

**English Language Teaching Framework**

**Business and Legal English 2 Level C1 Full time studies Long-cycle studies**

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

**Starting level:** C1

**Target level:** C1+

**Preliminary assumptions:**

- ✓ The course is based on the assumption that students successfully completed Course 1 in Business and Legal English, level C1.
- ✓ The course introduces and develops students' professional competence in their field of specialization: law and business (e.g. career development, employment law, investment, taxation).
- ✓ 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 discussions and communication, with much emphasis put on soft skills and business skills, such as presentations and negotiations.
- ✓ 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: cover letters, memos, circular letters/e-mails. 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 and their willingness to devote sufficient time to the process of 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 and business 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>• Professional development: behavioural competencies, personal qualities, setting goals</li> <li>• Employment law: contracts of employment –basic provisions, options and solutions</li> <li>• Business correspondence – cover letters (style, layout, register)</li> <li>• Presentations – structure, language, visual aids, body language, handling questions</li> </ul> <p><b>Semester II</b></p> <ul style="list-style-type: none"> <li>• Investment: investment banking, types of investment</li> <li>• Decision making</li> <li>• Taxation: types of taxes,</li> <li>• Elements of company law: types of business structures</li> <li>• Business correspondence: circular letters/ e-mails</li> <li>• Negotiations: strategies and tactics</li> </ul>
<p>➤ Lexical and grammatical structures</p>	<p><b>Semester I</b></p> <ul style="list-style-type: none"> <li>• Personal qualities – adjectives of personality</li> <li>• Modal verbs (obligation, permission, possibility)</li> <li>• Collocations: employment contracts</li> <li>• Language of presentations</li> <li>• Formal and informal style in business correspondence</li> </ul> <p><b>Semester II</b></p> <ul style="list-style-type: none"> <li>• Emphatic structures: inversion and reformulating</li> <li>• Advising, suggesting, recommending</li> <li>• Language of negotiations: negotiation stages, characteristics of a good negotiator, techniques, strategies and styles, grammar of diplomacy</li> <li>• Business correspondence: circular letters/emails</li> </ul>

<ul style="list-style-type: none"> <li>➤ Language functions / ability to communicate</li> </ul>	<ul style="list-style-type: none"> <li>• Giving short presentations summarising students' viewpoints on a given topic</li> <li>• Giving feedback to peers</li> <li>• Expressing opinions and presenting arguments</li> <li>• Written and oral analysis of business and legal texts and recordings</li> <li>• Using professional language connected with students' field of studies</li> <li>• Using appropriate expressions at various stages of negotiating process :bargaining, rejecting or accepting proposals, stating a position and explore the partner's position, concluding the negotiations</li> <li>• Preparing strategies before the process of negotiation</li> </ul>
<ul style="list-style-type: none"> <li>➤ Academic component</li> </ul>	<ul style="list-style-type: none"> <li>• Reading for understanding and synthesizing information from texts</li> <li>• Active participation in typical academic settings: discussions, presentations, negotiations.</li> <li>• Finding, selecting and presenting information</li> <li>• Developing autonomy in learning</li> </ul>

**3.Expected learning outcomes**

**At the end of the course student:**

- A. 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,
- B. is able to interact with a degree of fluency and spontaneity expected at the C1 level of English,
- C. 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.

<ul style="list-style-type: none"> <li>➤ Speaking</li> </ul>	<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> <li>- can deliver professional presentations</li> <li>- can negotiate effectively in English</li> </ul>
<ul style="list-style-type: none"> <li>➤ Reading</li> </ul>	<p><b>At the end of the course student:</b></p> <ul style="list-style-type: none"> <li>- can read, analyse and understand business and legal texts</li> <li>- can comment on the information provided</li> <li>- can recognize the line of argument presented in a text</li> </ul>
<ul style="list-style-type: none"> <li>➤ Listening</li> </ul>	<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>
<ul style="list-style-type: none"> <li>➤ Writing</li> </ul>	<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 write cover letters, circular letters/e-mails</li> <li>- can differentiate between formal, semi-formal and informal styles of writing</li> </ul>

### **Coursebooks and supplementary materials:**

- A. Krois – Lindner, M. Firth: *Introduction to International Legal English* : Cambridge University Press
- J. Allison, R. Appleby, E. de Chazal: *The Business 2.0 C1 Advanced*: Macmillan
- A. Frost: *English for Legal Professionals*: Oxford 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:**

- easily understand and follow complex interactions in a group discussion and debate concerning personal development or behavioural competencies.
- understand the main ideas of complex speech on various legal topics, e.g. discussions and interviews on employment contracts.

#### **READING**

##### **Students can:**

- understand a wide range of a lengthy texts regarding career development.
- understand complex legal and/or business texts where stated opinions and implied points of view are discussed.
- understand the content and the significance of employment contracts.

#### **SPOKEN INTERACTION**

##### **Students can:**

- express themselves fluently adopting a level of formality appropriate to circumstances and their relationship to the person they are talking to, e.g. discussing clauses of employment contracts.
- ask questions and get clarification on the phone, e.g. while discussing drafting employment contracts; they are also able to discuss some options and solutions for employment contracts.
- carry on a discussion and/or express their own opinions on personal and career development and behavioural competencies.
- set goals by means of SMART criteria.

## **SPOKEN PRODUCTION**

### **Students can:**

- summarise orally long, demanding texts, concerning, e.g. terms and conditions of an employment contract and solutions to possible problems with employment contracts.
- deliver a clear presentation of a product/a company etc. with the use of appropriate legal and/or business lexis, visual aids and other technological devices.

## **WRITTEN PRODUCTION**

### **Students can:**

- analyse and prepare recruitment documents, e.g. a CV and a cover letter, bearing in mind differences between formality and informality of the language and a layout of business correspondence.

## **STRATEGIES**

### **Students can:**

- interact naturally using non-verbal and intonational cues without much effort.
- quickly substitute an equivalent term for a word they cannot recall in both speaking and writing activities.
- use fluently a variety of appropriate expressions to introduce their remarks.

## **QUALITY OF LANGUAGE**

### **Students can:**

- produce clear, well-structured speech and writing, showing control over ways of developing what they want to say in order to link their ideas into a smoothly flowing, coherent text, e.g. while delivering a presentation.

## **Semester 2 (30 hours)**

### **LISTENING**

#### **Students can:**

- understand business and legal vocabulary used while discussing types of investment and investment banking, and follow a discussion on the bank regulations.
- follow complex interactions on the decision making process.
- understand the discussion related to the topic of taxation and the issues related to various business structures.

### **READING**

**Students can:**

- understand and analyse complex texts where stated opinions and implied points of view are discussed and new vocabulary is used concerning the following issues: investments, types of investment, taxation, differences among various business structures.
- comprehend specific vocabulary used when discussing investments, idiomatic phrases related to investment, vocabulary related to taxation (types of taxes/reasons for paying taxes, etc.) and business structures (company types, etc.)

**SPOKEN INTERACTION****Students can:**

- participate easily and appropriately in conversations while discussing business and/or legal issues such as various types of investments, .
- understand and exchange complex information and advice relating to establishing investment profiles, i.e. financial instruments, property, stocks and shares, etc.

**SPOKEN PRODUCTION****Students can:**

- discuss types of taxes, reasons for paying taxes
- give advice/recommendation concerning , e.g. setting up a business
- participate in business negotiations using appropriate language functions (agreeing, disagreeing, bargaining, persuading, etc.), tone and register.

**WRITTEN PRODUCTION****Students can:**

- to produce a well-structured circular letter/email with a high degree of grammatical correctness and various technical vocabulary using the appropriate style.

**STRATEGIES****Students can:**

- use a variety of appropriate expressions to express their remarks and points of view.
- monitor their speech and writing to make constant improvements.
- substitute unfamiliar words or phrases with others to keep their conversation going.

**QUALITY OF LANGUAGE****Students:**

- possess a good command of vocabulary and expressions, which can help them indicate the manner of their agreement, certainty or concern.
- demonstrate a high degree of grammatical control both in speech and in writing.
- can use the language flexibly adapting its style and register to the person they are talking/writing to, can use various structures to make the language more emphatic.