# BUSINESS ENGLISH MODULE DESCRIPTION

The aim of the business English module is to prepare students for participation in international business activities, while developing critical thinking, academic writing and presentation skills. Immersing the students in practical business contexts from the very first classes in the form of case studies allows the students to experience different forms of communication used in the business world.

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| **Title of the module** | Business English |
| **Module developer** | Nana Parinos, Caucasus International University |
| **Credits awarded** | 5 (5\*25) = 125hr |
| **Number of lecture hours** | 15 |
| **Number of seminar hours** | 30 |
| **Entry requirements** | None, apart from being enrolled in a Georgian HEI |
| **Module objectives** | The Business English module is designed to develop language skills in the business environment and prepare students to defineterms related to business topics. It also enables students to discover and increasetheir knowledge of key business concepts, acquirethe ability to accurately receive and interpret messages in business related and academic environments, and elaborate on their skills to listen to and give presentations. The module will also give students an understanding of how to participate in conferences, meetings, and negotiations, conduct meetings, and develop confidence in dealing with people and basic issues in the business world. |
| **Learning outcomes (knowledge, skills, Blooms taxonomy, competences)** | **Knowledge**  Students can:   * Define terms related to the following business topics: communication, international marketing, business relations, job satisfaction, risk, types of management, teamwork, finance, customer service, crisis management. * Discover and increase their knowledge of key business concepts. * Understand the thoughts, opinions, ideas and feelings of others by focusing on different modes (writing, reading, listening, speaking). * Expand their vocabulary related to general business situations.     **Skills**  Students can:   * Acquire the ability to accurately receive and interpret messages in the communication process in business and academic environments. * Acquire skills to listen to and give presentations, organise conference calls, phone calls, and business travel.   **Responsibility and Autonomy**  Students can:   * Write formal and informal letters, press releases, guidelines, reports, protocols, and memos. * Organise Zoom and Google Meet conferences. * Participate in business meetings and negotiations, conduct meetings, and communicate with suppliers, foreign headquarters and subsidiaries. * Develop confidence to deal with people and basic issues in the business world. |
| **Requirements for awarding credits** | 1. **Weekly evaluation** (40 points). 2. **Mid-term exam: podcast** (20 points). 3. **Final exam:** written test and an oral exam (40 points). |
| **Compulsory reading list** | Cotton.D. Falvey D. Kent S. Market Leader. Business English Module book. Upper-intermediate. 2013  Rogers J. Market Leader Business English Practice File. 2013  Whitmell C. Business English ESL. All the phrases you need for working and succeeding in English. 2023 |
| **Online sources and periodicals** | <https://www.workspace.co.uk/content-hub/business-insight/glossary-of-business-terminology>  <https://www.bloomberg.com/europe>  Tracey S. Mastering Business |English. Unlocking Powerful Idioms, Sayings and Expressions to build your vocabulary for success. 2023    Marc Roche, Business Email: Write to Win. Business English & Professional Email Writing Essentials, 2019 |
| **Teaching/learning approaches** | * Teamwork. * Demonstration method (making a short movie, making an advertisement, podcast development). * Explanatory method. * Case analysis. * E-learning: Zoom and Google Meet, digital educational content including podcasts, blogs and e-books. * Content-based instruction and task-based learning. |

## Business English module plan

The Business English module plan reveals the variety of business contexts the students will experience, including insights into an electronics company, marketing, sports sponsorship, raising finance, and sales team motivation. Business context is revealed while focusing on the terminology and structures that are used in businesses.

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| **Week 1**  One hour (lecture)  Two hours (seminars) | **Communication. What makes a good communicator?**  Language work: good communicators.  Case study: the price of success. Make recommendations to improve communications within an electronics company.  Writing: e-mail to summarise the recommendations. |
| **Week 2**  One hour (lecture)  Two hours (seminars) | **Marketing and word partnerships.**  Noun compounds and noun phrases.  Creating a global brand: devise a TV commercial for a new eau-de-cologne.  Writing: minutes. |
| **Week 3**  One hour (lecture)  Two hours (seminars) | **International marketing, describing relations.**  Multiword verbs.  Come up with a plan for improving customer satisfaction and loyalty.  Writing: letter. |
| **Week 4**  One hour (lecture)  Two hours (seminars) | **Success. What makes business successful?**  Case study: negotiate a sponsorship deal for a football club.  Writing: press release/letter. |
| **Week 5**  One hour (lecture)  Two hours (seminars) | **Job satisfaction. Motivational factors, quiz.**  Synonyms and word building patterns.  Case study: decide how to deal with in-house personal relationships.  Writing: guidelines. |
| **Week 6**  One hour (lecture)  Two hours (seminars) | **Risk. Different aspects of risk.**  Reading: Evaluate the risks of a new mining venture.  Organise a Zoom conference to evaluate the risks of a new mining venture. |
| **Weeks 7-8** Two-hour exam | **Mid-term exam (business terminology test)** |
| **Week 9**  One hour (lecture)  Two hours (seminars) | **Management styles. Aspects of management style, management qualities and text reference.**  Case study: choose a new project manager for a team.  Produce a podcast as a listening activity. |
| **Week 10**  One hour (lecture)  Two hours (seminars) | **Team building. Working in a team, quiz.**  Reading: Motivating the sales team. Work out an action plan for improving the motivation of a sales team.  Writing: letter.  Homework: make a mini presentation. |
| **Week 11**  One hour (lecture)  Two hours (seminars) | **Raising finance. How and where can finance be raised?**  Financial terms: dependent prepositions.  Case study: Last throw of the dice. Negotiate finance for a new film.  Writing: summary.  Homework: present a mini-project on how finance can be raised. |
| **Week 12**  One hour (lecture)  Two hours (seminars) | **Customer service. Factors in, and the importance of customer service.**  Plan a press conference to defend criticism of a video game.  Writing: article/report.  Organise a Zoom meeting about holding a press conference. |
| **Week 13**  One hour (lecture)  Two hours (seminars) | **Crisis management. Ways of handling crisis management and conditionals.** |
| **Week 14**  One hour (lecture)  Two hours (seminars) | **Mergers and acquisitions**  Reading: Rinnovar International – present recommendations for an acquisition.  Homework: produce a podcast. |
| **Week 15**  One hour (lecture)  Two hours (seminars) | **Revision**  Group video clip/podcast. |
| **Week 16-18**  Two hours | **Final examination** |
| **Week 19**  Two hours | **Retake of the examination** |

## Business English assessment criteria

**Student performance is assessed using both continuous formative assessment as well as formal summative assessment.**

The final exam is mandatory and its share of the overall evaluation system is 40 points.

Work in a seminar group (preparation of the seminar topic and homework, participation in discussions and activity in practical classes) is worth a maximum of 30 points.

## Weekly evaluation (30 points)

This is the criteria for the evaluation of oral/written participation.

**Three points:** the student is very well prepared, the answer is excellent, well-argued, and precise. The student is well aware of the subject in question and demonstrates a clear vision of the topic.

**Two points:** the student is well prepared; the answer is well-argued and precise. The student is well aware of the subject in question and demonstrates a clear vision of the topic.

**One point:** the student is prepared, is aware of the essence of the issue in question but does not have a complete vision of the question asked, and the answer is not complete enough.

**Zero points:** the student is unprepared.

## Group podcast (5 points)

The assessment is carried out as follows.

**Five points**: the student prepares the podcast with absolute accuracy, engages in team discussions, uses an enriched vocabulary in a conversation, easily draws parallels on key cross-cultural issues, and talks non-stop for two to three minutes.

**Four points**: the student prepares the podcast with absolute accuracy, engages in team discussions, uses an enriched vocabulary in a conversation, easily draws parallels on key cross-cultural issues, and talks non-stop for two minutes.

**Three points**: the student prepares the podcast with absolute accuracy, participates in group discussions, uses satisfactory vocabulary, draws parallels on key cross-cultural issues, and talks non-stop for two minutes.

**Two points**: the student prepares the podcast, participates in team discussion, uses satisfactory vocabulary, and talks non-stop for one minute.

**One point**: the student listens to the podcast, engages in team discussion, uses scarce vocabulary, and is not able to speak fluently.

## Group project/presentation (10 points)

The assessment is carried out as follows.

**Eight to 10 points**: the student presents the topic in a way that includes a certain novelty. All structural elements are present, presentation is logical and audio-visual material helps comprehension. Speech is clear and specific, the language is academic, the student is confident, and demonstrates excellent skills to maintain contact with the audience.

**Five to seven points**: the student uses materials that are relevant to the selected topic, but only include core reading literature. The structure is often violated, but the presentation is logically arranged Audio-visual materials do not help comprehension, speech contains a few mistakes, which hinders the communication process. The language is not as academic as it should be; body language is expressive to some extent.

**Three to four points**: the presentation is somewhat relevant to the selected topic, but the main issue is not discussed in-depth, or the student often derails the speech. The structure is often violated and the presentation is not logically arranged. Audio-visual materials do not help comprehension, speech contains many mistakes, which can hinder the communication process. The language is not academic; body language is less expressive.

**One to two points**: the presentation is not interesting from the theoretical and/or practical perspective. The structure is often violated and the presentation is not logically arranged. Audio-visual materials do not help comprehension, speech contains many mistakes, which can hinder the communication process. The language is not academic, body language is less expressive, structural elements are absent, and audio-visual materials are not used.

**0 point**: not completed or not to the point.

## Assessment criteria for the oral exam

**Grammar and vocabulary (three points**)

Three points: the student uses complex grammatical structures and a range of appropriate vocabulary.

Two points: the student uses the proper grammatical structures and vocabulary but with some hesitation.

One point: the student has an attempt but struggles to use the proper grammatical structures and vocabulary.

**Dismodule management (three points)**

Three points: the student speaks fluently, without pauses. The organisation of ideas is excellent. Uses a wide range of dismodule markers and cohesive devices.

Two points: the student speaks the language with some hesitation. The organisation of ideas is good. Uses dismodule markers and cohesive devices.

One point: the student makes long pauses while speaking and has difficulty expressing ideas in English.

**Pronunciation (three points)**

Three points: the student always uses correct intonation, puts the stresses on the word correctly, and clearly pronounces the sounds.

Two points: the student mostly uses the proper intonation with correct stress placement and clear pronunciations of the sounds.

One point: the student has difficulty pronouncing the sounds correctly and using the correct intonation.

**Interactive communication (three points)**

Three points: the student always actively participates in the discussions with other speakers.

Two points: the student sometimes contributes to the conversation with other speakers.

One point: the student has difficulty communicating with other speakers.