



Universidad  
Politécnica  
de Cartagena



Centro  
Universitario  
de la Defensa

Course Description:

## **TECHNOLOGICAL ENGLISH I**

**Degree: Industrial Organization Engineering**

**Academic Year 2016/2017**

## 1. General Information about the course.

<b>Name</b>	Technological English I				
<b>Course area</b>	Foreign Languages				
<b>Module</b>	Compulsory courses				
<b>Code</b>	511102006				
<b>Degree Programme</b>	Industrial Organization Engineering Degree				
<b>Curriculum</b>	2009 (Decree 269/2009 31 July)				
<b>Faculty</b>	University Centre of Defence, Spanish Air Force Academy				
<b>Type</b>	Compulsory				
<b>Duration</b>	Four-month course			<b>Year</b>	2014 -2015
<b>Language</b>	English				
<b>ECTS</b>	4.5	<b>Hours / ECTS</b>	25	<b>Total workload (hours)</b>	112.5
<b>Classes timetable</b>	Group A: Thursdays 10:50-11:40/ 11.45-12:35 Group B: Tuesdays 07:45-08:35/08:40-09:30			<b>Room</b>	Multimedia rooms 1 & 2
<b>Practicals timetable</b>	Group A: Mondays 16:05-16:55 Group B: Wednesdays 16:05-16:55			<b>Building</b>	Pavilion 9

## 2. Teaching Staff contact details

<b>Lecturer</b>	Antonio Daniel Juan Rubio PhD		
<b>Department</b>	Foreign Languages Department		
<b>Area of expertise</b>	Foreign Languages		
<b>Office location</b>	Centro Universitario de la Defensa		
<b>Phone number</b>	968189908	<b>Fax</b>	968189970
<b>E-mail</b>	antonio.juan@ cud.upct.es		
<b>URL / WEB</b>	UPCT virtual class		

<b>Office hours (supervision)</b>	Check Virtual Classroom
<b>Office hours location</b>	Office CUD /Language Lab.
<b>Job title</b>	Ayudante
<b>Teaching experience</b>	<p>Secondary Education (15 years)</p> <p>University of Alicante (2 years)</p> <p>Centro Universitario de la Defensa (4 years)</p> <p>Lecturer University Extension Course. UPCT.</p>
<b>Research lines</b>	<p>History &amp; Culture of the English-speaking countries.</p> <p>The didactic of the FL teaching-process.</p> <p>The use of new technologies in the teaching of a FL.</p>
<b>Professional experience</b>	<p>English teacher in private centers (5 years)</p> <p>English teacher for vocational official courses (5 years)</p> <p>Research grant chartered by Instituto Franklin. Universidad de Alcalá de Henares.</p> <p>Research grant chartered by Transatlantic Studies Association. University College Cork (Ireland).</p> <p>Pre-doctoral research grant chartered by the Arthur and Elizabeth Schlesinger Library. Radcliffe Institute for Advanced Study. Harvard University (USA).</p> <p>Reviewer Scientific Committee Revista de Lenguaje y Cultura IKALA. Universidad de Antioquía (Colombia).</p> <p>Member Scientific Committee Revista Asparkia. Universidad Jaime I de Castellón.</p> <p>Member Scientific Committee University Extension Course. Universidad Politécnica de Cartagena.</p> <p>Member Evaluation Team Trinity College Exams (London). Fundación de Cartagena para la Enseñanza de la Lengua y la Cultura Española (FUNCARELE).</p> <p>Researcher in the Research Project: "Aplicación de las nuevas tecnologías a la clase de didáctica de la lengua inglesa. Nuevos retos en el aula con nativos digitales". Universidad de Alicante.</p> <p>Researcher in the Research Project: "'Economía y Organización Aplicada a las Tecnologías de Doble Uso". Centro Universitario de la Defensa de San Javier.</p> <p>Member in a working group: "Análisis de la actividad docente en los Centros Universitarios de la Defensa". Centro Universitario de la Defensa de San Javier.</p>
<b>Other interests</b>	<p>Triple letter of accreditation by ANECA accreditation body: Contratado Doctor, Profesor de Universidad Privada y Ayudante Doctor.</p> <p>Pre-doctoral research stay in the Arthur and Elizabeth Schlesinger Library. Radcliffe Institute for Advanced Study. Harvard University (USA).</p> <p>Official translator for IFEPA. Torre Pacheco.</p> <p>Official translator for Santa Barbara Company. Cartagena.</p> <p>Indexed Scientific Publications: Latidenx, DICE, CIRC.</p> <p>Indexed Didactic Publications.</p>

	Chapter of books published within different editorials. Contribution to numerous International Congresses.
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<b>Lecturer</b>	Ángela Almela Sánchez-Lafuente PhD		
<b>Department</b>	Foreign Languages Department		
<b>Area of expertise</b>	Foreign Languages		
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<b>URL / WEB</b>	UPCT virtual class		
<b>Office hours (supervision)</b>	See office hours on Aula Virtual		
<b>Office hours location</b>	Office CUD		

<b>Job title</b>	Ayudante Doctor
<b>Academic and Research Profile</b>	Degree in English Degree in Translation and Interpreting PhD in Translation and Interpreting. Universidad de Murcia.
<b>Teaching experience</b>	Universidad de Murcia (2 years) Universidad Católica San Antonio de Murcia (2 years) Centro Universitario de la Defensa (1 year)
<b>Research lines</b>	Forensic linguistics Computational linguistics Translation and interpreting Second language teaching and learning
<b>Professional experience</b>	Pre-doctoral scholarship awarded by Universidad de Murcia (Department of Computer Science and Information Systems). Pre-doctoral scholarship awarded by Fundación Séneca (Department of English, Universidad de Murcia). Visiting scholar at Instituto Interuniversitario de Lenguas Modernas Aplicadas de la Comunidad Valenciana. Visiting scholar at Fondazione Bruno Kessler Trento (Italy). Visiting scholar at Freie Universität Berlin (Germany). Visiting scholar at Institute for Linguistic Evidence (Georgetown, DE). Researcher in the project "SITIO—Semantic Business Processes based on Software-as-a-Service and Cloud Computing." Indra Software Labs S.L.U., Universidad de Murcia and Universidad Carlos III de Madrid. Researcher in the project "SeCLOUD: Semántica en la Nube". Universidad de Murcia. Researcher in the project "Desarrollo de un modelo basado en corpus para la extracción y análisis de estructuras léxicas y

	conceptuales multidimensionales en inglés.” Universidad de Murcia.
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<b>Lecturer</b>	Inmaculada Arboleda Guirao PhD		
<b>Department</b>	Foreign languages department		
<b>Area of expertise</b>	English Language		
<b>Office location</b>	Office 32 - CUD		
<b>Phone</b>	968189934	<b>Fax</b>	968189970
<b>E-mail</b>	inma.arboleda@ cud.upct.es		
<b>URL/Web</b>	UPCT virtual class (www.upct.es)		
<b>Office hours (for supervisions)</b>	See Virtual class		
<b>Office hours location (for supervisions)</b>	Office 32-CUD		
<b>Job title</b>	Assistant professor		
<b>Teaching experience</b>	Research student (University of Murcia) English lecturer (Department of English Studies, University of Murcia / University Centre of Defence-San Javier) Lecturer at UNED Lecturer at ICE (Institute of Education Sciences) Visiting scholar at the University of Alicante Visiting scholar at the University of Almería Visiting scholar at the University of Leeds Visiting scholar at the University of Grenoble		
<b>Research interests</b>	Phonetics and phonology, phono-stylistics, psycholinguistics, applied linguistics		
<b>Professional experience</b>	Contracts in research projects, English interpreter		

### 3. Course Description

3.1. General description
<p><i>Technological English I</i> is a course aimed at developing students' language skills in English at a higher B2 level than in previous language courses (English Language I) following the Common European Framework Reference for Languages, as well as technological</p>

vocabulary. The course aims at enhancing students' B2 with respect to previous language courses (English Language I) using more complex activities than those used in previous courses.

### **3.2. How the course contributes to a professional career**

Students will be trained in listening comprehension of aeronautical English. They will also learn to make and defend oral and written arguments, convey information and solve problems using English as a language of interaction.

### **3.3. Relationship with other courses**

Technological English I is interrelated with previous language courses of the degree (English Language I; Technological English II).

### **3.4. Incompatibilities defined in the programme**

Students will need to have passed English Language I to pass Technological English I.

### **3.5. Recommendations**

Students are required to have a B2 level before starting the current course.

### **3.6. Special Foreseen Measures**

Special measures will be adopted to allow learners to combine this course with military training activities. More specifically, individual and group tutorials will be scheduled. E-tutorials will also be available during the whole academic year through Aula Virtual and email.

## 4. Competences and Learning Outcomes

### 4.1. Basic curricular competences related to the course

BC1. Students must know and understand a field of study that has its basis in secondary education for which advanced textbooks are used. In addition, students must also be acquainted with avant-garde knowledge of their field of study.

BC2. Students must know how to professionally apply their knowledge to their work or vocation and have the skills to make and defend arguments and solve problems in their field of study.

BC3. Students must have the ability to collect and interpret important data (normally within their area of study) in order to make judgements considering relevant social, scientific or ethical issues.

BC4. Students must be able to transmit information, convey ideas, and describe problems and solutions to a specialised and non-specialised audience.

BC5. Students must have developed the learning abilities needed to undertake subsequent studies with a high degree of autonomy.

### 4.2. General curricular competences related to the course

#### **INSTRUMENTAL COMPETENCES**

☒ T1.4 Oral and written comprehension skills in a foreign language

#### **PERSONAL COMPETENCES**

☒ T2.1 Critical and self-critical ability

☒ T2.2 Team work

☒ T2.3 Interpersonal skills

☒ T2.6 Ability to deal with diversity and multiculturalism

☒ T2.7 Ability to work in an international environment

#### 4.3. Specific curricular competences related to the course

#### 4.4. Transversal curricular competences related to the course

##### **SYSTEMIC COMPETENCES**

- ☒ T3.1 Ability to apply theory to practice
- ☒ T3.2 Learning ability
- ☒ T3.3 Ability to adapt to new situations
- ☒ T3.6 Knowledge of other cultures and customs

#### 4.5. Learning outcomes

By the end of the course, students will be expected to have enhanced their skills at a *B2* level, which will be higher than in previous language courses (English Language I), according to the *Common European Framework of Reference for Languages*. In addition, students will have also learned some vocabulary about military English.

### 5. Contents

#### 5.1. Contents according to the Degree Programme

The contents include a wide range of activities about vocabulary, grammar, translations, reading, listening, writing and speaking at a higher B2 than in previous language courses (English Language I) following the Common European Framework for the teaching of languages. In addition, students will also be taught some vocabulary about military English by the USAF staff.



## 5.2. Theoretical Programme

Unit 1. Ways in to technology

Unit 2. Bridges and tunnels

Unit 3. Environmental engineering

Unit 4. Robotics

Unit 5. Electronics

Unit 6. Instrumental language

## 5.3. Practical Programme

The practical sessions will be devoted to the enhancement of students' listening and speaking skills using a wide range of material from textbooks and Internet resources. The activities done (level B2) will involve a higher degree of complexity than those in English Language I.

## 5.4. Syllabus in English

**Technological English I** is directed towards the enhancement of the B2 competences according to the *Common European Framework of Reference for Languages*. This enhancement implies the development of B2 competences at a more advanced level than in the previous course (i.e English Language I). This enhancement will be achieved with the practice of more complex exercises of a B2 level.

## 5.5. Detailed description of learning goals for every teaching module

### Unit 1. Ways into technology

- Identify and use efficiently key terms about technological products.
- Analyze and discriminate information in written and oral texts about technological

training.

- Analyze and improve the pronunciation of English unstressed syllables.

## **Unit 2. Bridges and tunnels**

- Discriminate and analyze technical information from oral and written texts on famous bridges.
- Read and write on design and building of tunnels.
- Analyze and improve English pronunciation.

## **Unit 3. Environmental engineering**

- Read for general understanding of environmental pollution.
- Analyze and discriminate information in oral texts about cleaning waters.
- Analyze and improve intonation to show disbelief in English.

## **Unit 4. Robotics**

- Read for general understanding of robots.
- Identify, analyze and use communication strategies to prepare an oral presentation.
- Use and assess oral explanations.

## **Unit 5. Electronics**

- Identify, analyze and use communication strategies to assess an oral presentation.
- Analyze and describe oral information on circuits.
- Use complex sentences accurately.
- Identify and use collocations in texts related to electronics.

## **Unit 6. Instrumental language**

- Develop English language skills in English grammar showing an accurate use of language at a higher B2 level than in the previous course of the degree (English language I).
  - Uses of verbs + ing

- Modal verbs: levels of certainty.
- Compound adjectives.
- Verbs: simple and continuous aspects ; activity and state verbs.
- Present perfect simple and continuous
- Word building: prefixes.
- Wishes

## 6.1. Teaching Methodology

Activity	Teaching Techniques	Student's workload	HOURS
Theoretical sessions	Explanation of contents and guidance for the completion of activities	<u>Attendance</u> : attendance and active participation	30
Practical sessions	Guidance for the completion of activities	<u>Attendance</u> : attendance, active participation, and completion of activities in class	15
		<u>Non-attendance</u> : Previous preparation of practical activities before the sessions	9
Individual tasks	Provision of feedback and guidance	<u>Attendance</u> : completion of individual tasks on reading, listening and use of English in class	10
		<u>Non-attendance</u> : preparation of individual tasks and writing activities at home	18
Tutorials	Guidance	<u>Attendance</u> : attendance to tutorials	5.5
Assessment	Preparation of exams and evaluation	<u>Attendance</u> : Exams	5
		<u>Non-attendance</u> : preparation of exams	20
TOTAL			112.5

## 6.2. Learning Outcomes (4.5)/ Teaching Methodology (6.1)

Teaching Methodology(6.1)					
Learning outcomes (4.5)	THEORETICAL SESSIONS	PRACTICAL SESSIONS	INDIVIDUAL TASKS	TUTORIALS	ASSESSMENT
Receptive skills (i.e. listening and reading) at a higher B2 level than in previous language courses (English Language I)	■	■	■	■	■
Productive skills (i.e. speaking and writing) at a higher B2 level than in previous language courses (English Language I)	■	■	■	■	■
Grammar and Vocabulary at a higher B2 level than in previous language courses (English Language I)	■	■	■	■	■
Technological vocabulary	■	■	■	■	■
Vocabulary about military English		■		■	■

## 7. Assessment

### 7.1. Assessment

Instruments of assessment	Type		Assessment criteria	Weighting (%)	Learning Outcomes (4.5)
	Summative	Formative			
Oral exam and listening comprehension exam	■		<b>Oral exam:</b> Communicative competence: linguistic accuracy, correct pronunciation, fluency, clarity and coherence (i.e. syntax, semantics and pragmatics) in the presentation of contents according to the expected level in the second year.	15%	-Receptive and productive skills -Grammar -Technical vocabulary -Vocabulary about military English
			<b>Listening comprehension exam:</b> Linguistic accuracy according to the expected level in the second year. Quality and quantity of comprehension according to the expected level in the second year.	15%	
Exam about use of English (grammar and vocabulary)	■		Linguistic accuracy and complexity according to the expected level in the second year.	15%	-Grammar - Technological vocabulary Vocabulary about military English
Reading comprehension exam and written production exam	■		<b>Reading comprehension:</b> Quality and quantity of reading comprehension according to the expected level in the second year. <b>Written production:</b> Communicative competence in written production: linguistic accuracy and complexity, clarity and coherence (i.e. syntax, semantics and pragmatics) in the sequencing and development of logical ideas (i.e. structure) according to the expected level in the second year	15%	-Receptive and productive skills -Grammar -Technical vocabulary -Vocabulary about military English

<b>Individual tasks</b>	<b>Essays</b>		■	Communicative competence in written production: linguistic accuracy and complexity, clarity and coherence (i.e. syntax, semantics and pragmatics) in the sequencing and development of logical ideas (i.e. structure) according to the expected level in the second year.	20%	-Productive skills -Grammar - Technological vocabulary
	<b>Practical activities on listening, reading and use of English</b>		■	<b>Listening and reading activities:</b> quality and quantity of comprehension according to the expected level in the second year.  Linguistic accuracy according to the expected level in the second year.  <b>Use of English:</b> linguistic accuracy and complexity according to the expected level in the second year.	20%	-Receptive skills -Grammar - Technological vocabulary -Vocabulary about military English

**IMPORTANT NOTE:** In order to pass the course it will be compulsory to obtain 5 points out of 10 in each of the following instruments of assessment: oral exam and listening comprehension exam; use of English exam; reading comprehension exam and written production exam. In case of not obtaining 5 out of 10 points in one or several of the instruments of assessment, the final grade of the course will be the mark obtained in the individual tasks.

## 7.2. Control and Monitoring Methods

Formative evaluation will be carried out throughout the academic year using different instruments such as diagnostic tests and individual tasks. The diagnostic tests will be used to assess learners' initial knowledge. The content of the present syllabus may be adapted and expanded according to the results of the diagnostic tests.

## 8. Resources and Bibliography

### 8.1. Basic Suggested Bibliography

Glendinning, E.H. and Pohl, A. (2012). *Technology 2*. Oxford: Oxford University Press

Hewings, M. (2010). *Advanced Grammar in Use*. Cambridge: Cambridge University Press

Murphy, R. (2010). *English Grammar in Use*. Cambridge: Cambridge University Press

### 8.2. Supplementary Bibliography

Beigbeder, F. (2009). *Diccionario Técnico Inglés-Español/Español-Inglés*. Barcelona: Díaz de Santos

Butler, Linda (2007), *Fundamentals of academic writing*, Ed. Pearson

Hogue, Ann (2008), *First steps in academic writing*, Ed. Pearson

Marks, Jonathan (2007), *English pronunciation in use (elementary)*, Ed. Cambridge University Press

Oshima, Alice & Hogue, Ann (2006) *Introduction to academic writing*, Ed. Pearson

Oshima, Alice & Hogue, Ann (2006) *Writing Academic English*, Ed. Pearson

Pfafflin, James R. (2007), *The dictionary of environmental science and engineering*, Routledge



### 8.3. Websites and Other Resources

<http://www.collinsdictionary.com/dictionary/english-spanish>

<http://www.macmillandictionary.com/>