

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 successfully completed Course 1 in Finance and Accounting/Accounting and Controlling English, level C1
- The course is centered 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: letters/emails of complaint and letter/emails of apology, emails placing orders and letters/emails requesting payment. 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 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; 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 C1, it is their responsibility to bridge the gap to meet the requirements set.

1. Aims of the course:	<p>Aims of the course:</p> <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
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	<ul style="list-style-type: none"> • 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
<p>2. The content of the course:</p>	
<p>Main topic areas</p>	<p>Semester I</p> <ul style="list-style-type: none"> • Stock exchange, financial markets and international trade • Accounting ethics, fraud and forensic accounting • Business correspondence – letters/emails of complaint; letters/emails of apology. <p>Semester II</p> <ul style="list-style-type: none"> • Forms of money • Types of banks and financial institutions • Banking and banking services • Financial crisis • Insurance and finance • Business negotiations • Business correspondence - emails placing orders; letters/emails requesting payment.
<p>Lexical and grammatical structures</p>	<p>Semester I</p> <ul style="list-style-type: none"> • Key words, collocations and idioms - the main topic areas of the course • Reported speech • Nouns • Articles <p>Semester II</p> <ul style="list-style-type: none"> • Key words, collocations and idioms - the main topic areas of the course • Conditionals/wishes/unreal past • Emphatic structures
<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

	<ul style="list-style-type: none"> • Modifying meaning • Negotiating • Bargaining • Making concessions • Setting conditions
Academic component	<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
3. Expected learning outcomes. At the end of the course the student: <ol 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 he/she produces and assessing his/her progress. 	
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 • presents numerical and financial information • describes financial companies and market trends • can negotiate in business situations using acquired vocabulary and lexical structures
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
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
Writing	At the end of the course the student: <ul style="list-style-type: none"> • can take detailed notes while listening • can lay out a variety of business letters and emails • is able to complain about products and services as well as formulate apologies in the written form • can place orders in the format of a business email

	<ul style="list-style-type: none"> • can prepare payment reminders in the format of a business letter or email • 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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Main course book(s):

Course Books: Pratten, Julie. *Absolute financial English*, Delta Publishing, 2009
 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 in great detail general business and financial information featuring topics connected with stock markets and international trade 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 understand complex presentation of information on stock and other financial markets as well as international trade.

READING

Students can efficiently and quickly scan through articles to be encountered in professional life, academic literature and business press featuring topics connected with stock markets and international trade. Students can understand in detail complex texts related to stock markets and international trade 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 easily take an active part in conversation, expressing themselves fluently and appropriately using a level of formality appropriate to the circumstances in discussions of financial markets and international trade. 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 give clear, well-structured descriptions of the key concepts in the financial industry and accounting including elements of stock exchange and international trade. Students can collate information from different sources and relate it coherently and efficiently.

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.

WRITTEN PRODUCTION

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

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.

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 featuring topics of law, ethics and regulations 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 law, ethics and regulations in the context of accounting and financial industry as well 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.

Students can formulate a convincing argument and respond to questions, comments and complex counter arguments fluently, spontaneously and appropriately during various business negotiations.

SPOKEN PRODUCTION

Students can give a complex description or account of selected concepts connected with accounting laws.

Students can give clear, well-structured descriptions of complex issues related to forensic accounting and fraud in finance.

Students can develop an argument in a well-structured speech, pointing out significant facts related to reasons for fraud and use of forensic accounting.

WRITTEN PRODUCTION

Students can write standard formal letters/emails of apology 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 finance and banking.
Students can understand complex technical information about banking and other issues connected with business and finance.

READING

Students can understand in detail lengthy texts on banking and financial institutions.
Students can understand complex texts with numerous financial references.

SPOKEN INTERACTION

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 clear, well-structured descriptions and definitions of banking concepts and other related issues.
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.

WRITTEN PRODUCTION

Students can write clear, well-structured emails placing orders in an appropriate style with a suitable grammatical range and accuracy.

STRATEGIES

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

QUALITY OF LANGUAGE

Students have a good command of a broad range of vocabulary related to banking and other related business issues.

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 banking, banking institutions and other related issues.

Students can effectively follow extended presentations on insurance and finance, financial crisis and other related issues.

READING

Students can understand in detail general idiomatic texts on issues connected with banking, banking institutions and other related matters.

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

SPOKEN INTERACTION

Students can understand and exchange complex, detailed information on banking, banking institutions, insurance and finance, financial crisis and other related issues.

Students have a good understanding of humour, irony and implicit cultural references in the context of business negotiations.

SPOKEN PRODUCTION

Students can conduct meaningful, assertive and realistic conversations in the context of banking services.

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 insurance services.

Students can give a clear talk on a complex subject pertinent to insurance and finance, financial crisis and other related issues.

WRITTEN PRODUCTION

Students can write clear, well-structured letters/emails requesting payment 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, insurance and finance, financial crisis, and other related issues.

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

