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Syllabus "Business English"

Chermoshentseva Ksenia (kchermoshenceva@hse.ru, <https://www.hse.ru/org/persons/161646845>)
Department of Foreign Languages, Kolesnikova Ekaterina PhD (ekolesnikova@hse.ru,
<https://www.hse.ru/org/persons/188984163>)
Meeting Minute # ___ dated _____ 20__

I. COURSE DESCRIPTION

a) Pre-requisites

To master the course a student is supposed to know and have:

- B2+ / C1 level;
- how to use English for gaining information from various information resources;
- basic information on social and cultural differences;
- basic social skills;
- basic research skills.

The course main features may be used in further studies such as:

- 1 Various on-line courses;
- 2 Language for special aims.

Studying the course "Business English" is based on the following subjects:

- Speech Practice course (1-2-3 years);
- English Grammar Course (1-2 years);

b) Abstract

Business English Course is for those who want not only to further improve and develop their linguistic and communicational skills but also for people who desire to broaden and deepen their knowledge in the business sphere. Obviously, business skills would be of great use to people who are willing to make a career in business, but the course is not limited only by that. Those who see their future in cross cultural communication, teaching, interpreting or translating will find the course useful and efficient as well. For cross cultural communication specialists practical business skills might prove to be of great importance. For teaches it is, first of all, after finishing the course, the capability to teach Business English in future

as it is a very popular and promising course. For interpreters and translators it is an opportunity to gain knowledge of a new sphere which could undoubtedly come in handy.

II. LEARNING OBJECTIVES

The main objective of the course “Business English” is to master various language, social and business skills. Therefore, students are to obtain different competences, such as linguistic competence, sociolinguistic competence and pragmatic competence.

III. LEARNING OUTCOMES

The main objectives of the course “Business English” are to master various language, social and business skills.

Learning outcomes upon finishing the course:

Know:

- advanced business vocabulary;
- essential economic and business information;
- how to use language skills to get necessary information from various sources;
- basic research skills;
- social and cultural differences.

Be able:

- to communicate efficiently with other people and understand social roles of other participants;
- to use modern technologies and devices to solve communicational problems;
- to use business vocabulary appropriately;
- to discuss and respond to the issues in the articles;
- to use business skills (giving presentations, negotiating, telephoning, giving teleconferences, etc.);
- to read and understand messages, letters, etc. and to respond appropriately;
- to make summary;
- to use lexical and grammatical resources.

Develop skills:

- business communication skills;
- different language skills useful in business communication (listening, reading, speaking).

IV. COURSE PLAN

Unit / type of work / hours	Unit contents	Outcomes / forms of control
Module 1 (28 hours)		

<p>Unit 1 Connection (6 hours)</p>	<p>Working with words Describing cross-cultural experiences Business communication skills Meetings – reporting back on research Language at work Tenses review Practically speaking Introducing yourself to a group Case study Planning for expansion</p>	<p>You can:</p> <ul style="list-style-type: none"> • describe cross-cultural experience • report back on research • use tenses appropriately • introduce yourself to a group <p>Forms of control: A(n) (oral/written) test on the unit material</p>
<p>Unit 2 Career (6 hours)</p>	<p>Working with words Comparing career paths and choices Business communication skills Managing the discussion and sharing ideas Language at work Expressing attitudes to the past Practically speaking Getting your point across Case study Establishing a career review process</p>	<p>You can:</p> <ul style="list-style-type: none"> • talk about career paths and choices • manage the discussion and share ideas in a meeting • express attitudes to the past • getting your point across <p>Forms of control: A(n) (oral/written) test on the unit material</p>
<p>Discursive Essay (4 hours)</p>	<p>Train to write a discursive essay on CAE/CPE level</p>	<p>You can: Write a discursive essay</p> <p>Forms of control: writing a discursive essay</p>
<p>Unit 3 Change (6 hours)</p>	<p>Working with words Discussing working practices Business communication skills Giving a formal presentation Language at work Speculating about future changes Practically speaking Showing understanding Case study Planning office space</p>	<p>You can:</p> <ul style="list-style-type: none"> • discuss working practices • give a formal presentation • speculate about future changes • show understanding <p>Forms of control: A(n) (oral/written) test on the unit material</p>

Unit 4 Risk (6 hours)	<i>Working with words</i> Talking about different kinds of risks <i>Business communication skills</i> Taking part in a teleconference <i>Language at work</i> Referencing using pronouns <i>Practically speaking</i> Establishing rapport and showing interest <i>Case study</i> Tackling risks	You can: <ul style="list-style-type: none"> • talk about different kinds of risks • take part in a teleconference • reference using pronouns • establish rapport and showing interest Forms of control: A(n) (oral/written) test on the unit material
Module 2 (36 hours)		
Unit 5 Teamwork (6 hours)	<i>Working with words</i> Exploring team relation <i>Business communication skills</i> Negotiating – dealing with conflict <i>Language at work</i> Adding emphasis, using fronting, cleft sentences, adverbs, and phrases <i>Practically speaking</i> Responding to feedback <i>Case study</i> Developing a teamwork ethos	You can: <ul style="list-style-type: none"> • explore team relation • negotiate – dealing with conflict • add emphasis, using fronting, cleft sentences, adverbs, and phrases • respond to feedback Forms of control: A(n) (oral/written) test on the unit material
Article (4 hours)	Train to write an article on CAE/CPE level	You can: Write an article Forms of control: writing an article
Unit 6 Progress (6 hours)	<i>Working with words</i> Discussing factors success <i>Business communication skills</i> Meeting – problem solving, brainstorming ideas <i>Language at work</i> Using adverbs to qualify attitudes <i>Practically speaking</i> Using vague language <i>Case study</i> Handling rapid growth and progression	You can: discuss factors for success solve problem and brainstorm ideas during meetings use adverbs to qualify attitudes use vague language Forms of control: A(n) (oral/written) test on the unit material
Report	Train to write a report on CAE/CPE level	You can:

(4 hours)		Write a report Forms of control: writing a report
Unit 7 Learning (6 hours)	Working with words Talking about training and learning Business communication skills Telephoning – communication strategies Language at work Using particle clauses and ‘the future in the past’ Practically speaking Expressing dissatisfaction Case study Tackling the skills shortage	You can: <ul style="list-style-type: none"> • talk about training and learning • use communication strategies on the telephone • use particle clauses and ‘the future in the past’ • express dissatisfaction Forms of control: A(n) (oral/written) test on the unit material
Unit 8 Performance (6 hours)	Working with words Discussing employer / employee expectations Business communication skills Presenting – giving an impromptu presentation Language at work Using questions Practically speaking Dealing with difficult questions Case study Increasing staff and customer satisfaction	You can: <ul style="list-style-type: none"> • discuss employer / employee expectations • give an impromptu presentation • use questions • deal with difficult questions Forms of control: A(n) (oral/written) test on the unit material
Final Exam (2 hours)		Forms of control: Oral exam – Monologue (summary + commentary)

NB The distribution of assessment tasks throughout the course is subject to change.

V. READING LIST

c) Required

1. Chilver, J. English for business: a functional approach / J. Chilver. – 2nd ed. – London: Continuum; Moscow: CenterCom, 2001. – 304 c. – (The complete course text) . – На англ. яз. - ISBN 0-8264-5857-2. Evans, V. Upstream: proficiency: student's book / V.

Evans, J. Dooley. – Newbury: Express Publishing, 2002. – 276 с. + class cassette 1,2,3,4,5,6. – На англ. яз. - ISBN 1-84325-534-0.

2. Littlejohn, A. Company to company: a communicative approach to business correspondence in English: student's book / A. Littlejohn. – 3rd ed. – Cambridge: Cambridge University Press, 2003. – 126 с. – (Cambridge professional English) . – На англ. яз. - ISBN 0-521-65412-2

d) Optional

1. Evans, D. Powerhouse: an upper intermediate business English course / D. Evans. – Harlow: Longman, 2000. – 157 с. + cass. - 1st ed. 2000 -89 экз.; 2nd impression 2001 - 11 экз. – На англ. яз. - ISBN 0-582-42083-0. Edward P. Bailey - Plain English at Work: A Guide to Business Writing and Speaking - Oxford University Press, 1996
2. Longman business English skills: meetings and discussions / N. O'Driscoll, A. Pilbeam. – Harlow: Longman, 1997. – 96 с. + cassette. – На англ. яз. - ISBN 0-582-09305-8.
3. Longman business English skills: presenting facts and figures / D. Kerridge. – Harlow: Longman, 1996. – 80 с. + cassette. – На англ. яз. - ISBN 0-582-09307-4.

VI. GRADING SYSTEM

The overall score formula for the course

The overall grade formula consists of four components that are to be assessed – oral part (25%), written part (25%), continuous assessment (25%) and the exam grade (25%). Therefore, the overall score formula is the following:

$$G_{overall} = G_{oralpart} * 0,25 + G_{writtenpart} * 0,25 + G_{continuous\ assessment} * 0,25 + G_{exam} * 0,25$$

The overall module grade consists of four parts which have equal share 25%. The first part, assessment of speaking proficiency is made up of two parts: a monologic speech and pair/group discussion. Two formative assessment tests are summed up and divided by two. the formula for this is the following

$$G_{oralpart} = (G_{monologue} + G_{discussion}) / 2$$

Assessment of the writing performance is comprised of four main types of writing in the course, i.e. essay, report, article and review. The Final written work is to be submitted by the due date stipulated by the teacher. The formula for this area of assessment is the following

$$G_{writing} = (G_{report} + G_{essay} + G_{article}) / 3$$

For rounding the grades there used the following way. Figures 6, 7, 7, 9 are to be rounded upwards to the whole number, for instance 2,6 becomes 3, and vice versa. Figures 5, 4, 3, 2, 1 are rounded downwards, for example, 2,5 becomes 2.

Out of the four components only the exam grade can be retaken, the other components, as they are supposed to be mastered only throughout the course, cannot be retaken. The continuous grade might include class participation includes attendance, in-class performance appraisal, tests, participation in discussions and other types of work. In this case all the grades are summed up and then divided by the total number of lessons conducted done during the course.

All student are to take the exam without any exceptions.

There are no blocking elements of control during the course.

Exam retake procedure:

1. First retake:

First retake during the retake period is conducted by the teacher who assigned the current/continuous assessment grade.

First Exam retake procedure on this discipline presupposes full compliance with the usual Exam procedure. Only exam grade must be subject to retake procedure. Continuous assessment grade can not be changed. First retake is held in compliance with special Testing Measurement Materials designed for retake procedure by a responsible teacher.

2. Second retake:

First retake during the retake period is conducted by a special Exam board which consists of not fewer than 3 members.

Second retake is held in compliance with special Testing Measurement Materials designed for the Second retake procedure under the supervision of the Exam Board Chairperson.

VII. EXAMINATION TYPE

The exam held in winter consists of speaking assignment. Students are given spoken instructions, and/or texts and/or are provided with visual stimuli (one or several diagrams or charts) to form the basis for a task which they carry out individually or in pairs/groups of three.

The task gives candidates the opportunity to show their range of language (speculating, evaluating, comparing, giving opinions, eliciting, negotiating, etc.) and their ability to manage a discussion.

This task type tests the Students' ability to develop and sustain discourse, and to engage in discussion on the topics of the course. They also need to be able to organise their thoughts and ideas, and express themselves coherently in appropriate language in the given time.

VIII. METHODS OF INSTRUCTION

The course consists of in-class activities and unsupervised activities. A student is supposed to train and acquire the necessary linguistic, social and business skills by doing the certain tasks and assignments given by a teacher in class and unsupervised.

The course involves both standard classroom instruction along with regular multimedia support via utilizing websites.

Standard classroom instruction consists in delivering seminars, or practical classes, and employs the following techniques:

- whole class work;
- individual work;
- pair- and group work;
- debates and discussions;
- in- and out-of-class writing;
- brainstorming;
- role-plays;
- presentations of parts of students' own interpretations;
- self- and peer assessment

IX. SPECIAL EQUIPMENT AND SOFTWARE SUPPORT (IF REQUIRED)

Software

	Product name	Access
1.	Microsoft Windows 10	<i>University Intranet (See the agreement)</i>
2.	Microsoft Office Professional Plus 2010	<i>University Intranet (See the agreement)</i>

Online databases and resources

	Product name	Access
<i>Professional databases and reference systems</i>		
1.	Consultant Plus	<i>University Intranet (See the agreement)</i>
2.	Urait Online Library	URL: https://biblio-online.ru/
3.	ProQuest Ebook Central Database	URL: https://ebookcentral.proquest.com/
<i>Internet Resources</i>		
1.	MacMillan Online Dictionary	URL: https://www.macmillandictionary.com/
2.	Merriam-Webster Online Dictionary	URL: https://www.merriam-webster.com/

3.	Online Dictionary and Thesaurus “Dictionary.Com. Thesaurus.Com”	URL: https://www.thesaurus.com/
4.	British National Corpus	URL: http://www.natcorp.ox.ac.uk/
5.	Corpus of Contemporary American English	URL: https://corpus.byu.edu/COCA/

Classrooms and equipment

To teach Business English, classrooms should be equipped with the following: a desktop computer (laptops are accepted as well); overhead projector with a remote control; Internet access, MS Office software.