

30135 - English language II

Información del Plan Docente

Academic Year	2018/19
Subject	30135 - English language II
Faculty / School	179 - Centro Universitario de la Defensa - Zaragoza
Degree	457 - Bachelor's Degree in Industrial Organisational Engineering 563 - Bachelor's Degree in Industrial Organisational Engineering
ECTS	6.0
Year	---
Semester	Indeterminate
Subject Type	Compulsory
Module	---

1.General information

1.1.Aims of the course

The main goal of the course is to provide an introduction to the B2 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.

2 Develop the students's 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.

1.2.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

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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 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.

1.3.Recommendations to take this course

To take the course it is necessary to have taken, and passed, Lengua Inglesa I, taught in the second semester of the first year of the degree. This means that any student enrolled in Lengua Inglesa II, must have reached, at least, the B1 level of the common European Framework of References for Languages.

2.Learning goals

2.1.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.

2.2.Learning goals

In order to pass the course, students should show the following learning outcomes...

1. Give clear, detailed descriptions and presentations on a wide range of subjects related to his/her field of interest, expanding and supporting ideas with subsidiary points and relevant examples.
2. Interact with a degree of fluency and spontaneity that makes regular interaction, and sustained relationships with native speakers quite possible without imposing strain on either party.
3. Highlight the personal significance of events and experiences, account for and sustain views clearly by providing relevant explanations and arguments.
4. Express news and views effectively in writing, and relate to those of others.
5. Write clear, detailed texts on a variety of subjects related to his/her field of interest, synthesising and evaluating information and arguments from a number of sources.
6. Understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics

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delivered in a standard dialect, including technical discussions in his/her field of specialisation.

7. Follow extended speech and complex lines of argument provided the topic is reasonably familiar, and the direction of the talk is sign-posted by explicit markers.
8. Read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively.
9. Use a broad active reading vocabulary, but may experience some difficulty with low frequency idioms.
10. Use the basic lexis necessary to develop professional activities related to professional training and to the planning and management of operations and processes in English.
11. Be familiarized with work documents in international organizations (MOU, TA, SOP, STANAG...).

2.3.Importance of learning goals

Relevance of the learning outcomes

The achievement of the learning outcomes will provide students with a level of knowledge of English at the B2.1 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.Assessment (1st and 2nd call)

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

The student will reach the learning outcomes expected by carrying the following assessment tasks:

1. Assessment tasks, which will include

a) an oral presentation in which learners will discuss an idea, an issue, a point of view, a product, an invention, etc. The presentation will last approximately 5 minutes, plus questions. The task will account for 20% of the final grade.

b) a written task in which learners will write either an opinion text or a formal email of 200 words.

2 A final exam, which will account for 80% of the final degree. It will consist of two parts: a written test which will evaluate reading comprehension (25%), listening comprehension (25%), and writing (25%); and a second test which will evaluate oral production (25%). The final grade will be result from the addition of the final exam (80%) and the assessment tasks (20%).

The student will pass the subject when the following requirements are met:

1 the student has turned in all the assessment tasks in due time;

2 the exam mark is equal or superior to 60%. This percentage will be obtained from the means of the different parts of the exam (each of the four skills), provided that the student has reached at least 50% of the grade of each of them;

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3 the addition of both grades (the assessment tasks and the final exam) is, at least, 60%.

In the September sitting the assessment tasks will not be considered and, therefore, the grade will be obtained from the final exam exclusively. Consequently, the student will pass the subject when the exam grade is equal or superior to 60%. This percentage will be obtained from the means of the different parts of the exam (each of the four skills), provided that the student has reached at least 50% of the grade of each of them.

4. Methodology, learning tasks, syllabus and resources

4.1. 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.

4.2. Learning tasks

The programme designed to help the student achieve the learning objectives includes the following tasks:

Speaking: talking about new experiences, discussing surveillance, giving and responding to opinions, supporting your viewpoint, talking about inventions, discussing about different ages and generations, speaking about the future, debating

Writing: genres (formal emails: problem-solving, making arrangements, complaints; opinion text: discussing ideas or issues, presenting a product, describing an invention); strategies (formal writing conventions, using linkers, giving your opinion, making comparisons)

Presentations: genres (opinion on issues, a product review, describing an invention); writing notes for presentations, successful planning, effective presentations, phraseology & rhetorical resources

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

4.3.Syllabus

The subject program includes the following grammatical, lexical and function features...

Grammar: verb tenses (present perfect simple & continuous, the passive, articles, real and hypothetical conditionals, modal verbs, future perfect & continuous), direct/indirect questions, passive, present & past habits, articles, real and hypothetical conditionals

Vocabulary: lexical fields (issues, surveillance, gender roles, change, adverts, inventions, innovative ideas, age, generational differences, optimism & pessimism); verb/nouns with the same form, opinion adjectives, compound nouns, advertising collocations, collocations with *idea*

Specialized discourse: women in the army, gender, race and appearance stereotypes, weaponry (pistols, rifles, mortar, guns, tanks, mines, anti-tank weapons, machine guns, future weapons), vehicles & platforms (armored fighting vehicles, multi-purpose vehicles, air defense systems, helicopters), technology for peace, the future of the planet, fighting global challenges

Functions: opinions, suggesting ideas, persuading, making comparisons

4.4.Course planning and calendar

Schedule of lessons and assignments

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://tud.unizar.es/>

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/>).

4.5.Bibliography and recommended resources