

English Language Teaching Framework

General Business English 2 Level C1+ First-cycle studies

Course duration: 2 semesters - 60 teaching hours (2x30)

Starting level: C1+

Target level: C2

Preliminary assumptions

- The course is aimed at students who successfully completed Course 1 in General Business English, level C1+
- 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 (speaking publicly, making ethical decisions and taking responsibility, solving problems, networking, building rapport with customers, marketing, 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).
- The course develops students' professional competence in diverse fields of business (business ethics, marketing, creative solutions, finance, starting a new business) 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>1. Aims of the course:</p>	<p>Aims of the course:</p> <ul style="list-style-type: none"> • to further develop communicative competence in English • to expand vocabulary range and 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
<p>2. The content of the course:</p>	
<p>Main topic areas</p>	<p>Semester I</p> <ul style="list-style-type: none"> • CSR, business ethics & whistleblowers • Ethical problem-solving • Customer relationship management • Building rapport with customers • First impressions & networking • Business skills: presentations <p>Semester II</p> <ul style="list-style-type: none"> • Business skills: negotiations • Achieving success • Generational differences in the workplace • Finance and banking • Raising finance: business dragons and angels • Establishing a business: start-ups • Managing problems with cashflow and late payers • Business growth and development
<p>Lexical and grammatical structures</p>	<p>Semester I</p> <ul style="list-style-type: none"> • Adverbs & adverbial phrases • Giving advice • Defining & non-defining relative clauses, relative pronouns • Definite & indefinite time expressions with statistics, nominalization • The language of business emails <p>Semester II</p> <ul style="list-style-type: none"> • Review of conditional sentences • Verb & adjective patterns • Multiword verbs • Cleft sentences • The language of business emails

<p>Language functions /ability to communicate</p>	<ul style="list-style-type: none"> • Expressing stance • Delivering a business presentation • Effectively communicating via emails • Selecting the appropriate level of formality depending on the context • Using appropriate registers and typical collocations • Discussing ethical dilemmas in business • Selling • Maintaining relationships with customers • Making decisions & proposals • Giving advice • Negotiating • Bargaining • Making concessions • Setting conditions
<p>Academic component</p>	<ul style="list-style-type: none"> • Self-awareness and self-reflection • Public speaking • Behaving ethically • Recognizing perspective and stance • Negotiating, presenting, and defending a point of view • Formulating and assessing the validity of arguments • Participating in discussions • Selecting and analysing data • Drawing conclusions • Synthesizing and abstracting information
<p>3. Expected learning outcomes. At the end of the course the student: 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 their field of specialisation, 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, C. 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>	

Speaking	<p>At the end of the course the student:</p> <ul style="list-style-type: none"> • knows and understands the rules of conducting efficient and meaningful conversations with various interlocutors in diverse situations, including the multicultural environment • delivers a business presentation • knows and understands the rules of conducting effective business negotiations • explores and negotiates a point • bargains • makes concessions • sets conditions • expresses and discusses opinions and points of view on the whole range of academic and business topics, specifically the ones covered during the course • is able to express themselves in both formal and informal manner
Reading	<p>At the end of the course the student:</p> <ul style="list-style-type: none"> • can understand authentic business and academic texts, recognizing different registers, tones, attitudes and stylistic devices (formality, irony, sarcasm, metaphors etc.) • is able to analyse and synthesize information, draw conclusions and abstract meanings
Listening	<p>At the end of the course the student:</p> <ul style="list-style-type: none"> • is able to understand authentic recordings from English-speaking multicultural business environment, both with native and non-native speakers
Writing	<p>At the end of the course the student:</p> <ul style="list-style-type: none"> • is ready to communicate effectively in the business environment both in formal and informal contexts • is able to write business emails which adequately address business issues as well as contribute to building successful business relationships • is aware of the impact business writing has on business communication and is ready to make decisions regarding style and register

Main course book(s):

Main course book: Dubicka, I., & O’Keeffe, M. (2016). *Market Leader Advanced Business English Course Book* (3rd 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 business ethics as related to CSR and on changes in attitudes to corporate accountability.

Students can follow podcasts on ethical problem-solving.

Students can understand complex information about the importance of first impressions and different aspects of non-verbal communication.

Students can understand various sample presentations, focusing on their different stages and the linguistic devices used.

READING

Students can understand in detail authentic texts on corporate conscience and whistleblowing.

Students can recognize and understand stated opinions and implied points of view.

Students can understand in detail a complex and extensive text on networking.

SPOKEN INTERACTION

Students can exchange complex, detailed information on the forms and implications of ethical corporate conduct, pinpointing key areas where further explanation or clarification is needed.

Students can hold discussions to suggest ethical solutions to problems.

Students can express themselves fluently and appropriately to discuss the importance of first impressions, tips for a successful presentation and the importance of networking.

Students can express and exchange their views on networking and the need for displaying cultural awareness in the process.

SPOKEN PRODUCTION

Students can present clear, well-structured opinions on the importance of business ethics today, on different aspects of corporate ethics and on its practical applications as well as offer ethical solutions to workplace problems.

Students can deliver coherent, well-structured presentations on assorted topics, with the proper use of slides and a focus on non-verbal communication.

Students can give clear, well-structured description of networking and discuss its importance.

WRITTEN PRODUCTION

Students can express themselves clearly and appropriately in effective business emails, with a focus on the proper layout, style, register and the use of collocations typical for each form.

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 linguistic devices needed for effective presentation delivery.

Students have a good command of a broad range of vocabulary related to corporate ethics and problem solving and are able to emphasize their point well.

Students have a good command of the linguistic devices required for effective business email writing.

Part Two (16-30 hours of the semester)

LISTENING

Students can understand complex information about customer relationship management and can extract information on methods companies use to retain customers.

They can extract information on ice-breaking and conversation-maintaining strategies from a small talk conference conversation.

READING

Students can understand in detail authentic texts on consumer spending.

Students can understand business emails and recognize various degrees of formality and emphasis.

SPOKEN INTERACTION

They can engage in an exchange of descriptions of their preferences and dislikes for certain activities.

Students can understand and exchange complex, detailed tips on how to manage customer relations and retain customers.

SPOKEN PRODUCTION

Students can express themselves fluently on the importance of good customer relations management and on important aspects of it.

WRITTEN PRODUCTION

Students can write clear, well-structured miscellaneous business emails, with attention paid to formats and register levels.

STRATEGIES

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

QUALITY OF LANGUAGE

Students have a good command of a broad range of vocabulary related to CRM.

Students can use language flexibly and appropriately, adjusting their expression to convey their thoughts more accurately.

Semester 2 (30 hours)

Part One (1-15 hours of the semester)

LISTENING

Students can follow talks and presentations featuring the topic of success.

Students can understand real-life sample negotiations recordings and grasp their outcome.

READING

Students can understand in detail authentic texts on how the perception of success has been changing across generations.

Students can understand in detail a complex text that presents FAQs related to negotiations.

Students can understand a complex negotiating scenario presented by the teacher.

While reading, students recognize and grasp the opinions stated, the points of view implied and the priorities of both parties.

SPOKEN INTERACTION

Students can hold a discussion on how the notion of success evolved across generations and exchange their personal views on what success is. They can also discuss generational differences in the workplace.

Students can understand and exchange complex, detailed information within the framework of negotiation.

They can pinpoint key areas where further explanation or clarification is needed.

They can negotiate various points with different negotiating partners, using a whole range of useful negotiating phrases.

SPOKEN PRODUCTION

Students can present a whole range of views on success and generational differences in the workplace, and approach them critically. They can also make coherent personal statements on the above.

Students can present clear, well-structured negotiations on the topics of their choice.

WRITTEN PRODUCTION

Students can express themselves very clearly and appropriately in effective business emails related to the topic of negotiations, with a full focus on the proper layout, style, register and the use of collocations typical for each form.

STRATEGIES

Students can easily express their opinions and defend arguments during negotiations, substituting with ease 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 negotiations, the meaning of success and the issue of generational differences in the workplace.

Part Two (16-30 hours of the semester)

LISTENING

Students can understand an interview with a bank manager and extract information on sustainable banking.

Students can follow an interview with a start-up expert and list the most common mistakes made by first-time entrepreneurs.

READING

Students can understand in detail an authentic, complex text on the consequences of incompetent banking.

Students can understand the message of an authentic text about the challenges product-based start-ups face.

SPOKEN INTERACTION

Students can understand and exchange complex, detailed information on the idea of sustainable banking and its relevance today.

Students can hold a conversation about the challenges start-ups face. They can also effectively handle various questions during a Q&As session.

SPOKEN PRODUCTION

Students can present tips for new business owners with regard to dealing with customers and suppliers on the phone and to chasing payments.

Students can discuss the role of banks in supporting start-ups in their growth and development.

WRITTEN PRODUCTION

Students can write business emails in an appropriate format and style, with attention paid to register levels and good grammatical control.

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 have a good command of a broad range of vocabulary related to raising finance for start-ups and to managing cashflow and dealing with late payers.

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