



COURSE UNIT (MODULE) DESCRIPTION

Course unit (module) title	Code
English for Business Purposes C1 (Global Marketing)	

Lecturer(s)	Department(s) where the course unit (module) is delivered
Coordinators: Lect. Rūta Sirvydė	Faculty of Economics and Business Administration Saulėtekio ave. 9, II building, LT 10222 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
Face-to face; online	Autumn semester	English

Requirements for students
Prerequisites: none

Course (module) volume in credits	Total student's workload	Contact hours	Self-study hours
5	130	64	66

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 at C1 (advanced) level*</i> in the context of academic and scientific (in the field of study) 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: <i>Students work for an international company with the aim to promote and sell products/services globally. They prepare one team project – analyze research on the issue and the needs/cultural aspects of the target market. Students present their findings and provide a set of specific recommendations for implementation in the form of a conference presentation.</i></p>

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 the academic conventions of management; <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 research articles and popular scientific texts in the field of economics and business management • <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, reflection.	Subject-specific terminology; notes and summaries; learner folder.
<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 research-related topics and be able to use a relatively wide range of special vocabulary of business English • <i>to use appropriate style and level of accuracy</i> in writing a clear, comprehensive text on a scientific topic) 	Preparing a presentation; writing a research proposal.	Team project assessment; peer review, research proposal 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 current 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, individual arguments with clash-points; case-study analysis, group work, problem solving, reflection.	Assessment of individual arguments; individual/team project 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, projects.	Assessment of team project work; moderating public speaking
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Content: breakdown of the topics	Contact hours							Self-study work: time and assignments		
	Lectures	Tutorials	Seminars	Exercises	Laboratory work	Internship/work	E-learning	Contact hours	Self-study hours	Assignments
<p>Genres of research studies and academic texts (lexis, style, syntax); research 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> <ol style="list-style-type: none"> 1. Work and motivation 2. Marketing (promotion, pricing, selling strategies, market research and analysis) 3. Cross-cultural aspects in business communication 4. Modern information and communication technology (ICT) in marketing 			32					32	34	Individual and group analysis of discipline-related research articles; analysis of the key concepts; case studies.
<p>2. Academic writing:</p> <p>Raising awareness of academic genres in producing a specific discourse. Structure of academic texts (introduction, theoretical overview, data and methodology, research findings and discussion, conclusions, citation and references).</p> <p>Academic and discipline-specific conventions; writing clearly: lexis, structure, coherence & cohesion.</p> <p>Research proposal writing.</p>			10					10	10	Peer review of a research proposal: language / structure / content / conventions.
<p>3. Academic communication:</p> <p>Team/individual presentations: presentation strategies (verbal and non-verbal communication, visual representation, research planning, structural components, time limits, question time etc.).</p>			12					12	11	Preparing team / individual presentations on the selected discipline-related topics.

4. Public speaking/debate			12					12	11	Moderating and debating on various social and discipline-related topics.
Total			64					64	66	

Assessment strategy	Weight, %	Deadline	Assessment criteria
Research proposal	10	During the semester	1 assignment (C1 level). <ul style="list-style-type: none"> Content (personal argumentation developed on the basis of two research articles) Structure (5 paragraphs: an introduction with the aim, the theoretical background, research questions, methods and data, conclusions/contribution) Style, register, and language accuracy
Debate	10	During the semester	<ul style="list-style-type: none"> Language use and accuracy (C1) Content: expressing own opinion and perspectives; using relevant background appropriately; creativity and effective argumentation. Delivery: persuasiveness (eye contact, pitch of voice, interaction)
Team project	30	End of the semester	<ul style="list-style-type: none"> Language use and accuracy (C1) Content and structure: <ul style="list-style-type: none"> Background/previous research Research questions Methods and data Research findings and contribution
Exam	50	End of the semester	<ul style="list-style-type: none"> Case study simulation: oral presentations (25%) (assessment criteria: <i>see</i> Debate) Written research proposal (25%) (assessment criteria: <i>see</i> Research proposal)
Attendance requirements	Compulsory. <i>All</i> the assignments are compulsory		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
Compulsory reading				
Scientific Databases	2022	Academic Search Complete, Google Scholar, Elsevier, Sage Open, etc.		https://biblioteka.vu.lt/e.is/tekliai/?browse=db-pr
David Cotton, David Falvey, Simon Kent	2017	Market Leader		Pearson Education Limited
Supplementary reading				
VU subscribed scientific databases, Scientific journals, BA/MA Theses	2022	ScienceDirect (SciVerse); Springer LINK; Taylor & Francis; VU BA and MA papers (ETD).		https://biblioteka.vu.lt/e.is/tekliai/?browse=db-pr
Chazal, E. & J. Moore	2013	Oxford EAP. A Course in English for Academic Purposes		Oxford University Press
Cate Farral and Marriane Lindsley	2017	Professional English in Use: Marketing		CUP

Alexander, S.	2016	Nonfiction Advice	Writing		https://slatestarcodex.com/2016/02/20/writing-advice/
Oshima, A. & A. Hogue	2006	Writing English	Academic		Longman
www.bbc.com					
www.cnn.com					
www.ft.com					
www.economist.com					
www.bloomer.com					
www.forbes.com					