

WSB University				
Field of study: Management				
Course: Business English				
Educational profile: general				
Education level: II -cycle studies				
Number of hours per semester	1		2	
	I	II	III	IV
Full-time studies (L/C/lab/pr/e)		20e	20e	
Part-time studies (L/C/lab/pr/e)				
CLASS LANGUAGE	English			
LECTURER	Barbara Borkowska-Kępska MA			
FORM	e-learning			
COURSE OBJECTIVES	This course aims to develop students' linguistic and communicative competence in English, with particular emphasis on business and management contexts. Students acquire and apply specialized vocabulary related to corporate structures, team collaboration, negotiation, and digital transformation. They analyse authentic materials and formulate context-appropriate responses, both written and spoken, with growing grammatical precision and lexical accuracy. Emphasis is placed on using English fluently and correctly in professional discussions, emails, reports, and presentations. Learners demonstrate the ability to participate in workplace interactions such as meetings, problem-solving discussions, and intercultural exchanges. Students collaborate in culturally diverse teams, adapting their language and behaviour to different communication styles and organizational cultures. They evaluate team dynamics and reflect on their role in joint tasks, using English to negotiate meaning, manage conflicts, and build consensus. The course also introduces digital tools—such as collaborative platforms, corpora, and AI-supported writing systems—which students use to research, draft, and revise professional content in English. They integrate quantitative and qualitative data into their arguments and formulate evidence-based recommendations tailored to business settings. Throughout the course, students reflect on the ethical and intercultural dimensions of professional communication in English-speaking environments. By actively engaging in project work, simulations, and peer review, they strengthen both their language skills and their ability to communicate effectively in global business contexts. Upon completion, students are able to express themselves clearly, accurately, and persuasively in a variety of business-related situations, demonstrating linguistic competence, digital literacy, and intercultural sensitivity.			
Reference to learning outcomes – Field-related learning outcome EFMD	Description of learning outcomes			
	Description of learning outcomes	Teaching and learning methods		Verification of learning outcomes
Knowledge				

Digital Skills and the Use of Information and Communication Technologies LO17 LO18	Students identify and describe key features of digital communication in English-speaking academic and professional contexts. They apply AI-powered tools, digital corpora, and speech analysis software to collect, process, and evaluate language-based data in English. Learners demonstrate the ability to collaborate using platforms such as shared documents, virtual meetings, and online workspaces to co-author texts and presentations. They produce well-structured arguments and data-informed conclusions in written and oral English, using appropriate tone, register, and formatting conventions. Students critically assess the functionality, ethics, and intercultural implications of digital tools, including translation systems and automated writing aids. They design and present interactive reports, dashboards, or collaborative texts that reflect both linguistic precision and data-supported insights. Through peer review and instructor feedback, they revise their outputs to improve clarity, structure, and communicative impact. By completing digital tasks in group settings, students enhance their intercultural digital literacy, develop autonomy in using ICT, and build confidence in complex digital communication.	Teaching methods: 1. Content language integrated teaching 2. Lexical approach 3. Grammar approach	Self-check quizzes - Listening comprehension, reading comprehension, vocabulary quizzes End-of-module tests
Full-time Participation in lectures = Participation in classes = Preparation to classes = Preparation to lectures = Preparation to an examination = 3 Project tasks = e-learning = 40 Credit/examination = 3 others (indicate which) = 4 TOTAL: 50 ECTS points: 2 Including practical classes:	Part-time Participation in lectures = Participation in classes = Preparation to classes = Preparation to lectures = Preparation to an examination = Project tasks = e-learning = Credit/examination = others (indicate which) = TOTAL: ECTS points: Including practical classes:		
PREREQUISITES			
COURSE CONTENT (Division into contact hours and e-learning)	Contact hours: x E-learning: Reading and listening (video) materials and quizzes containing lexis related to the following areas: Human resources and recruitment Interview Organizational structure of the company Types of companies Advertising, marketing and customer service Business ethics Corporate Social Responsibility Management styles Team building Stock Exchange Banking Investments		

	International trade Mergers and acquisitions Analysis of the company's activities on the basis of annual reports Preparation of presentations Effective negotiations Organisation of meetings Formal and informal letters and e-mails Reports Grammar: Verb forms Tenses Passive voice
LITERATURE (compulsory reading)	Market Leader intermediate, Pearson Education Longman 2020 Market Leader upper-intermediate, Pearson Education Longman 2020 Business Vocabulary In Use Advanced, Cambridge University Press, 2017
OPTIONAL LITERATURE	Success with BusinessB2- C1, National Geographic Learning, 2020 English for Business Studies, Cambridge University Press, 2019 Professional English in Use Finance, Cambridge University Press, 2016 R. Gesteland, Cross-Cultural Business Behavior: A Guide for Global Management (Fifth Edition), Copenhagen Business School Press, 2012 Internet sources: https://learnenglish.britishcouncil.org/business-english https://businessculture.org/business-culture/cultural-differences-in-business/ https://www.mindtools.com/a1ecvvyx/hofstedes-cultural-dimensions https://www.hofstede-insights.com/
SCHOLARLY PUBLICATIONS BY PERSONS WHO CONDUCT CLASSES, WHICH ARE RELATED TO THE MODULE SUBJECT	1. Borkowska-Kępska B., Gwóźdź G., Mamet P., (eds.) <i>LSP Perspectives</i>. Wyższa Szkoła Biznesu w Dąbrowie Górniczej, Dąbrowa Górnicza 2015. 2. Borkowska-Kępska B., Gwóźdź G., Piekiewicz R., <i>An Approach to ESP Teaching at the Tertiary Level-the Case Study of the University of Dąbrowa Górnicza</i>, [in:] B.Borkowska-Kępska, G. Gwóźdź, P.Mamet (eds.), <i>LSP Perspectives</i> (pp. 23-39). Wyższa Szkoła Biznesu w Dąbrowie Górniczej, Dąbrowa Górnicza 2015. 3. Borkowska-Kępska B., Gwóźdź G., (eds.) (2017) <i>LSP Perspectives 2. Języki specjalistyczne – nowe perspektywy 2</i>. Wyższa Szkoła Biznesu w Dąbrowie Górniczej, Dąbrowa Górnicza 2017. 4. Piontek B, Piontek F., <i>Development from Theory to Practice</i>. Shaker Verlag, Aachen 2017 – translation into English 5. Borkowska-Kępska, B. <i>Language Coaching as an Approach to the Development of the Foreign Language Competencies of Managers</i> [Coaching językowy jako podejście do rozwijania kompetencji językowych menedżerów], <i>Zarządzanie: Teoria i Praktyka/Management: Theory & Practice</i> nr 2/2018
TEACHING AIDS	computer, Internet, additional textbooks, magazines, use of the Moodle platform
PROJECT (if implemented in the framework of a classes module)	Not applicable

FORM AND CONDITIONS OF ASSESSMENT CRITERIA FOR ASSESSING ACHIEVED LEARNING OUTCOMES.	The course is divided into two parts, A and B, containing specific thematic modules, one for each semester of study. The student is obliged to do all exercises in the course and achieve the score of minimum 60% in total in each part. Evaluation criteria: Total score of min. 60% in each part Grading scale 60-67% satisfactory (3.0) 68-74% satisfactory plus (3.5) 75-82% good (4.0) 83-89% good plus (4.5) 90-100% very good (5)
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* L-lecture, C- classes lab- laboratory, pro- project, e- e-learning