

## **English Language Teaching Framework**

### **General Business English 3 Level B1/B2 Part time studies**

**Course duration:** 2 semesters - 40 teaching hours (2 x 20)

**Starting level:** B1/B2

**Target level:** B2+

#### **Preliminary assumptions:**

- ✓ The course is based on the assumption that students successfully completed Course 2 in General Business English and Legal English, level B1+.
- ✓ The course introduces and develops students' professional competence in their field of specialization, that is law and business (e.g. international trade, competition law, real property law).
- ✓ 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 discussion and communication, with much emphasis put on soft skills and business skills, such as meetings.
- ✓ Having completed the course students should be able not only to comprehend the concepts related to business and/or legal areas included in the syllabus, but also to apply them in the whole process of communication, both oral and written.
- ✓ The course explores the following business writing genres: letters/emails of enquiry, payment reminders, requests. 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, their willingness to learn and sufficient time devoted to learning.
- ✓ If students' initial knowledge and skills prevent them from effective participation in the course to achieve the intended learning outcomes at the B1+ level, it is their responsibility to bridge the gap to meet the requirements set.

<p><b>1. Aims of the course and its duration</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, business and o</li> <li>• To help present student's 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 style="text-align: center;"><b>Semester I</b></p> <ul style="list-style-type: none"> <li>- Financial Law</li> <li>- Meetings – structure, language.</li> </ul> <p style="text-align: center;"><b>Semester II</b></p> <ul style="list-style-type: none"> <li>• Tax Law</li> <li>• The system of courts in Poland</li> </ul>
<p>· Lexical structures</p>	<p style="text-align: center;"><b>Semester I</b></p> <ul style="list-style-type: none"> <li>• Elements of Financial Law</li> <li>• Loan Agreement</li> <li>• The budget bill</li> </ul> <p style="text-align: center;"><b>Semester II</b></p> <ul style="list-style-type: none"> <li>• Elements of Tax Law</li> <li>• Types of taxes</li> <li>• The court structure and the institutions.</li> </ul>

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<p>Language functions / ability to communicate</p>	<ul style="list-style-type: none"> <li>• Participating in and chairing meetings</li> <li>• Expressing opinions and presenting arguments</li> <li>• Analyzing and selecting information</li> <li>• Using collocations referring to client/lawyer meetings</li> <li>• Paraphrasing</li> </ul>
<p>Academic component</p>	<ul style="list-style-type: none"> <li>• Writing: letters , emails, website entries</li> <li>• Finding, selecting and presenting information</li> <li>• Analyzing information contained in grids</li> <li>• Developing autonomy in learning</li> </ul>
<p><b>3. Expected learning outcomes</b></p> <p><b>At the end of the course student:</b></p> <p>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 relation knowledge and his/her field of specialization,</p> <p>B. is able to interact with a degree of fluency and spontaneity expected at the B1 level of English,</p> <p>C. is ready to participate in the business and legal environment, taking responsibility for spoken and written communication he/she produces and assessing his/her progress</p>	
<p>Speaking</p>	<p><b>At the end of the course:</b></p> <ul style="list-style-type: none"> <li>• can participate in and chair a meeting</li> <li>• can use vocabulary referring to Financial Law and Tax Law</li> <li>• can correct and reformulate ideas</li> </ul>
<p>Reading</p>	<p><b>At the end of the course student:</b></p> <ul style="list-style-type: none"> <li>• can read, analyze and understand business and legal texts</li> <li>• can comment on the information provided</li> <li>• can understand the description of facts, events in formal letters and/or do</li> <li>• can recognize the line of argument in the treatment of the issue presented in a written material</li> </ul>
<p>Listening</p>	<p><b>At the end of the course student:</b></p> <ul style="list-style-type: none"> <li>• can understand interviews with experts working in business and legal environment</li> <li>• can select information and respond to questions about details, meaning or gist</li> </ul>
<p>Writing</p>	<p><b>At the end of the course student:</b></p> <ul style="list-style-type: none"> <li>• can write a short paragraph for their firm’s website</li> </ul>

**Course book** Halina Sierocka, *Legal English*, Wydawnictwo C.H.Beck Warszawa 2014

**Additional materials:** Teacher's own materials, materials based on available resources comprising information about their sources and copyrights.

### **Schemes of work - intended learning**

#### **outcomes Semester I (20 hours)**

##### **LISTENING**

Students can understand the main ideas of complex speech on concrete and abstract topics delivered in a standard dialect, including discussions on legal elements chart when handing over a legal case.

Students can understand in detail recorded numbers and figures.

##### **READING**

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

Students can rapidly grasp the content and the significance of news, articles and reports on topics connected with country specific regulations in competition law.

##### **SPOKEN INTERACTION**

Students can take an active part in conversation, expressing clearly their points of view, ideas or feelings naturally with effective turn-taking.

Students can sustain their opinions in discussion by providing relevant explanations, arguments and comments.

##### **SPOKEN PRODUCTION**

Students can give clear, detailed descriptions of similarities and differences between different regulations concerning the criteria for dominant undertaking.

Students can summarize information and arguments from a number of sources, such as reports, discussions, interviews, presentations, etc.

## STRATEGIES

Students can use standard phrases to describe visual aids, covering gaps in vocabulary and structure with paraphrases.

## QUALITY OF LANGUAGE

Students have a sufficient range of vocabulary to vary formulation and avoid repetition when expressing themselves on matters connected to international regulations in competition law.

Students can produce stretches of language with a fairly even tempo; although I can be hesitant as I search for expressions, there are few noticeably long pauses when delivering short presentation of visuals.

## **Semester II (20 hours)**

### LISTENING

Students can understand the main ideas of complex speech on concrete and abstract topics delivered in a standard dialect, including discussions on leasing a commercial premises.

Students can understand interviews and discussions concerning types of damages.

### READING

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

Students can rapidly grasp the content and the significance of news, articles and reports on topics connected with legal problems related to real property as well as an e-contract.

### SPOKEN INTERACTION

Students can take an active part in conversation dealing with terms and conditions of a contractual transaction and breach of contract.

Students can sustain their opinions in discussion by providing relevant explanations, arguments and comments.

### SPOKEN PRODUCTION

Students can give well-structured presentation advertising a lawyer's services in the area of real property. Students can provide feedback on their peers' presentations.

## WRITTEN PRODUCTION

Students can write a short paragraph for their legal firm's website.

## STRATEGIES

Students can use standard phrases to deliver a presentation, covering gaps in vocabulary and structure with paraphrases.

## QUALITY OF LANGUAGE

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

Students can produce stretches of language with a fairly even tempo; although I can be hesitant as I search for expressions, there are few noticeably long pauses when delivering short presentations.

