

## **English Language Teaching Framework**

### ***General Business English 2 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 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 (making ethical decisions and taking responsibility, solving problems, building rapport with customers, marketing, employing creativity and talent in professional contexts, 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 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><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 communicative competence in English</li> <li>• to expand vocabulary range and explore complex grammatical structures</li> <li>• to prepare students to use English proficiently in academic and professional settings</li> <li>• 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</li> <li>• to develop intercultural awareness and competence</li> <li>• to foster the development of self-directed, autonomous learning skills and lifelong learning strategies</li> </ul>
<p><b>2. The content of the course:</b></p>	
<p>Main topic areas</p>	<p>Semester I</p> <ul style="list-style-type: none"> <li>• CSR, business ethics &amp; whistleblowers</li> <li>• Ethical problem-solving</li> <li>• Customer relationship management,</li> <li>• Building rapport with customers</li> <li>• Understanding, enhancing, and employing creativity in professional contexts</li> <li>• The dynamics of talent</li> </ul> <p>Semester II</p> <ul style="list-style-type: none"> <li>• Business skills: negotiations</li> <li>• Finance and banking</li> <li>• Raising finance: business dragons and angels</li> <li>• Establishing a business – start-ups</li> <li>• Managing problems with cashflow and late payers</li> <li>• Business growth and development</li> </ul>
<p>Lexical and grammatical structures</p>	<p>Semester I</p> <ul style="list-style-type: none"> <li>• The modal perfect</li> <li>• Giving advice</li> <li>• Defining &amp; non-defining relative clauses, relative pronouns</li> <li>• Definite &amp; indefinite time expressions with statistics, nominalization</li> <li>• The language of business emails/letters &amp; reports</li> </ul> <p>Semester II</p> <ul style="list-style-type: none"> <li>• Review of conditional sentences</li> <li>• Multiword verbs</li> <li>• Cleft sentences</li> <li>• The language of business emails/letters &amp; reports</li> </ul>

<p>Language functions /ability to communicate</p>	<ul style="list-style-type: none"> <li>• Expressing stance</li> <li>• Effectively communicating via emails/letters and in reports</li> <li>• Selecting the appropriate level of formality depending on the context</li> <li>• Using appropriate registers and typical collocations</li> <li>• Discussing ethical dilemmas in business</li> <li>• Selling</li> <li>• Maintaining relationships with customers</li> <li>• Making decisions &amp; proposals</li> <li>• Giving advice</li> <li>• Negotiating</li> <li>• Bargaining</li> <li>• Making concessions</li> <li>• Setting conditions</li> </ul>
<p>Academic component</p>	<ul style="list-style-type: none"> <li>• Self-awareness and self-reflection</li> <li>• Behaving ethically</li> <li>• Recognizing perspective and stance</li> <li>• Negotiating, presenting, and defending a point of view</li> <li>• Formulating and assessing the validity of arguments</li> <li>• Participating in discussions</li> <li>• Selecting and analyzing data</li> <li>• Drawing conclusions</li> <li>• Synthesizing and abstracting information</li> <li>• Basic citing, referencing and bibliography creation</li> </ul>
<p><b>3. Expected learning outcomes.</b></p> <p style="padding-left: 40px;"><b>At the end of the course the student:</b></p> <p><b>A.</b> 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,</p> <p><b>B.</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><b>C.</b> 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>	

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

**Main course book(s):**

**Course Books:**

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

Students can follow podcasts on ethical problem-solving.

##### 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 and analyse business email/letter samples and report samples.

##### 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.

##### 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.

Students can offer ethical solutions to workplace problems.

##### WRITTEN PRODUCTION

Students can express themselves clearly and appropriately in effective business emails/letters and reports, 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 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/letter and report 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.

Students can follow a TED Talk on the role of creativity in education.

##### READING

Students can understand in detail authentic texts on consumer spending.

Students can understand a text on how to help talent thrive and one how adopting creative roles helps workers boost their productivity.

#### SPOKEN INTERACTION

Students can express themselves fluently and appropriately to discuss different aspects of talent and creativity and their role in the workplace.

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 give clear, well-structured opinions on whether talent and creativity are relevant to work efficiency, and make a coherent statement on the role those two factors play in their own lives.

Students can also 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/letters and reports, 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 and the role of talent and creativity.

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

#### READING

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

#### WRITTEN PRODUCTION

Students can express themselves very clearly and appropriately in effective business emails/letters and reports 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 in general and the topics they have chosen.

## **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.

Students can present their stance and views in various business-related discussions and negotiations.

### WRITTEN PRODUCTION

Students can write reports and business emails/letters 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 general vocabulary for various business discussions and negotiations.

Students can effectively apply 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.