

English Language Teaching Framework

General Business English 1 Level C1+ First-cycle studies

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

Starting level: C1+

Target level: C2

Preliminary assumptions

- The course is aimed at students who have achieved level C1 of linguistic competence in English (according to the Common European Framework of Reference for Languages – CEFR).
- 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 (participating in trainings, handling conflict, making decisions, networking, planning out a career, discussing economic resources, speaking publicly, 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).
- Thanks to the choice of learning materials, the course also fosters the development of students' professional competence in diverse business contexts (apprenticeships, training, employment, public speaking, resource management & ecology) with the specific 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/letters and business reports. 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"> • Apprenticeships & gaining experience • Training workers, managers, leaders • The workplace of the future • Employment trends • The dynamics of giganomics • Achieving success • Generational differences in the workplace <p>Semester II</p> <ul style="list-style-type: none"> • Business presentations • First impressions & networking • Communicating across cultures & building rapport • Ecology & business • Energy consumption, alternative energy & the economy • Economic resources
<p>Lexical and grammatical structures</p>	<p>Semester I</p> <ul style="list-style-type: none"> • Emphasizing a point • Clarifying, confirming and correcting • -ing forms and infinitives • Verb & adjective patterns • Word formation • The language of business emails/letters <p>Semester II</p> <ul style="list-style-type: none"> • Adverbs & adverbial phrases • Grammatical means of expressing formality • Articles • Countable & uncountable nouns • Passive forms, nominalization in passive sentences, passive reporting verbs • The language of reporting

<p>Language functions/ability to communicate</p>	<ul style="list-style-type: none"> • Expressing stance • Taking turns • Effectively communicating via business emails/letters and in reports • Using appropriate registers and typical collocations • Handling conflict situations • Delivering a business presentation • Selecting the appropriate level of formality depending on the context • Making decisions & proposals • Confirming, emphasizing, agreeing & disagreeing
<p>Academic component</p>	<ul style="list-style-type: none"> • Public speaking • Debating • Prioritizing • Self-awareness and self-reflection • Assertiveness • Active listening • Formulating and assessing the validity of arguments • Participating in discussions • Selecting and analyzing data • Drawing conclusions • Synthesizing and abstracting information • Basic citing, referencing and bibliography creation
<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 level C1+ of English, which enables them 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 they produce and assessing their progress.</p>	
<p>Speaking</p>	<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 • 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 • participates in debates • is able to express themselves in both formal and informal manner • assertively handles difficult situations and conflicts

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/letters and reports 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):

Course Books:

Dubicka, I., & O’Keeffe, M. (2016). *Market Leader Advanced Business English Course Book* (3rd Edition Extra). Pearson.

Dummett, P., Stephenson, H., & Lansford, L. (2018). *Keynote Proficient Student’s Book*. National Geographic Learning.

Additional materials:

Tutors’ 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 complex information on apprenticeships – their function and benefits, and on induction.

Students can follow extended discussion on how to be a successful apprentice and on planning a training course/ induction process.

READING

Students can understand in detail authentic texts on creative destruction and modern training trends.

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

Students can understand business email/letter samples.

SPOKEN INTERACTION

Students can understand and exchange complex, detailed information on the nature and benefits of apprenticeship, induction and training in view of giganomics, pinpointing key areas where further explanation or clarification is needed.

SPOKEN PRODUCTION

Students can present clear, well-structured opinions on different aspects of apprenticeship, induction and further training, and give advice on embarking on a career.

WRITTEN PRODUCTION

Students can express themselves clearly and appropriately in effective business emails/letters that require clarifying and confirming. They can distinguish between different levels of formality, with a focus on business style and effectiveness.

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 a broad range of vocabulary related to training workers, managers and leaders, to apprenticeship and induction, and are able to emphasise their point well.

Part Two (16-30 hours of the semester)

LISTENING

Students can understand complex information on various work patterns, current employment trends and the required job skills.

Students can understand a presentation on intercultural communications.

Students can follow a TED Talk presentation of a unique approach to what success is.

READING

Students can understand in detail lengthy and complex texts on giganomics and on how the perception of success has been changing across generations.

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

SPOKEN INTERACTION

Students can understand and exchange complex, detailed information on employment trends, high-value service industries and the job of a portfolio worker, pinpointing key areas where further explanation or clarification is needed.

They can engage in a conflict-solving conversation.

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.

SPOKEN PRODUCTION

Students can give clear, well-structured descriptions of giganomics and all its aspects, 21st century employment trends and the workplace of the future.

Students can develop an argument for and against giganomics and the future employment trends systematically in a well-structured speech, highlighting significant points, and concluding appropriately.

Students can comment on the importance of active listening and give advice on conflict solving.

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.

WRITTEN PRODUCTION

Students can write clear, well-structured business emails/letters in an appropriate style with good grammatical control, with a special emphasis on email netiquette.

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 a broad range of vocabulary related to 21st century employment trends, the workplace of the future, giganomics, the meaning of success and the issue of generational differences in the workplace.

Students can use suitable language to convey active listening and to engage in conflict solving.

Semester 2 (30 hours)

Part One (1-15 hours of the semester)

LISTENING

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

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

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

READING

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

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

SPOKEN INTERACTION

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 understand and exchange complex, detailed tips on networking and using non-verbal communication for good first impression and successful presentations.

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

SPOKEN PRODUCTION

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

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

WRITTEN PRODUCTION

Students can write clear, well-structured reply to an invitation, in an appropriate style with good grammatical control and differentiation between formal and semi-formal language.

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 presenting and networking.

Students can use language flexibly and appropriately, adjusting their expression depending on who they communicate with.

Part Two (16-30 hours of the semester)

LISTENING

Students can understand a brief report on a company for the energy sector and follow a presentation of opinions on alternative energy sources.

Students can follow a TED Talk presentation on the link between technological progress, education and energy consumption nowadays.

READING

Students can understand in detail an authentic, complex text on the challenges involved in moving away from traditional energy sources.

Students can understand in detail a lengthy, authentic text on the possible economic implications of the value of land.

SPOKEN INTERACTION

Students can understand and exchange complex, detailed information on alternative energy sources, with a special focus on the business context. They can also discuss at length their preferences regarding alternative energy and their country/countries development in that area.

SPOKEN PRODUCTION

Students can make a meaningful, assertive and realistic contribution to a decision-making meeting.

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 a clear, well-structured presentation in defence of a decision they have made, with the use of appropriate language.

WRITTEN PRODUCTION

Students can write a recommendation report in an appropriate style, with good grammatical control.

Students can write suitably structured reports, being aware of elements of citing, referencing and bibliography creation.

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 alternative energy sources and decision making.

Students have a good command of linguistic devices needed for effective presentation delivery.

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