

Advanced English for International Professional Communication

module 3, academic year 2019/2020

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Course description

This course is designed to give students advanced practice in different kinds of speaking, writing, and soft skills. Discussion topics will include current business, economic, political, social and cultural issues. Various speaking tasks will be assigned, including semi-prepared and unprepared speech, small talk, negotiations, and dealing with problems by email. Students will be offered extensive practice in making their prepared and spontaneous speech clear, well-structured, well-presented, culturally appropriate and, as a result, easy to follow and effective.

Aims:

- to prepare to use English effectively in global business environment;
- to practise various spoken speech types and forms;
- to improve soft skills and practise strategies of effective communication;
- to improve cultural awareness;
- to raise awareness of and practise speaking conventions;
- to raise awareness of and practise functional language (dealing with problems; checking understanding; agreeing and disagreeing, etc.);
- to enrich vocabulary and practise collocations;

Course requirements, grading, and attendance policies

Attendance and Participation

Regular attendance is crucial to doing well in this course. It is absolutely necessary for students not only to be present in class, but to actively participate every time they attend. Students must prepare for in-class work in advance in order to be able to contribute to the discussion. In-class participation grade will include preparation for class (homework) and involvement in the discussion.

Punctuality is essential as it ensures productive and mutually respectful atmosphere in class. In case of being more than 15 minutes late a student will be penalised and may not obtain scores for class participation and attendance.

In emergency situations, students should notify instructors in advance or before the missed class at the latest. To make up for missed classes students can request additional tasks, successful completion of which will not affect the attendance and participation grade. This is possible no more than two times per module.

If a test class is missed, the students can write the test later only if agreed with the instructor before the beginning of the test class, otherwise the test cannot be written and the score for this test is 0 regardless of the reason for absence.

Home assignments

Home assignments, presented after the deadline, will receive a grade 0. Late work is accepted only under extenuating circumstances, if the professor is informed about them before the due date.

Course Grading

Throughout all the four courses, students will gain raw score, which includes:

- small talk
- negotiations
- vocabulary and functional language tests
- class participation
- home assignments

The **course overall grade** is calculated based on the raw score percentage achieved in the module. The resulting figure is transferred to the 5-point scale (e.g. 78 points is 65%, which is equivalent to grade 3).

Grade conversion table

Grade	% of raw score
5+	> 95%
5	90% - 95%
5-	86% - 89%
4+	80% - 85%
4	76% - 79%
4-	70% - 75%
3+	66% - 69%
3	60% - 65%
3-	56% - 59%
2	< 56%

The **overall grading breakdown** for the course is the following:

Class participation and HW	20%
Writing assignments	20%
Speaking assignments	40%
Short quizzes and tests	20%

Make-ups

Make-ups are allowed during the first two weeks of the next module only if a student has got a “2” for the module. The student’s make-up grade will not be higher than 3+ in the first make-up and 3- in the second one.

Course contents

The course duration is 28 contact academic hours in module 3, January – February 2020. Students attend classes once a week, and each session lasts 4 academic hours.

Some discussion topics:

Intercultural differences that affect communication
Cultural dimensions
Networking
International Negotiations
Global Powers and Russia

Oral performance skills:

- Determining the central idea and the purpose
- Three-part format: introduction, body, conclusion
- Rhetorical strategies: cause/effect, comparison/contrast, argumentation, description
- Cohesion means according to the rhetorical mode
- Language and saying it with style (impact)

Soft skills:

- Networking and keeping conversation going
- Active listening strategies
- Being objective through using tentative language
- Resolving conflicts
- Asking for clarification
- Being polite but firm
- Persuasion and impact techniques

Listening skills:

- Comprehend ~95% of the content and meaning of a talk, with the ability to summarize main ideas and record significant details
- Be able to understand humour and the implicit meaning of a message

Description of course methodology

The teaching method pursues the communicative, task-based, and learner-centered approaches to teaching English as a foreign language. During the session, the teacher acts as a facilitator motivating the students to give opinions on controversial topics, and simultaneously teaching them an academic discussion appropriate for a multicultural setting

by employing effective conversation and language patterns. To achieve the learning goals of the course, students at every class are involved in various collaborative tasks: paired and group discussions, brainstorming, role playing, dialogues, peer reviewing.

Besides regular classes, students are encouraged to attend workshops and tutorials organized by consultants at the Writing and Communication Center. They can also gain assistance at individual tutorials.

All open-ended tasks are assessed through rubrics.

Sample tests and rubrics

Student _____ Score ___/24

Small Talk Rubric

Task: you are to have a conversation in pairs and keep the conversation going for at least **8 min** (at least **12 min** for a group of 3). You will be provided with a role card stating the situation.

Criteria	2 points each *	2 points each
Task Achievement	1. Each speaker talks for at least 4 min (altogether); nobody dominates the discussion or stays silent; 2. The speaker sticks to the role card;	1. Each point or new topic builds on or links to the previous one; 2. The conversation is of appropriate register;
Interaction	1. This is a lively natural discussion rather than an ordered set of utterances; 2. When listening to other speakers, shows interest through various active listening strategies;	1. The speaker maintains a good level of eye-contact with the interlocutors; 2. The active listening strategies are used naturally and appropriately;
Language and Strategies	1. The topics discussed are appropriate for small talk; 2. At least 3 functional language expressions are used appropriately;	1. Grammar and vocabulary accuracy: up to 5 non-impeding inaccuracies; 2. Most words are pronounced correctly, up to 2 non-impeding error;

* - please note that if the score in the first column is **less than maximum for any criterion**, the points from the second column of this criterion are **not added** to the score

Test Sample

1) Provide words and expressions from the lists for the definitions below (1 pt)

1. to move similar things from one position or place to another, often to give an appearance of activity when nothing useful is being done _____
2. to be able to live or deal with a situation with difficulty, usually by having just enough of something you need, such as money (phr v) _____
3. to be not satisfied, or achieved _____

2) Fill in the missing words from the functional language expressions (1 pt)

1. Can I _____ the point, please?
2. I _____ what you're saying.
3. I could certainly send those figures to you later. Is that _____?
4. Well, it would take some time to answer that fully, and the detail may not be _____ to everyone.

3) Use the correct verb forms in the sentences below (0.5 pt)

1. One hundred dollars is/are too much for this item.
2. Thirty percent of respondents is/are intrinsically motivated.

4) Make the sentences cautious if necessary (1 pt)

1. It also appears in the development of institutions.
2. Greater clarity should be brought to the meaning of economic development.
3. His second book had a hostile reception.
4. The first year students were fascinated by her lectures.

Course materials

Required textbooks and materials

1. Bown, J., Bown, T., Eggington, W., Talalakina, E. (2017). *Mastering English through global debate*, Georgetown University Press. Higher School of Economics.
2. Powell, M. *International Negotiations*. Cambridge: Cambridge University Press, 2012.
3. Instructor designed materials, 2019-2020.

Additional materials

1. Hancock, M., McDonald A. *Authentic listening*. DELTA Publishing. 2014.
2. Paterson, K. *English grammar and practice for Academic purposes*. Oxford: Oxford University Press, 2013.

Academic integrity policy

Cheating, plagiarism, and any other violations of academic ethics at NES are not tolerated.