

English Language Teaching Framework

General Business English Level C1 Full time studies Second-cycle studies

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

Starting level: B2+

Target level: C1

Preliminary assumptions

- The course is based on the assumption that students who continue their studies at C1 level, have already mastered a foreign language at B2 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.
- 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.
- Students are also expected to develop their professional competence in their specialisation field, such as e.g., tourism, accounting, finance, marketing, public administration, commodity science, etc.
- The course is centered around competences necessary in broadly understood global professional environment and it 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)
- Academic component: it is assumed that during the course students will also develop language skills useful for academic purposes such as reading and understanding their study materials, analyzing various resources in a critical way, avoiding plagiarism while writing or speaking, keeping the standards of academic communicative context.
- Professional communication: the course addresses business communication skills which have not been mastered by the students during “Language 1” and “Language 2” courses, such as: meetings (in the area of oral communication) and transactional letters/emails (in the area of written communication)
- Teacher is an organizer of the teaching and learning process, a counselor, and a facilitator; however, final learning outcomes depend on student’s individual work during the course, willingness to learn as well as sufficient time devoted to learning.
- If a student’s initial knowledge and skills prevent them from effective participation 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.

<p>1. Aims of the course:</p>	<p>The aim of the course is:</p> <ul style="list-style-type: none"> • to further develop communicative competencies in English, • to enhance vocabulary scope and explore complex grammatical structures, • to further enable students to use English in academic and professional settings, • to further practice presenting personal standpoint in speech and writing in a clear and coherent manner, • to further develop intercultural competencies, fostering self-education 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"> • Corporate culture and its characteristics. • Leadership and Management – their main characteristics and differences. • Workplace & workforce of today & the future. • Advertising – traditional vs. e-advertising. <p>Semester II:</p> <ul style="list-style-type: none"> • Business expansion. • Business ethics and corporate social responsibility. • Business meetings – structure, chairing, participating.
<p>Lexical and grammatical structures</p>	<ul style="list-style-type: none"> • Articles, Adverbs and adverbial phrases, linking words of cause and result in complex, sentences • Defining and non-defining relative clauses; <i>As</i> or <i>like</i>? • Reference devices • Position of adverbs • Linking words in compound sentences • Adjectives and adverbs of time and frequency • Complex sentences • Tenses in future time clauses • Company culture - phrasal verbs • Business leaders versus managers • Leadership skills versus managerial skills • Types of management and management-employee relationships • Stress in the workplace • Types of workers and working styles • Brand building, types of advertising, Internet advertising language • Business expansion and overseas expansion • CSR and fair trade • Payment execution in overseas trade • Evaluating meetings • Language functions for chairs

<p>Language functions / ability to communicate</p>	<ul style="list-style-type: none"> • Describing company culture • The company of the culture you work for / are familiar with • The importance of having a strong corporate culture • Talking about good leaders • Getting the most from staff • Producing a more effective workforce • Ways of motivating staff • What makes people work harder • Types of management-employee relationship • Trends and accidents and stress • Workers and working practices of the future • The millennium generation and its characteristics • How people feel about their jobs • Assessing the effectiveness of advertising forms and campaigns • Benefits of Internet advertising and its compatibility with other forms of promotional activities • Methods of breaking into foreign markets; their advantages and disadvantages • Corporate culture in going global • Subsidiary supervision • Global vs. local in international cooperation • Profits or CSR? • Fair trade – benefits and problem areas • Late payers – their effect on business • Chasing late payments • Discussing the function and personal qualities of the chairperson • Giving advice on chairing meetings • Organizing meetings and participating in them
<p>Academic component</p>	<ul style="list-style-type: none"> • Active participation in panel discussions on the topics covered • Active participation in meetings in the role of chairs and attendees • Functioning in situations typical for academic environment, e.g., discussion, presentation, speech • finding, selecting, and analysing information • academic writing – discussion summaries and action points for meetings
<p>3. Expected learning outcomes At the end of the course, the student will:</p> <p>A. know and understand 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. be 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, both in spoken and written English,</p> <p>C. be 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 student:</p> <ul style="list-style-type: none"> • can express and discuss their opinions and points of view on the whole range of academic and professional topics related to business context in general and the areas covered during the course • is able to participate in and chair business meetings, with the use of acquired vocabulary and lexical structures
Reading	<p>At the end of the course student:</p> <ul style="list-style-type: none"> • is able to analyse business texts in order to comment on their content and their authors' un/biased opinions
Listening	<p>At the end of the course student:</p> <ul style="list-style-type: none"> • can understand authentic recordings from English-speaking multicultural business environment, both with native and non-native speakers.
Writing	<p>At the end of the course student:</p> <ul style="list-style-type: none"> • is ready to meet the formal requirements of business writing within the scope induced by the content of the course • is able to apply in writing advanced and complex structures appropriate for C1 level

Main course books:

Course Books:

Guy Brook-Hart *Business Benchmark* (Advanced Higher), CUP 2013

1. SS handbook
2. Personal Study Book

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 complex information on various aspects of corporate culture, leadership and management styles and empowerment. Students can follow extended discussion on work-related stress.

READING

Students can understand in detail lengthy, complex texts on corporate culture issues, profiles of leaders and managers. They can also follow a discussion on typical management-worker relationship and motivating employees.

SPOKEN INTERACTION

Students can understand and exchange information and views on their company organization's culture. They can discuss the role of personality in leadership styles, and types of employee management relationship.

SPOKEN PRODUCTION

Students can give clear, well-structured descriptions of corporate culture types, management and leadership styles and types of industrial relation.

WRITTEN PRODUCTION

Students can prepare clear and appropriate mini-survey reports based on graphs and charts involving statistical data.

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 on corporate culture, leadership and management styles, as well as attitudes towards stress.

Part Two (16-30 hours of the semester)

LISTENING

Students can understand complex information on various aspects of organizational management. They can also follow a presentation of the concept of advertising and its effectiveness. Students can grasp the various aspects of Internet advertising and of how people use the Internet to purchase things.

READING

Students can understand in detail complex texts on the workforce of the future, the effectiveness of advertising and on Internet sales.

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

SPOKEN INTERACTION

Students can grasp and exchange complex, detailed information on job sharing, pinpointing key areas where further explanation or clarification is needed.

They can sustain their opinions on cost effectiveness of different advertising media.

SPOKEN PRODUCTION

Students can develop a clear argument concerning their future job expectations. They can also present their purchasing habits and the role of consumer advertising in a well-structured speech.

WRITTEN PRODUCTION

Students can complete a report on how advertisers reach their audiences via different media, using the information from a graph provided.

STRATEGIES

Students can easily express their opinions, with the use of argumentative and descriptive language.

QUALITY OF LANGUAGE

Students have a good command of a broad range of vocabulary on advertising and workforce related issues.

Students can fluently and cohesively formulate their statements focusing on the use of adverbs and on expressions of contrast to present different attitudes and positions.

Semester 2 (30 hours)

Part One (1-15 hours of the semester)

LISTENING

Students can follow a presentation of fair-trade benefits and factors behind its growth. Students can learn about how and why companies expand into new markets, and also about supervising overseas subsidiaries.

READING

Students can understand complex information about CSR and fair trade, as well as strategic and organizational aspects of expanding abroad.

SPOKEN INTERACTION

Students can express themselves fluently and appropriately to discuss various types of overseas expansion. Students can also understand and exchange complex, detailed information on establishing contacts with foreign partners.

Students can express and defend their views on CSR and fair trade.

They can specify key areas where further explanation or clarification is needed.

SPOKEN PRODUCTION

Students can summarise information and arguments on fair trade, overseas expansion, and CSR.

WRITTEN PRODUCTION

Students can write a clear, well-structured formal trade sales letter/email in an appropriate style with good grammatical control.

STRATEGIES

Students can use a wide variety of complex sentences, with special emphasis on the use of tenses in future time clauses.

QUALITY OF LANGUAGE

Students have a good command of a broad range of vocabulary related to CSR, fair trade, and overseas expansion.

Students can use language flexibly and appropriately.

Part Two (16-30 hours of the semester)

LISTENING

Students can understand enough to follow a payment-chasing phone call.

They can also grasp a presentation on various ways in which late payers can be approached.

Students are able to pinpoint problems arising during business meetings.

READING

Students can understand in detail a selection of highly idiomatic texts on chasing payments. They can also get advice on chairing meetings.

SPOKEN INTERACTION

Students can understand and exchange complex, detailed information on different ways of handling late payers in business settings.

They can present and defend their views on the role of both a meeting chairperson and the participants.

SPOKEN PRODUCTION

Students can deliver a short presentation on the ways of avoiding late payers and dealing with them.

They can conduct a well-structured meeting on a complex subject in their field, expanding and supporting points of view with appropriate reasons and examples.

WRITTEN PRODUCTION

Students can write a clear, well-structured agenda and the minutes from their meeting.

STRATEGIES

Students can select from a readily available range of expressions to effectively participate in a meeting.

They can build complex arguments with special emphasis on relative and subordinate clauses to express manifold relationships between concepts and events.

QUALITY OF LANGUAGE

Students have a good command of a broad range of vocabulary (including idiomatic expressions) related to chasing payment, as well as chairing meetings and participating in them.

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