|  |
| --- |
| ***ÇAĞ UNIVERSITY******FACULTY OF ECONOMICS AND ADMINISTRATIVE SCIENCES*** |
| **Code** | **Course Title** | **Credit** | **ECTS** |
| FLE 104 | Freshman English II | 4 (4-0-0) | 6 |
| **Prerequisites** | **FLE103** |
| **Language of Instruction** | English  | **Mode of Delivery**  | **Face to face**  |
| **Type and Level of Course** | **Compulsory/1.Year/Spring Semester** |
| **Lecturers** | **Name(s)**  | Lecture Hours | Office Hours | **Contacts** |
| **Course Coordinator** | Pelin Batman | Tuesday 13.05 /15.45 | Friday 13.00/15.00 | **pelinbatman@cag.edu.tr** |
| **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  | **Relationship** |
| Prog. Output | **Net Effect** |
| 1 | to explain and compare terms and the new jargon of International Relations English. | 1 | **5** |
| 2 | to outline and paraphrase the authentic articles they read on a variety of topics from newspapers or books on International Relations English. . | 1 | **5** |
| 3 | to develop essential communication skills such as making presentations, taking part in team works and negotiating | 1 | **4** |
| 4 | to locate the target language in social situations. | 1 & 5 | **5 & 4** |
| 5 | to analyse international relations strategies | 3 | **3** |
| 6 | to state ideas both in written and spoken language. | 5 | **4** |
| 7 | to identify language structures and vocabulary in authentic texts and audio scripts | 1 | **4** |
| 8 | to investigate the given problems and produce alternative ways of solutions | 3 | **5** |
| **Course Description:** This course is designed to minimize the negative effects preventing student involvement and learning by letting students express themselves freely about real life international business situations. This course presents up-to-date essential business vocabulary, authentic articles about real business situations and living brands, interviews with leading business people to improve students reading and listening skills and case studies based on realistic business problems and situations. All this will allow learners to use the language and communication skills they have developed while working through the course. |
| **Course Contents ( Weekly Lecture Plan )** |
| **Weeks** | **Topics** | **Preparation** | **Teaching Methods** |
| **1** | Unit 7Making decisionsSkill: ReadingArticle about Globalisation | Course Book Unit 7Doing a questionnaire on making decisionsUsing fixed expressions in meetings | Inductive teaching & PresentationBrain Storming & Discussion |
| **2** | Unit 7Skill: ListeningFluency: Using the language of making decisions | Course Book Unit 7 Extracts from a documentaryAn extract from a meetingInterviews with James Bond contenders | Inductive teaching & PresentationBrain Storming & Discussion  |
| **3** | Unit 7Grammar: Conditionals (future reference)Vocabulary: Money and markets | Course Book Unit 7 Making Deals | Inductive teaching & PresentationBrain Storming & Discussion |
| **4** | Unit 8People skills: Influence Skill: SpeakingRole play: Using influencing techniques  | Course Book Unit 8Influencing tactics | Inductive teaching & ExercisesBrain Storming & Discussion |
| **5** | Unit 8Skill: ReadingAfghanistan | Course Book Unit 8 | Inductive teaching & ExercisesBrain Storming & Discussion |
| **6** | Unit 9Small talkSkill: ListeningSkill: Speaking (role play)  | Course Book Unit 9 Completing a questionnaire on cultural awarenessTalking about experiences | Inductive teaching & ExercisesBrain Storming & Discussion |
| **7** | Review Units 7&9 | Course Book Unit 7 &9 Making Deals Company Community | Inductive teaching & ExercisesBrain Storming & Discussion |
| **8** | Unit 10EmailSkill: Speaking Skill: Listening | Course Book Unit 10 Discussing likes and dislikes Listening voicemail messages | Inductive teaching & ExercisesBrain Storming & Discussion |
| **9** | Unit 10Skill: ReadingArticle about Israel and the USAGrammar: Future tensesVocabulary: Exaggeration and understatement | Course Book Unit10 Future forms | Inductive teaching & ExercisesBrain Storming & Discussion |
| **10** | Unit 11PresentingSkill: SpeakingGiving a short presentation | Course Book Unit 11 Discussing qualities of a good presentationPausing, pacing and sentence stressDelivering and structuring a presentation | Inductive teaching & ExercisesBrain Storming & Discussion |
| **11** | Unit 11Skill: ReadingArticle about Iran and Saudi ArabiaSkill: ListeningAn extract from a talk by Guy KawasakiGrammar: Past tenses | Course Book Unit 11  | Inductive teaching & ExercisesBrain Storming & Discussion |
| **12** | Unit 12 Being heardSkill: ListeningGrammar: Modal verbs | Course Book Unit 12 Discussing attitudes to meetingsCompleting a questionnaire on assertiveness in meetings | Inductive teaching & ExercisesBrain Storming & Discussion |
| **13** | Unit 12Skill: ReadingArticle on Operation Peace SpringVocabulary: Meetings | Course Book Unit 12Meetings in different countriesPractising expressions used in meetings | Inductive teaching & ExercisesBrain Storming & Discussion |
| **14** | GENERAL REVISION (UNIT 10/12) | Course Book Unit 10&12  | Inductive teaching & ExercisesBrain Storming & Discussion |
| **REFERENCES** |
| **Course Book** | **IN COMPANY 3.0 INTERMEDIATE 3.0 B1+ MACMILLAN** |
| **Related links** | <http://www.ft.com/intl/markets><http://www.writework.com/essay/discuss-marketing-environment><http://tutor2u.net/business/strategy/business-planning-process.html><http://www.planware.org/strategicplan.htm><http://management.about.com/od/people/Manage_People.htm>[**http://**](http://davidmaister.com/articles/1/39/) **meforum.org** |
| **Course Notes** | Azar B. (2003). Fundemantals of English Grammar (3rd ed). Pearson Education.Leech, G. Cruickshank, B. Ivanic, R. (2001). An A-Z of English Grammar & Usage. Pearson Longman Publishing. |
| **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 | 30% |  |
| **Presentation**  | 1 | 20% |  |
| **Homework** |  |  |  |
| ***Effect of The Activities*** |  | 50% |  |
| ***Effect of The Final Exam*** | 1 | 50% |  |
| **ECTS TABLE** |
| **Contents** | **Number** | **Hours** | **Total** |
| **Hours in Classroom**  | 14 | 4 | 56 |
| **Hours out Classroom** | 14 | 4 | 56 |
| **Homeworks** |  |  |  |
| **Presentation** | 1 | 8 | 8 |
| **Midterm Exam** | 1 | 20 | 20 |
| **Final Exam** | 1 | 50 | 50 |
| **Total****Total / 30****ECTS Credit** | **190** |
| **=190/30=6.3** |
| **6** |
| **RECENT PERFORMANCE** |
|

|  |  |
| --- | --- |
|  |  |
|  |  |

 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |