



English for Professional Communication.

Business English

Syllabus

Requisites of the Course

Cycle of Higher Education	<i>First cycle of higher education (Bachelor's degree)</i>
Field of Study	14 Electrical engineering
Speciality	141 Power engineering, electrical engineering and electromechanics
Curriculum	Foreign language
Type of Course	Elective
Mode of Study	full-time
Year of Study/ Semester	Forth year/ Semester VII
ECTS workload	1.5 credits (ECTS). Total number of hours is 450, including 36 hours of classroom work, and 9 hours of self-study.
Testing and Assessment	Fail/Pass test
Course Schedule	One lesson a week by the timetable http://rozklad.kpi.ua/
Language of Instruction	English
Course Instructors	Tetiana Maslova Phone: 044 204 81 99 E-mail: Tetiana.Maslova@i11.kpi.ua
Access to the Course	Sikorsky Distance Learning Platform

Outline of the Course

1. Course description, goals, objectives, and learning outcomes

The curriculum of “Foreign Language for Professional Purposes” educational program is part of the training in humanities and social and economic studies, and intends to develop foreign language communicative competence required for interaction in everyday and professional contexts. It is based upon the principles of interdisciplinarity, which influences the content and goals of the course. In fact, in today’s world of the growing international cooperation, an increasing number of business agreements and exchange programs between the countries, and adoption of the Bologna process in Ukraine’s higher education, English language skills are viewed as an essential component of professional competence.

The goal of the “English for Professional Communication I. Business English” course is to enable forth year students to improve their English language knowledge and skills up to B2 level so that they could communicate effectively in various types of social, academic, business and professional contexts of intercultural communication. They acquire the necessary specialist vocabulary, and develop basic skills of document management, business correspondence, presentation and negotiation skills.

2. Prerequisites and post-requisites of the course

Pre-requisites: having not lower than B1+ level of English (CEFR), acquired after successfully completing “Practical English Language Course for Professional Communication”.

Post-requisites: achieving B2 level of English (CEFR), which allows students to take the Standardized Entrance Test for Foreign Languages (EVI) in order to apply for a Master’s degree academic program at universities in Ukraine.

3. Content of the course

Semester VII

- Module 1. The visit of a foreign partner. Review of present tenses.
- Module 2. Types of electric current. Review of past tenses.
- Module 3. Induction and inductance. Conditional clauses.
- Module 4. Job hunting. British vs. American English.
- Module 5. Three phase power. The Participle.
- Module 6. On a business trip. Gerund vs. Infinitive
- Module 7. Mains electricity. The Infinitive.
- Module 8. Hysteresis. Identifying/ Non-identifying relative clauses
- Module 1. Introduction to the energy business.
- Module 2. Transformers. Principles of operation.
- Module 3. Transformers. Methods of cooling.
- Module 4. Writing an impressive CV.
- Module 5. Markets and customers.
- Module 6. Current transformers.
- Module 7. Voltage transformers.
- Module 8. Successful interviews.
- Module 9. At the exhibition.
- Module 10. Protecting the environment.

4. Coursebooks and teaching resources

Coursebooks:

1. Campbell, S. English for the Energy Industry. (2008). Oxford: Oxford University Press
2. Downes, C. Cambridge English for Job Hunting. (2008). Cambridge: CUP.
3. Hastings B. (2011). Longman Exam Accelerator (B2) Longman.
4. Богацкий, И. С., Дюканова, Н. М. (2003). Бизнес-курс английского языка. 5-е изд., испр. К.: «Логос».

Supplementary teaching resources:

1. В. В. Кирик, В.В., Маслова Т.Б. (2015). *Electrical power networks and systems. Operation modes of open networks*. навч. посіб. Київ: НТУУ "КПІ".
2. Clarke, S. (2008). *Macmillan English Grammar in Context. Intermediate*. Macmillan.
3. Dooley, J. & Evans, V. (2007). *Grammarway 3*. Express Publishing.
4. Ibbotson, M. (2008). *Cambridge English for Engineering*. Cambridge: CUP.
5. Ibbotson, M. (2010). *Professional English in Use Engineering: Technical English for Professionals*. Cambridge: CUP.
6. Mann, M., Taylore-Knowles, S. (2013) *Destination B2*. Macmillan.

Online resources:

English for Future Engineers. <https://do.ipu.kpi.ua/course/view.php?id=199>
CV. Europass online editor: <https://europass.cedefop.europa.eu/editors/en/cv/compose>
Interviews and assessment: <http://www.academiccareer.manchester.ac.uk/interviews/>
<https://www.teachingenglish.org.uk/resources/adults/english-business>
<https://learnenglish.britishcouncil.org/business-english>
<https://www.bbc.co.uk/learningenglish/>

Course Overview

5. Methodology

The general approach to teaching the “Foreign language for professional purposes” course combines best practices of learner-centered and profession-oriented communicative ESP techniques, which ensures obtaining professional communication competence as a result of learning English by using it for real-life tasks.

The learning process is focused on the learners' abilities, needs, and interests so that to encourage the development of such personality traits as self-determination, creativity and internal motivation. The classroom work encourages students to communicate in the target language on a range of professional topics, to use authentic business and engineering English language resources, to develop their research and business writing skills. The lesson objectives and range of activities are relevant to the goals of the "Foreign language for professional purposes" course and are described in more detail in the curriculum.

6. Self-study

Self study is essential for students to get most out of their learning experience outside the classroom and include doing homework assignments, revising for the lessons, and performing individual tasks, which help students consolidate and apply their knowledge in practice. The main types of individual tasks are completing the online courses on Sikorsky Distance Learning Platform, creating interactive posters and presentations, taking virtual trips, writing an essay and/or a conference abstract, fulfilling tests of different levels of complexity, and so on.

The purpose of writing the essay is:

- to expand the knowledge of certain disciplines that students study for their professional growth and development through the search and analysis of English academic and scientific literature and Internet resources;
- to improve reading sub-skills, such as skimming and scanning reading of research papers;
- to develop and enhance self-study and research skills to process English academic and scientific resources;
- to implement the concept of interdisciplinary for professional purposes;
- to further develop the ability to logically structure, present and analyze academic texts;
- to foster students' motivation for professional development, etc.

Attendance Policy and Assessment

7. Attendance policy

To successfully complete the course students need to be on time to attend the lessons according to the timetable, to regularly study coursebook materials, and to use supplementary learning resources to fulfil self-study assignments. As most of the student's performance score is based on continuous assessment of individual and group work during the classes, skipping the lessons will prevent students from getting the maximum number of points.

The principles of assessment as well as the rating and grading system are introduced to students at the first lesson of the course. During the first lesson students also take a placement test to demonstrate their English language level and the results of the test help differentiate the content of the course.

During the course, writing an essay/ a conference abstract, presenting at a conference, taking part in a language contest/ university project will bring rewarding points added to the student's performance score.

According to the Code of Honour of the university (<https://kpi.ua/code>) students are expected to adhere to the code of academic integrity and ethical conduct and are always self-disciplined, well-behaved, considerate, honest and responsible.

Academic integrity

The policy and principles of academic integrity are defined in Section 3 of the Code of Honour of the National Technical University of Ukraine "Igor Sikorsky Kyiv Polytechnic Institute". Read more here <https://kpi.ua/code>

Code of ethics

Code of ethics for both students and employees is defined in Section 2 of the Code of Honour of the National Technical University of Ukraine "Igor Sikorsky Kyiv Polytechnic Institute". Read more here <https://kpi.ua/code>

8. Monitoring and grading policy

At the first lesson of the course students are introduced to the rating system of performance, which is based on the university regulations on the academic performance and grading system, as stated in https://document.kpi.ua/files/2020_1-273.pdf

The continuous assessment of student performance during the course suggests that the 100-point score comprise getting maximal 5 points obtainable for classroom work at 16 lessons during semester, doing the 10-point Final Revision Test, and writing and presenting an essay related to the area of Bachelor's project research. Thus, the maximum score of 100 points will include:

80 points: 5 points for 16 lessons
Final Revision Test: max. 10 points
Essay Presentation: max. 10 points

Classroom work includes fulfilling the homework assignments, studying the coursebook materials, and taking part in group discussions.

Final Revision test consists of the following tasks:

- Listening (max. 10 points)
- Reading comprehension (max. 20 points)
- Use of English: Vocabulary (max. 10 points)
- Use of English: Grammar (max. 20 points)
- Translation practice (max. 10 points)
- Speaking: Production (max. 5 points)
- Speaking: Interaction (max. 15 points)

All points are multiplied by 0.1 so that the maximum one can get is 10 points.

Essay presentation evaluation check:

1. Relevance of research/ Clear objectives.
2. Content/ Discussion of topic.
3. Organization/ Structure.
4. Layout/ Referencing.
5. Language use/ Fluency.
6. Presentation style/ Visual aids.

Essay presentation score:

Based on how much the essay meet the standards, the student will receive:

90 % - 100% – 10 points.

80% - 90% – 8-7 points.

65% - 80% – 6-5 points.

50% - 65% – 5-4 points.

Lower than 40% - below standards.

According to the university regulations on the monitoring of students' academic progress (https://kpi.ua/document_control) there are two assessment weeks, usually during 7th/8th and 14th/15th week of the semester, when students take Progress and Final Revision tests respectively, to check their progress against the criteria of the course assessment policy.

At the final lessons of the course students will add their rewarding points, if there are any, to the performance score, and in case it is in total higher than 60 points they may like to get their Pass instead of taking the Fail/ Pass Test.

Students whose final performance score is 30-60 points have to take the Fail/ Pass Test in order to complete the course.

Students whose score is below 30 are not allowed to take the Fail/ Pass Test.

The final performance score or the results of the Fail/ Pass Test are adopted by university grading system as follows:

Score	Grade
100-95	Excellent
94-85	Very good
84-75	Good
74-65	Satisfactory
64-60	Sufficient
below 60	Fail
Course requirements are not met	Not Graded

9. Additional information about the course

Learning outcomes of non-formal/informal education, such as an international certificate of B2 level and higher, can be accepted as the academic performance of the course if allowed by the relevant university regulations. Read more here: https://document.kpi.ua/2020_7-177

Syllabus of the course

is designed by Tetiana Maslova, Senior Lecturer

(academic title/ full name, position/ scientific degree)

adopted by Department of English for Engineering № 1 (Protocol # 6 , 20 Jan 2021)

approved by the University Board of Methodology (Protocol #7, 13 May 2021)