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| ***ÇAĞ UNIVERSITY******FACULTY OF ECONOMICS AND ADMINISTRATIVE SCIENCES*** |
| **Code** | **Course Title** | **Credit** | **ECTS** |
| **FLE 101** | Vocational English I | 4 (4-0-0) | **6** |
| **Prerequisites** | **None** |
| **Language of Instruction** | English  | **Mode of Delivery**  |  **Distance Learning (4)** |
| **Type and Level of Course** | **Compulsory/1.Year/Fall Semester** |
| **Lecturers** | **Name(s)**  | Lecture Hours | Office Hours | **Contacts** |
| **Course Coordinator** | Betül Turgay | Wed: 10.00-12.50 | Wed. 13:00-13:30 | betulturgay@cag.edu.tr |
| **Others**  |  |  |  |  |
| **Course Objective**  | **This course aims to enable students to expand their business vocabulary by creating authentic contexts consisting of new words, phrases and collocations, to structure the new business language knowledge by providing comprehensible language input in the course of the term, to improve their reading and listening skills by the assistance of the texts and scripts related to the topic of the week, to build up students’ confidence in expressing themselves in the target language through improving their communication skills and fluency in the target language by the help of in-class practices such as telephoning, negotiating and taking parts in meetings and to improve their writing skills in business format.**  |
| **Learning Outcomes of the Course** |  | Students who have completed the course successfully should be able to | **Relationship** |
| Prog. Output | **Net Effect** |
| 1 | increase the ability to use business English is in general | 1 | **5** |
| 2 | identify business language structures and vocabulary in authentic texts and audio scripts | 1 | **5** |
| 3 | distinguish formal, business English structures and vocabulary from the informal, general English structures and vocabulary | 1 | **4** |
| 4 | express their views and opinions in the discussions about the topics by using business English structures and vocabulary | 1 & 5 | **5 & 4** |
| 5 | dramatize business telephone conversations, negotiations, meetings and presentations | 3 | **3** |
| 6 | make inferences form the articles read, the audio scripts listened or topics discussed | 5 | **4** |
| 7 | criticize the given business situations and point out the problems and recommend solutions  | 1 | **4** |
| 8 | listen for information and take notes | 3 | **5** |
| **Course Description: This course is designed to bring the business world into the classroom. It will combine listening, reading, writing, speaking and grammar activities to provide a variety of learning opportunities of the English language. Through the contents of the coursebook, the students will enlarge their knowledge in different areas of the business world and become more confident in using English terminology relating to the business sector as well as the financial sector of society. Throughout the course, students will be encouraged to use their own experience, knowledge and opinions in order to maximize involvement and learning.** |  |  | 5 | 5 |
| **Course Contents ( Weekly Lecture Plan )** |
| **Weeks** | **Topics** | **Preparation** | **Teaching Methods** |
| **1** |

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| 01 Making contacts (p6)Skills: Reading A blog about conference attendance Skills: ListeningAn extract from a business travel | Textbook Ch.1 | **Discussing appropriate topics& Keeping the conversation going****Contextualization Exercises** |

 | Textbook Ch.1 | **Discussing appropriate topics& Keeping the conversation going****Contextualization Exercises** |
| **2** |

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| Skills: Vocabulary -ConferencesGrammar: Present Simple and Present Continuous Reading :Indigenous People | Textbook Ch. 1 &  | **Inductive teaching of vocabulary** **Discussion & Grammar instruction, exercises** |

 | Textbook Ch. 1 &  | **Inductive teaching of vocabulary** **Textbook Ch. 1 &** **Inductive teaching of vocabulary** **Discussion & Grammar instruction, exercises** |
| **3** |

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| Phrase bank: NetworkingGrammar & Vocabulary review exercises | Textbook Ch. 1 | **Discussion & Role play** |

 | Textbook Ch. 1 & workbook | **Discussion & Grammar exercises** |

 | Textbook Ch. 2 | **Discussion & Grammar exercises** |
| **4** | 02 Making calls ( p13)Skill: Receiving calls: Leaving voicemailsExchanging information on the phone | Textbook Ch. 2  |  Discussion & Roleplay  |
| **5** | Skill:Listening Planning a phone call voice mail messagesTelephone conversationsGrammar-Past Simple, time adverbsReading: Podemos, a party in Spain | Textbook Ch. 2& workbook | **Inductive teaching of grammar & Contextualization Exercises** |
| **6** | 03Keeping track (p20)Checking & clarifying facts and figuresQuerying informationReading : A Critical period in South Africa  | Textbook Ch. 3 & workbook | **Skimming and scanning & Guessing the meaning of words from the context** |
| **7** | Listening: Extracts from meetingsA briefing meetingGrammar: Comparatives and superlativesPhrase bank  | Textbook Ch. 3 & workbook | **Discussion & Team work** |
| **8** | 05 Business travel p.30Skill: Listening Business travel conversationsShort exchanges in British & American EnglishGrammar: Polite question forms | Textbook Ch.5 & workbook | **Inductive teaching of grammar** |
| **9** | 05 Business travel p.30Skill: Listening Business travel conversationsShort exchanges in British & American EnglishGrammar: Polite question forms | Textbook Ch.5 & workbook | **Contextualization Exercises& Inductive teaching of grammar** |
| **10** | Skill: Reading Unity and Muslim worldPhrase bank Business travel | Supplementary material & workbook | **Discussion and Finding the main ideas & Guessing the meaning of words from the context** |
| **11** | 06 Handling callsp.37Skill: Listening Telephone conversationsGrammar: will | Textbook Ch. 6 | **Discussion & Lectures****Inductive teaching of grammar** |
| **12** | Phrase bank Polite requests, Offering assistance, Ending a call | Textbook Ch. 6 & workbook | **Team Work & Contextualization Exercises** |
| **13** | Vocabulary Business trips | Textbook Ch. 6 | **Discussion & Team work** |
| **14** | Grammar Practice 7 General Revision and Feedback  | None | **Discussion & Team work** |
| **REFERENCES** |
| **Textbook** | **Mark Powel in company 3.0 Intermedate B1 Business English Course Book. Macmillan Education Limited .2014 ISBN-978-0-45520-7** |
| **Related links** | **Inspiring new businesses** [**http://www.startups.co.uk/**](http://www.startups.co.uk/)**Internet tycoons** [**http://news.bbc.co.uk/2/hi/uk\_news/674129.stm**](http://news.bbc.co.uk/2/hi/uk_news/674129.stm)**e-brokers** [**http://www.ebookers.com/**](http://www.ebookers.com/)**Presenting your company** [**http://www.presentationmagazine.com/presentation\_company.htm**](http://www.presentationmagazine.com/presentation_company.htm)**Advertising ideas** [**http://www.snopes.com/business/genius/alka-seltzer.asp**](http://www.snopes.com/business/genius/alka-seltzer.asp)**Further useful phrases for students to effectively participate in business meetings:**[**http://esl.about.com/od/businessspeakingskills/a/b\_meetphrases.htm**](http://esl.about.com/od/businessspeakingskills/a/b_meetphrases.htm)**Small talk in business**[**http://www.ivillage.co.uk/workcareer/survive/opolitics/articles/0,,156475\_650932,00.html**](http://www.ivillage.co.uk/workcareer/survive/opolitics/articles/0%2C%2C156475_650932%2C00.html) |
| **Course Notes** | **Azar B. (2003). Fundemantals of English Grammar (3rd ed).**  |
| **Recommended Reading** | **Simon Sweeney, English for Business Communication, 2nd ed. CUP, 2003** **ISBN: 9780521754491** |
| **Material Sharing** |  |
| **ASSESSMENT METHODS** |
| **Activities** | **Number** | **Effect** | **Notes** |
| **Midterm Exam** | **1** | **40%** |  |
| ***Effect of The Final Exam*** | **1** | **60%** |  |
| **ECTS TABLE** |
| **Contents** | **Number** | **Hours** | **Total** |
| **Hours in Classroom**  | **14** | **4** | **56** |
| **Hours out Classroom** | **14** | **4** | **56** |
| **Midterm Exam** | **1** | **30** | **30** |
| **Final Exam** | **1** |  **50** | **50** |
| **Total****Total / 30****ECTS Credit** | **162** |
| **=182/30=6.40** |
| **6** |
| **RECENT PERFORMANCE** |
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