



Syllabus and Schemes of work

University of Economics Language Centre
English Language Teaching Framework

STUDIA STACJONARNE MAGISTERSKIE

KIERUNEK: Rachunkowość i Controlling

Przedmiot: Język obcy pierwszy/drugi [język angielski] w Rachunkowości, Controllingu i Finansach (ćwiczenia)

POZIOM: B1+/B2/C1

Język obcy pierwszy/drugi [język angielski] w Rachunkowości, Controllingu i Finansach (ćwiczenia)
English as the foreign language in Accounting, Controlling and Finance (classes)

Full-time studies Second-cycle studies

Duration: 15 hours (classes – ćwiczenia); 2nd semester of the 1st year

Mixed-ability course level: B1+/B2/C1

Preliminary assumptions

- ✓ The course is centred around professional lexis and language competencies necessary in a broadly understood accounting, controlling and financial environment
- ✓ During the course students are expected to develop their professional vocabulary and 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 of accounting, controlling and finance.
- ✓ 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 accounting and controlling.
- ✓ 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.
- ✓ 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, it is their responsibility to bridge the gap to meet the requirements set.

<p>1. Aims of the course and its duration</p>	<p>Aims of the course:</p> <ul style="list-style-type: none"> • to further develop communicative competence in English • to expand vocabulary range • to prepare students to use English more proficiently in academic and professional settings • to develop students' competence and autonomy in participating in more complex, professional discourse • to develop intercultural awareness and competence • to foster the development of self-directed, autonomous learning skills and lifelong learning strategies <p>Course duration (classes): one semester - 15 teaching hours</p>
<p>2. The content of the course:</p>	
<p>➤ Main topic areas</p>	<p>Semester II (1st year full-time second-cycle studies)</p> <ul style="list-style-type: none"> • Business fundamentals • Accounting Environment and Accounting Principles • Financial statements • Controlling - definitions, functions, divisions, costs and break-even analysis • Derivatives
<p>➤ Lexical and grammatical structures</p>	<p>Semester II (1st year full-time second-cycle studies)</p> <ul style="list-style-type: none"> • Key words, collocations, structures and idioms connected with the topic of Business Fundamentals within areas such as Banking, Stock Exchange, Company Types, Entrepreneurship, Venture capital. • Key words, collocations, structures and idioms connected with the topic of Accounting Environment and Accounting Principles within areas such as basic terminology, different types of accounting, international and local accounting standards and principles, regulators and regulatory bodies in different countries • Key words, collocations, structures and idioms connected with the topic of Financial Statements within areas such as the main types of financial statements pursuant to GAAP: Balance sheet, Income statement, Retained earnings statement, Cash flow statement, and IFRS: Statement of Financial Position, Statement of Comprehensive Income, Statement of changes in Equity, Statement of cash flows. • Key words, collocations, structures and idioms connected with the topic of Controlling - definitions, functions, divisions, costs and break-even analysis including managerial accounting and its role, types of costs relevant for cost management and cost analysis,

	<p>break-even analysis and cost-volume-profit analysis.</p> <ul style="list-style-type: none"> • Key words, collocations, structures and idioms connected with the topic of Derivatives within areas such as forward contracts, future contracts, options, swaps, covered warrants, Collateralized Debt Obligations, Asset Backed Securities, Mortgage Backed Securities, hedging and speculation.
➤ Language functions/ability to communicate	<ul style="list-style-type: none"> • giving short presentations summarising students' points of view on the given topic • giving feedback to peers • expressing opinions and presenting arguments • analyzing written and oral analysis of business-related texts and recordings • analyzing and selecting information • drafting effective business texts • using professional language connected with students' field of studies • giving advice and solving problems • analyzing, synthesizing and comparing information
➤ Academic component	<ul style="list-style-type: none"> • reading for understanding, synthesizing and abstracting information from a variety of texts • active listening and note taking • active participation in typical academic settings: discussions, presentations, etc. • finding, selecting, and presenting information
<p>3. Expected learning outcomes.</p> <p>At the end of the course 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 his/her level of English, which enables him/her to be understood both 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 he/she produces and assessing his/her progress.</p>	
➤ Speaking	<p>At the end of the course student is able to:</p> <ul style="list-style-type: none"> - express and discusses opinions and issues connected with the whole range of business topics, specifically the ones covered during the course - deliver a short talk or a short presentation using acquired vocabulary and lexical structures
➤ Reading	<p>At the end of the course student is able to:</p> <ul style="list-style-type: none"> - read, analyse and understand business texts - comment on the information from various types of business texts
➤ Listening	<p>At the end of the course student is able to:</p> <ul style="list-style-type: none"> - understand interviews and presentations featuring

	<p>topics connected with accounting, controlling and finance</p> <ul style="list-style-type: none"> - to select and analyze information and respond to questions about detail, meaning or gist
<p>➤ Writing</p>	<p>At the end of the course student is able to:</p> <ul style="list-style-type: none"> - take notes while listening - prepare a basic business plan - prepare a short business-related text or description

Main course materials: Teachers' own materials based on available resources comprising information about their sources and copyrights

Suggested additional materials:

- Ian Mackenzie – Professional English in Use-Finance, CUP, 2006
- Sara Helm - Market Leader Accounting and Finance, Pearson Longman, 2010
- P.Emmerson - Business English Handbook , Macmillan, 2007
- B.Mascull , Business Vocabulary in Use Advanced, Cambridge 2004
- Internet resources as selected by the teacher

Schemes of work - intended learning outcomes

Semester 2 (15 hours)

1-15 hours of the semester

LISTENING

Students can understand various presentations featuring the issues connected of the course topic areas such as business fundamentals, accounting environment and accounting assumptions, financial statements, controlling and derivatives. Students can understand various aspects of these presentations.

Students can understand various interviews with experts discussing issues connected with the course topic areas such as business fundamentals, accounting environment and accounting assumptions, financial statements, controlling and derivatives. Students can understand various aspects of these interviews.

Students can follow and understand in detail a discussion of concrete and abstract topics delivered in a standard dialect, including a discussion of the accounting, controlling and financial environment.

READING

Students can efficiently scan relatively quickly through business-texts to be encountered in professional life and business press featuring the topics of business fundamentals, accounting environment and accounting assumptions, financial statements, controlling and derivatives.

Students can understand texts connected with the accounting, controlling and financial environment.

SPOKEN INTERACTION

Students can take an active part in conversation, expressing themselves fluently and appropriately using a level of formality appropriate to the circumstances in discussions of the accounting, controlling and financial environment. Students can interact appropriately during a professional discussion.

SPOKEN PRODUCTION

Students can give clear, well-structured descriptions and short presentations of the key accounting, controlling and financial concepts.

Students can give a description or a mini-talk about jobs, tasks and activities in the accounting, controlling and financial environment.

Students can collate information from different sources and relate it coherently.

WRITTEN PRODUCTION

Students can draft a basic business plan.

Students can write a short business-related text or description.

STRATEGIES

Students do not need to restrict their oral or written communication, effectively using synonymous expressions.

QUALITY OF LANGUAGE

Students can produce clear, structured speech and writing, linking ideas into coherent text.