

## **Business English for Exchange Students**

<b>Module Code:</b>	ENG 201
<b>Module Title:</b>	Business English for Exchange Students
<b>Academic Level:</b>	Level 2
<b>Credit Value:</b>	12 / ECTS 6
<b>Status:</b>	Elective
<b>Formal Student Hours:</b>	Contact: 48 Hours Self-directed: 72 Hours
<b>Pre-requisites:</b>	None
<b>Module Leader:</b>	Mr. Toni Ukwunna

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**Programme Level Learning Outcomes:** A8, A9, C6, C9, C10, D5.

<b>Assessment Methods:</b>	Three assessment points (each 33%):  1. Business letter (using LCCI conventions) in class.  2. Presentation in pairs on a self-selected company & self-reflection (in class) on the research process.  3. Individual oral presentation, and 'viva' on a chosen business topic and work covered in class.
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### **Rationale for Module**

A course designed for International Exchange Students who want to further refine their Business English language skills within an Anglo-Saxon business context (in particular that of the UK), for future work and study, and who want to simultaneously improve their marketability in an increasingly internationalised job market.

### **Aims**

The main aims of this module are as follows:

1. To show students how to differentiate between different types of registers in different settings, both spoken and written, in particular when writing business letters and when making presentations.
2. To study a range of key British business issues, cases, and to gain an overview of the British media environment (newspapers, TV, radio, and internet).
3. To develop teamwork and research skills / techniques, commensurate with a Level 2 course in a non-native academic setting.
4. To offer wide exposure to a variety of both spoken and written text types, for example CVs, company or product presentations, job interviews, newspaper and academic articles.
5. To reflect on and refine students' pre-existing language skills in English.

### **Programme Level Learning Outcomes**

On completion of this module students should be able to demonstrate A8, A9, C6, C9, C10, D5. These are cited in the Student Handbook as follows:

A8 To demonstrate knowledge of recent economic, political, social and ethical developments in the context of business and wider society, particularly in the countries where the foreign language studied as part of the programme (in this case English) is spoken.

A9 To have a growing knowledge and understanding of grammatical, phonological, and lexical structures, and some understanding of the registers of the chosen language, with particular emphasis on the way it is used in business contexts.

C6 To communicate effectively to business-type audiences.

C9 Through semester 3 language study and the Study Period Abroad (SPA), to be able to use the target language with some degree of fluency and spontaneity as a medium for understanding, expression and communication in social and business situations, employing good receptive (reading and listening) and productive (speaking and writing) skills.

C10 To draw on books and other informed literature from the field of study in order to support findings and arguments.

D5 To present a self-reflective analysis of personal training requirements appropriate to further development.

## **Subject Area Core Skills Content**

### **Teaching/Learning Strategy**

- The teaching / learning strategy for this module has been designed to fulfil the programme level learning outcomes outlined above. The teaching/learning strategy is broadly based around a negotiated, topic-driven syllabus (students choose 3 of the following topics to be covered in class, around a dedicated coursebook - 'Market Leader' Intermediate (New Edition), published by Pearson Longman in 2005 (and related exercises) of:

Brand management; travel; organisation; change, money; advertising; cultures; employment; trade; quality; ethics; leadership; innovation; competition.

(Please note that some editions come with the audio CD for listening exercises, others do not. Students are advised that the former is more useful for home study).

- In addition, we will also be studying the topics of 'presentations' and 'meetings'. Extra materials will be provided as required.
- The remaining chapters are to be followed up in own self-access time (listening and reading texts only).
- There will be a focus on a variety of formal business text-types (genres) including: giving a presentation, business letters, negotiation, newspaper articles, audio and video texts.
- Additional materials in the form of back-up grammar and pronunciation are available on a range of business skills work (e.g. telephoning, meetings, presentations etc.).
- Students will be expected to work solo, in pairs and in groups for much of the semester, according to task and assessment point. To promote collaborative learning, there will be a presentation done in self-selected pairs, around a chosen company research topic (see Assessment 2, below).

### **Assessment Methods**

There are three equally-weighted assessment points that cover a variety of test types. The assessment strategy follows the negotiated nature of the teaching and learning strategy, delegating choice of topics and group make-up to students, but requiring evidence of significant subsequent research and the application of formal spoken and written Business English at an Intermediate / Upper-Intermediate level

#### **Assessment 1 Business Letter in Class**

A business situation is introduced using a 'prompt' e.g. a memo, notes from company minutes or a section of a business report. Students are then asked to respond in class in the form of a business letter:

- Quality of letter (model provided in advance) is assessed using London Chamber of Commerce International (LCCI) level 2 criteria (provided in advance) – looking at layout, content, effectiveness and mechanical accuracy (individual mark 100%).

### **Rationale for the assignment**

This ties in with the module's aim to improve intermediate language skills (specifically formal written) within a business context

Learning Outcomes to be Assessed: A9, C6, C9 (especially reading and writing)

Knowledge and Skills to be assessed:

Knowledge of linguistic register, genre and grammaticality. Skills of assimilation of information, processing and reformulation.

Distribution / Submission Date To Students: In-class in week 5

### **Assessment 2 Group Presentation & Self-Reflection**

Self-selected pairs are required to deliver a presentation around a chosen company or product (UK, or English-speaking). Then each individual is required to write a short, half-hour summary / self-reflection on the process of teamwork, the nature of the task, the knowledge acquired.

- The quality of the pair's presentation skills is assessed using the assessment grid provided to students in advance (single mark per pair - 50% of the final mark).
- The quality of each individual's summary / self-reflection is assessed and rated according to both content (degree of complexity of argument, level of originality, evidence of personal growth, evidence of acquisition of knowledge of chosen (UK) company and setting) and language (single mark per individual - 50 % of final mark).

### **Rationale for Assignment 2**

The rationale for this assignment is to engage students in teamwork, learn something about an individual (Anglo-Saxon/EU) company or product and the related socio-economic setting, and to present this formally with reflection on the processes involved.

Learning Outcomes to be met by the assignment: A8, A9, C6, C9, D5 (especially speaking and writing) D12.

Distribution Date: Week 5

Submission Date: Week 8 (in class)

Knowledge and skills to be assessed:

Specific and detailed knowledge of a chosen company, general knowledge on socio-economic background setting. Teamworking, presentation and self-reflection skills.

### **Assignment 3: Oral presentation & questions ('viva') – individual**

Students choose their own individual business or socio-political issue, and deliver a powerpoint presentation. Following its delivery there is a question and answer session which also leads in to a discussion on the semester's work and coursebook more generally. An in-depth analysis of the three negotiated topics and a more general awareness of the remaining topics is to be assumed.

N.B. Students are responsible for choosing the title, but this should be approved by the Module Leader before work is begun.

Recent business topics have included The Body Shop, British Airways and Tesco. But students are also encouraged to examine other, more socio-economic or socio-political

issues, for example women in business, green issues and business, and employment for the disabled.

- Assessment involves a presentation and Q & A session (100% - using checklist, provided in advance, which will be graded by the Module Leader or examiner).

### **Rationale for the assignment**

This fits in with the need to summarise the semester's work as a whole, prepares students for the rigours of an academic presentation in a foreign language more generally, allows the Module Leader and peers to assess how much specific detail and general background on Business English and UK social, economic and political issues have been assimilated, and gives a sense of 'graduation' from the module.

**Distribution Date:** Week 9

**Date/Venue for Submission:** Weeks 11 & 12

**Learning Outcomes to be met by the assignment:** A8, A9, C6 (speaking and listening), C9, D12

### **Knowledge and skills to be assessed**

Specific and detailed knowledge of a chosen company, general knowledge of socio-economic background topic; individual research and presentation skills.

## **General Information**

### **Failure to submit a piece of work on time**

Students should be aware there are strict college rules about submitting assessed pieces of work and delivering presentations on time. These state that:

"If a time-constrained learning outcome has been listed above, you should be aware that failure to meet that outcome will result in a mark of zero being awarded for the module work. However, if there are genuine reasons as to why that outcome could not be met, you should consult and follow the procedure outlined in the section called "Extenuating Circumstances" in the Student Handbook."

### **Plagiarism**

Attempting to pass off work which is not original as your own is a serious offence, and using for example the internet to 'cut and paste' work will not be accepted, and is likely to result in a 'fail' for the student concerned. Work submitted must always be correctly referenced to the original author(s). Moreover, is expected that the work you submit for all tasks and for assessment is your own, and that you are the sole author, unless you state otherwise. Help on how to do this will be given throughout the course.

### **Reading / study materials**

\* In Language Resource Centre with media component (cassette, DVD, video etc.) (L) in the library.

Books and other materials for English may be found in academic bookshops around London. Some of the nearest and largest are as follows:

- Keltic, 154 Southampton Row

- Waterstone's, in Gower Street  
- Waterstone's in Piccadilly  
Various others in Charing Cross Road e.g Foyles, MacMillan etc.

In addition, books may be often be purchased more cheaply from the online bookstore Amazon.co.uk

### **Essential**

'Market Leader' Intermediate (New Edition), published by Pearson Longman in 2005

### **Recommended**

#### **Grammar (in business contexts)**

Bowen, T. (1997) *Build Your Business Grammar* London: Thomson Heinle L  
Brieger, N. (1996) *The Language of Business English* Harlow: Pearson / Longman L  
Duckworth M. (2006) *Business Grammar & Practice* Oxford; OUP L  
Emmerson P. (2002) *Business Grammar Builder* Macmillan \*  
Goodale, M. (1987) *The Language of Meetings* Thomson Heinle / Language Teaching Publications L\*  
Murphy R. (2003) *English Grammar in Use* CUP: Cambridge \*  
Rogers, D. (1998 ) *English for International Negotiations* Cambridge, CUP L  
York Associates (2003) *The Grammar Pack* \* (new edition),

A good general grammar book is Michael Swan's *Practical English Usage* (2005) Oxford; OUP.

#### **Dictionaries**

Parkinson, D. (2005) *Oxford Dictionary of Business English (for learners)* Oxford: OUP.  
*Longman Dictionary of Business English* (2000) Harlow: Longman

#### **Vocabulary - General & Specific**

Aspinall T. & Bethell, G. (2003) *Test Your Business Vocabulary in Use* Cambridge, CUP L  
Brieger, N. (2002) *Test Your English: Law* Harlow: Pearson Education / Longman L  
Flinders, S. (2002) *Test Your Business English: Intermediate* Harlow: Pearson Ed./LongmanL  
Flower, J. (2005) *Build Your Business Vocabulary* Hove: Thomson Heinle / LTP L  
Johnson C. (2000) *Market Leader: Banking & Finance* Harlow: Pearson Education / Longman L  
Mackenzie, I. (1995) *Financial English* Cambridge, CUP L  
Mascull, B. (2002) *Business Vocabulary in Use* Cambridge, CUP L  
Pohl, A. (2002) *Test Your English: Accounting* Pearson Education / Longman) L  
Smith, T. (2002) *Market Leader: Business Law* Harlow; Pearson Education / Longman L  
Sweeney, S. (2002) *Test Your English: Finance* Harlow; Pearson Education / Longman L  
Sweeney, S. (2002) *Test Your English: Management* Harlow; Pearson Education/ Longman L  
Sweeney, S. (2002) *Test Your English: Marketing* Harlow; Pearson Education / Longman L

## **Business Writing**

Ashley, A. (2003) *The Oxford Handbook of Commercial Correspondence* Oxford: OUP L  
Comfort, J; Revell, R; Stott, C. (1987) *Business Reports in English* Cambridge, CUP L  
Littlejohn A. (2005) *Company to Company* Cambridge: CUP L

## **Business Courses**

Andon, N. & O' Riordan, S. (2002) *Teach Yourself English for International Business* Teach Yourself Books: Abingdon \*  
Cotton, D., Falvey D., & Kent, S. (2005) *Market Leader – Intermediate Business English* Harlow: Longman  
Greenall, S. (1999) *Reward – Interactive Course of English* Heinemann \*

## **Business Subject Areas**

Corbett J. (2004) *English for International Banking and Finance* Cambridge, CUP \*  
Mackenzie, I. (1997) *Management and Marketing* Hove: Thomson Heinle / LTP L

## **Business Skills**

Dignen, B. (2001) *Communicating in English* Falcon Press \*  
*Let's Do Business (2000) – Meetings* Hove: Thomson Heinle \*  
*Let's Do Business (2000) – Presentations* Hove: Thomson Heinle \*  
*Let's Do Business (2000) – Telephoning* Hove: Thomson Heinle \*  
Powell M. (1996) *Presenting in English* Hove: Thomson Heinle, LTP series . \*  
York Associates (2002) *The Social Pack* \*  
York Associates (2002) *Social Vocabulary Pack* \*

## **Spoken English**

O'Connor, J.D. (1967) *Better English Pronunciation* \* Cambridge: CUP  
Caldwell, R. (2002) *Speech In Action* Cambridge: CUP \*

## **Useful websites**

[www.bbc.co.uk](http://www.bbc.co.uk) - has an extensive searchable database of tv and radio programmes, many of which can be seen or heard after they have been broadcast.

<http://dictionary.cambridge.org>

[www.economist.com](http://www.economist.com)

[www.ft.com](http://www.ft.com)

[www.gresham.ac.uk](http://www.gresham.ac.uk) (business lectures & tapescript)

[www.guardian.co.uk](http://www.guardian.co.uk)

[www.ilovelanguages.com](http://www.ilovelanguages.com)

[www.directgov.uk](http://www.directgov.uk)

All the daily 'broadsheet' press i.e. the Guardian, Independent, Daily Telegraph, and Times also have websites, as do all the national tv stations. More details will be given in class.

Another essential resource is the British Library, [www.bl.uk](http://www.bl.uk), a short walk from the School. More details about how to access its material will be given in class.

### **Indicative Content (sample of negotiated syllabus)**

One	Course programme, British press, business news, use of LRC, introductions; Letters etc. 1
Follow-up	Business Letters, CV's, memos, reports, minutes I
Two	Letters etc. 2; Topic 1: Brand Management
Follow up	Business Letters, CV's, memos, reports, minutes 2
Three	Letters etc. 3; Skills 1: Meetings
Follow up	Business Letters, CV's, memos, reports, minutes 3
Four	Topic 2. Marketing ethics;
Follow up	Practice test: letter
Five	Assignment 1: Business Letter in Class; Topic 3 Team Building
Follow up	Choosing group presentation topic
Six	Skills 2: Presentations
Follow up	Research group report topic further
Seven	Guest speaker or outside visit
Follow up	Finalise group presentation in powerpoint format
Eight	Assignment 2 Group Presentation & Self-Reflection – in class
Follow up	Choose individual topic for presentation
Nine	Topical news item; individual tutorial on final presentation
Follow up	Prepare individual presentation
Ten	Skills 3: Negotiation
Follow up	Revise all 3 topics and 3 skills chapters, coursebook generally, & finalise individual presentation
Eleven	Individual Presentations I + 'viva'
Twelve	Individual Presentations II + 'viva'