elements of bargaining.

STRATEGIES

- Students can use a wide variety of complex phrases for maximum clarity, brevity and precision.

QUALITY OF LANGUAGE

- Students can use language flexibly and appropriately, adjusting their expression depending on the recipient.

Part Two (16-30 hours of the semester)

LISTENING

- Students can effectively follow extended presentations on central banking, investment banking, selected banking institutions and other related issues.
- Students can understand complex technical information about banking and other issues connected with business and finance.
- Students can effectively follow extended presentations on finance, financial crisis and other related issues.

READING

- Students can understand in detail general idiomatic texts on issues connected with investment banking, central banking and other related matters.
- Students can understand in detail general idiomatic texts on issues connected with finance, financial crisis and other related matters.

SPOKEN INTERACTION

- Students can understand and exchange complex, detailed information on investment banking, central banking and corporate finance as well as other related issues.
- Students can express themselves fluently and appropriately to discuss various issues within and outside the scope of finance and banking.
- Students can understand and exchange complex, detailed information featuring banking and finance, pinpointing key areas where further explanation or clarification is needed.

SPOKEN PRODUCTION

- Students can give a clear talk on a complex subject connected with banking or other related issues.
- Students can conduct meaningful, assertive and realistic conversations in the context of finance and banking.
- Students can give a clear talk on a complex subject pertinent to banking and finance, and other related issues.

WRITTEN PRODUCTION

- Students can write clear, well-structured emails of apology 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 and grammatical structures to express manifold relationships between concepts and events.
- Students can relate their contribution to that of other speakers.

QUALITY OF LANGUAGE

- Students have a good command of a broad range of vocabulary (including idiomatic expressions) related to banking, banking institutions, finance, financial crisis, and other related issues.
- Students maintain a high degree of grammatical control in speech and writing.