



IDENTIFYING DATA

Technical english 2

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|---------------------|---|----------|------|------------|
| Subject | Technical english 2 | | | |
| Code | V12G330V01904 | | | |
| Study programme | Degree in Industrial Electronics and Automation Engineering | | | |
| Descriptors | ECTS Credits | Choose | Year | Quadmester |
| | 6 | Optional | 4th | 2nd |
| Teaching language | English | | | |
| Department | Filoloxía Inglesa, Francesa e Alemá | | | |
| Coordinator | Pérez Paz, María Flor García de la Puerta, Marta | | | |
| Lecturers | García de la Puerta, Marta Pérez Paz, María Flor | | | |
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| General description | This course aims at providing students with a systematic adequacy to develop the appropriate skills for communicating in Technical English at level B1 according to the Common European Framework of Reference for Languages (CEFR). As far as possible, students will be monitored so as to accommodate to each individual needs. | | | |

Competencies

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| Code | |
| B10 | CG10 Ability to work in a multidisciplinary and multilingual environment. |
| D1 | CT1 Analysis and synthesis. |
| D4 | CT4 Oral and written proficiency in a foreign language. |
| D7 | CT7 Ability to organize and plan. |
| D9 | CT9 Apply knowledge. |
| D10 | CT10 Self learning and work. |
| D17 | CT17 Working as a team. |
| D18 | CT18 Working in an international context. |

Learning outcomes

| Expected results from this subject | Training and Learning Results | |
|--|-------------------------------|---|
| New | | |
| To improve students' sense of linguistic awareness of English as a second language, the grammatical and lexical mechanisms and types of expressions. | B10 | D1 D4 D7 D9 D10 D17 D18 |
| Improving students' listening and reading skills, as well as their speaking and writing skills in Technical English at intermediate level (B1). | B10 | D1 D4 D7 D9 D10 D17 D18 |

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| To upgrade students' grammatical and lexical notions of the English language, and the comprehension of basic Technical English structures at B1 level. | B10 | D1 D4 D7 D9 D10 D17 D18 |
| To encourage students to use the English language within the engineering context, and the benefits and usefulness of the English language when applying their grammatical, lexical, and cultural knowledge | B10 | D1 D4 D7 D9 D10 D17 D18 |
| Promoting students' critical autonomy for the comprehension and understanding of dialogues and texts written in Technical English. | B10 | D1 D4 D7 D9 D10 D17 D18 |

Contents

| Topic | |
|--|---|
| 1. English grammar | UNIT 1 |
| 2. Vocabulary/Use of English | Reading: CO2 and the Greenhouse Effect (or similar related topic). |
| 3. Technical-scientific language | Speaking: Job interviews (part one). |
| 4. Speaking | Speaking: Dates, mathematical expressions, web sites and email addresses, chemical formula. |
| 5. Listening | Speaking: Parts of an oral presentation: Introducing oneself. |
| 6. Reading comprehension | Listening: Repairing a car (or similar related topic). |
| 7. Writing | Writing: Reports. |
| 8. Direct and inverse translation of specific parts of the discourse | Grammar: Present participle and past participle adjectives. |
| 9. Oral presentations | |
| 1. English grammar | UNIT 2 |
| 2. Vocabulary/Use of English | Reading: Using Mobile Phones and Computers to Transmit Information (or similar related topic). |
| 3. Technical-scientific language | Speaking: Giving definitions. |
| 4. Speaking | Speaking: Job interviews (part two). |
| 5. Listening | Speaking: Parts of an oral presentation: Giving purpose. |
| 6. Reading comprehension | Listening: Land windfarms (or similar related topic). |
| 7. Writing | Listening: Off-shore windfarms (or similar related topic). |
| 8. Direct and inverse translation of specific parts of the discourse | Writing: Letter of Motivation. |
| 9. Oral presentations | Grammar: The -ing form at the beginning of a sentence and the formation of nouns. |
| 1. English grammar | UNIT 3 |
| 2. Vocabulary/Use of English | Reading: Running Dry (or similar related topic). |
| 3. Technical-scientific language | Speaking: Job interviews (part three). |
| 4. Speaking | Speaking: Oral presentations: Time Schedule and signposting. |
| 5. Listening | Listening: Scientists say Climate Change is Real and Possible (or similar related topic). |
| 6. Reading comprehension | Listening: Geothermal Energy (or similar related topic). |
| 7. Writing | Grammar: Clauses of reason, purpose, contrast, and result. |
| 8. Direct and inverse translation of specific parts of the discourse | Writing: Descriptions. |
| 9. Oral presentations | |
| 1. English grammar | UNIT 4 |
| 2. Vocabulary/Use of English | Reading: Capturing CO2 is Costly and Difficult (or similar related topic). |
| 3. Technical-scientific language | Speaking: Describing shapes, forms, and materials: comparison and contrast. |
| 4. Speaking | Speaking: Describing devices, machines, components, etc. by its shape, form, and material. |
| 5. Listening | Speaking: Oral Presentations: Indicating the visual aids and handouts used in an oral presentation. |
| 6. Reading comprehension | Listening: Supply Chain (or similar related topic). |
| 7. Writing | Listening: Mobile phones (or similar related topic). |
| 8. Direct and inverse translation of specific parts of the discourse | Grammar: Adverbs of sequence; revision of passive voice; contracted relative clauses. |
| 9. Oral presentations | |

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|--|---|
| 1. English grammar | UNIT 5 |
| 2. Vocabulary/Use of English | Reading: Superconductivity in Orbit (or similar related topic). |
| 3. Technical-scientific language | Speaking: Job interviews (part four). |
| 4. Speaking | Speaking: Oral Presentations: Summing up; concluding; making recommendations and questions; thanking. |
| 5. Listening | Listening: Innovation is Great: Part 1 (or similar related topic). |
| 6. Reading comprehension | Listening: IT-related Problems (or similar related topic). |
| 7. Writing | Listening: Innovation is Great: Part 2 (or similar related topic). |
| 8. Direct and inverse translation of specific parts of the discourse | Grammar: Verb tenses expressing future; contracted time adverbial clauses; order of adjectives. |
| 9. Oral presentations | |
| 1. English grammar | UNIT 6 |
| 2. Vocabulary/Use of English | Reading: Magnets and Electromagnets (or similar related topic). |
| 3. Technical-scientific language | Speaking: Job interview (part five and six). |
| 4. Speaking | Speaking: Oral presentations: Expressing processes: description and report of experiments.. |
| 5. Listening | Listening: Two Great Engineering Innovations (or similar related topic). |
| 6. Reading comprehension | Listening: MIT seeks Moral to the Story of Self-driving Cars (or related topic). |
| 7. Writing | Grammar: Cause and effect: "if" clauses, and noun clauses. |
| 8. Direct and inverse translation of specific parts of the discourse | |
| 9. Oral presentations | |

Planning

| | Class hours | Hours outside the classroom | Total hours |
|----------------------------------|-------------|-----------------------------|-------------|
| Introductory activities | 1 | 0 | 1 |
| Classroom jobs | 6 | 15 | 21 |
| Autonomous problem solving | 4 | 15 | 19 |
| Group tutoring | 2 | 0 | 2 |
| Autonomous practices through ICT | 2 | 0 | 2 |
| Presentation | 7 | 20 | 27 |
| Others | 8 | 15 | 23 |
| Short answer tests | 4 | 15 | 19 |
| Essay | 12 | 20 | 32 |
| Objective questions exam | 4 | 0 | 4 |

*The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.

Methodologies

| | Description |
|----------------------------------|--|
| Introductory activities | Activities aiming at introducing the subject, establish contact with students, and to gather information about their previous knowledge of the English language. |
| Classroom jobs | Analysis and problem solving activities in relation to exercises concerning grammar and vocabulary, and communicative skills. |
| Autonomous problem solving | Activities focused on dealing with problems and/or exercises in relation to this subject. Students develop skills to autonomously analyse and solve problems and/or exercises. |
| Group tutoring | Tutor and tutees carry out joint reviews for discussing issues concerning the so far course achievements and learning process. |
| Autonomous practices through ICT | The practice activities in connection to the four communication skills: Listening comprehension, Speaking, Reading comprehension, and Writing, as well as Use of English in Technical English. These activities are done individually or in groups (teamwork). |
| Presentation | In order to assess communication skills, students, in group or individually, accomplish guided Technical English oral and writing presentations. |
| Others | Role-play activities whose purpose is to improve students' speaking skill, and to increase their participation in order to prompt the interaction of the group in English. |

Personalized attention

| Methodologies | Description |
|-------------------------|--|
| Introductory activities | General guidance to students on the subject concerning goals and how to achieve them. Exploring motivations and interests of the students. Indications on assignments and exercises to be done during the course, dates of assignment deliveries and the examination dates and how to achieve goals on the subject. Indicating that no tutorial will be done on the telephone or internet (electronic post, Skype, etc.). In case of any doubt, students will have to contact directly with the professor in the classroom or during tutorial hours. |

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| Group tutoring | By group tutoring we mean tutorials given to students within the classroom and during scheduled tutorials dates and hours. The aims of personalized attention are to concentrate on particular issues concerning individual students by giving them, according to their specific needs, guidance on the subject, the encouragement of strategies in the learning process, giving indications about assignments and exercises, analysing the results obtained in the examinations already done or advice for achieving better outcomes and results. |
| Classroom jobs | Practice of the different exercises in relation to the communicative skills and the linguistic skill. |

| Assessment | | | | |
|--------------------------|---|---------------|-------------------------------|------------------------------------|
| | Description | Qualification | Training and Learning Results | |
| Presentation | Performance of the speaking skill in relation to engineering topics, aimed to consolidate an acceptable fluent communication in English. | 32 | B10 | D1 D4 D7 D9 D10 D17 |
| Others | Evaluations concerning the communicative skill of reading comprehension in relation to engineering topics. | 16 | B10 | D1 D9 D10 D18 |
| Short answer tests | Evaluation of the theoretical concept of the Technical English language and its application. Performance of practical exercises in relation to the linguistic skill (Use of English). | 20 | B10 | D7 D10 D18 |
| Essay | Evaluation of the communicative skill of writing. | 16 | B10 | D1 D4 D7 D9 D10 D18 |
| Objective questions exam | Evaluation of the communicative skill of listening comprehension in relation to topics concerning Technical English. | 16 | B10 | D4 D9 D10 D18 |

Other comments on the Evaluation

1. Particular considerations

There are two assessment systems. Choosing a system excludes the other.

1.1. Continuous assessment To qualify under the system of continuous evaluation, students are required to attend 80% of the total lecture hours with academic progress and involvement. Therefore students not attending the total hours of the percentage established will lose this option. Students making use of the continuous evaluation counts 100% in the assessment of their final grade with the course assignments and testings. The failure to complete the assignments requested along the course will be counted as a zero (0.0). The assignments requested must be delivered or submitted by the deadlines and dates marked beforehand.

1.2. Final assessment

Students making use of the only evaluation or final examination sit for examination with a final overall assessment, taking place on the official date established by the School of Industrial Engineering. To this end, students should consult the School web site, where the examination date and time are specified in accordance to students' subject attendance either Campus or City Centre (Torrecedeira).

2. Final subject assessment result

2.1. Continuous assessment

The final mark for this subject is computed taking into consideration all the skills practiced during the course. Therefore each of them counts as follows:

Listening: 16%.

Speaking: 32%.

Reading: 16%.

Writing: 16%.

On the other hand, Use of English examination sums up 20%.

So the final mark will be established adding the communicative skills and Use of English tests to sum up 100%, being 5 (five) the mark necessary to obtain a pass in all skills and Use of English tests.

Students, who in the publication of the first assessment record, have scored a non-pass in one or several skills, must retake the part or parts for the corresponding failed skills in the July exam of 2019 to obtain a pass. In case of a second non-pass in July 2019, students must undergo examination for all skills in future courses. Therefore, those passed parts will not be taken into account in the future or subconsequent to course 2018-2019 .

Partial or total plagiarism in any of the assignment or activity will result in an automatic non-pass on the subject. Plead ignorance of what plagiarism is, will not exempt students of their responsibility in this regard.

2.1. Final Assessment (May and July)

The only assessment is computed as follows:

Listening: 16%.

Speaking: 32%.

Reading: 16%.

Writing 16%, whereas Use of English examination sums up 20%.

So the final mark will be established adding skills and Use of English test to sum up 100%, being 5 (five) the mark necessary to obtain a pass in all skills and short answer tests.

Regarding July assessment (second call assessment) continuous evaluation students will undergo examination for the specific parts of the subject contents not completed; while students of the only examination who failed in the previous exam notification (first call) must undergo an assessment of the total subject contents (100%).

Both continuous assessment and final assessment will take into account not only the relevance and appropriateness of the content of the answers, but also their linguistic correctness.

3. Additional considerations

3.1. Forbidden materials or devices

In addition, during the examinations no dictionaries, notes or electronic devices (mobile phones, tablets, PCs, etc.) will be allowed.

3.2. Information and deadlines

It is students' responsibility to check FAITIC or their e-mails to be kept up to date on the uploaded teaching materials, as well as to be aware of examination or submission dates.

3.3. Erasmus students

All the comments here indicated also pertain to Erasmus students. In the event of not being able to access information on FAITIC, students have to contact the teacher to solve the problem.

3.4. Ethical commitment

Students are requested to present an adequate ethical behaviour. In case of detecting an unethical behaviour (coping, plagiarism, use of not authorized electronic devices, and others) will be considered that the student does not meet the requisites necessary to pass the subject. In this case, the global qualification in the present academic course will be of a fail (0.0).

Sources of information

Basic Bibliography

Beigbeder Atienza, Federico, **Diccionario Técnico Inglés/Español; Español/Inglés**, Díaz de Santos,
Collazo, Javier, **Diccionario Collazo Inglés-Español de Informática, Computación y otras Materias**, McGraw-Hill,
Hornby, Albert Sidney, **Oxford Advanced Learner's Dictionary**, Oxford University Press,

Jones, Daniel, **Cambridge English Pronouncing Dictionary**, Cambridge University Press,
Hancock, Mark, **English Pronunciation in Use: Intermediate**, Cambridge University Press,
Murphy, Raymond, **English Grammar in Use: A Self-Study Reference and Practice Book for Intermediate Students**, Cambridge University Press,
Picket, Nell Ann; Laster, Ann A. & Staples Katherine E., **Technical English: Writing, Reading and Speaking**, Pearson Limited Education,
Complementary Bibliography
www.agendaweb.org,
www.bbc.co.uk/worldservice/learningenglish/,
www.edufind.com/english/grammar,
www.voanews.com/specialenglish,
www.mit.edu, **Massachusetts Institute of Technology**,
www.iate.eu, **Eu's Multilingual Technical and Scientific Dictionary**,

Recommendations

Other comments

We recommend students, who wish to take part in this course, to have a prior A2 level in English so as to reach the B1 level, according to the European Framework of Reference for Languages of the Council of Europe.

Requisites:

To register in this subject it is necessary to have passed or to be registered for all the subjects of the lower-division courses to the course where this subject is placed.

We also recommend continuous assessment due to the methodology used to practice and consolidate the learning process of the subject contents. Therefore, the active participation of students is essential to pass the Technical English subject requisites.

It is advisable to check the School's lectures timetable so as to avert incompatibility of attendance with any other subject. Therefore students will not be permitted to sit for continuous evaluation if there is overlap.

In order to avoid damaging computers, students will not be allowed to take drinks or food into the classroom. If the ingestion of liquid or food is necessary, students must show an official medical prescription.

Any texting during lectures is not allowed. Students caught during this activity will be asked to leave the classroom.

Not keeping to the previous remarks stated in this teaching guide, means losing the opportunity to sit for continuous evaluation.

In case of discrepancy, the Spanish version of this teaching guide will prevail.
