English for the Workplace

Programme(s) in which it is offered: B.Com, BBA, BA (Sanskrit), B.Voc., B.A.B.Ed., B.Sc.B.Ed., Integrated Masters

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Course Category: Proficiency	**Schedule of Offering**: Even
Course Credit Structure: 3	**Course Code:** LL135
Total Number of Hours: 45	**Contact Hours Per Week:** 3
Lecture: 3	**Tutorial:** 0
Practical: 0	**Medium of Instruction:** English
Date of Revision: 21-12-2020	**Skill Focus:** Life Skills
Short Name of the Course: EWP	**Course Stream** *(Only for Minor Courses)*: n/a
Grading Method: Regular	**Repeatable:** Credit/Audit/Repeatable
Course Level: Intermediate	

Course Description

This course seeks to develop further the concepts discussed in the first semester courses 'Everyday English-1' and 'Everyday English-2'. In keeping with the functional and communicative approach to teaching language, this course will build on the students' knowledge of how to use English for general communicative functions and move towards equipping learners to use English for more specialized communication in the context of the workplace. This course will thus include sessions on various professional language-related skills, including professional communication over email and the telephone, meeting etiquette, and basic presentation skills.

Course Introduction

English is a language of choice for many businesses and professional transactions around the world. General English competence alone is sometimes not sufficient to be able to function effectively in a workplace, since professional communication uses a specialised vocabulary and demands that certain etiquette be followed. This course prepares students for their future professional careers, by equipping them with the basic linguistic skills that they need to function effectively in the workplace.
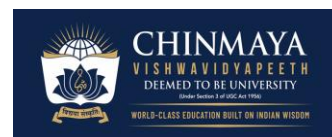
Course Objective

1. Enable students to be competent communicators in English, in various standard professional situations.
2. Give students a working knowledge of professional etiquette, so that they can comport themselves well at any workplace.

Course Outcome

At the end of this course, learners will be able to:

1. Understand and participate in professional discussions in English
2. Understand non-technical texts in English, in professional contexts
3. Communicate effectively, using proper etiquette, in several professional situations, including meetings, discussions, and negotiations
4. Write well-organised and informative short reports in English, in professional contexts
5. Write clear and precise formal letters and emails in English
6. Make clear and precise short presentations in English, in professional contexts

PO-CO Mapping

PO-CO Mapping Matrix

| CO/PO Mapping	PO1	PO2	PO3	PO4	PO5	PO6
CO1						
CO2						
CO3						
CO4						
CO5						
CO6						

Prerequisites and other constraints

Since this course will be taught in English, students taking this course must be comfortable with reading, writing, listening, and speaking in English. Students must be willing to actively engage in classroom discussions and communication tasks. There are no other prerequisites.

Pedagogy

The teaching methodology will be mostly function-oriented. After the introduction of
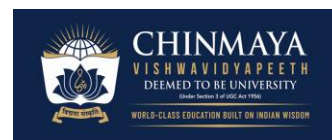
concepts, students will be required to practise by way of exercises and group tasks. Other pedagogical tools such as language games, discussions and role play techniques may also be used, depending on the need. Enough time has been allotted within each class session for practising the various skills being studied.

Suggested Reading:

Primary Texts:

1. Schofield, J. (2012). *Workplace English -1.* Collins.
2. Schofield, J. (2012). *Workplace English -2.* Collins.
3. Sweeney, S. (2004). *Communicating in business: a short course for business English students: cultural diversity and socializing, using the telephone, presentations, meetings and negotiations. Student's book.* Cambridge University Press.

Recommended Reading:

1. Byrne, T. (2004). *English File Business (Upper Intermediate).* Oxford University Press.
2. Mascull, B. (2002). *Business Vocabulary in Use.* Cambridge University Press.
3. Evans, D. (2000). *Business English Verbs.* Penguin English.

Evaluation Pattern

It is extremely important in this course for students to be able to demonstrate what they have learnt in situations that simulate authentic professional contexts, and hence role plays and group discussions constitute a crucial evaluation component here. Individual progress will also be measured through quizzes, presentations, a mid-term examination, and a final project.

(The evaluation matrix is given on the next page)

Evaluation Matrix

	Component Type	Weightage Percentage	Total Marks	Tentative Dates	Course Outcome Mapping
Continuous Internal Assessment (CIA) Components*	Quizzes (5x)	10 % 0f CIA Marks	10	Fortnightly	2, 3, 4, 5, 6
	Mid-Semester Examination	20% of CIA Marks	40	Week 7	1, 2, 3, 5
	Group discussion	10% of CIA Marks	10	Week 5	3
	Class Presentation	10% of CIA Marks	10	Week 13	6
	Role Plays (2x)	20% of CIA Marks	20	Week 3; Week 10	1, 3
	Assignment	10% of CIA Marks	10	Week 11	4, 5
	Project	20% of CIA Marks	20	Week 15	1, 2, 3, 4, 5
	CIA Marks	100 % (To be converted to 100% of course total)	120	---	---

 * The assignments involved in CIA will be subject to plagiarism checks. A submission with unexplained similarities exceeding 30% for Undergraduate courses, 20% for Postgraduate courses and 10% for PhD courses will be reverted for resubmission. The final submission is subject to score penalization as defined by the course instructor at the start of the course, with a clear communication of the same to all the registered candidates.

Module Sessions

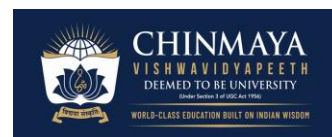## Module 1: Introduction   (5 Hours)

1. Understanding business contexts
2. What is special about 'Business English'?

Reading:

1. Mascull, B. (2002). *Business Vocabulary in Use*. CUP, p.10-19.

2. Evans, D. (2000). *Business English Verbs*. Penguin English, p.11-22.

Activities:

a) Discussion 1: What is different about English at the workplace?

Module 2: Formal English   (7 Hours)

1. Talking about the workplace
2. Vocabulary for formal English
3. Email and letter writing
4. Meeting and greeting people at the workplace
5. Speaking on the telephone

Reading:

1. Mascull, B. (2002). *Business Vocabulary in Use*. CUP, p.20-61.
2. Evans, D. (2000). *Business English Verbs*. Penguin English, p.23-58.

Activities:

a) Exercise 1: Practising writing professional emails
b) Exercise 2: Practising workplace telephonic conversations

Module 3: Work-related functions and etiquette   (10 Hours)

1. Working in a team: discussing and convincing
2. Complaining and responding to complaints
3. Negotiating
4. Speaking and listening at professional meetings and conferences
5. Skimming and scanning for information
6. Etiquette, cultural sensitivity, and behavioural language

Reading:

1. Mascull, B. (2002). *Business Vocabulary in Use*. CUP, p.62-87.
2. Evans, D. (2000). *Business English Verbs*. Penguin English, p.59-82.

Activities:

a) Exercise 3: Simulating a business meeting
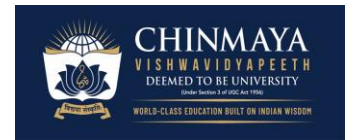b) Exercise 4: Situational practice: professional etiquette

Module 4: Writing at the Workplace   (10 Hours)

1. Report Writing
2. Summarising
3. Writing memos and formal invitations

4. Drafting official statements

5. Preparing CVs and personal statements

Reading:

1. Mascull, B. (2002). *Business Vocabulary in Use*. CUP, p.88-115.

2. Evans, D. (2000). *Business English Verbs*. Penguin English, p.83-106.

Activities:

a) Exercise 5: Writing a memo

b) Exercise 6: Writing a sample personal statement

Module 5: Presentation Skills   (10 Hours)

1. Presentations at the Workplace

2. Speaking to persuade and convince

3. The 4 Ps of presentation

4. Body language and eye contact

5. Engaging the audience

Reading:

1. Mascull, B. (2002). *Business Vocabulary in Use*. CUP, p.116-141.

2. Evans, D. (2000). *Business English Verbs*. Penguin English, p.107-130.

Activities:

a) Exercise 7: Presentation Design task

b) Exercise 8: Practising effective body language

Module 6: Conclusion   (3 Hours)

1. Reviewing Business English vocabulary

2. Reviewing formal language and writing skills

3. Reviewing presentation skills

Reading:

1. Thaker, A. (2019). *How internet lingo is changing the English language — and why it matters in the workplace*. https://www.geekwire.com/2019/internet-lingo-changing-english-language-matters-workplace/

Activities:

a) Discussion 2: Changes to workplaces and language in recent times