

## 30138 - English language III

### Información del Plan Docente

|                         |  |
|-------------------------|--|
| <b>Academic Year</b>    | 2017/18  |
| <b>Faculty / School</b> | 179 - Centro Universitario de la Defensa - Zaragoza  |
| <b>Degree</b>           | 457 - Bachelor's Degree in Industrial Organisational Engineering<br>563 - Bachelor's Degree in Industrial Organisational Engineering |
| <b>ECTS</b>             | 6.0  |
| <b>Year</b>             | 3  |
| <b>Semester</b>         | Half-yearly  |
| <b>Subject Type</b>     | Compulsory   |
| <b>Module</b>           | ---  |

### 1.General information

#### 1.1.Introduction

Lengua Inglesa III is a compulsory 6-credit semester course of the Degree in Industrial Organisational Engineering (Defense Profile). The course is taught in the first semester of the third year of the Degree and seeks to introduce students into the B2.2. level in English, both in written reception and production (being able to understand main ideas and to produce general and specific texts) and in spoken reception and production (being able to communicate with fluency in everyday situations).

#### 1.2.Recommendations to take this course

To take the course it is necessary to have taken, and passed, Lengua Inglesa II, taught in the first semester of the second year of the degree. This means that any student enrolled in Lengua Inglesa III must have reached, at least, the B2.1 level of the Common European Framework of References for Languages.

#### 1.3.Context and importance of this course in the degree

Given the role of English in today's international settings, its use is essential for the training of students in almost any professional discipline. Aware of this fact, the CUD has decided to make English a key element of its students' training, materialized in the 24 credits of language training designed in the Degree.

Lengua Inglesa II is the second subject of a sequence of subjects (Lengua Inglesa I, Lengua Inglesa II, Lengua Inglesa III, Lengua Inglesa IV), which are taught along the four years of the Bachelor's Degree in Industrial Organisational Engineering. The common goal of the four subjects is help learners acquire linguistic proficiency in, at least, the B2 level of the Common European Framework of Reference. The first of the subjects seeks the acquisition of the B1 level (developing from the B1.1 level to reach the B1.2), and the three other courses seek the acquisition of the B2 level. In total learners have 240 hours of in-class teaching to reach the level, an approach which is consistent with the guidelines of the Common European Framework of Reference for Languages, which suggest a minimum of 235 hours; it is therefore a realistic approach.

The use of English is an essential skill which affects all aspects of the students' future professional life. The goal of the course is to provide the student with the necessary tools to work in an international multidisciplinary workplace, as will be

## 30138 - English language III

demanded by their role in society. In the academic context, the subject will help students to expand their knowledge of their other degree subjects. The fact that a large part of the scientific publications are written in English, the subject becomes a helpful tool to access a variety of bibliographical references in their field of specialization. It is therefore expected that after completing their degree, students will be able to write their final projects in English, under the supervision of the teachers of English.

### 1.4. Activities and key dates

The dates and schedules of the semester compulsory classes, the evaluation tasks programmed and the final exam can be consulted in the Moodle platform ( <https://moodle.unizar.es/> ).

## 2. Learning goals

### 2.1. Learning goals

The student, to overcome this subject, must demonstrate the following results:

1. Make descriptions and presentations clearly and systematically developed, highlighting properly the significant aspects and relevant details that support.
2. Speak fluently, accurately and effectively on a wide range of general, academic, professional or leisure topics, clearly marking the relationship between ideas.
3. Communicate spontaneously and have a good grammatical control without giving much evidence of having to restrict what it says and adopting a level of formality appropriate to the circumstances.
4. Write clear and detailed texts on a variety of topics related to their specialty, synthesizing and evaluating information and arguments from various sources.
5. Understand any type of speech, both face-to-face conversations and retransmitted speeches, on subjects, habitual or otherwise, of personal, social, academic or professional life. Only excessive background noise, inadequate structuring of speech, or an idiomatic use of the language affect their ability to comprehend.
6. Read with a high degree of independence, adapting the style and speed of reading to different texts and purposes and using appropriate reference sources selectively.
7. Use a large active reading vocabulary, but you may have some difficulty with infrequent idioms.

### 2.2. Importance of learning goals

The achievement of the learning outcomes will provide students with a level of knowledge of English at the B2.2 level, being able to progress in the degree with efficiency. Specifically, the acquisition of the subject competences is essential to reach the learning outcomes of the rest of the subjects which integrate the English language module.

## 3. Aims of the course and competences

### 3.1. Aims of the course

The main goal of the course is to provide students with a B2.2 level, developing the grammatical, discursive, socio-linguistic and strategic competence of students in their evolution towards communicative competence in English.

For that purpose, this course focuses on the following general goals:

- 1 Develop the students' capacity to communicate (written and spoken reception and production) showing instrumental command of the language.

## 30138 - English language III

2 Develop the students' capacity to work autonomously, fostering language self-learning, collaborative problem-solving of group tasks and the use of ICTs.

3 Increase students' interest in English as a study object and a tool to access other knowledge fields.

### 3.2.Competences

**After passing the subject, the learner will be competent to:**

1. Work in a multidisciplinary team in a multilingual environment.
2. Develop long-life learning and continuous assessment skills.
3. Communicate in English in their professional practice.

### 4.Assessment (1st and 2nd call)

#### 4.1.Assessment tasks (description of tasks, marking system and assessment criteria)

The student must demonstrate that he / she has attained the expected learning outcomes through the following assessment activities:

1. Evaluable tasks, including:

- a) An oral presentation in which the students will make a persuasive presentation. The presentation will take about 5 minutes, more time for questions. The task will be 20% of the final grade.
- b) A proof of written expression in which the student will write a discursive essay or a critical review article of 250 words. In the case of passing the written test, this part will be considered as passed with the grade obtained, and it will not be obligatory to retake it in the final exam (described below). In case the student wishes to do this written test again, he will keep the grade obtained in the final test.

The tests will be scheduled throughout the semester and will be announced through Moodle.

2. A final examination that will represent 80% of the grade and consists of two parts:

- a) A written test in which oral comprehension skills (25%), written comprehension (25%) and writing (25%) will be evaluated.
- b) An oral production test (25%).

The final grade of the subject will result from the sum of the exam grade (80%) and the evaluable tasks (20%).

The student will pass the subject when each of the following requirements are met: First, that the student has completed the continuous assessment tasks in time. Secondly, that the grade of the exam is equal to or higher than 60%, taking into account that the grade will be obtained from the average of the different parts (one for each of the competences),

## 30138 - English language III

provided that the student has obtained, at least, 50% of the grade in each of them. And thirdly, that the sum of both marks (the exam plus continuous assessment tests) is at least 60%.

In the 2nd call the continuous evaluation tests will be eliminated, and therefore the grade will be obtained exclusively from the exam. Consequently, the student will pass the subject when the exam grade is equal to or higher than 60%, taking into account that the grade will be obtained from the average of the different parts (one for each of the competences), as long as the student has obtained at least 50% of the grade in each of them.

### 5. Methodology, learning tasks, syllabus and resources

#### 5.1. Methodological overview

The course learning process has been designed based on the following:

- 1 Teachers will introduce subject content
- 2 Students will engage in communicative interaction in the classroom.
- 3 Students will work autonomously on the course contents and tasks
- 4 Students will practice conversation and produce writing tasks

The course is practice-oriented and the learning process emphasizes the active engagement of students in classroom participation, in classroom tasks of increasing difficulty and in autonomous learning.

To succeed in the course students should be willing to engage in continuous practical work.

#### 5.2. Learning tasks

The program offered to the student to help achieve the expected results includes the following activities:

Oral communication: report an incident, talk about media consumption habits and social networks, talk about manipulating information and images, talk about celebrities, talk about news and events, talk about decisions Talk about values and justice, talk about one's own and others' behavior, talk about survival situations, give advice about behavior in other cultures, talk about crime, talk about experiences with crime and crime, talk about one's own culture and others.

## 30138 - English language III

Written communication: report an incident, a crime, an extreme or survival situation, write a review about a film, book, television show, argue about behavior, crime, culture.

Presentations: present a film, book, television program, argue about an incident, a crime, an extreme situation or survival, behavior, culture, cultural differences.

The teachers will announce the learning activities schedule through Moodle. Students can access the platform by logging in at <https://moodle.unizar.es/>

### 5.3.Syllabus

The program of the subject includes the following grammatical, lexical and functional features:

Grammar: quantifiers, indirect style, type 3 conditionals, mixed conditionals, -ing and infinitive, past deduction modes, relative sentences, participle sentences.

Vocabulary: semantic areas (media, television, film, press, celebrities, social networks, decisions, values, behavior, crime, incidents and events, emergencies, The arts), compound verbs, reporting verbs, compound adjectives, dependent prepositions, synonyms, adjectives for describing movies.

Specialized speech: communication with public opinion, public image of the army, values, heroes, nation, intercultural conflicts, verbal and non-verbal communication, globalization of crime, fight against crime, military operations (Radio communication, convoys, patrols, rescue and MEDEVAC, controls, reconnaissance missions, observation posts).

Functions: giving emphasis, handling complicated situations, expressing reactions, hypothesizing about behavior, reasons for crime, extreme situations.

### 5.4.Course planning and calendar

The calendar of assignments will be announced in class or through Moodle <https://moodle.unizar.es/>

More information about calendars and timetables can be consulted in the Defense University website <http://cud.unizar.es/>

### 5.5.Bibliography and recommended resources

\* Bolton, David y Noel Goodey. *English Grammar in Steps / English Grammar Presented, Explained and Practised in Context*. London: Richmond, D. L., 2004.

## 30138 - English language III

- \* Bowyer, M. *Check your Vocabulary for Military English (Campaign) Workbook*. Oxford: Macmillan, 2005.
- \* Bowyer, R. *Campaign Dictionary of Military Terms* . Oxford: Macmillan, 2004.
- \* Chapman, Rebecca. *English for Emails*. Oxford: Oxford University Press, 2008.
- \* Collins Spanish Dictionary = Collins Universal Español-Inglés, English-Spanish / [General Editor, Catherine Love y Gaëlle-Amiot-Cadey ]. Barcelona: Random House Mondadori; Glasgow: Harper Collins Publishers, 2009.
- \* Diccionario Español-Inglés Merriam-Webster, 2009.
- \* Diccionario Técnico Militar: Inglés-Español Español-Inglés. Madrid: Ediciones Agullo, 1980.
- \* Eales, Frances y Steve Oakes. *Speakout*. Upper Intermediate. Essex: Pearson.
- \* Eastwood, John. *Oxford Practice Grammar* . Oxford: Oxford University Press, 1994.
- \* Grussendorf, Marion. *English for Presentations* . Oxford: Oxford University Press, 2011.
- \* Mellor Clark, S. y Y. Baker de Altamirano. *Campaign English for the Military 1, 2 & 3 (Student's Book and Workbook)*. Oxford: Macmillan, 2005.
- \* Murphy, Raymond. *English Grammar in Use: A Reference and Practical Book for Intermediate Students: With Answers* . Cambridge : Cambridge University Press, 1987.
- \* Orna-Montesinos, Concepción. *Intercultural Communication in the Military. A Resource Pack for the ESP Teacher*. Lambert Academic Publishing, 2016.
- \* Oshima, Alice y Hogue, Ann. *Writing Academic English* . Pearson Longman, 2006.
- \* Oxford Learner's Advanced Dictionary. Oxford: Oxford University Press, 2005.
- \* Stamp, Julian. *Dictionary of Military English for Officer Cadets: English-Spanish, español-inglés*. Zaragoza: Centro Universitario de la Defensa, 2013.
- \* Swan, Michael. *Practical English Usage* . Oxford: Oxford University Press, 2005.
- \* Taylor, John y Zeter, Jeff. *Command and Control* . Newbury: Express Publishing, 2011.
- \* Vince, Michael. *Advanced Language Practice* . Oxford: Heinemann, 1994.
- \* Vince, Michael. *First Certificate Language Practice: With Key* . Oxford: Macmillan Heinemann, 2003.
- \* Vince, Michael. *Intermediate Language Practice: With Key* . Oxford: Macmillan Heinemann, 1998.