

SYLLABUS

Field: Economic Sciences and Management, **Branch:** Management Sciences

Specialty: English

Semestre : I

School year : 2023/2024

Identification of the teaching subject

Titled: Business English

Teaching unit: Cross disciplinary

Number of Credits: 1

Coefficient : 1

- **Total weekly hourly volume: 1h30**
- Course (number of hours per week):
- Tutorials (number of hours per week): 1h30

Head of teaching subject

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Course time and location: / Room : Sunday: 13h00 – 16h00, Wednesday: 13h00-16h00

Description of the teaching subject

Prerequisites:

- Use of key economic terms related to general economic English.
- Writing basic forms of texts related to economic English topics.
- The ability to understand spoken English and also to express oneself correctly in English.
- Ability to use different grammar points correctly.

Learning objectives:

Course content:

These lessons are intended to be an interesting and stimulating course in Business English for second year students. It combines lively and authentic materials from a wide range of business sources and is suitable for pre-service students (people who are intending to work in business).

The course provides the necessary practical writing, reading, speaking and listening skills for students who will need English in a business environment. Moreover, it enhances students' ability to communicate in English during presentations, small talk, meetings, and negotiation.

It also builds up students' knowledge of essential business vocabulary and grammar in 13 short units designed to take a maximum of three hours' classroom time each.

Assessment Methods

The nature of the assessment:	Percentage weightings:
Exam	60%
Mini-tests	10%
Tutorials	5%
Practical Assignments	
Personal Project	15%
Group Work	10%
Field Visits	

Attendance	
Other :	
Total	100%

References & Bibliography

Textbook (Main Reference) :		
1. English for Business Studies : A Course for Business Studies and Economic Students	Mackenzie. I	Cambridge University Press. 2001
2. Business Vocabulary in Use	Mascull. B	Cambridge University Press. 2010
3. The Business	Allison.J and Co	Macmillan, England.2012
4. Grammar for Business	McCarthy. M, Clarck. R.	Cambridge University Press. 2011
5. Collins COBUILD Business Vocabulary in Practice	Robbins. S	Harper Collins Publisher. 2004
6. How to Write Effective Business English	Talbot. F	Kogan Page, London.2009
7. Market Leader: International Management	Pilbeam.A	Pearson Longman.2008
Website :		
https://learnenglish.britishcouncil.org/		

Course Schedule

Week	Course Title	Date
Week 1	Opening session	October
Week 2	Finance and Economic Activities. Part one	October
Week 3	Finance and Economic Activities. Part two	October
Week 3	Money and Banking. Part one	October
Week 4	Money and Banking. Part two	November
Week 5	Making a business Presentation. Part one	November
Week 6	Making a business Presentation. Part two	November
Week 7	Grammar Consolidation	November
Week 8	Management: An Art or a Science. Part one	December
Week 9	Management: An Art or a Science. Part two	December
Week 10	Management and Cultural Diversity. Part one	December
Week 11	Management and Cultural Diversity. Part two	January
Week 12	Production and Quality Management. Part one	January
Week 13	Production and Quality Management. Part two	January

Model Lesson

Management and Cultural Diversity

- **Diversity** is a term used to describe a group of people with different ethnicities, gender, age, religion, cultural backgrounds, education, language, abilities, beliefs, etc.
- **Diversity in the workplace** refers to having employees that include at least some of the diverse characteristics mentioned above. **It** is something that's rapidly becoming a priority in the business world, and although a diverse workforce provides lots of benefits, it's something that must be implemented in a smart way to achieve higher productivity, profit, and to stay competitive.

1- Work in pairs. Read the following definitions then discuss the question below.

- How important it is for business people to have good cultural awareness?

- **Culture:** The customs, institutions and achievements of a particular nation, people or group.
- **Cultural awareness:** the ability to understand the culture of the people you are meeting and behave appropriately.
- **Culture shock:** is an experience a person may have when one moves to a cultural environment which is different from one's own.
- **Dress code:** is a standard of dress established for a given environment, as in the military, in a school or business, or in a cultural group
- **Body language:** refers to reactions with your body language, including your facial expression, gestures, and stance.
- **Multinational Corporation:** is an enterprise whose business activities occur in at least two countries.
- **Global warming:** is the unusually rapid increase in Earth's average surface temperature over the past century primarily due to the greenhouse gases released by people burning fossil fuels.
- **Transnational companies:** is one that owns and performs economic activities in different countries around the world.
- **World Trade Organization (WTO):** is the only global international organization dealing with the rules of trade between nations.
- **Franchise:** is a type of license that grants a franchisee access to a franchisor's proprietary business knowledge, processes, brand...etc. Thus allowing the franchisee to sell a product or service under the franchisor's business name in exchange of initial start-up fee and annual licensing fees.

2- Read the following statements and decide which you agree with more. Discuss your ideas with your partner:

'I don't think that studying different cultures is very important anymore. The world is a much smaller place than it was 50 years ago. English has become an international language, and many brands are known all over the world. Cultural differences have become smaller and people have become more similar to each other'.

'The fact that the world has become smaller means that it's more important to know about other cultures, not less. People still grow up within a particular culture and they are still greatly influenced by it. That hasn't changed just because we now have international brands and an international language.'

A) Cultural awareness:

Activity 1: Work in pairs. Complete the sentences (1-8) below with the correct country or region from the box. Some countries can be used more than once:

Asia Thailand Latin America The Middle East
 Germany China Scandinavia Southern Europe
 Northern Europe The UK Europe Finland The USA

- a- In.....and....., people stand about 50 to 70 cms away from each other.
- b- In ,and....., people tend to stand closer to each other.
- c- These cultures also prefer more direct eye contact, but in most parts of.....people prefer a minimal eye contact.
- d- In , you should not touch people on the head.
- e- In.....,....., and..... the business culture is more task- oriented.
- f- In..... and..... the business culture is based more on personal relationships.
- g- In.....and....., people tend to feel that '*time is money*'.
- h- Business meetings and negotiations in..... tend to be direct and to the point. Not much time is spent on small talk or building personal relationship.

B) Cultural diversity is becoming a significant management issue because of the factors such as **globalization** and an increasing number of **cross-border** (international) partnerships. Based on his experience at IBM, Geert Hofstede developed a framework for understanding **cultural differences** and managing problems that can arise because of lack of **cultural awareness**. He identified 4 dimensions for defining work-related values associated with national culture:

1-Power distance: the way people perceive power differences and how a society handles inequalities and differences in statuses (**low power-distance/high power-distance culture**)

2-Individualism /collectivism: behavior towards the group. In **individualist** societies, such as the USA, **the connections** between individuals and the company are unique. Every employee is viewed as an **independent entity** and has a high level of personal responsibility. In **collectivist** societies, such as in China, employees are part of strong groups, which protect them in exchange for their **loyalty** – feeling that they will do nothing to harm the group. The relationship between employer and employee or business partners is based on **trust** and **harmony**.

3-Masculinity/ femininity: behavior according to characteristics associated with the genders.

4-Uncertainty avoidance: the need for structure and clear structures.

Activity 2: Complete the sentences using appropriate forms of words and expressions from B:

- 1- Those fromcultures are more likely to describe themselves as part of a social group with statements such as "I am a student, from Oxfordshire, part of a private flying club," whereas people

from..... cultures will present more personal information like characteristics and preferences: “I am shy, I want to be a doctor, I like pizza.”

- 2- He is a man with a strong sense of moral responsibility and a commitment to.....between individuals and communities.
- 3- It was a difficult decision the business partners had to make, but because they have the..... of the employees, it was quickly accepted.
- 4- This department must show a high level of groupand expect high performance levels to be achieved by each team member.
- 5- Isn't there any middle ground betweenand the selfless call for..... ? Why must it be one or the other?
- 6- It's not easy for this team to work together; they all think of themselves as.....
- 7- According to Hofstede, reflects the extent to which members of a society attempt to cope with anxiety by minimizing uncertainty.
- 8- Sweden is a..... Managers are accessible and approachable and there is a tradition of employees being involved in decision-making as part of a team of equals – everyone's opinion is treated equally.
- 9- France is a Managers are usually more distant and remote.

C- Cultures and culture: Culture is the ‘way we do things round here’. ‘Here’ might mean a country, an area, a social class or an organization such as a company or school. It includes values – things that people think are important – and beliefs – things that people believe in.

For example, you talk about:

business	} culture	the way that companies in general behave, the way business is done, etc. in a particular place
company or corporate		the way a particular company works and the things that its employees believe are important
long-hours		where people are expected to work a long time each day
macho		the values typically associated with men – strength, etc.
sales		when selling is seen as the most important thing in an organization, rather than other activities
learning		when learning and innovation are seen as important

-But you must be careful of **stereotypes** – fixed ideas that may not be true.

Activity 3: Look at C above. Which word combination with ‘culture’ relates to each of the following?

- 1- The men really dominate in this company – they don't make life easy for women at all. All they talk about is football.
- 2- They say that if you go home at 5.30, you can't be doing your job properly. But I'm going anyway.
- 3- We're all encouraged to go on courses and to keep up our specialist knowledge.

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- 4- There was a time when managers could only wear white shirts in this particular company, things are a bit less formal now. (2 expressions)
- 5- In this country, it's easy to do business and there's very little bureaucracy.
- 6- All the chief executives in the company's history have had a background in selling.

Business in Finland:

The following text is from a guidebook about doing business in Finland. Work with a partner and make a list of what you already know about Finland, thinking about the following:

- Country and climate.
- leisure activities
- famous companies

Activity 4: Skim each section of the text quickly and choose the correct heading (a-g) from the list below. There is one heading that you don't need. Write the correct heading in each gap (1-6).

Doing business in Finland

1.....

Most Finnish people will introduce themselves officially and give their first and last name as they shake hands. After this, they are likely to be informal and use your first name.

2.....

Business meetings and negotiations in Finland tend to be direct and to the point. Not much time is spent on small talk or building personal relationship, so Finnish business people may feel impatient if overseas clients spend a long time on this. Negotiations are generally held in offices, not in restaurants.

3.....

Finnish people tend to be very punctual and also expect it of others. Visitors should avoid arriving late, as this is considered impolite.

4.....

They usually speak directly and clearly. Unlike in some cultures, 'yes' means 'yes' and 'no' means 'no'. They are also not embarrassed by silence and do not necessarily feel the need to fill the gap in a conversation.

5.....

People in Finland are generally comfortable with silence so there does not always have to be conversation. However, safe topics would be the weather, sport, travel and hobbies.

6.....

Visitors are normally taken to restaurants, although in business life, long lunches are not common. Finnish hosts may also invite their guests to the sauna (men and women go separately) and it's polite to accept.

a- Small talk

e- Communication style

b- Task or relationship focused?

f- Pastimes in Finland

c- Level of familiarity

g-Attitudes time-keeping

d- Entertaining

D)Cross-cultural communication:

Here are some more areas for potential cultural misunderstandings.

a- Distancewhen talking to people – What is comfortable?

b- Eye contact– How much of the time do people look directly at each other?

c- Gesture – Do people make a lot of facial gestures? How much do they move their arms and hands?

d-Greetings/goodbyes– Do people shake hands every time? Are there fixed phrases to say?

e-Humor– Is this a good way of relaxing people? Or is it out of place in some contexts?

f- physical contact– How much do people touch each other?

g-Presents– When should you give them? When should you open them?What should you say when you receive one?

h-Rules of conversation and the **role of silence** – How long can people be silent before they feel uncomfortable? Is it acceptable to interrupt when others are speaking?

Activity 5: Match one of the items of advice (1–8) relating to different cultures with each point (a–h) in D above:

- 1- Don't start speaking immediately after the other person finishes – it shows you're considering what they said.
- 2- It's probably best not to tell jokes at all – avoid the danger of your humor not being appreciated!
- 3- When you receive a gift, open it immediately and thank the person at length.
- 4- Don't touch people's heads – adults or children.
- 5- Remember to shake hands each time you say goodbye.
- 6- Stand about a meter and a half away – people feel more comfortable at this distance.
- 7- Feel free to underline your points using your hand and arm, but don't overdo it!
- 8- Look the other person in the eye for about half the time.

Activity 6: Now write some similar pieces of advice about doing business in your country, using at least three of the headings (a-g)