

English Language Teaching Framework

English for Finance and Accounting and Accounting & Controlling 2_Level B2

Full time studies First-cycle studies

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

Starting level: B2

Target level: B2+

Preliminary assumptions

- The course is based on the assumption that students who study at the B2 level (according to the Common European Framework of Reference for Languages) have already mastered the English language at the B1 level according to the Common European Framework of Reference for Languages (CEFR).
- 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.
- During the course the teacher uses every opportunity to encourage discussion and communication, with much emphasis being put on soft skills and business skills, such as taking part in meetings.
- 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 those in their process of active and creative communication, both oral and written.
- Students are also expected to develop their professional competence in their field of specialisation, such as accounting, controlling or finance.
- The course is centred around competences necessary in broadly understood global professional environment and involves various tasks and activities enabling students to understand the nature of this English-speaking multicultural environment, and communicate actively, both with native and non-native speakers (International English)
- During the course students will also develop language skills useful for academic purposes such as reading and understanding their study materials, analysing various resources in a critical way, avoiding plagiarism while writing or speaking, keeping the standards of the academic communicative context.
- The teacher organises the whole teaching and learning process, playing the role of a counsellor and facilitator. At the same time final learning outcomes also depend on students' individual work during the course, their willingness to learn and whether they devote sufficient time to learning
- If students' initial knowledge and skills prevent them from effectively participating in the course to achieve the intended learning outcomes at the B2 level, it is their responsibility to bridge the gap to meet the requirements set.

<p>1. Aims of the course:</p>	<p>The aim of the course is to:</p> <ul style="list-style-type: none"> • further develop communicative competencies in English • enhance vocabulary range and explore complex grammatical structures • further enable students to use English in academic and professional settings • help present student’s personal standpoint in speech and writing in a clear and coherent manner • foster self-education learning strategies • promote team work
<p>2. The content of the course:</p>	
<p>Main topic areas</p>	<p>Semester 1</p> <ul style="list-style-type: none"> • Loans and credit • Corporate Finance: Stocks, shares and bonds • Derivatives: futures, forwards, options and swaps trading • Company Law, AGMs • The money market • Business correspondence: letters/emails of enquiry; layout, register (formal, semi-formal, informal) <p>Semester 2</p> <ul style="list-style-type: none"> • Negotiations • Mergers and Acquisitions, leveraged buyouts • Asset management • Business correspondence: internal emails • Business correspondence: cover letters
<p>Lexical and grammatical structures</p>	<p>Semester 1</p> <ul style="list-style-type: none"> • Active/passive voice • Reported speech • Time clauses <p>Semester 2</p> <ul style="list-style-type: none"> • Language of negotiations: making proposals, counter-proposals and conditional offers • Grammar revision
<p>Language functions / effective communication</p>	<ul style="list-style-type: none"> • carrying out negotiations related to their field of study • giving feedback to peers • expressing opinions and presenting arguments • reacting properly in social situations • analysing business-related texts and recordings • analysing and selecting information • drafting effective business documents and correspondence • using professional language connected with students’ field of studies • giving advice and solving problems • describing numerical information • analysing, synthesizing and comparing information

Academic component	<ul style="list-style-type: none"> • participating actively in typical academic settings: discussions, negotiations, etc. • reading for understanding and synthesis of information from a variety of texts • writing letters and external & internal emails • finding, selecting, and presenting information
<p>3. Expected learning outcomes:</p> <p>At the end of the course the student:</p> <p>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 his/her field of specialisation,</p> <p>B. is able to interact with a degree of fluency and spontaneity expected at B2+ level of English, which enables him/her to be understood without strain by native and non-native speakers, either in spoken or written English,</p> <p>C. is ready to actively participate in the business speaking environment, taking full responsibility for spoken and written communication he/she produces and assessing his/her progress.</p>	
Speaking	<p>At the end of the course the student is able to:</p> <ul style="list-style-type: none"> • participate in negotiations related to students' field of studies using acquired vocabulary and lexical structures • express and discuss ideas on a range of professional topics related to the business context in the areas covered during the course • make proposals, counter-proposals and offers
Reading	<p>At the end of the course the student is able to:</p> <ul style="list-style-type: none"> • read, analyse and understand business texts • comment on the information related to various financial institutions and financial analysis
Listening	<p>At the end of the course the student is able to:</p> <ul style="list-style-type: none"> • understand original interviews with experts working in the financial sector • select information and respond to questions about detail, meaning or gist
Writing	<p>At the end of the course the student is able to:</p> <ul style="list-style-type: none"> • take notes based on recorded talks • lay out business letters and emails • write letters/emails of complaint, apology, chasing payment, letters/emails of enquiry and replies • write circular and cover letters

Main course book(s):

Course Books: MacKenzie, Ian. *English for the Financial Sector*. Cambridge: Cambridge University Press, first published 2008

MacKenzie, Ian. Financial English with financial glossary. 2nd ed. Heinle, Cengage Learning, 2012

Additional materials: Teachers' own materials based on available resources comprising information about their sources and copyrights

Schemes of work - intended learning outcomes

Semester 1 (30 hours)

Part One (1-15 hours of the semester)

LISTENING

Students can understand detailed stock market reports.

Students can understand technical information connected to lending decisions and the nature of margins.

READING

Students can understand formal and informal letters/emails of enquiry.

Students can understand specialised texts connected with the importance of stock markets, ways of raising funds.

Students can read with a large degree of independence about banks and bonds, the stock market, etc.

SPOKEN INTERACTION

Students can evaluate advantages and disadvantages and exchange ideas providing relevant explanations, arguments and comments.

SPOKEN PRODUCTION

Students can give clear, well-structured descriptions of corporate finance.

Students can collate information from different sources and relate to it coherently.

Students can use the correct passive or active voice in appropriate situations, taking into account usage, effect and intention.

WRITTEN PRODUCTION

Students can write letters/emails of enquiry to people they may not know personally, using indirect questions. They can use accurate business letter/email format and take a respectful tone.

STRATEGIES

Students do not have to restrict what they say; they can substitute an equivalent term for a word/phrase used.

QUALITY OF LANGUAGE

Students can explain the details of an idea or problem reliably.

Part Two (16-30 hours of the semester)

LISTENING

Students can understand in detail a discussion of different financial instruments.

Students can understand in detail what is said to them in standard spoken English.

READING

Students can scan relatively quickly through articles to be encountered in professional life. Students can understand in detail texts on corporate finance to be encountered in professional resources. Students can read with a large degree of independence about financial market products.

SPOKEN INTERACTION

Students can evaluate advantages and disadvantages and participate in reaching a decision in formal and informal discussion.

SPOKEN PRODUCTION

Students can understand and practise reporting verbs and reported speech.

Students can summarise orally information and arguments from various sources identifying cause and effect.

WRITTEN PRODUCTION

Students can express themselves clearly and appropriately in business correspondence.

Students can use accurate business letter/email format and take a respectful tone.

STRATEGIES

Students can use standard phrases to identify cause and effect, offering alternative paraphrases where necessary.

QUALITY OF LANGUAGE

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

Semester 2 (30 hours)

Part One (1-15 hours of the semester)

LISTENING

Students can understand discussions of asset management and investment styles.

Students can understand in detail a discussion of concrete and abstract topics using financial jargon, including a discussion on the role of banks in mergers and acquisitions and share prices.

READING

Students can understand in detail complex texts relating to fund management, using dictionaries and other reference sources selectively when necessary.

Students can read with a large degree of independence about mergers and acquisitions, LBOs, etc.

SPOKEN INTERACTION

Students can understand and exchange complex, detailed information on topics they have familiarised themselves with.

Students can use the telephone for a variety of purposes, including checking and confirming information and asking for clarification.

SPOKEN PRODUCTION

Students can give clear, well-structured descriptions of complex issues related to mergers and acquisitions and leveraged buyouts.

Students can give a clear, well-structured description of complex financial and/or accounting issues.

Students can understand and exchange complex information and advice relating to investment styles using diplomatic language.

Students can develop a clear argument about asset management and M&As, linking their ideas logically and expanding and supporting their points with appropriate examples.

WRITTEN PRODUCTION

Students can write clear, detailed cover letters containing accomplishment statements and action verbs.

STRATEGIES

Students do not have to restrict what they want to say: if they cannot find one expression they can substitute it with another.

QUALITY OF LANGUAGE

Students have a good command of broad vocabulary. If necessary they can find alternative expressions to state information.

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

Students have a sufficient range of vocabulary to vary formulation and avoid repetition when expressing themselves on matters connected to financial issues.

Part Two (16-30 hours of the semester)

LISTENING

Students can understand in detail how conditional offers and proposals are made and how to conclude an unsuccessful negotiation.

READING

Students can read with a large degree of independence, using dictionaries and other reference sources selectively when necessary.

Students can understand the main points in internal emails.

SPOKEN INTERACTION

Students can express themselves fluently and appropriately, using the language of negotiating.

SPOKEN PRODUCTION

Students can negotiate a contract, etc. highlighting significant points, indicating cause and effect.

WRITTEN PRODUCTION

Students can write concise internal emails.

Students can take notes from which they can produce a comprehensive summary of a negotiated contract.

STRATEGIES

Students can select from a variety of expressions to negotiate a contract, alternating between different phrases.

QUALITY OF LANGUAGE

Students have a sufficient range of vocabulary to vary formulation and avoid repetition when expressing themselves.

Students can express themselves fluently and spontaneously, except occasionally when speaking about a conceptually difficult subject.