

## Module title: *B2 Professional English*

<b>Module summary</b>
Module code: <b>FSEB2/ FSB2E</b>
Module coordinator: <b>Language Trainers at the IFS</b>
Credits (ECTS): <b>4 points</b>
Semester: <b><i>According to the study regulations of the department</i></b>
Pre-requisites with regard to content: <b>Placement test or successful completion of an IFS-B1 level course</b>
Pre-requisites according to the examination regulations: <b>none</b>
<b>Competencies:</b> At the end of this career oriented B2 Level CEFR (Common European Framework of Reference for Languages) course, learners can employ the English language skills learned during the semester: to interact fluently and at length, with the appropriate level of formality required in different situations; to spontaneously communicate their opinions on current issues, highlight significant facts and give reasons in support of, or against ideas; to demonstrate understanding of the main ideas and relevance of texts, discussions, or presentations delivered in a standard dialect, about current, familiar or unfamiliar topics; to write clear, detailed text, develop an argument, compare advantages and disadvantages of products and processes, communicate information relating to their field of interest; in order to later use English effectively in professional contexts.
Assessment: <b>120 minute exam (incl. listening comprehension test) and oral assessment</b>

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Lecturer: <b>IFS and Adjunct Instructors</b>
Contact hours: <b>4</b>
Semester of delivery: <b>Each semester</b>
Type/mode: <b>seminar with lab elements, mandatory attendance</b>
Language of instruction: <b>English</b>
Content: Through the application of various interactive learning methods (pair work, small groups, simulations, and individual tasks), learners strengthen their receptive (reading and listening) and productive (speaking and writing) skills in English. A variety of texts are read (e.g. articles, reports, news items, or correspondence) and used to practice interpreting ideas, identifying arguments, reflecting on the topic, and summarizing the content and/ or implicit meaning. Appropriate grammar points are explicitly presented in order to increase and train the repertoire of expression and accuracy. Audio and/ or video recordings on familiar or unfamiliar topics in a variety of contexts (e.g. radio documentaries, lectures, or conversations) are used to present new vocabulary, as well as spark discussions and provide a basis for identifying major and minor themes, context, or explicit or implied meanings. Learners practice delivering spontaneous as well as prepared presentations that are clear and logical on a broad range of topics, such as transport, environment, globalization, or technology, as well as topics specifically related to their field of interest or study. In simulated discussions, phone calls or meetings, they learn to use key language for summarizing, clarifying and justifying their point of view. Furthermore, learners practice writing well-structured, cohesive texts (e.g. business emails, reports, reviews or descriptive text).
Recommended reading:

**Course book and extra course material according to the recommendation of course instructor**

Comments:

**The course follows a learner-centered, active learning approach whereby students are interactively involved in the language acquisition process.**