



**Higher Education Institution  
"Private Institute of Management and Business"**

**APPROVED**

Rector

\_\_\_\_\_ Michael Yurochkin

« \_\_\_\_\_ » \_\_\_\_\_ 2018

Registration No. \_\_\_\_\_ / \_\_\_\_\_

**ENGLISH FOR SPECIFIC PURPOSES**

**Study course description (experimental)**

**of higher education institution on study course**

**for speciality 1-26 02 02 "Management"**

**(speciality aspect 1-26 02 02-07 "Management with IT-specialization")**

**Minsk 2018**

This course description is implemented in the HEI "Private Institute of Management and Business" within the framework of the educational project "Innovative ICT Education for Social and Economic Development (IESED)" under the Erasmus + program (approved by the Council of Ministers of the Republic of Belarus on March 29, 2018 No. 232 and registered by the Ministry of Economy of the Republic of Belarus on March 30, 2018, registration No. 2/18/000864).

The form of the course description was established by the project management team at a practical seminar "Modeling the IT-specialist profile" (October 23-27, 2017, Lille 1 University - Science and Technology, Lille, France).

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RECOMMENDED FOR APPROVAL by:

Department of Law and Humanities of the HEI "Private Institute of Management and Business" (Protocol № \_\_\_\_\_).

Scientific and Methodical Council of the HEI "Private Institute of Management and Business" (Protocol № \_\_\_\_\_).

## 1. COURSE TITLE

English for specific purposes

## 2. COURSE PLAN

Year of study	Semester	Academic hours					Hours of course work	ECTS	Number of hours
		Total	Lecture	Lab	Practice/ seminar	Independent work			
III - IV	5-6-7	216	-	-	216	-	-	8 (full-time)	216 (full-time)
III - IV	6-7-8	216	-	-	52	164	-	8 (part-time)	216 (part-time)

## 3. COMPETENCIES

Students must be able to:

- apply basic professional knowledge to solve practical problem
- work independently and in a team;
- generate new ideas focusing on creativity, critical thinking, communication and collaboration;
- make use of linguistic skills in professional activity.

## 4. COURSE GOAL

To develop communicational competencies in English by building basic language skills (speaking, reading, writing and listening) in order to demonstrate professional application of the language within a multilingual and multicultural environment.

## 5. COURSE OUTCOMES

Upon completion of the course students will be able to:

- make use of oral and written communication skills in different business situations;
- communicate with clients and foreign partners on the phone;
- write a CV and a covering letter, participate in interviews;
- understand and use basic professional terminology related to work and company performance;
- use correct grammatical and lexical structures in a professional context;
- collect business information on-line and in special literature, read and understand the latest news, trends and developments in the professional field.

## 6. COURSE CONTENT for full-time students

Section number, topics, classes	Section number, topics, classes; list of issues to be studied	Number of academic hours				Form of knowledge control
		Total	Practical classes (seminars)	laboratory classes	Independent work	
1	<b>People in Professional Life.</b> Meeting new people: Greetings; Introducing yourself; Making a good first impression. Small talks: Making contacts; Talking to people in business situations; Professional communication in an organization. Communication across cultures.  Grammar: Tenses in Active Voice (Revision)	<b>32</b>	<b>32</b> 4 4 8 4 6 6	-	-	Dialogues, conversations.      Test.
2	<b>Company Performance.</b> Types of companies. Describing company structure. Company facts and figures. Describing company activities and projects. Corporate communications. Company presentation. Grammar: Tenses in Passive Voice (Revision)	<b>32</b>	<b>32</b> 4 2 2 4 2 8 10			Discussions, conversations, role- play. Writing tasks.  Presentation. Test.
	<b>5 semester</b>	<b>64</b>	<b>64</b>			<b>Exam.</b>
3	<b>Business Communication on the Phone.</b> Conference calls. Conference call etiquette. Telephoning for professional use.  Grammar: Indirect Speech, Sequence of Tenses.	<b>32</b>	<b>32</b> 8 16 8	-	-	Dialogues, conversations.   Test.
	<b>6 semester</b>	<b>68</b>	<b>68</b>			<b>Exam.</b>
	<b>7 semester</b>	<b>84</b>	<b>84</b>	-	-	<b>Exam.</b>
	<b>Total</b>	<b>216</b>	<b>216</b>	-	-	

## 7. COURSE CONTENT for part-time students

Section number, topics, classes	Section number, topics, classes; list of issues to be studied	Number of academic hours				Form of knowledge control
		Total	Practical classes (seminars)	laboratory classes	Independent work	
1	<b>People in Professional Life.</b> Meeting new people: Greetings; Introducing yourself; Small talks: Making contacts; Talking to people in business situations; Professional communication across cultures. Grammar: Tenses in Active Voice (Revision)	<b>32</b>	<b>8</b> 2 2 2 2	-	<b>24</b>	Dialogues, conversations.     Test.
2	<b>Company Performance.</b> Types of companies. Describing company structure. Company presentation.  Grammar: Tenses in Passive Voice (Revision)	<b>32</b>	<b>12</b> 2 4 4 2	-	<b>20</b>	Dialogues, conversations.  Presentation.  Test.
	<b>6 semester</b>	<b>64</b>	<b>20</b>	-	<b>44</b>	<b>Exam.</b>
3	<b>Business Communication on the Phone.</b> Telephoning for professional use. Grammar: Indirect Speech, Sequence of Tenses.	<b>32</b>	<b>8</b> 6 2	-	<b>24</b>	Conversations.  Test.
	<b>8 semester</b>	<b>84</b>	<b>16</b>	-	<b>68</b>	<b>Exam.</b>
	<b>Total</b>	<b>216</b>	<b>52</b>	-	<b>164</b>	

## 8. THEORETICAL CONTENT

Not stipulated by the plan.

## 9. PRACTICAL CONTENT

№	Name of practical assignment	Content
1	People in Professional Life.	Meeting new people: Greetings; Introducing yourself; Making a good first impression. Small talks: Making contacts; Talking to people in business situations; Business communication in an organization. Doing business across cultures: How to start a conversation; “Ice-breaking” in a relationship; How to avoid causing offence.

№	Name of practical assignment	Content
2	Company Performance.	Types of companies. Describing company structure. Company facts and figures. Describing company activities and projects. Corporate communications. Company presentation: How to prepare for an international presentation; How to use effective presentation delivery techniques; How to use your voice and visuals; How to do a team presentation; How to write thank-you letters to presenters and organizers.
3	Business Communication on the Phone.	Getting connected. Exchanging information. Making arrangements. Accepting, refusing and confirming appointments. Taking and leaving messages. Using the telephone in business. Taking part in telephone conference calls. Conference call etiquette.

## 10. LABORATORY PRACTICE

Not stipulated by the plan.

## 11. ASSIGNMENT FOR INDEPENDENT WORK

- People in professional life. Professional communication in an organization.
- Company performance. Presentation of a chosen company.
- Business communication on the phone. Conference calls. Conference call etiquette.

## 12. TEN-POINT KNOWLEDGE AND SKILLS ASSESSMENT SYSTEM

A ten-point scale, depending on the grade and the mark, includes the following criteria:

### **10 (ten) points, passed:**

- systematized, deep and full knowledge on all sections of the curriculum of the institution of higher education in the academic discipline, as well as on major issues that go beyond its limits;
- accurate use of scientific terminology (including in a foreign language), competent, logically correct statement of the answer to questions;
- perfect mastering of the tools of the academic discipline, the ability to use it effectively in formulation and solution of scientific and professional problems;
- the expressed ability independently and creatively to solve complex problems in non-standard situations;

- complete and profound studying of basic, additional literature on the subject of the discipline;
- the ability to freely navigate in theories, concepts and directions on the discipline and give them an analytical assessment, use the scientific achievements of other disciplines;
- creative independent work on practical, laboratory classes, active creative participation in group discussions, high level of the culture of performance of tasks.

**9 (nine) points, passed:**

- systematized, deep and full knowledge on all sections of the curriculum of the institution of higher education on the academic discipline;
- accurate use of scientific terminology (including in a foreign language), competent, logically correct statement of the answer to questions;
- mastering of the tools of the academic discipline, the ability to use it effectively in formulation and solution of scientific and professional problems;
- ability independently and creatively to solve complex problems in non-standard situations within the curriculum of the institution of higher education on the academic discipline;
- complete studying of basic, additional literature on the subject of the discipline, recommended by the curriculum of the institution of higher education on the discipline;
- the ability to navigate in theories, concepts and directions on the discipline and give them an analytical assessment;
- Systematic, active independent work on practical, laboratory classes, active creative participation in group discussions, high level of the culture of performance of tasks.

**8 (eight) points, passed:**

- systematized, deep and full knowledge on all sections of the curriculum of the institution of higher education in the academic discipline in the volume of the curriculum of the institution of higher education on the discipline;
- use of scientific terminology (including in a foreign language), competent, logically correct statement of the answer to questions, the ability to make sound conclusions and generalizations;
- mastering of the tools of the academic discipline (methods of complex analysis, information technology), the ability to use it effectively in formulation and solution of scientific and professional problems;
- ability independently to solve complex problems within the curriculum of the institution of higher education on the academic discipline;

- studying of basic, additional literature, recommended by the curriculum of the institution of higher education on the discipline;
- the ability to navigate in theories, concepts and directions on the discipline and give them an analytical assessment;
- active independent work on practical, laboratory classes, systematic participation in group discussions, high level of the culture of performance of tasks.

**7 (seven) points, passed:**

- systematized, deep and full knowledge on all sections of the curriculum of the institution of higher education on the academic discipline;
- use of scientific terminology (including in a foreign language), competent, logically correct statement of the answer to questions, the ability to make sound conclusions and generalizations;
- mastering of the tools of the academic discipline, the ability to use it effectively in formulation and solution of scientific and professional problems;
- free possession of generic solutions within the curriculum of the institution of higher education on the academic discipline;
- studying of basic, additional literature, recommended by the curriculum of the institution of higher education on the discipline;
- the ability to navigate in basic theories, concepts and directions on the discipline and give them an analytical assessment;
- independent work on practical, laboratory classes, participation in group discussions, high level of the culture of performance of tasks.

**6 (six) points, passed:**

- sufficiently full and systematized knowledge in the volume of the curriculum of the institution of higher education on the discipline;
- use of the necessary scientific terminology, competent, logically correct statement of the answer to questions, the ability to make sound conclusions and generalizations;
- mastering of the tools of the academic discipline, the ability to use it effectively in solution of scientific and professional problems;
- ability independently to apply generic solutions within the curriculum of the institution of higher education on the academic discipline;
- studying of basic literature, recommended by the curriculum of the institution of higher education on the discipline;
- the ability to navigate in basic theories, concepts and directions on the discipline and give them a comparative assessment;



- active independent work on practical, laboratory classes, periodic participation in group discussions, high level of the culture of performance of tasks.

#### **5 (five) points, passed:**

- sufficient knowledge in the volume of the curriculum of the institution of higher education on the discipline;
- use of scientific terminology, competent, logically correct statement of the answer to questions, the ability to make sound conclusions;
- mastering of the tools of the academic discipline, the ability to use it in solution of scientific and professional problems;
- ability independently to apply generic solutions within the curriculum of the institution of higher education on the academic discipline;
- studying of basic literature, recommended by the curriculum of the institution of higher education on the discipline;
- the ability to navigate in basic theories, concepts and directions on the discipline and give them a comparative assessment;
- active independent work on practical, laboratory classes, periodic participation in group discussions, high level of the culture of performance of tasks;
- independent work on practical, laboratory classes, periodic participation in group discussions, sufficient level of the culture of performance of tasks.

#### **4 (four) points, passed:**

- sufficient knowledge within the educational standard of higher education;
- studying of basic literature, recommended by the curriculum of the institution of higher education on the discipline;
- use of scientific terminology, logical statement of the answer to questions, the ability to make sound conclusions;
- ability to draw conclusions without essential errors;
- mastering of the tools of the academic discipline, the ability to use it in solution of standard (typical) tasks;
- ability to solve standard (typical) tasks under the guidance of a teacher;
- ability to navigate in basic theories, concepts and directions on the discipline and give them an assessment;
- work under the guidance of a teacher on practical, laboratory classes, the permissible level of the culture of performance of tasks.

#### **3 (three) points, failed:**

- insufficient knowledge within the educational standard of higher education;
- studying of basic literature, recommended by the curriculum of the institution of higher education on the discipline;

- knowledge of a part of the basic literature, recommended by the curriculum of the institution of higher education on the discipline;
- use of scientific terminology, presentation of answers to questions with significant, logical errors;
- weak possession of the tools of the academic discipline, incompetence in solving standard (typical) tasks;
- inability to navigate in basic theories, concepts and directions on the discipline;
- work under the guidance of a teacher on practical, laboratory classes, the permissible level of the culture of performance of tasks.
- passivity on practical, laboratory classes, low level of the culture of performance of tasks.

**2 (two) points, failed:**

- fragmented knowledge within the educational standard of higher education;
- knowledge of individual literary sources, recommended by the curriculum of the institution of higher education on the discipline;
- inability to use scientific terminology of the academic discipline, the presence in the answer rude, logical errors;
- passivity on practical, laboratory classes, low level of the culture of performance of tasks.

**1 (one) point, failed:**

- lack of knowledge and (competences) within the educational standard of higher education, failure to answer, failure to appear for attestation without good cause.

**13. METHODS AND MEANS OF IMPLEMENTATION OF THE CONTENT OF THE EDUCATIONAL PROGRAM, TRAINING AND METHODOLOGICAL MATERIALS**

The training is conducted using communicative method, role-play, group method, problem method, round table and project method. In training the following techniques are to be used: practical and group work, discussion, oral presentation, learning on-line, situation and text analysis, practice in didactic web-sites, analysis of authentic documents.

**14. RESOURCES**

**Basic literature**

1. Barly Tomalin; Key Business Skills; HarperCollins Publishers 2012, ISBN 978-0-00-748879-7.

2. COTTON David; FALVEY David; KENT Simon; Market Leader Pre-Intermediate: Personal Education Limited 2016, Edinburgh Gate, Harlow, England, ISBN 9781405813372
3. LEO Jones, RICHARD Alexander; New International Business English Updated Edition, Cambridge University Press, July 2011, ISBN 978-0-521-77471-0 – .

### **Additional literature**

1. FARRALL Cate; LINDSLEY Marianne; Professional English in Use Marketing, Cambridge University Press, ISBN 978-0-521-70269-0 –
2. ESTERAS Santiago Remache; FABRE Elena Marco; Professional English in Use for Computers and the Internet: Cambridge University Press, 2007, ISBN 9780521685436
3. MURPHY, Raymond. *New English Grammar in Use*. Cambridge University Press, 2009, ISBN 0-521-53289-2.
4. SWAN Michael, WALTER Catherine; How English Works, a grammar practice book: Oxford University Press, 2000, ISBN 0 19 431456 I
5. BRIEGER Nick, SWEENEY Simon; The Language of Business English, Grammar and Functions: LPBB, Prentice Hall 2003, ISBN 0-13-042516-8