IDENTIFYING DATA

Technical english 2

Subject	Technical english 2
Code	V12G320V01904
Study programme	Degree in Electrical Engineering

Descriptors	ECTS Credits		Choose	Year	Quadmester
	6		Optional	4th	2nd

Teaching language	English
Department	
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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, contents will be adapted to the level of each student.

Competencies

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
To develop the sense of linguistic awareness of English as a second language, its grammatical and lexical mechanisms and its expression forms	B10	D1 D4 D7 D9 D10 D17 D18
To improve the listening and reading skills, as well as the speaking and writing skills in Technical English at intermediate level (B1).	B10	D1 D4 D7 D9 D10 D17 D18

To develop grammatical and lexical notions of English, and to comprehend basic Technical English structures at B1 level.	B10	D1 D4 D7 D9 D10 D17 D18
To promote the use of English within the engineering context in order to apply it in professional situations and especially in industrial activities.	B10	D1 D4 D7 D9 D10 D17 D18
To promote the student□s autonomy and critical capacity for the development of the understanding of dialogues and texts written in Technical English.	B10	D1 D4 D7 D9 D10 D17 D18

Contents

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

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

Planning

	Class hours	Hours outside the classroom	Total hours
Introductory activities	1	0	1
Mentored work	4	16	20
Autonomous problem solving	8	10	18
ICT suppoted practices (Repeated, Dont Use)	5	8	13
Lecturing	8	15	23
Problem and/or exercise solving	6	10	16
Essay	4	15	19
Objective questions exam	3	5	8
Oral exam	8	16	24
Objective questions exam	3	5	8

*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 aimed at presenting the subject, getting in touch with students and gathering information about their previous knowledge on the topic.
Mentored work	Analysis and resolution of practical exercises related to the grammatical and lexical contents, and to the communication skills. The students must develop these activities in an autonomous way, specially those homework activities concerning Writing skills.
Autonomous problem solving	Activities in which problems are presented and/or exercises related to the subject. The student must develop the analysis and resolution of problems and/or activities concerning the four communicative skills at an individual level, as well as the technical English linguistic skill (Use of English); specially those ones concerning Speaking.
ICT suppoted practices (Repeated, Dont Use)	Practice of the four communicative skills: listening, speaking, reading and writing, as well as the technical English linguistic skill (Use of English) at an individual or group level.
Lecturing	Explanation of linguistic contents and their application (Use of English) for the learning and acquisition of the theoretical contents of the subject.

Personalized assistance

Methodologies	Description
Introductory activities	The objective of the introductory activities is to provide general guidance on the subject; to promote learning strategies; to make general notes about the work and exercises, deadlines for the submission of work and the exam dates; and to give advice on how to pass the subject. It is important to know that no tutorials will be done on the telephone or internet (email, Skype, etc.). In case of any doubt or comment, students should contact directly with the professor in the classroom or during tutorial hours.
Autonomous problem solving	This activity seeks to help students with the practical exercises related to the communicative skills and the linguistic skills and their application for the learning and acquisition of the theoretical contents of the subject.
Mentored work	Practice of the different exercises in relation to the communicative skills and linguistic skills in order to apply English theoretical concepts.

Lecturing	The personalised attention for the master class is focused on the attention of students in the classroom and during tutorial hours. It focuses on the correct comprehension and promotion of the learning of the subject☐s theoretical concepts, as well as on providing guidance on work and practical exercises and on giving advice on how to pass the subject.			

Tests	Description
Oral exam	The objective of the personalised attention of the oral exam is focused on the preparation, promotion and supervision of the oral expression (Speaking) in the classroom during the course and before the exam. This activity seeks to help the students not only to express themselves with relevance and appropriateness using the topics and vocabulary from the field of engineering, but also with linguistic correction.

Assessment

	Description	Qualification	Training and Learning Results	
Problem and/or exercise solving	Evaluation of theoretical concepts and their application. Resolution of practical exercises related to the linguistic skill (Use of English) of technical English.	20	B10	D7 D10 D18
Essay	Evaluation of the writing skill.	16	B10	D1 D4 D7 D9 D10 D18
Objective questions exam	Evaluation of the listening skill with engineering-related contents.	16	B10	D4 D9 D10 D18
Oral exam	Evaluation of the speaking skill with engineering-related vocabulary and topics.	32	B10	D1 D4 D7 D10 D17 D18
Objective questions exam	Evaluation of the reading skill with engineering-related topics and vocabulary.	16	B10	D1 D4 D7 D10 D17 D18

Other comments on the Evaluation

1. Particular considerations

There are two assessment systems: continuous or final. The selection of a system excludes the other.

1.1. Continuous assessment

In order to qualify for the system of continuous evaluation, students are required to attend 80% of the total lecture hours with academic progress and participation. Students not reaching that percentage will lose this option. The essays and tests done during the course will be worth 100 % of the final assessment for those students choosing the continuous evaluation. The non completion of the assignments requested during 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 choosing the final examination will have to take a final overall tests that will take place on the official date established by the School of Industrial Engineering. To this end, students should consult the school's website, where the examination date and time are specified in accordance to students' centre (campus or city) in which they took the subject.

2. Subject's final grade

2.1. Continuous assessment

The final mark for this subject is calculated taking into consideration all the skills practised during the course. Therefore, each one of them is given the following weight in the final grade:

Listening: 16%.

Speaking: 32%.

Reading: 16%.

Writing: 16%.

On the other hand, the practical exercises related to the grammatical and lexical contents and to the communicative skills, and the application of linguistic contents (Use of English) will have a weight of 20% of the mark obtained.

Therefore, both parts (theory and practice) will add up to 100%, being 5 (five) the required mark to pass the subject including all skills and linguistic contents.

Those students who have a fail in one or several skills in the first assessment record must retake the part or parts of the corresponding failed skills in the July exam of the current academic year in order to pass the subject. In case of a second fail, students must take the exam for all skills in future academic skills. Therefore, those passed parts will not be taken into account in the future or subsequent years.

Partial or total plagiarism in any of the assignments or activities will result in an automatic fail of the subject. To claim ignorance of what plagiarism is, will not exempt students of their responsibility in this regard.

2.2. Final Assessment

The final assessment is calculated as follows:

Listening: 16%.

Speaking: 32%.

Reading: 16%.

Writing 16%

On the other hand, the practical exercises related to the grammatical and lexical contents and to the communicative skills, and the application of linguistic contents (Use of English) will have a weight of 20% of the mark obtained. Therefore, both parts (theory and practice) will add up to 100%, being 5 (five) the required mark to pass the subject including all skills and linguistic contents.

Regarding July's test, continuous assessment students will take the exam for the specific parts failed, while final assessment students who failed must take an exam including all the skills and linguistic contents of the subject.

Both continuous 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. During the examinations no dictionaries, notes or electronic devices (mobile phones, tablets, PCs, etc.) will be allowed.

3.2. It is students' responsibility to check all the resources in FAITIC and/or their e-mails, as well as to be aware of examination or submission dates.

3.3. All the above-mentioned comments also pertain to Erasmus students. In the event of not being able to access FAITIC, students must contact the professor to solve the problem.

3.4. Students are requested to have an adequate ethical behaviour. In case of detecting an unethical behaviour (coping, plagiarism, use of not authorized electronic devices, and others), it will be considered that the student does not meet the requisites necessary to pass the subject. In this case, the overall qualification in the current 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. &amp; 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 to have some knowledge of English. This course will start from an A2 level and it will reach 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 courses.

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

It is advisable to check and compare this subject's timetable with the School's lectures timetables so as to avoid incompatibilities. Students will not be allowed to choose continuous assessment if there is an overlap with other subjects.

In order to avoid damaging the room's computer equipment, students will not be allowed to take drinks or food into the classroom. If the ingestion of liquids or food is due to medical reasons, students must show an official medical prescription.

Sending of emails or the using of mobile phones during the lessons means that the students will be expelled.

The student who does not comply with the information in the previous paragraph will not only be expelled, but s/he will also lose the opportunity to sit for continuous assessment.

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

Contingency plan

Description

=== EXCEPTIONAL PLANNING ===

Given the uncertain and unpredictable evolution of the health alert caused by COVID-19, the University of Vigo establishes an extraordinary planning that will be activated when the administrations and the institution itself determine it, considering safety, health and responsibility criteria both in distance and blended learning. These already planned measures guarantee, at the required time, the development of teaching in a more agile and effective way, as it is known in advance (or well in advance) by the students and teachers through the standardized tool.

When face-to-face teaching is not possible, teaching methodologies will be adapted to the electronic means that are given to the teachers and to the documents provided through FAITIC and other platforms, e-mail, etc.

All assessable activities and tests will be done remotely. Assessment criteria remain the same, although the examination process will be adapted to the electronic means provided to the teachers, if needed and when ruled by the Dean.

Any changes will be notified to the concerned students properly, on time and in a detailed manner.

Counselling will be scheduled virtually (e-mail and virtual office)