



COURSE UNIT (MODULE) DESCRIPTION

Course unit (module) title	Code
English for Academic and Business Purposes (Economics)	

Lecturer(s)	Department(s) where the course unit (module) is delivered
Coordinator: lect. Rūta Montvilienė	Faculty of Economics and Business Administration, Vilnius University, Saulėtekio 9, Vilnius.

Study cycle	Type of the course unit (module)
1 st – BSc	Compulsory

Mode of delivery	Period when the course unit (module) is delivered	Language(s) of instruction
Tutorials	Autumn semester	English

Requirements for students	
Prerequisites: Completion of the English language course at level B1/B2	Additional requirements (if any): None

Course (module) volume in credits	Total student's workload	Contact hours	Self-study hours
5	133	64	69

Purpose of the course unit (module): programme competences to be developed
<p>The aim is to develop students' <i>general and communicative English language competencies</i>, encompassing their <i>receptive (listening and reading), productive (speaking and writing), interactive and mediation skills*</i> in the context of academic and business discourse. The primary focus of the course is on developing the above-mentioned skills with special reference to topics and functions related to the subject of studies, students' future profession and academic skills (planning research, understanding the content, form and argumentative structures of research; making a research-oriented academic presentation).</p> <p>Alongside the development of these skills the course will enhance students' <i>transferable skills</i> (leadership, time management, prioritization, delegation, peer review, communication, research and analysis) necessary for students' future career development.</p> <p>Through the medium of English students will also develop their <i>learning to learn competence</i> and will become autonomous and reflective learners who use linguistic communicative strategies (reception, production, interaction, mediation) to cope efficiently with their academic workload and prepare for their professional careers.</p> <p>*Common European Framework of Reference for Languages: learning, teaching, assessment. Companion volume with new descriptors. © Council of Europe, February 2018 https://rm.coe.int/cefr-companion-volume-with-new-descriptors-2018/1680787989</p> <p>Overall scenario: students are members of a business team whose major aim is to review the present situation (and if possible collect authentic data and similar business examples) in the chosen company, market, product group and to propose a specific solution as well as a set of specific recommendations to the meeting of</p>

shareholders and members of the board.		
Learning outcomes of the course unit (module)	Teaching and learning methods	Assessment methods
On completion of the course (within the context of academic and subject-specific contexts) students will be able:		
<p>1. In terms of <i>receptive skills</i></p> <ul style="list-style-type: none"> to raise their awareness of authentic business texts and academic conventions of their discipline; <i>when listening</i> to lectures and seminars, to follow speakers' thoughts and arguments, take notes efficiently and ask questions appropriately; <i>when reading</i>, to understand and critically evaluate authentic articles on economics and popular scientific media sources; <i>to identify specific academic discourse genres</i> (i.e. research article, conference presentation) by analysing their purpose, content and language use. 	Task-based learning methods integrated with student-centred approach via discussion, case studies, presentations and reflection;	Testing listening and reading, subject-specific terminology; notes and summaries;
<p>2. In terms of <i>productive skills</i></p> <ul style="list-style-type: none"> <i>to convey information</i> with a high degree of confidence in both spoken and written forms by formulating the problem, presenting views and arguments, revealing their advantages and shortcomings, disclosing cross-points between different arguments, decoding various linguistic means (syntactic, lexical, semantic etc.); <i>to speak</i> clearly and thoroughly on economics and business related topics; <i>to use appropriate style and level of accuracy</i> in writing a clear, comprehensive text on a scientific topic); 	Preparing a presentation / a conference talk, news briefing / writing an academic essay (a comparative report of two research articles including a strong personal opinion);	Assessment of an individual project; essay assessment;
<p>3. In terms of <i>interaction and mediation</i></p> <ul style="list-style-type: none"> <i>to convey information</i> based on the analysis of research evidence in the subject-specific discipline, relating scientific research to the current social needs and social reality; <i>to convey concepts</i>: acknowledge different perspectives in guiding group discussions, further develop other people's ideas and link them to coherent lines of thinking, considering different sides of an issue; steer discussion towards a conclusion; <i>to convey communication</i>: summarize, elaborate and weigh up multiple points of view, manage ambiguity by demonstrating sensitivity to different viewpoints; communicate significant information clearly, fluently and concisely as well as use persuasive language diplomatically. 	Participating in and moderating discussions; case-study analysis, group work, problem solving, team work, argumentation of the solution, reflection	Assessment of team and individual presentations

<ul style="list-style-type: none"> to interact with other participants in a learning process, to work in pairs or teams, to take leadership in the group and involve peers in successful learning process distributing activities, holding short conversations related to the topics studied; to control and analyse self-study and the learning process of peers, to perceive and critically evaluate learning strengths and weaknesses, to plan and set out further learning aims. 	Problem solving, solution presentation; individual and group projects;	Assessment of team and individual project work; presentation to company shareholders and board members
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Content: breakdown of the topics	Contact hours					Total contact hours	Self-study hours	Self-study work: time and assignments
	Lectures	Seminars	Exercises	Laboratory work	Internship/work placement			Assignments
<ul style="list-style-type: none"> Scholarly/scientific discourse: <p>Genres of research studies and academic texts (lexis, style, syntax); economics-related article analyses (structure, content, language use, argumentation, register, terminology,); segmentation of linguistic patterns and deconstruction of semantic fields related to a specific discourse;</p> <p>Topics (4x 8 hours each):</p> <ul style="list-style-type: none"> Economics: government and taxation, the business cycle Management: work and motivation, company structures and cultures Marketing: products and brands, advertising and promotion Job interviews: successful presentation and communication 		32				32	34	Individual and group analysis of discipline-related research articles; analysis of the key concepts; two case studies;
<p>1. Academic writing:</p> <p>Raising awareness of academic genres in producing a specific business and economics discourse;</p>		12				12	10	Peer review of a written assignment: language / structure / content / conventions; Research-based essay writing on

Structure of academic texts (introduction, theoretical overview, data and methodology, research findings and discussion, conclusions, citation and references); Academic and discipline-specific conventions; writing clearly: lexis, structure, coherence & cohesion Academic essay writing							the selected discipline-related topic (synthesis of two economics-related articles including a personal opinion);	
2. Academic communication: Individual research presentations; Presentation strategies (verbal and non-verbal communication, visual representation, research planning, structural components, time limits, question time etc.) Individual presentation		10				10	13	Team and individual presentations on the selected business and economics-related topic;
3. Case study: team presentation		8				8	10	Presenting a business solution: analysis, research, argumentation, team work
4. News briefing		2				2	2	Analysing key business and economics vocabulary and concepts in the mainstream analytical media
Total		64				64	69	

Assessment strategy	Weight %	Deadline	Assessment criteria
Academic essay writing	20%	During the semester	One written assignment <ul style="list-style-type: none"> • Content (personal argumentation, vocabulary) • Structure (introduction, body paragraphs, conclusion) • Style and register
Individual presentation	20%	During the semester	One presentation per student
Team project: team presentation on an economics-related topic	20%	During the semester	One team presentation <ul style="list-style-type: none"> • Relevance and educational value of the content • Structure and cohesion • Use of appropriate academic vocabulary • Language accuracy; • Fluency and pronunciation • Use of visual aids, pace, body language, rapport
Exam	40%	End of the semester	<ul style="list-style-type: none"> • Case study simulation (20%) • Written report (20%)
Attendance requirements	Compulsory (100%)		Missed tutorials have to be accounted for within two weeks upon agreement with the lecturer.

Author	Year of publication	Title	Issue of a periodical or volume of a publication	Publishing place and house or web link
Ian MacKenzie	2010	A course for Business Studies and Economics students		Cambridge University Press (CUP)
Arthur Mckeown and ros Wright	2011	Professional English in Use: Management		CUP
Cate Farrall and Marianne Lindsley	2017	Professional English in Use: Marketing		CUP
Sylee Gore	2011	English for Marketing and Advertising		Oxford University Press
Nick Robinson	2010	Cambridge English for Marketing		CUP
Mark Powell	2011	Dynamic Presentations		CUP
Marion Grussendorf	2011	English for Presentations		Oxford University Press
Alice Oshima and Ann Hague	2000	Writing Academic English 3rd edition		Longman
VMA medžiaga Business English for Economists				
www.investopedia.com				
www.khanacademy.org				
www.bloomberg.com				
www.bbc.com				
www.forbes.com				
www.ft.com				
www.economist.com				