



SYLLABUS OF THE COURSE “ENGLISH FOR SPECIFIC PURPOSES II”

Basic data of the course:	
Academic unit:	Faculty of Philology
Course title:	English for Specific Purposes II
Programme:	English language and literature
Study cycle:	Bachelor
Status of the course:	Obligatory
Year:	III
Course classes per week:	Lectures 2; Practice 2
Credits – ECTS:	6
Time/Location:	
Professors of the course:	Prof. Dr. Sejdi Sejdiu
Contact:	sejdi.sejdiu@uni-prizren.com
Course description:	This course provides students with advanced-level skills in business English for real-world communication in professional contexts. Students will develop fluency and accuracy in core skills including meetings, negotiations, presentations, and social English. They will explore practical strategies for networking, emailing, managing conflict, and project work, with authentic business cases and tasks that build confidence and practical competence for the English-speaking workplace.
Course objectives:	• Strengthen their business English proficiency to confidently handle a range of professional tasks. • Develop their ability to understand, produce and critique business texts and spoken communication. • Apply effective communication strategies in meetings, negotiations, presentations, and written correspondence. • Use appropriate vocabulary, register, and intercultural awareness when interacting in international business contexts. • Reflect on their progress and self-assess to identify areas for continuous improvement.
Learning outcomes:	At the end of the course, students will be able to:



	• Apply advanced ESP vocabulary and structures to produce professional written documents (reports, proposals, business correspondence). • Demonstrate and evaluate communication strategies in simulated meetings, negotiations, and cross-cultural business contexts. • Analyze and interpret case studies to identify communication challenges and propose effective, evidence-based solutions. • Design and deliver persuasive oral presentations using digital tools and visuals, tailored to professional audiences. • Synthesize ESP knowledge by compiling a professional portfolio (written tasks, reports, correspondence, presentations) that reflects authentic workplace practices. • Reflect critically on personal learning and peer feedback through a reflective journal, identifying strengths and areas for improvement.
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Student workload (should correspond to the student's learning outcomes)

Activity	Classes	Days/weeks	Total
Lectures	2	15	30
Theoretical/laboratory exercises	2	15	30
Practical work	1	15	15
Contacts with the teacher/consultations	1	15	15
Exercises in terrain			
Colloquiums, seminars			
Homework	1	15	15
Student's independent study time (in the library or at home)	1	15	15
Final exam preparation	5	1	5
Time spent on assessment (tests, quizzes, final exam)	10	1	10
Projects, presentations, etc.	1	15	15



Total		150 classes (6 ECTS)	
Teaching methodology:	The course combines interactive lectures, group discussions, pair work, case studies, and role-plays. Real-life scenarios and authentic tasks will help them apply theory to practice. Peer feedback, self-assessment, and reflection will support skills development.		
Evaluation methodology:	Evaluation in %		Final Grade
	0-50		5
	51-60		6
	61-70		7
	71-80		8
	81-90		9
	91-100		10
	-Attendance & Participation – 10% -Case Study Analyses (written + oral) – 15% -Oral Presentations (individual/group) – 20% -Portfolio (projects, reports, correspondence, ESP tasks) – 20% -Mid-term Test (Week 8) – 15% -Final Exam (integrated written/oral) – 20%		
Literature			
Primary literature:	Hughes, J., & Naunton, J. (2018). <i>Business Result Advanced Student’s Book</i> (2nd ed.). Oxford University Press. Hughes, J., & Naunton, J. (2018). <i>Business Result Advanced Practice File</i> . Oxford University Press.		
Extra literature:	Emmerson, P. (2013). <i>Email English</i> (2nd ed.). Macmillan. MacKenzie, I. (2010). <i>English for Business Studies: A Course for Business Studies and Economics Students</i> (3rd ed.). Cambridge University Press.		
	Guffey, M. E., & Loewy, D. (2017). <i>Essentials of Business Communication</i> (10th ed.). Cengage Learning. Selected authentic articles from <i>The Financial Times</i> , <i>Harvard Business Review</i> , and other up-to-date business media may be recommended throughout the course for reading and discussion.		



Designed lesson plan:		
Week	Lectures	Exercises
Week 1:	Course introduction: syllabus overview, textbook structure (<i>Business Result Advanced</i>), grading, working with the Practice File and audio, expectations for lectures vs. practice	Ice-breaker activity; diagnostic speaking and writing tasks; introduction to Case Study format and Practice File self-study tasks
Week 2:	Describing cross-cultural experiences; informal meetings; reporting back on research	Tenses review; introducing yourself to a group Case Study: Planning for expansion
Week 3:	Comparing career paths and choices; managing the discussion; sharing ideas	Expressing attitudes to the past; getting your point across; Case Study: Establishing a career review process
Week 4:	Discussing working practices; giving a formal presentation	Speculating about future changes; showing understanding; Case Study: Planning office space
Week 5:	Talking about different kinds of risk; teleconferencing	Referencing using pronouns; establishing rapport and showing interest; Case Study: Tracking risks
Week 6:	Exploring team relationships; negotiating and dealing with conflict	Adding emphasis (fronting, cleft sentences, adverbs); responding to feedback; Case Study: Developing a teamwork ethos
Week 7:	Discussing factors for success; meetings: problem-solving and brainstorming ideas	Using adverbs to qualify attitudes; using vague language; Case Study: Handling rapid growth and progression
Week 8:	Mid-Term Test: Covering Units 1–6	In-class written & oral test; feedback and discussion
Week 9:	Talking about training and learning; communication strategies	Using participle clauses and ‘the future in the past’; expressing dissatisfaction; Case Study: Tackling the skills shortage
Week 10:	Discussing employer and employee expectations; giving an impromptu presentation	Using questions effectively; dealing with difficult questions; Case Study: Service and customer satisfaction



<i>Week 11:</i>	Talking about resources; discussing financial and operational decisions	Using conditionals; dealing with misunderstandings; Case Study: Starting a CSR project
<i>Week 12:</i>	Talking about leadership styles; giving a briefing on change	Distancing and depersonalising (passive voice); expressing personal views; Case Study: Dealing with leadership challenges
<i>Week 13:</i>	Talking about values; reaching agreement	Using inversion for emphasis; raising a difficult point; Case Study: Introducing new policies
<i>Week 14:</i>	Talking about persuasion and influence; presenting and selling an idea	Using discourse markers; giving and responding to compliments; Case Study: Selling an idea
<i>Week 15:</i>	End-term test covering units 7–12	Practice File Revision tasks; final group presentations; peer feedback and course wrap-up
Academic policies and code of conduct		
Plagiarism - using others' work without credit, submitting non-original work (including AI-generated text), or unauthorized collaboration—is strictly prohibited. Violations result in failing grades on affected assignments and potential course failure/university disciplinary action. Students are obliged to comply with the code and conduct of the University of Prizren. Any suspected violation of the Code shall be referred to the University officials for further proceeding.		