

Course title: **Business English**

Studies: Management

Course description form (syllabus form)

| General data | | | | | | |
|---|---------------------------------|-------------------|------------|----------------|---------|---------|
| Cycle of studies | 2024-2027 | | | | | |
| Organizational unit | Faculty of Economic Sciences | | | | | |
| Studies | Management, first-cycle studies | | | | | |
| Profile of education | general academic | | | | | |
| Semester | 04 | | | | | |
| Type of study | full-time | | | | | |
| Type of course | Lecture | Practical session | Laboratory | Conversatorium | Seminar | Project |
| Number of hours | | 30 | | | | |
| ECTS | 2 | | | | | |
| Examination | Graded credit | | | | | |
| Language of instruction | English | | | | | |
| Author of content | Małgorzata Merkis, Msc | | | | | |
| Course objectives | | | | | | |
| <p>Development of the ability to use English at the Council of Europe language level B2+: speakers at this level understand the meaning of main and fringe messages in complex texts dealing with concrete and abstract topics, including an understanding of technical discussions in their field of specialisation.</p> <p>They can communicate with sufficient fluency and spontaneity and can hold a normal conversation with a native speaker, use longer, more coherent texts in both language and content.</p> <p>They are able to produce clear and detailed statements on a wide range of subjects related to their field of study, as well as to correctly interpret speakers' attitudes, interpret and critically evaluate content.</p> | | | | | | |
| Prerequisites | | | | | | |
| <p>The students taking this course should demonstrate language competences at the Council of Europe language proficiency level B2: "a person using the language at this level can understand main ideas conveyed in complex texts on concrete and abstract topics, including discussions on concrete and abstract subjects, including understanding of technical discussions in their field of specialisation.</p> <p>They can communicate with a degree of fluency and spontaneity sufficient to hold a normal conversation with a native speaker without becoming tense. They can produce clear, detailed statements on a wide range of subjects specific of the discipline being studied.</p> <p>They can formulate clear and detailed oral and written contributions, and explain their position on matters under discussion, weighing up the advantages and disadvantages of various solutions".</p> | | | | | | |
| Student workload | | | | | | |
| <p>1. Class sessions - 30 hours 2. Reading literature for classes - 8 hours 3. Preparing assignments - 5 hours 4. Preparation for exam/assessment - 5 hours 5. Consultations – 2 hours TOTAL: 50 hours (2 ECTS)</p> | | | | | | |
| Brief description | | | | | | |
| Business English course aimed at building language competencies at B2+ level | | | | | | |
| Learning outcomes | | | | | | |
| <p>SKILLS:</p> <p>U01. The student can comprehend lectures, speeches and other forms of linguistically complex academic and professional presentations, they can identify significant content of speeches and the speaker's points of view and attitudes, and they are able to interpret and evaluate the content being communicated. (IB1_U01)</p> <p>U02. The student is able to obtain information from printed and digital general sources and ones that are specific to their field of study, they are able to interpret and critically evaluate the content being communicated. (IB1_U01)</p> <p>U03. The student uses the foreign language fluently, correctly and effectively in a range of general, academic and professional contexts, clearly highlighting relationships between pieces of information. The student is able to communicate spontaneously, appropriately identifying arguments and points of view, while demonstrating a high degree of control over grammatical structures, not limiting the content they wish to convey. (IB1_U01).</p> <p>U04. In speech and writing, the student uses contextualised linguistic registers and expresses significant linguistic functions in their areas of interest - they are able to express opinions accurately and coherently in both language and content, they can produce descriptions and presentations, while adequately highlighting significant points and important supporting details. (IB1_U01)</p> | | | | | | |
| Form of verification | | | | | | |

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| <p>1. Final written test: grades: satisfactory - 51-60%; satisfactory plus - 61-70%; good - 71-80%; good plus - 81-90%; very good 91-100%.</p> <p>2. Oral statements (presentations, conversation with the instructor): failing grade: lack of understanding of the instruction and lack of linguistic communication. Satisfactory, good and very good grades: depending on the level of communicative competences to achieve the objectives of the statements, taking into account the extent to which language systems are used (grammar, lexis, pronunciation).</p> <p>3. Individual and team work: assessment based on the observation of the student's independent work and interaction with the group</p> |
| Detailed information |
| Type of course: Practical session |
| Bibliography |
| <p>Bibliography:</p> <p>Business Partner B2+; I. Dubicka, M. Rosenberg; Pearson publishing, 2021</p> <p>Supplementary:</p> <p>1. Teacher's own materials and tools.</p> <p>2. Specialist and scientific online articles.</p> |
| Range of content |
| <p>1. Discussion about natural disasters. Watching a video about earthquake-resistant buildings. Reviewing vocabulary related to managing and minimising risk. Developing and presenting an emergency protocol for a place of work/study. Discussion about key success factors. Reading an article about managing risk in investment. Grammar - studying and practising second, third and mixed conditional sentences while talking about hypothetical situations. Discussion about different attitudes to risk. Watching a video about different attitudes to risk. Reflection on the conclusions from the video and discussion about a preferred approach to risk. Looking at useful phrases for talking about risk. Discussion about risk management for an upcoming event and potential risks that can be planned for in advance. Listening to colleagues discussing potential risks for a project. Revision of useful phrases for analysing risk. Talking about travel risks using a probability impact matrix and deciding on a course of action. Business workshop - reading the profiles of three start-ups. Listening to an expert giving advice on risk assessment for business owners. Creating a risk-management plan for a start-up. (15h)</p> <p>2. Discussion about online and physical stores. Watching a video about an online retailer that opened a physical store. Revision of vocabulary related to decision-making. Holding a class debate on different approaches to decision-making. Discussion about an attitude to decision-making. Listening to a lecture about decision-making. Grammar - studying and practising 'to + infinitive' or '-ing form.' Writing a letter giving advice. Discussion about emotional vs. rational purchases. Watching a video about different approaches to decision-making. Reflecting on the conclusions from the video and a preferred approach to decision-making. Looking at useful language for discussing fact-based and emotion-based decisions. Role-playing a discussion between colleagues about suppliers. Talking about communicating difficult decisions. Listening to colleagues discussing difficult decisions. Reviewing useful phrases and strategies for maintaining relationships while discussing difficult decisions. Managing a difficult conversation using relationship-oriented decision-making. Business workshop - reading a report on the growth potential of ethnic food in the USA. Listening to interviews with restaurant managers. Holding a meeting to discuss the expansion of a restaurant chain. (15h)</p> |
| Didactic methods |
| <p>1. Didactic games, project method, presentations.</p> <p>2. Exercises based on work with written and spoken text, work in groups, discussions (round table discussion, panel discussion, multiple discussions), informal conversations.</p> <p>3. Role-play, drama type exercises.</p> <p>4. Short informative lectures, heuristic methods (brainstorming, problem solving, formulation and verification of hypotheses)</p> <p>5. In the event of the declaration of an epidemic emergency, it is possible to conduct classes using distance learning methods and techniques.</p> |
| Assessment methods and assessment criteria |
| <p>1. Final written test: grades: satisfactory - 51-60%; satisfactory plus - 61-70%; good - 71-80%; good plus - 81-90%; very good 91-100%.</p> <p>2. Oral statements (presentations, conversation with the instructor): failing grade: lack of understanding of the instruction and lack of linguistic communication. Satisfactory, good and very good grades: depending on the level of communicative competences to achieve the objectives of the statements, taking into account the extent to which language systems are used (grammar, lexis, pronunciation).</p> <p>3. Individual and team work: assessment based on the observation of the student's independent work and interaction with the group</p> |