АНГЛИЙСКИЙ ЯЗЫК ДЛЯ ДЕЛОВОГО ОБЩЕНИЯ. ОСНОВНОЙ КУРС – 3

Course Syllabus for «English for Business Communication. Upper-intermediate – 3»

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No. of credits	3
Contact hours	52
Independent study (hours)	62
Year of study, degree programme	The second year of study,1- 3 modules
Study format	Full-time

Abstract
The discipline refers to the variable educational tracks offered to students of the curricula for bachelor's and master's degree at choice while mastering the optional course of English in accordance with the Concept of developing English-speaking communicative competence of students of Higher School of Economics — National Research University https://www.hse.ru/docs/381549301.html. The course is designed to help the students communicate effectively in the workspace using the language of business, building effective business communications. The course offers practical training in functional business skills such as collaboration, challenging conversations, presentations, analysing risk and maintaining relationships, which allows for personalization of the learning experience with a structured modular approach that gives the flexibility to focus on specific needs and learning outcomes.

Learning Objectives

The course focuses on introducing students to the general vocabulary of work-place English and the main language functions and is aimed at acquiring language mastery relevant to common business communication areas, such as professional development and managing change. To build the basic skills of argumentative communication in English and successful representation of intentions and results to ensure the maximum range and authenticity of business content. To acquire the basic skills of business communication (structural elements, business register peculiarities, essential business vocabulary) within multiple touchpoints from which to explore the possibilities of use of any given language skill. To master presentation agility and fluency with the various skills, practical training in functional business areas such as presentations, negotiations, meeting facilitation, and brainstorming. To apply BC skills to the specific subject area of International Affairs, from business conversations in the workplace, to negotiations and mastering various forms of business correspondence.

Learning Outcomes

– To develop understanding of lectures and learning context
– To develop skills in delivering a monologue (informative/descriptive/reasoning)

–   To develop skills in giving a presentation (can give reasons in support or against a particular point of view, give the advantages and disadvantages of various opinions)

–   To develop skills in writing reports

–   To develop skills of participating in debates (active listening, questioning, responding to questions, emphasizing, discussion strategies)

–   To develop skills of using basic listening techniques (predicting, understanding main ideas and details)

–   To develop skills of using basic reading techniques skimming and scanning (predicting, understanding main ideas, understanding details)

–   To develop understanding of specialised complex longer texts*/articles and reports concerned with contemporary problems (CEFR)

–   To form skills of using basic reading techniques, skimming & scanning (predicting, understanding main ideas, understanding details)

–   To form understanding of text structure

–   To improve understanding of dialogues and polylogues on both familiar and unfamiliar topics

Course Contents

1.   Market research

Market research methods. Working with a focus group. Communication skills: Carrying out a needs analysis. Business skills: Dealing with questions. Writing: Reports - Summary findings. Business workshop: Improving the image.

2.   Give and take

Manager or mentor? Kindness or success? Communication skills: Changing an agreement. Business skills: Collaboration. Writing: Emails - Stating requirements. Business workshop: To try to see it my way.

3.   Money matters

Mobile banking. Managing money. Communication skills^ Presentation styles, Bussiness skills^ Defending your ideas. Writing: Letter of complaint. Business workshop: managing your money.

4.   Alliances

Strategic alliances. Business partnerships. Communication skills: Diffusing conflict. Business skills: Learning from mistakes. Writing: Report extract. business workshop: Growing the business.

5.   Risk

A resilient building. Risk in investment. Communication skills: Dealing with risk. Business skills: Analysing risk. Writing: Accident report. Business workshop: What could possibly go wrong?

6.   Decisions

The idle man. Better decision-making. Communication skills: influencing a decision. Business skills: Maintaining relationships. Writing: Describing a decision. Business workshop: Decisions, decisions.

Assessments

The final grade is composed of the following parts: 20% Oral Assessment (OA) + 25% student Independent Work Assessment /online (IWA) + 25% Written Assessment (WA) + 30% Final Assessment (FA).

Only overall grade is rounded.

Written assessment elements can be taken during the course of 10 days after they took place if a student has a medical certificate. The 10-day period starts from the last day of the medical leave. This, however, does not apply to oral assessment and individual work assessment (elements cannot be retaken).

The Final Assessment may be taken again during the retake period. The first retake follows the structure of the Final Assessment. The second retake is conducted using unique Testing and Assessment Materials which cover the materials of the whole course. The grade for the second retake corresponds with the grade for the entire course.

– **0.20 Oral assessment**

PRESENTATION ASSESSMENT CRITERIA (max 10 points)

If the content of the presentation does not relate to the topic, a student receives "0" for the whole presentation.

Task Response (max 3 points):
3 points – the student fully addresses all parts of the task: the presentation corresponds to the chosen topic; it is clearly divided into introduction, main body and conclusion, all content points are covered; introduction contains the purpose and the plan of the presentation, each part of the main body has an explicit pattern of organisation (illustration, cause and effect, comparison, definition, etc.); conclusion includes both summary and the final statement and rounds the presentation of appropriately; presentation contains appropriate references in APA style in speech and slides; various coherence devices are used;
2 points – the student addresses all parts of the task although some parts may be more fully covered than others: the presentation partially corresponds to the topic, it is clearly divided into introduction, main body and conclusion and the parts of the presentation are connected with linking devices; presentation contains appropriate references in APA style in speech and slides;
1 point – the student responds to the task only in a minimal way or the answer is tangential, the format may be inappropriate: the presentation partially corresponds to the chosen topic, not all the content points are covered it is not clearly divided into introduction, main body and conclusion; presentation is free from logical fallacies; presentation does not contain appropriate references in APA style in speech and slides;
0 points – the student does not adequately address any part of the task: the presentation is not divided into introduction, main body and conclusion and the parts of the presentation are not connected with linking devices; presentation does not contain appropriate references in APA style in speech and slides.
Language Use (max 3 points):

3 points – the speaker uses an appropriate amount of academic vocabulary, terminology is relevant to the subject, synonyms are used to avoid repetitions, the hedging strategies are applied when applicable, the speaker uses collocations and advanced grammar when needed, pronunciation and speech flow are natural, occasional vocabulary and grammar mistakes in speech causing no difficulties for the audience; texts on slides have no vocabulary and grammar mistakes; the speaker naturally fills in the pauses caused by breakdowns of different nature;

2 points – the speaker complies with academic register, the speech is characterized by fluency and adequate pace; the speaker does not use collocations, omits vocabulary and grammar mistakes that sometimes cause difficulties for the audience, and/or there are 1-2 vocabulary and/or grammar mistakes on slides; the speaker naturally fills in the pauses caused by breakdowns of different nature;

1 point – the speaker demonstrates limited language resource; the vocabulary and grammar are generally appropriate with a few non-impeding inaccuracies; the speaker fills in the pauses caused by breakdowns of different nature with effort;

0 points – the speaker demonstrates poor language resources, omits vocabulary and grammar mistakes that cause serious difficulties for the audience, and the speaker does not fill in the pauses.

Manner of Delivery (max 2 points):

2 points – the presenter speaks with confidence maintaining a certain level of dynamics and keeping an appropriate posture and body language, maintains the adequate level of eye contact, uses stress, intonation and pausing appropriately; the presentation is given without reading off the slides or paper within the given time limit; the presenter makes 1-2 pronunciation mistakes in words of common use causing no difficulties for the audience, when answering questions; the speaker interacts with ease and responds appropriately;

1 point – the presenter makes 3-4 pronunciation mistakes causing difficulties for the audience and/or the presenter uses stress, intonation and pausing with limited control causing some difficulties for the audience; the presentation is given without reading off the slides or paper, when answering questions; the speaker interacts with effort or responds inappropriately; the speaker delivers the content within the given time limit;

0 points – the presenter makes 5 and more pronunciation mistakes in words of common use causing difficulties for the audience; the speaker does not interact with the audience; the presentation is given with reading off the slides or paper; the presentation does not fit the time limit.

Visual Aids (max 2 points):

2 points – the visuals are prepared in a certain style consistent throughout the presentation and well readable (font, color); each visual has a heading relevant to the overall theme of the presentation, conforming to the academic register; each visual contains only key words and phrases without complete sentences; presentation as a whole has an adequate balance of graphic and verbal information;

1 point – the visuals are well readable (font, color), contain both complete sentences and key words and phrases, presentation has a misbalance of graphic and verbal information;

0 points – the visuals are not well readable, and do not conform to the academic register.

DISCUSSION ASSESSMENT CRITERIA (max 10 points)

Task Response (max 3 points)

3 points – the student fully addresses all parts of the task: the student presents a fully developed position in answer to the question with relevant, fully extended and well supported ideas; content corresponds to the topic of the discussion; the student takes an active part in the discussion; the student's contribution makes the discussion more effective;

2 points – the student addresses all parts of the task although some parts may be more fully covered than others: the student presents a relevant position although the conclusions may be unclear or repetitive; content corresponds to the topic of the discussion; the student takes an active part in the discussion, not always hears the thoughts and ideas of other students, sometimes dominates the discussion;

1 point – the student responds to the task only in a minimal way or the answer is tangential: presents some ideas but they may be repetitive, irrelevant or not well supported (attitude is not expressed, and/or the arguments are not fully developed or extended); content is partially relevant to the topic; the student does not take an active part in the discussion, rarely shares ideas;

0 points – the student does not adequately address any part of the task; the student is rather passive, does not share any ideas, does not express a clear position; the student presents few ideas, which are largely undeveloped or irrelevant.

Coherence and Cohesion (max 2 points)

2 points – the student applies logic when organising ideas, effectively uses a wide range of cohesive devices, introductory constructions, makes the points clearly but briefly, encourages others to speak by inviting them to give their opinions;

1 point – the student applies logic when organising ideas, but there might be an occasional breach in logic, cohesive devices are inadequate, repetitive, under- or overused;

0 points – the student does not apply logic when organising ideas, there are no linking devices, introductory constructions and/or they are used inappropriately.

Lexical Resource and Register (max 2 points)

2 points – the student uses a wide range of appropriate vocabulary attempting to use some advanced lexical items, phrases useful for the discussion development;

1 point – the student uses appropriate but limited vocabulary; phrasal verbs and/or collocations are used inappropriately;

0 points – the student's vocabulary is too limited to comment on the topic, numerous mistakes impede understanding, active vocabulary is not used or used inappropriately.

Grammatical Range and Accuracy (max 2 points)

2 points – the student uses a wide range of grammar structures;

1 point – the student uses basic grammar structures and may make occasional mistakes which do not impede communication;

0 points – the student makes numerous grammar mistakes which impede communication.

Fluency, pronunciation (max 1 point)

1 point – the student's speech is smooth and fluent; there might be some minor pronunciation mistakes but they don't impede communication; intonation is appropriate; all sounds are articulated clearly;

0 points – the speech is slow; it takes the student time to find words; he/she fumbles the words and ideas and/or makes numerous pronunciation mistakes which impede communication; intonation is not appropriate; some sounds are articulated indistinctly.

Note

Oral assessment includes a monologue on a given topic, a presentation and further discussion. The elements of oral assessment cannot be retaken.

– **0.25 Independent work assessment**

• Task Achievement
• Creativity
• Depth of information analysis
• Format of presenting
• Meeting the deadline.

10-9 - 8: educational material fully mastered, creative approach to work entirely obvious, depth of research and analysis of information provided optimal, organization and presentation of material meets requirements, all deadlines met.

7-6: educational material adequately mastered; creative contribution obvious, depth of information analysis sufficient, deadlines met.

5-4: education material adequately mastered; creative resourcefulness not always obvious; information not processed to the full; deadlines not met.

3-1: educational material is not mastered; creative contribution not evident; information not adequately processed;

0: deadlines not met

Grading scale:

Grade	10	9	8	7	6	5	4	3	2	1	0
% fully completed tasks at home/in the classroom/online work	100 - 96%	95 - 91%	90 - 86%	85 - 78%	77 - 71%	70 - 61%	60 - 51%	50 - 36%	35 - 21%	20 - 1 %	0%

Note

Independent work includes activities that students do at home, in the classroom and online work. The elements of independent work cannot be retaken.

– **0.25 Written assessment**

REPORT ASSESSMENT CRITERIA (max 10 points)

Recommended word count 150 – 200

Task Response (max 3 points)
3 points – the student fully addresses all parts of the task: presents a fully developed position in answer to the question with relevant, fully extended and well supported arguments; writes an introduction which clarifies the aim and the subject of the report, uses suitable headings for each of the paragraphs, describes what was discovered, analysed, compared or generalised, how the information was obtained, gives facts and findings, a logical conclusion including results and recommendations/predictions;

2 points – the student addresses all parts of the task although some parts may be more fully covered than others: presents relevant main ideas but some may be inadequately developed; writes a relevant introduction, conclusion and recommendations, uses headings for the paragraphs; a final paragraph sums up the report appropriately;

1 point – the student responds to the task only in a minimal way or the answer is tangential: writes an introduction, does not use headings for the paragraphs, does not include analysis, writes an unwarranted conclusion and recommendations; presents a position but it is unclear; presents some main ideas but they are difficult to identify and may be repetitive, irrelevant or not well supported;

0 points – the student does not adequately address any part of the task: does not write an introduction and/or conclusion, does not use headings for the paragraphs, presents only the personal opinion based on unproved assertion.

Coherence and Cohesion (max 2 points)

2 points – the student writes a clearly structured, descriptive and evaluating report, uses a variety of linking devices appropriately, organises information and ideas logically, uses paragraphing sufficiently;

1 point – the student writes an overview paragraph, uses a limited number of linking devices, does not use paragraphing sufficiently;

0 points – the student does not write an overview paragraph or writes an irrelevant introduction, does not organise information and ideas logically, fails to use linking devices appropriately.

Lexical Resource and Register (max 2 points)

2 points – the student uses a wide range of vocabulary without repetitions, lexical and spelling mistakes, the report is written in an impersonal style and the appropriate register;

1 point – the student uses a limited range of vocabulary, fails to use active vocabulary items, makes 1 lexical or spelling mistake, the student uses the appropriate register;

0 points – the student uses a basic vocabulary, makes 2 or more lexical / spelling mistakes, the student uses an inappropriate register.

Grammatical Range and Accuracy (max 2 points)

2 points – the student uses a variety of complex grammar structures and passive structures without grammar mistakes;

1 point – the student uses basic grammar structures and makes 1 grammar mistake;

0 points – the student makes numerous grammar mistakes which impede understanding.

Level/track specific criteria (max 1 point)

1 point – All content is relevant to the task and the target reader is on the whole informed.

0 points – The candidate makes a relevant choice and justifies this decision with evidence.

EMAIL, LETTER ASSESSMENT CRITERIA (max 10 points)

Task Response (max 3 points)

3 points – the student fully addresses all parts of the task: shows that he/she gets the idea of the topic, complete the task mentioning all the key moments in the body of the text; the student presents a fully developed position in response with relevant, fully extended and well supported ideas; content is relevant to the task;

2 points – the student addresses all parts of the task although some parts may be more fully covered than others: the student shows that he/she mainly gets the idea of the topic and the task is mostly done; minor irrelevances and/or omissions may occur;

1 point – the student responds to the task only in a minimal way or the answer is tangential; the format may be inappropriate; the student does not include everything they were asked to cover;

0 points – the student does not adequately address any part of the task and writes something irrelevant.

Coherence and Cohesion (max 2 points)

2 points - there is a salutation, opening, body, closing and signature, used properly and well-structured; the student logically organises ideas and/or effectively uses a wide range of cohesive devices; the text is well-structured and organised in paragraphs;

1 point – one of the features is missing, but others are used properly/ there is a salutation, opening, body, closing and signature, but some of them are incorrectly used; ideas are generally organised; the student uses only basic linking words and/or a limited number of cohesive devices; the text is organised in paragraphs;

0 points – more than one of the features is missing/incorrectly used; ideas are not logically organised and/or cohesive devices do not indicate a logical relationship between ideas; the text is not organised in paragraphs.

Lexical Resource and Range (max 2 points)

2 points – the student uses a wide range of subject-specific vocabulary including some uncommon lexical items appropriately; there may be 1 inaccuracy, but mainly words fit the content of the task;

1 point – the student uses a sufficient range of subject-specific vocabulary appropriately, but may make 1 mistake in spelling, word formation or word choice;

0 points – the student only uses basic vocabulary, with very limited control of spelling, word formation or word choice; errors are numerous (2 and more) and impede understanding.

Grammatical Range and Accuracy (max 2 points)

2 points – the student uses a wide range of grammar structures with control and flexibility and may make 1 minor mistake; the student uses correct punctuation;

1 point – the student uses various structures and tenses, but may make 2 mistakes, which impede understanding; punctuation is mainly correct;

0 points – the student only uses basic structures and/or makes numerous mistakes (3 and more) which severely impede understanding; makes numerous punctuation mistakes.

Level/track specific criteria (max 1 point)

1 point – proper choice and use of language depending on the target audience of the email and the genre;

0 points – incorrect use of language for a given purpose.

– **0.30 Final assessment**

Period of Final Assessment: the final exam is held in class within 10 days before the exam period online on MS Teams platform.

The release of examination papers: during the session.

The exam consists of 3 parts: *Listening (30%), Reading (30%)* and *Writing* (40%) respectively in the total mark for the exam. 0 points in case of cheating.

Retaking exams: till the 15th of October 2022.

Time limit: 80 minutes online/offline.

Tasks complexity: B2.

Exam structure:

1.	*Listening (L)*	Listen to the text and complete the tasks 1-10.	max. 10 points
2.	*Reading (R)*	Read the text and complete the tasks 1-10.	max. 10 points
3.	*Writing (W)*	Write a review/report.	review assessment criteria/ report assessment criteria

Grading formula: L*0,3+R*0,3 +W*0,4 = 10

Note

Depending on the epidemiological situation the final test is held in class during the session week or online on Zoom or MS Teams platforms. Students must log in using their first name and surname. If a student connects to the videoconferencing session late, the time allocated for the element of assessment may be extended at the examiner's discretion (p. 34 of Regulations for Interim and Ongoing Assessments of Students at National Research University Higher School of Economics).

The exam is conducted in written form online with proctoring.

Taking a break during the Exam is not allowed.

To take the exam, a student should:

- check the operation of the webcam, microphone, headphones or speakers, the speed of the Internet (for the best results, it is recommended to connect the computer to the network via a cable);
- prepare the necessary items for the exam tasks (pens, A4 paper for a draft);
- disable other applications in the task manager of the computer, except for the platform (Zoom or MS Teams).

The student provides the necessary conditions for the exam:
• sufficient level of illumination;
• low noise level;
•absence of interference with video and audio signal transmission;
• a fully operational webcam (including built-in laptop cameras);
• a fully operational microphone (including built-in laptop cameras);
• a permanent and stable Internet connection with a data transfer rate of at least 5 Mbps.
During the writing part of the exam, it is prohibited to:
• turn off the webcam and microphone; reduce its level of sensitivity to sound;
• use auto-correct functions, notes, textbooks, other educational materials;
• leave the desk area during the Exam (leave the visibility zone of the webcam);
• use headphones, headsets for any other reason than to complete the Listening section of the exam;
• use "smart" gadgets (smartphone, tablet, etc.);
• involve another person to help with the Exam, talk with another person during the Exam;
• read tasks out loud.
In the event of a long-term communication failure with the Zoom or MS Teams platform during the exam, the student must record the fact of the loss of communication with the platform (take a screenshot/photograph of the entire screen so that the time and the application/web browser

window are visible, get a response from the Internet provider) and report the problem to the office of the student's Program and to the teacher (in one email).

Note:

According to part 33 of Regulations for Interim and Ongoing Assessments of Students at National Research University Higher School of Economics «…. The use of materials not permitted by this list, attempts to communicate with other students or other individuals (e.g., through electronic means of communication), unauthorized movement in the examination room, having electronic means of communication that are not allowed by the teacher, intended disconnection from the video conference or switching browser tab, when it is clear that the teacher forbids the action, and other violations of examination procedure constitute ground for the end of exam for the particular student (student's removal from the examination room, disconnection from the videoconference, etc.) with a subsequent "0" grade in the examination grade column.

Interim assessment (3 module)

0.300   0.30 Final assessment

0.250   0.25 Written assessment

0.250   Independent work assessment

0.200   Oral assessment

Types of classrooms:

Lecture / seminar classroom (52)

Examples of Assessment Materials

Blocking elements are not present.

Reading which includes the following: predicting, skimming, scanning, detailed reading, guessing unknown words from context, understanding text organization, recognizing argument and counter-argument; distinguishing between main information and supporting detail, fact and opinion, hypothesis versus evidence; summarizing and note-taking.

Writing includes the following:

summary content and structure (patterns of organization, paragraphing, topic sentence and supporting ideas, coherence and cohesion, punctuation, quoting and referencing, avoiding plagiarism), review structure and content, preliminary thesis formulation, research question development;

- functions (generalization, definitions, exemplification, classification, comparison and contrast, cause and effect, process and procedure, interpretation of data);

- style (passive constructions, avoiding verbosity);

- punctuation.

Listening includes the following:

general comprehension (listening for gist, listening for detailed information, recognizing relevant/irrelevant information, signposting and importance markers, recognizing sentence connections: reference, addition, contrast, cause and effect, listing; evaluating the importance of information);

- lectures (identifying the topic and main themes, identifying relationships among major ideas, comprehending key information, identifying supporting ideas and examples, retaining information through note-taking, retrieving information from notes, inferring relationships between information supplied in a lecture, taking efficient notes from a lecture).

Speaking includes the following:

seminar skills (agreeing and disagreeing, clarifying, questioning, persuading, emphasizing, concluding, interrupting; evaluating ideas and actions, presenting solutions, recommending action, comparing and contrasting, probability and possibility, cause and effect, criticizing);

- presentation skills (introductions and stating the purpose, signposting, creating interest and involving audience, using rhetorical questions, emphasizing and highlighting key points, preparing the audience for visuals, summaries, conclusions and closing courtesies; body language and non-verbal communication).

Examples of *Reading*, *Listening, Writing* and *Speaking* are provided.

Reading.
Read the text and complete the tasks.

Task 1. *Run your eyes quickly over the title, the subheadings, (the heading of the sidebar), the photograph and its caption. What main ideas do you expect in the reading? Write down at least 3 of them.*

Task 2. *Run your eyes quickly over the first two sentences of every paragraph, the first sentences of the sidebar, any words with capital letters, any numbers. Add 2 more ideas to the ones you wrote in.*

Task 3. *Scan the text for the categories of information. Check the categories you find and mark the information as indicated.*

Task 4. *Answer the questions based on the text.*

Listening
Task 1. *Listen to the discussion. Choose all the signals of turn-taking and encouraging participation that you hear.*

Task 2. *Listen to the discussion again and take notes. Use them to answer the questions*

Vocabulary test

Task 1. *Fill in the gaps using the given words.*

Task 2. *Read the sentences and add paraphrases of the terms indicated.*

Task 3. *Choose the most fitting option from the ones given for each sentence.*

Presentation

Prepare a presentation on a potential start-up. You and your group will use the theories of supply and demand to pitch the product or service to the class in order to gain capital.

Dialogue

You and your partner are going to talk about the importance of social movements. Discuss the most influential movements of the recent past, their effect on the society and their future.

Report

Read the text and write a report.

Resources

Key recommended reading

Business partner B2+: coursebook, Dubicka, I., ISBN: 9781292233567, 2018

English for business studies: a course for business studies and economics students: student's book, MacKenzie, I., ISBN: 1997

Recommended further reading

Company to company: a communicative approach to business correspondence in English: student's book, Littlejohn, A., ISBN: 0-521-65412-2, 2003

Company to Company: a new approach to business correspondence in English: Student's Book, Littlejohn, A., ISBN: 0-521-45709-2, 1994

Effective presentations, Comfort, J., ISBN: 978-0-19-457065-7, 2009

Financial English with mini-dictionary of finance, MacKenzie, I., ISBN: 1-89939-600-4, 2000

Management and marketing with mini-dictionary, MacKenzie, I., ISBN: 1-89939-680-2, 1997

Equipment of the classroom:

− a set of demonstration equipment: personal computer / laptop, a multimedia projector with audio/video, a projection screen, an interactive whiteboard, a video panel, and other means of demonstrating educational content. It is allowed to use a portable set of demonstration equipment for conducting classes.
− availability of wireless Internet access via Wi-Fi network.

Online platforms for distance learning / communication:

− Smart LMS;
− Microsoft Teams.

Corporate access is available to the instructors and students when using HSE corporate e-mail addresses.

Organization of Studies for Persons with Limited Mobility and Disabilities

If necessary, learners with limited mobility or a disability (as per his/her application), as well as per his/her individual rehabilitation programme, may be offered the following options for receiving learning information with due consideration of his/her individual psycho-physical needs (e.g., via eLearning studies or distance technologies):

- *for persons with impaired vision*: enhanced fonts in hard copy documents; e-documents; audio files (transfer of study materials to an audio-format); hard copy documents with the use of Braille; individual consultation with a facilitated communicator; individual assignments and mentoring;

-*for persons with hearing impairments*: in hard copy; e-documents; video materials with subtitles; individual consultation with a facilitated communicator; individual assignments and mentoring;

- *for persons with a muscular-skeleton disorder*: in hard copy; e-documents; audio-files, individual assignments and mentoring.