

Curso Académico: 2022/23

143251 - Inglés para fines específicos

Información del programa

Titulación: 14302 - Grado en Lenguas Modernas y Gestión

Curso académico: 2022/23

Asignatura: 143251 - Inglés para fines específicos

Periodo impartición: Segundo semestre

Curso: 3

Tipo: Optativa

Créditos ECTS: 6.0

Justificación

As well as the academic English register, which constitutes the core of the linguistic competences acquired in this degree, students must also become familiar with other specific discourse types in English, especially with those that they are likely to encounter in their future studies and professional career.

Prerrequisitos

This subject presupposes that students have the linguistic competences in English and the translation competences that should have been acquired in previous years of study for this degree. In addition, students should have experience of conducting research, referencing sources using APA style and giving seminar presentations from previous years of study.

Competencias de la asignatura

Generic Competences

CG2: Problem Solving: Identifying, analysing and defining the significant elements constituting a problem in order to solve it effectively and with good criteria. Level 2: Using own experience and criteria to analyse the causes of a problem and construct a more efficient, effective solution.

Learning outcomes:

- The student presents different alternative solutions to a problem.
- The student makes well-grounded decisions on alternative solutions to problems.
- The student verifies sources of information and uses accurate data.

CG4: Team Work: Actively joining and participating in the attainment of shared objectives with other people, departments and organizations. Level 2: Contributing to the consolidation and development of the team, fostering communication, balanced distribution of work, good team atmosphere and cohesion.

Learning outcomes:

- The student helps to bring the group together through ways of communicating and interacting.
- The student furthers the social importance of the activity undertaken by the group.

Specific Competences

CE3: English Language: Showing an excellent command of written and spoken English (C1-C2). Elements 3 and 4:

3) Writing clear and well-structured texts of a certain degree of complexity and length, showing an appropriate use of textual organization and cohesion.

4) Showing an appropriate performance level in the field of direct and unseen translation.

Learning outcomes:

- The student generates appropriate English texts conforming to the lexical and discourse characteristics of specific contexts dealt with in class.
- The student identifies lexical and discourse characteristics of ESP areas on the basis of authentic materials from those fields.
- The student prepares appropriate linguistic resources on specific areas in ESP, employing not only lexical aspects (lexical units at different levels, collocations etc.) but also field-specific discourse strategies and conventions.

CE 5: Methodological Skills: Using the necessary methodological tools in order to find and critically interpret sources, data and information in the specialization area. Element 2: Using technologies to carry out information treatment and transference processes.

Learning outcomes:

- The student selects reliable sources and makes critical use of existing information and documentation when writing up reports, reviews, presentations and other work materials.

Contenidos

Field areas: business, hospitality and tourism, public administration, education, law, arts and culture, marketing, etc.

Sample authentic texts: business reports, CVs /resumes, professional profiles, contracts and agreements, articles, TED talks, letters and emails, reviews, interviews, podcasts, YouTube clips, blogs, literature, presentations, textbooks, forms, advertisements, instructions, etc.

Based on such texts, areas of study include:

- Functional language
- Register variation
- Specialized language, lexical units, collocations, abbreviations, acronyms, jargon
- Purpose and audience
- Socio-cultural context
- Discourse markers
- Cohesion and coherence
- Organizational patterns
- Text formatting, layout and visual elements
- Marketing of candidates for employment
- Describing statistics, trends or processes
- Spoken transactions
- Politeness strategies, etiquette, hedging and cultural differences
- Features of spoken English and paralanguage
- Summarizing
- Identifying fact and opinion
- Emphatic language
- Inclusive language, gendered language, connotation, euphemism
- Conversation, small talk, humour
- Comparison of specialized texts and discourse features with those in L1
- False friends
- Some differences between US, UK, Australian and other varieties of English (texts from different countries)

Estrategia de enseñanza-aprendizaje, sistema de evaluación y documentación

DOCENTE: Simon Breden	GRUPO: 10 - Inglés
ESTRATEGIA DE ENSEÑANZA-APRENDIZAJE	

Class and homework activities (approx. % time)

The subject requires 150 hours of work in total. The percentages next to the activities below show the approximate study time spent inside or outside the classroom:

Analysis of authentic written and spoken texts from a variety of fields, identifying field-specific lexis, register, discourse features, purpose and audience, etc. (30%)

Task-based learning and production of real-life texts based on models and internet research (25%)

Groupwork role-play simulation of real-life situations chosen by students, demonstrating and analysing the use of language in the context and other discourse features (20%)

Language development and consolidation (10%)

Critical interpretation of written and spoken texts and summarizing tasks (15%)

SISTEMA DE EVALUACIÓN

Specific competences: 85%

Generic competences: 15%

Breakdown:

<p>Resume/CV – A real-life document aimed at a specific market (2 sides) – Draft for feedback and final copy</p> <p>Graded for function, content, language, presentation and use of feedback to improve work</p>	5% (+5% GC)
In-class test 1: Job application – Reading and writing tasks (1.5 hours)	10%
In-class test 2: Reading (approx. 1000 words) text analysis and related writing task (1.5 hours)	10%
<p>Role-play simulation (situation/field chosen by the students) and oral analysis in groups (15 minutes)</p> <p>Group marks for content, analysis and aspects of teamwork, plus an individual speaking mark</p>	15% (+5% GC)
<p>Internet project (plan and text production based on research in an area chosen by the student)</p> <p>Graded for content, sense of audience, language, quality of work, research, and use of conventions of the genre and field</p>	15% (+5% GC)
Final exam comprising analysis of spoken and written texts and related writing task (2 hours)	30%

NB

The generic competences (Problem Solving and Team Work) will be evaluated as part of assessments that require students to use these skills to improve their work and complete the task successfully.

The retake consists of an exam worth 70% of the final grade, and the in-class assessments from the course worth 30% of the final grade.

DOCUMENTACIÓN

Class materials will be provided by the tutor. Assessment instructions and supplementary resources will be available on ALUD.

DOCENTE: Helen Burns

GRUPO: 910 - Inglés

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DOCENTE: Helen Burns	GRUPO: 100 - Inglés
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