

**Información del Plan Docente**

<b>Academic Year</b>	2017/18
<b>Faculty / School</b>	175 - Escuela Universitaria Politécnica de La Almunia
<b>Degree</b>	422 - Bachelor's Degree in Building Engineering
<b>ECTS</b>	5.0
<b>Year</b>	4
<b>Semester</b>	Second semester
<b>Subject Type</b>	Optional
<b>Module</b>	---

**1.General information****1.1.Introduction**

Brief presentation of the subject

Specific English is an elective subject of 5 ECTS credits in the Technical Architecture degree, equivalent to 125 hours of work, corresponding to 50 hours onsite (theory, practice, laboratory ...) and 75 offsite classes (exercises, , investigation,...).

The objective of the course is to provide the student with the necessary tools to be able to get on in the English language in an international and multidisciplinary context, as, undoubtedly, both society and the labor market will demand in the future.

**1.2.Recommendations to take this course**

In order to take this course, students should have a B1 level of English according to the Common Reference European Framework for languages.

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

Taking into account the role that the English language represents today in the international context, its knowledge and use is essential in the overall formation of the student.

Since English is the lingua franca of communication, congresses and publications, the subject offers a tool that will allow students to access academic and technical information about any other subjects of their Degree. This will result in a more complete training that will make them better professionals.

**1.4.Activities and key dates**

They will be published in a timely manner through the means provided by the Institution and / or the teacher responsible, whether these are the Notice Board, ADD (or moodle) of the University of Zaragoza and/or the classroom.

The dates of the final assessment tests will be those published officially at <http://eupla.unizar.es/index.php/secretaria/informacion-academica/distribucion-de-examenes>

## **2.Learning goals**

### **2.1.Learning goals**

The student, to succeed in this subject, must demonstrate the following results...

1: Consolidating the competences at B1 level according to the Common European Framework of Reference for Languages

2: Using the essential vocabulary necessary for the development of professional activities related to the Professional Training and the planning and management of English Language operations and processes.

3: Understanding and interpreting texts in English with specific content related to the field

of Building, Engineering and Management.

4: Writing documents relevant to their professional field, both formal and informal, using lexicon, structures and appropriate rhetorical and textual techniques.

5: Making oral presentations on subjects of their degree (With fluency and grammatical and terminological correctness)

6: Communicating orally in the English language, with special emphasis on the use of the lexicon and procedures in multinational settings and participating in other oral interactions in their professional environment, such as negotiations and telephone conversations, understanding their interlocutors, although sometimes with effort, and expressing themselves clearly and with reasonable accuracy.

### **2.2.Importance of learning goals**

The convergence towards a European Higher Education Area and the labor market that future graduates will have to face requires students to be able to use English in various social and professional contexts. They will need access to specialized English material (for example, written information, talks, presentations and conferences); Participate in mobility programs and international projects related to their discipline and participate in academic activities (such as attendance at conferences, publication of articles or preparation of oral presentations) not only during their university studies, but with continuity once completed.

On the other hand, being able to use the English language as it is used by the professionals in the discipline leads to a clear competitive advantage for the engineer who must look for his/her first job, and permits his/her integration in the current labor market, in a globalized technological environment, while giving access to labor markets outside Spain.

## **3.Aims of the course and competences**

### **3.1.Aims of the course**

The subject and its expected results respond to the following approaches and goals:

## 28638 - English

The subject of Technical English for Technical Architecture lies within the framework of teaching English for Specific Purposes, which integrates the teaching of the English language and the specific contents of the profession with a student-based approach.

The course is taught in English and starts from level B1 (European framework). Tasks are practiced in class, most of them in pairs or small groups to encourage collaborative work. The activities are corrected in class or delivered for later correction.

The specific goals of the subject are:

• Introducing English through the discursive, rhetorical and linguistic functions of the scientific-technical record.

• Getting Familiar with the genres, techniques and academic conventions used by the Engineering scientific-technical community which reflect the future needs of the profession.

• Developing linguistic competence in written and oral English in contexts of communication linked to the academic environment.

• Improving reading comprehension skills to understand and critically interpret technical texts of medium difficulty.

• Writing different types of text, which respond to various needs and are used in professional communication of the discipline.

• Promoting the expression of ideas, opinions, agreements and disagreements in formal situations, in professional and academic contexts.

• Extending the oral expression of the student to communicate in an academic and professional exchange environment

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• Promoting self-learning and continuous training.

### 3.2. Competences

**Upon passing the subject, the student will be more competent to ...**

1: Read and understand different types of English texts needed in their professional activity, for example, reports and technical documentation, specialized articles, instructions.

2: Write different types of English texts that respond to different needs and that are used in the Professional communication in the career: informative texts, texts describing processes and procedures, evaluative texts, argumentative texts.

- 3: Use communicative strategies to participate in conversations in work situations.
- 4: Read and understand specialized literature in English related to the career.
- 5: Maintain business correspondence in English.
- 6: Recognize the type of language appropriate for different types of technical communication texts in their career.
- 7: Understand oral presentations of projects in English.
- 8: Plan, prepare and deliver oral presentations of projects in English.
- 9: Develop strategies for finding information and reading online texts.

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

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

###### Assessment activities

The student must demonstrate that he / she has achieved the expected learning outcomes via the following assessment activities

###### **1: Continuous assessment.**

The credits of this subject can be obtained in a double way: on the one hand, via continuous assessment and on the other, via a final exam. To access the continuous assessment, the following points must be taken into account:

- \* Attendance is required for a minimum of 80% of the lectures. If this percentage is not reached, the right to continuous assessment will be lost.
- \* Absences will only be excused for medical reasons with presentation of the corresponding official certificate.
- \* Participation in class is obligatory to access the continuous assessment system.
- \* It will be necessary to hand in some activities
- \* Opportunities for extra credits will be offered on a voluntary basis.
- \* The continuous assessment program will be validated by conducting a series of tests on the four basic language skills (reading, listening, writing and speaking) throughout the course. Students must show their proficiency at B1 level in all previous skills.

## 28638 - English

- \* Assessment tests will be held every two weeks, during class time.
- \* The listening and speaking marks will be taken from the activities done during the lessons.
- \* The assessment tests can be done in different times or dates in case of absence due to illness or other reasonable reasons
- \* The final grade will be obtained from the marks in the different tests carried out, as well as the activities handed in.
- \* Students will have the right to take the final exam if they have not passed the tests during the course, as well as at the June or September calls.

### 2: Final assessment.

Students who do not follow the continuous assessment, or the ones who have not passed, or who wish to improve their grades, may take a final test that will take place in the official calls.

There will be a final written exam to assess the student in the four skills: listening, speaking, reading and writing. Students must demonstrate their proficiency at B1 level in all previous skills.

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

### 5.1. Methodological overview

**The learning process that has been designed for this subject is based on the following:**

In the learning process, the student's role will be mainly active in either group work (by working in pairs or small groups, in which they should solve a problem, make a report, comment on a text or listen to specific or general information, etc.) or individually, all that under supervision of the teacher and using online resources.

### 5.2. Learning tasks

**The program that the student is offered to help him achieve the target results includes the following activities...**

#### **On-site generic activities:**

• **Lectures and practical classes** : Theoretical concepts of the subject will be explained and practical examples to support the theory developed

• **Conversation Practice** : Students will be divided into pairs or small groups and will be supervised by the

teacher.

**Offr-site generic activities:**

• Study and assimilation of the theory presented in the lectures.

• Organization of seminars, solving suggested problems, etc.

• Scheduling written continuous assessment tests and final examinations.

**Supervised autonomous activities:** Targeted mainly to seminars and tutorials under the supervision of the teacher.

**Support activities:** Mainly, through a virtual learning portal (Moodle) different activities that reinforce the basic contents of the subject will be made. These activities can be customized or not, being monitored through the above mentioned virtual portal.

### 5.3.Syllabus

**Essential Contents of the subject to achieve the target learning outcomes.**

**1. Construction engineering courses: Vocabulary :** Branches in engineering. The timetable. Course descriptions.  
**Writing :** Translating university courses and their contents. Writing an application letter. **Oral Practice :** The university interview.

**2. Construction engineering jobs: Vocabulary :** Job and work. Careers in civil engineering. Internet resources for job search. **Writing :** Writing a CV. Writing a cover letter. **Oral Practice :** Talking about jobs. Talking about requirements. The job interview.

**3. Construction materials: Vocabulary :** Materials. Properties of Materials. Comparative and superlative adjectives. Opposites. Relative clauses. **Writing :** Writing a recommendation text. Explaining laws of nature. **Oral Practice :** Explaining the difference between materials. Comparing and contrasting.

**4. Construction tools: Vocabulary :** Construction Tools. Type 0 conditionals. Purpose: *used for -ing, used to, can, enable ..* **Writing :** Writing a short description of construction tools. **Oral Practice :** Defining new words. Explaining how something works. Explaining in simple terms. Using non-specialist language. Classifying.

**5. The house: Vocabulary :** Parts of the house. The rooms. Equipment. **Writing :** Writing a project brief. **Oral Practice :** Presenting a house project to a customer.

**6. Types of buildings: Vocabulary:** Shapes. Dimensions. Materials. Material properties. Measurements, quantities and numbers (dates, fractions, money). **Writing :** Writing a complete description of a building. Defining buildings by class, colour, size, parts, purpose, etc. **Oral Practice :** Making an oral presentation of a building.

**7. Solving construction engineering problems: Vocabulary :** Identifying faults. Troubleshooting and repairs. Time

clauses. Cause and effect. **Writing** : Writing a report. Reporting defects. Using the problem-solution pattern. Explaining what happened. Using time sequencers. **Oral Practice** : Explaining why. Talking to non-experts. Using informal language.

**8. Safety in the construction site: Vocabulary** : Hazards and safety precautions. Security threats. *should/shouldn't/must/mustn't* . **Writing** : Writing safety signs. Warning expressions. **Oral Practice** : Giving instructions. Giving directions. Explaining rules. Making suggestions. Making recommendations.

**9. The construction project: Vocabulary** : Erecting a building. Commissioning a building. The construction process. Passive. **Writing** : Writing a construction progress report. Schedules and time estimates. Sequencing. Describing changes. Procedures. **Oral Practice** : Describing a construction site performance record. Time, quality, and cost issues. Explaining a diagram. Visual-verbal relationships. Interpreting charts, graphs, diagrams and tables.

**10. Information: Vocabulary** : Email addresses and urls. Formal and Informal greeting and farewell conventions. **Writing** : Writing emails: openings, closings, and common expressions. Making arrangements. **Oral Practice** : Requesting Information. Making and acknowledging apologies. Checking understanding.

**11. The future of engineering: Vocabulary** : Future developments. *may/might/likely/will probably*. Type 1 and 2 conditionals . **Writing** : Making predictions. Hypothesizing and conditions. **Oral Practice** : Debating the construction market. Discussing and providing argumentation. Giving opinions

## 5.4.Course planning and calendar

### On-site Sessions Schedule and presentation of tasks

The classes are held according to the schedule established by the Institution, which is published prior to the start date of the course. A more specific calendar with the activities of the subject may be scheduled and published in the ADD of the University of Zaragoza.

The teacher will inform the students of the tutorials schedule also through the ADD or other means of communication set up by the Institution.

## 5.5.Bibliography and recommended resources

"THE UPDATED BIBLIOGRAPHY OF THE SUBJECT IS CONSULTED THROUGH THE LIBRARY WEB PAGE

<http://psfunizar7.unizar.es/br13/eBuscar.php?tipo=a>

- - BB** Alexander, L.G.. Longman English grammar practice / L.G. Alexander London ; New York : Longman, 1990
  - BB** Azar, Betty Schramper. Understanding and using english grammar / Betty Schramper Azar . - 2nd ed. New Jersey : Prentice Hall Regents, 1989
  - BB** Beigbeder Atienza, Federico. Diccionario politécnico de las lenguas española e inglesa = Polytechnic dictionary of Spanish and English languages / F. Beigbeder Atienza . - 2a. ed. Madrid : Díaz de Santos,

## 28638 - English

- S.A., 1997
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- BB** Collins Cobuild...English language dictionary / developed and compiled in the English Department at the University of Birmingham as part of a language research project commissioned by Collins Publishers . - [1st ed., 6th repr.] London ; Glasgow : Collins ; Stuttgart : Klett, 1992
- BB** Diccionario Oxford Avanzado para estudiantes de inglés : español-inglés, inglés-español / dirección editorial, Annella McDermott, Patrick Goldsmith, M<sup>a</sup> Angeles Pérez Alonso ; equipo de redacción Ana Bremón ... [et al.] Oxford [etc.] : Oxford University Press, 1996
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- BB** Murphy, Raymond. English grammar in use : a self-study reference and practice book for intermediate students : with answers / Raymond Murphy . - 1st. pub., 16th printing Cambridge : University Press, 1992
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- BC** Engineering / prepared by English Language Services ; [Contributing editor Louis de Pian] New York [etc.] : Collier-Macmillan, 1967
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- BC** Waterhouse, Graham. English for the construction industry / Graham and Celia Waterhouse. - 1st published, repr London ; Basingstoke : Macmillan, 1985



## 28638 - English

In the course written and audiovisual materials will be used. Written documents necessary for the development of the course will be provided well in advance via personal or via ADD through the Moodleplatform, <http://moodle.unizar.es>.