

UNIVERSITY OF ECONOMICS - VARNA
MASTER DEGREE CENTER
DEPARTMENT OF LANGUAGE TRAINING AND COMMUNICATIONS

Adopted by the FC (record №/ date):

Adopted by the DC (record №/ date):

ACCEPTED BY:

Dean:

(Prof. Stoyan Marinov, PhD)

SYLLABUS

SUBJECT: LANGUAGE FOR BUSINESS - GERMAN

DEGREE PROGRAMME: INTERCULTURAL BUSINESS; MASTER`S DEGREE

YEAR OF STUDY: 5; SEMESTER: 10

TOTAL STUDENT WORKLOAD: 120 hours; incl. curricular 30 hours

CREDITS: 4

DISTRIBUTION OF WORKLOAD ACCORDING TO THE CURRICULUM

<i>TYPE OF STUDY HOURS</i>	WORKLOAD, hours	TEACHING HOURS PER WEEK, hours
CURRICULAR: incl.:		
• LECTURES	0	0
• SEMINARS (lab. exercises)	30	2
EXTRACURRICULAR	90	-

Prepared by:

1.
(Senior Lecturer N. Stefanov)

2.
(Senior Lecturer M. Popova)

Head of Department:
of Language Training and Communications (Assoc. Prof. Vladimir Dosev, PhD)

I. ANNOTATION

This Business German module is designed to respond to the students' needs to progress in their Business studies. The course introduces some main areas of Business German and improves students' overall linguistic fluency. Students build up confidence and develop their reading, writing, listening and speaking skills by a variety of practical tasks which include: reading and discussing authentic articles on a wide range of business topics; learning essential business vocabulary; expressing opinions on different business issues; listen to authentic interviews or lectures and develop note-taking skills; develop strategies for telephoning, networking; have the opportunity to understand how business works in different cultures, etc.

This is a specialized foreign language course designed to help non-native speakers communicate effectively in business situations. The course is focused on spoken foreign language skills that prepare non-native speakers

*to give presentations used in business (both individual and group),
to handle audience questions,
to organize presentations,
to layer information and make it pertinent to one's audience,
to gain and maintain audience attention,
to rethink the conclusion to make one's key messages memorable through tactics and proper foreign language phraseology, and
to improve through critical self-analysis of speech.*

In addition, students will build relevant vocabulary, learn business specific and related technical phrasing, and address pronunciation issues relevant to the tasks they are asked to perform.

An additional key component of the course is the ability to evaluate one's own performance as well as that of one's peers. Therefore, the do's and don'ts of giving feedback in a foreign language are also addressed and practiced in roleplay format.

Key Learning Points:

Improving language & communication skills with respect to business:

- *Organizing a business presentation*
- *Describing visuals*
- *Making transitions from one point to another*
- *Asking & fielding questions*
- *Leading a discussion*

Improving pronunciation skills:

- *Thought groups & chunking*
- *Stress & intonation*

Course Components

Presentations

- *Presentation #1: For the first presentation, students will present a chart or diagram to the class. It should be related to the specific focus in the business world. The student will need to make the information relevant to the level and interest of the listeners in the class. Students will have 5-7 minutes to present & answer audience questions. Time limit depends on class size.*
- *Presentation #2: The second presentation requires students to present as part of a panel of 3 or 4 students. The task is to discuss how the students would market a new product (these will be provided by or agreed to with the instructor), keeping in mind the 4 P's of marketing: the product (and its*

packaging), the price (and how the consumer can pay for it), the promotion (through what channels can I make the consumer aware of this product), and place (where & how am I going to sell this product).
Time limit and group size depend on class size.

• **Presentation #3:** For the final presentation, the student will identify a business problem or economic problem that must be addressed with some urgency. After outlining the problem, propose a solution for it and defend the proposal. The student can discuss an economic problem affecting an entire nation or a problem that is facing a company they are familiar with. Time limit depends on class size.

Analysis of presentations

- After each of the presentations, students will prepare both self and peer evaluations. Students will evaluate two of their peers for each presentation. Then, the evaluations will be shared in class in the form of a business meeting.

The key competencies for lifelong learning according to European Reference Framework (<https://www.britishcouncil.org/sites/default/files/youth-in-action-keycomp-en.pdf>) that are developed in the course include: 1. Communication in Foreign Languages, 2. Learning to Learn, and 3. Cultural Awareness and Expression.

II. THEMATIC CONTENT

№	TITLE OF TOPIC AND SUBTOPICS	NUMBER OF HOURS ¹		
		L	S	L.E.
Theme 1. PRESENTING IN THE FOREIGN LANGUAGE			6	
1.1.	Preconceptions, definitions, characteristics: Self-introductions, ice breakers • Introduction to course & materials • Key elements of business presentations • Formal presentations			
1.2.	Leveraging our experience, Johari and your image when presenting, your personal and cultural blind spots in presenting			
1.3.	Presenting in the foreign language • Audience analysis • Narrowing a topic • Structuring your presentation • Incorporating effective transitions			
Theme 2. VISUALS AND FOREIGN LANGUAGE TIPS			6	
2.1.	Presenting in the foreign language • Exploiting visuals • Signposting, Special phrases and Pronunciation point: Intonation			
2.2.	PRESENTATION #1: EXPLAINING A CHART OR DIAGRAM			
Theme 3: EFFECTIVE COMMUNICATION IN GIVING PRESENTATIONS IN A FOREIGN LANGUAGE			6	
3.1.	Communicating your message effectively • Creating rapport and using body language and voice effectively • Pronunciation point: Emphasis, Chunking, stress, pacing			
3.2.	Getting your content right • Layering information and logical structure • Audience analysis and the Bathtub Effect			

¹ L – lectures; S – seminars; L.E. – laboratory exercises
12.00.14 RP

3.4.	PRESENTATION #2: MARKETING A NEW PRODUCT			
Theme 4: GROUP PRESENTATION STRATEGIES			6	
4.1.	Techniques for group presentations • The language of marketing • Clarifications: Dealing with questions and difficult people in a foreign language • Prepare for group presentation			
4.2.	Describing issues, Ways to Begin, Roman Rules of Rhetoric, Conclusions			
4.3.	PRESENTATION #3: BUSINESS/ SOCIO-ECONOMIC PROBLEM			
Theme 5: GIVING AND RECEIVING FEEDBACK			6	
5.1.	Presenting feedback on individuals and groups in business meetings			
5.2.	FEEDBACK MEETING EXERCISE			
Course review, conclusion				
	Fighting fear: tips and tricks. Course review.			
	Total:		30	

III. FORMS OF CONTROL:

№	TYPE AND FORM OF CONTROL	Number	extracurricular, hours
1.	Midterm control		
1.1.	Test 1	1	30
1.2.	Test 2	1	30
1.3.	Test 3	1	30
	Total midterm control:	3	90
2.	Final term control		
2.1.	End-of-term exam		
	Total final midterm control:	-	-
	Total for all types of control:	3	90

IV. LITERATURE

REQUIRED (BASIC) LITERATURE:

1. Buhlmann, R., Fearn, A., Leimbacher, E. (2008). **Wirtschaftsdeutsch von A-Z (Neubearbeitung)**. Langenscheidt, ISBN 978-3-468-49869-5.
2. Language for Business – German Course Materials available at <https://e-learn.ue-varna.bg>.

RECOMMENDED (ADDITIONAL) LITERATURE:

1. Геннадиева, Д., Монеv, В. (2005). **Deutsch-bulgarisches Wirtschaftswörterbuch**. Софи-Р, 2005, ISBN 954-638-133-0.
2. Стоянова Д., Божилова Ц., Христова Р. (1994). **Bulgarisch-deutsches Wirtschaftswörterbuch**. ИК „Библиотека 48“, ISBN 954-80-47-21-7.
3. Hartmann, M. et al. (2018). Präsentieren: Präsentationen: zielgerichtet, adressatenorientiert, nachhaltig. Mit E-Book inside (Beltz Weiterbildung). Beltz: Weinheim, Germany.