

QUINDIO UNIVERSITY

Economics, Administrative and Accounting
Sciences Faculty

BUSINESS ADMINISTRATION PROGRAM

SYLLABUS



COURSE:

**BILINGUAL COMMUNICATIVE PROCESSES
COMMON EUROPEAN FRAMEWORK (B1)**

2020-1

I. DATA SHEET
1. Número de créditos académicos :
2. Facultad que lo ofrece: Ciencias Económicas y Administrativas
3. Campo de formación: Profesional
4. Código: por definir según nueva malla curricular.
5. Naturaleza del curso: Teórico
6. Semestre : VI
7. Prerrequisitos: INGLES EMPRESARIAL
8. Docente: según asignación propia del programa de negocios.
9. Periodo Académico: I – 2020
10. nivel de inglés según el Marco Común Europeo: (B1)
II. PRESENTATION
This course will be a theoretical subject, in which the future professionals of BUSINESS ADMINISTRATION will have to make a proper use of their knowledge of the basic structures of the language, in this case English, since based on the students' learning process, they will develop proper communicative skills specifically related to their professional field.
III. EDUCATIONAL PURPOSE
This course reflects the needs that the future professionals of BUSINESS ADMINISTRATION have when learning a second language, not only applied to the professional profile of the career of BUSINESS ADMINISTRATION but also in any other subject, which means that they must have an appropriate management of a foreign language. That is to say that the students have to develop the ability in a communicative way to perform adequately in the English language.
IV. OBJECTIVES - General objective
To help the students with the process of approaching to the English Language giving them the basic linguistic competences in the field of grammar, reading, writing, listening and speaking in order to comprehend texts written in English and to communicate orally so that they can interact using the target language (English) in their professional lives.
Specific objectives
To develop in the students the skill to use the knowledge in the English language so they can apply it in a dynamic and creative way in their professional lives. At the end of the course students will appreciate the value of learning English as a foreign language because it will allow them to become aware of other cultures and to have more access to new possibilities given by the English language and the foreign cultures that use it in the field of the BUSINESS ADMINISTRATION .
V. JUSTIFICATION
For the future professional in BUSINESS ADMINISTRATION , it is of great importance to face the different professional situations in which he or she will have to use the L2, (English) and in this particular case, it is mandatory the need to reinforce the basic knowledge which leads to the improvement of the different levels of the foreign language contextualized in the BUSINESS ADMINISTRATION field and in general culture.

VI. TRANSVERSALITY

English has been cited as the major language of international business. It is the widest spread language in the world. English has become a major international language for worldwide communication. Proficiency in English is a mandatory requirement for any professional working in a global business environment. It will surely be an advantage in interviews, thus giving you more opportunities to widen your career prospects. Or, if you are not looking for a new job, having the confidence and ability to speak Business English is one way of enhancing your potential for earning by making you stand out for career advancement or promotions. Business English can refer not only to the study of business English vocabulary used in the fields of trade, business, finance, or international relations; but also, to the study of techniques about business presentations, negotiations, correspondence, writing and other skills needed for business communications.

VII. COMPETENCES

Due to the characteristics in which the communicative bases of the foreign language for the business English course are established in a more fluent way and as an introduction to more advanced communicative levels, the B1 level (Independent User), of the **Common European Framework** was taken and the following skills will be developed:

Regarding to knowledge:

- The student of the Independent User level of English will know how to recognize grammar structures applied to different linguistic contexts such as: listening, speaking, reading and writing.
- The student will be able to develop an interaction level which will allow him or her to communicate applying the communicative tools of English in the different linguistic contexts, not only in his or her professional field, but also in the personal and social environment where he or she can express thoughts with facility and in a general clear way.

Regarding to Be:

- The student will understand the importance that English has in his or her **BUSINESS ADMINISTRATION** career as a second language due to its applicability in the different academic and professional contexts because he or she has more solid bases which will allow him or her to view in a clearer way the relationship between his or her profession and the English language.

Regarding to know how to do:

- The student will be able to recognize and apply the English language structures in different communicative contexts related with business and/or personal topics of interest.
- He or she will generate communicative spaces where its performance will facilitate a more elaborated interaction with English speakers or who use English as a way for communicating.

Note: The previous objectives belong to the ones that are demanded by the **Common European Framework** for the English language teaching as a foreign language, contextualized to the needs of the **BUSINESS ADMINISTRATION** program.

VIII. METHODOLOGY

The task-based and communicative approach (Nunan, 1991) will be our main central part of methodology in this course, and then the improvement of the content, activities and topics, will be based on the real world of business and its management. Consequently, all the classroom activities and content will emphasize on the future business manager and real situations which will be centered on the learners. Besides, to make the learning process effective and meaningful. Besides, the four skills will be integrated and group work will be the main activities implemented in the projects and workshops such as interviews, data collection, surveys, etc.

IX. PROBLEMATIC NUCLEI

- Do I have the knowledge, skills and characteristics that allow me to perform actions?
- Can I act using specifically linguistic means?
- Do I have the sum of the individual characteristics, personality traits and attitudes which concern, for example, self-image and one's view of others and willingness to engage with other people in social interaction?

X. THEMATIC AXES

PRIMER ENCUENTRO TUTORIAL

TOPIC READING AND WRITING	VOCABULARY	GRAMMAR
Talent management in China and India: A comparison of management perceptions and human resource practices.	Talent management in China and India: A comparison of management perceptions and human resource practices article.	Relative pronouns. First and third conditionals.

INSTRUCTIVO DE BÚSQUEDA

1	Ingresa a: https://ac.els-cdn.com/S1090951613000825/1-s2.0-S1090951613000825-main.pdf?_tid=1bea8666-e43f-11e7-8c3d-00000aab0f6c&acdnat=1513634716_1f03fafb63da3539a390f1b6abed9c01
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2	Desarrolle las actividades indicadas por el tutor o las indicadas en la guía Académica.
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FIRST EXAM

Based on the topics taught in this session. Reading comprehension. Speaking. Grammar.

WORKSHOPS

These workshops should be loaded on the platform before the due date established in the minutes meeting.

FOCUS ON: (LISTENING, READING, SPEAKING, GRAMMAR AND WRITING)

1. Grammar workshop.
2. Listening exercises related to the lectures.
3. Vocabulary crossword puzzle.

SEGUNDO ENCUENTRO TUTORIAL

TOPIC READING AND WRITING	VOCABULARY	GRAMMAR
SUPERVISORS' TRANSFORMATIONAL LEADERSHIP AND BULLYING IN THE WORKPLACE	SUPERVISORS' TRANSFORMATIONAL LEADERSHIP AND BULLYING IN THE WORKPLACE article	Gerunds and infinitives. Modal verbs of obligation.

INSTRUCTIVO DE BÚSQUEDA

1	Ingrese a:	http://eds.a.ebscohost.com/eds/pdfviewer/pdfviewer?vid=0&sid=26e7ce55-decf-4c4d-9cb4-64d062ccfa2b%40sessionmgr4009
2	Desarrolle las actividades indicadas por el tutor o las indicadas en la guía Académica.	

SECOND EXAM

Based on the topics taught in this session. Vocabulary. Grammar.

WORKSHOPS

These workshops should be loaded on the platform before the due date established in the minutes meeting.

1. Grammar workshop.
2. Listening exercises related to the lectures.
3. Summary based on the lectures.

TERCER ENCUENTRO TUTORIAL

TOPIC WRITING	READING AND VOCABULARY	GRAMMAR
ATTRACTING AND MOTIVATING EMPLOYEES DURING CHANGES IN ORGANIZATION. THE ROLE OF THE HUMAN RESOURCES DEPARTMENT	ATTRACTING AND MOTIVATING EMPLOYEES DURING CHANGES IN ORGANIZATION. THE ROLE OF THE HUMAN RESOURCES DEPARTMENT article	Reported speech. Active and passive voice.

INSTRUCTIVO DE BÚSQUEDA

1	Ingrese a:	http://journal.dresmara.ro/issues/volume7_issue2/16_muscalu_ciocan.pdf
8	Desarrolle las actividades indicadas por el tutor o las indicadas en la guía Académica.	

THIRD EXAM

Based on the topics taught in this session. Grammar and writing (Summary about the reading) minimum 150 words.

WORKSHOPS

These workshops should be loaded on the platform before the due date established in the minutes meeting.

1. Grammar workshop.
2. Listening exercises related to the readings.

CUARTO ENCUENTRO TUTORIAL

GRAMMAR: PAST MODALS
FINAL PROJECT PRESENTATION GREAT BUSINESS SHOW

FOURTH EXAM
FINAL PROJECT PRESENTATION GREAT BUSINESS SHOW

WORKSHOPS

These workshops should be loaded on the platform before the due date established in the minutes meeting.

1. Grammar workshop.
2. Listening exercises related to the readings.

XI. ESQUEMA DEL TRABAJO QUE DEBEN ENTREGAR LOS ESTUDIANTES Y DE LA ACTIVIDAD DE FINAL DE CURSO (SCHEME FINAL WORK)

PRIMERA TUTORIA:

- In this first session, students will talk about how Talent Management is in our country and compare it with the countries that are mentioned in the reading that belongs to this class. They will also socialize what to do when going to an employment office.
- As a complement, they will develop a workshop which will be given to them so they can reinforce the grammar subjects that were taught and which they will have to bring for the following session.

SEGUNDA TUTORIA:

- In this session, the students will socialize how to deal with Bullying in the workplace.
- As a complement, they will develop a workshop which will be given to them so they can reinforce the grammar subjects that were taught and which they will have to bring for the following session.

TERCERA TUTORIA:

- In this session students will give a brief talk about International Economy.
- The students will take a general exam where they will be evaluated in the following skills, listening, grammar, vocabulary and reading.

CUARTA TUTORIA:

- In this last session, the students will apply their knowledge in L2 in an idea of business.
- Besides of doing a presentation of their business and of its members, the student should do a wide description of the company where he or she has to mention the sector it belongs to, classify its objective, economic activity, the products it offers and the marketing segment.

XII. EVALUACIÓN (EVALUATION)

The percentage for each one of the workshops, for the exam and the final project will be socialized with the students in the first encounter and will be stated in the minutes of concertation.

In case of recovery exam, the Student Regulation will be taken into account article 49.

(http://portal.uniquindio.edu.co/ui/secgral/documentos/doc_institucional/estatuestudiantil.pdf)

This is a chart where an alternative of percentages is presented taking into account the level to achieve (B1) according to the Common European Framework.

(http://cvc.cervantes.es/ensenanza/biblioteca_ele/marco/cvc_mer.pdf),

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CRITERION	TIME	STRATEGY
First exam	First Tutoring	Development of the first exam based on the topics that were taught.
First Workshop	First Tutoring	Development of a workshop based on the topics that were taught and which should be uploaded on the platform before the due date.
Second exam	Second Tutoring	Development of the second exam based on the topics that

		were taught	
Second Workshop	Second Tutoring	Development of a workshop based on the topics that were taught and which should be uploaded on the platform before the due date.	
Third exam	Third Tutoring	Development of the second exam based on the topics that were taught	
Third Workshop	Third Tutoring	Development of a workshop based on the topics that were taught and which should be uploaded on the platform before the due date.	
Fourth exam	Fourth Tutoring	Development of the second exam based on the topics that were taught	
Fourth Workshop	Fourth Tutoring	Development of a workshop based on the topics that were taught and which should be uploaded on the platform before the due date.	
Final project	Fourth Tutoring	A face-to-face interaction between interviewee (student) and interviewer (Teacher). Conversation with a purpose.	

XIII. WEBGRAFIA COMPLEMENTARIA (COMPLEMENTARY WEBGRAPHY)

WEBSITES:

<http://web.b.ebscohost.com/uniquindio.elogim.com:2048/ell/search/basic?sid=36ffda0b-f044-4859-8b7d-cd0531dbb5fc%40sessionmgr101&vid=0&hid=101>
<http://web.b.ebscohost.com/uniquindio.elogim.com:2048/ehost/search/basic?sid=7f49f203-8b5b-4212-832e-0a25c06988d6%40sessionmgr101&vid=0&hid=101>
<http://gale.powerspeak.com/uniquindio.elogim.com:2048/>

DICCIONARIOS.

Multilingües y monolingües, útiles para mejorar el desempeño en el curso. (Definiciones, pronunciación, sinónimos, antónimos, fonética, contextualización de las palabras buscadas y traductores).

<http://www.collinsdictionary.com/> (aspecto especial: traductor multilingüe)

<http://dictionary.cambridge.org/> (aspecto especial: pronunciación y fonética)

<http://www.merriam-webster.com/> (aspecto especial: diccionario para aprendices)

<http://www.chambersharrap.co.uk/chambers/features/chref/chref.py/main> (aspecto especial: monolingüe)

<http://oxforddictionaries.com/?region=us> (aspecto especial: diccionario para aprendices con énfasis en escritura y lúdica inglesa)

PAGINAS ESPECIALES.

paginas para practicar audio, comprensión de lectura, gramática y pronunciación

<http://www.ello.org/> (aspecto especial: actividades de comprensión evaluativas con respuesta para los estudiantes de nivel A1 a B2; audios descargables)

<http://www.voanews.com/learningenglish/home/> (aspecto especial: videos con subtítulos y velocidad moderada para los estudiantes de nivel A1, A2, B1; audios descargables).

<http://www.mansioningles.com/> (aspecto especial: actividades variadas. Gramática, lectura, vocabulario y audios en inglés británico y americano para niveles desde A1 hasta C2 ; audios descargables)

<http://www.saberingles.com.ar/> (aspecto especial: curso completo bilingüe especializado en todos los aspectos del inglés, diseñado especialmente para estudiantes de inglés de nivel A1 a B2)

<http://www.englishclub.com/> (aspecto especial: curso completo monolingüe especializado en todos los aspectos del inglés, diseñado especialmente para estudiantes de inglés de nivel A1 a B2)

SITIOS ESPECIALIZADOS.

Paginas de interés en negocios, economía, finanzas, administración, mercadeo, emprendimiento, noticias financieras y empresariales, reportes, etc. Recomendadas especialmente para los estudiantes de carreras afines y de administración de negocios con énfasis en negocios internacionales y/o de turismo con nivel de inglés desde A1 a C2.

<http://money.cnn.com/>

<http://www.businessweek.com/>

<http://www.entrepreneur.com/>

<http://www.bbc.co.uk/news/business/>

<http://www.bloomberg.com/>

<http://www.nasdaq.com/>

<http://finance.yahoo.com/>

<http://www.dowjones.com/index.asp>

<http://www.bizjournals.com/>

<http://american.com/>

<http://www.rd.com/>

Nombre	<i>Formación Académica</i>	Experiencia Académica y Profesional	Correo electrónico y teléfono de contacto