

## Vocational Module 12 TECHNICAL ENGLISH

### a) Presentation

Vocational module:	<b>Technical English</b>
Code:	E-200
Education cycle:	
Level:	Advanced
Vocational family	
Duration:	40 hours
Year:	2nd
Credits:	
Instructor specialization:	English (secondary education teacher)
Module type:	Transversal
General objectives:	Key competences in the European Qualifications Framework

### b) Learning outcomes and assessment criteria

1. Interprets and uses spoken information associated with the area of the degree, including personal training and the product/service provided, identifying and describing the characteristics and features of the product/service and the type and location of companies.

Assessment criteria:

- a) Recognise the purpose of direct messages either by telephone or other verbal conveyance.
- b) Communicate accurate and specific verbal messages dealing with specific situations: appointments, product shipment/receiving dates and conditions, basic use of machines/devices.
- c) Recognise verbal instructions and follow indications expressed within the company context.

- d) Use accurate technical terms to describe the products or services of the sector.
- e) Is aware of the importance of comprehending the gist of the message without necessarily understanding each and every word.
- f) Summarise the main ideas of the information provided, using the student's own linguistic devices.
- g) Request that the message or part of the message be restated when considered necessary.
- h) Design a personal presentation for a job interview.
- i) Describe the competences to be developed in the work environment.

**2. Interprets and completes written documents pertaining to the sector and to international commercial transactions: characteristics and operation manuals, order sheets, receipt or delivery slips, invoices, complaint forms.**

Assessment criteria:

- a) Extract specific information from messages related to the product or service provided (brochures, operation manuals) and to everyday aspects of professional life.
- b) Identify documents relating to commercial transactions.
- c) Interpret messages received by telematic means: e-mail, fax, etc.
- d) Identify basic information on the web site of an organisation in the sector.
- e) Complete specific commercial documentation in the student's area of profession.
- f) Correctly use the terminology and vocabulary specific to the profession.
- g) Use polite terms and politeness formulas in presentations; use appropriate closing phrases in documents.
- h) Summarise texts relating to the student's professional environment.
- i) Identify the occupations and jobs associated with the profile.
- j) Describe and sequence a work process within the student's competence.
- k) Describe the competences to be developed in the work environment.
- l) Prepare curriculum vitae following the standard European format to present the student's education and professional competences.

**3. Identifies and demonstrates professional attitudes and behaviours in communication situations, respecting the protocols, habits and customs of different countries.**

Assessment criteria:

- a) Identify the most significant characteristics of the customs and practices of the community in which the foreign language is spoken.
- b) Describe the social and occupational protocols and norms of the country.
- c) Identify the social and professional aspects of the sector in any type of written communication.
- d) Apply the social protocols and norms of the country in which the foreign language is spoken.
- e) Identify the values and customs of the other country, comparing them to the student's own country to determine similarities and differences.

## c) Basic content:

COMPREHENSION AND DELIVERY OF ORAL MESSAGES ASSOCIATED WITH THE PROFILE	
procedural	<ul style="list-style-type: none"> <li>- Recognition of professional messages relating to the sector and of everyday messages.</li> <li>- Identification of direct messages, telephone messages and recorded messages.</li> <li>- Differentiating main ideas from secondary ideas.</li> <li>- Recognition of other aspects of language: tastes and preferences, suggestions, discussion, instructions, expressions of condition and doubt, and others.</li> <li>- Selection of registers in delivering oral messages.</li> <li>- Maintain and follow oral discourse: support, showing comprehension, asking for clarification and other indications.</li> <li>- Intonation as a cohesive device in oral language.</li> <li>- Adequate delivery of sounds and phonemes for sufficient comprehension.</li> <li>- Selection and use of spoken social markers for social engagement, common courtesy and differences in register.</li> <li>- Preparation for a job interview, presenting education and personal motivation.</li> </ul>
conceptual	<ul style="list-style-type: none"> <li>- Terminology specific to the sector.</li> <li>- Grammar: verb tenses, prepositions, adverbs, prepositional and adverbial phrases, passive voice, relative clauses, indirect speech and others.</li> <li>- Vowel and consonant sounds and phonemes. Combinations and groups of letters.</li> <li>- Thematic sections of a job interview</li> </ul>
attitudinal	<ul style="list-style-type: none"> <li>- Awareness of the importance of the foreign language in the professional world.</li> <li>- Respect for and interest in making oneself understood.</li> <li>- Active participation in the exchange of information.</li> <li>- Awareness of one's ability to communication in the foreign language.</li> <li>- Respecting common courtesy and different registers of each language.</li> </ul>

INTERPRETATION AND DELIVERY OF WRITTEN MESSAGES ASSOCIATED WITH THE PROFILE	
procedural	<ul style="list-style-type: none"> <li>- Comprehension of messages in different formats: manuals, brochures, basic professional and everyday articles.</li> <li>- Differentiating main ideas from secondary ideas.</li> <li>- Recognition of logical relationships: opposition, concession, comparison, condition, cause, purpose, result.</li> <li>- Differentiation of temporal relations: anteriority, posteriority, simultaneousness.</li> </ul>

	<ul style="list-style-type: none"> <li>- Producing simple written communications common to the sector and everyday texts.</li> <li>- Use of punctuation marks.</li> <li>- Selection of vocabulary, selection of syntactic structures, and selection of relevant content for their proper use.</li> <li>- Writing coherent texts.</li> <li>- Comprehension of the sections of a job offer relating to the student's professional environment.</li> <li>- Writing a job application relating to the student's profile: curriculum vitae and cover letter.</li> </ul>
conceptual	<ul style="list-style-type: none"> <li>- Telematic media: fax, e-mail, fax, web sites.</li> <li>- Registers of language.</li> <li>- Documentation relating to international transactions: order sheets, receipt forms, invoices</li> <li>- European Curriculum Vitae format.</li> <li>- Competences, occupations and jobs associated with the education cycle.</li> </ul>
attitudinal	<ul style="list-style-type: none"> <li>- Respect for and interest in making oneself understood.</li> <li>- Shows interest in professional aspects in other cultures.</li> <li>- Respect for the customs of other cultures and societies and their way of thinking.</li> <li>- Appreciation of coherence in developing a text.</li> </ul>

### UNDERSTANDING THE SOCIETY AND CULTURE OF THE COUNTRY

procedural	<ul style="list-style-type: none"> <li>- Interpretation of the most significant cultural elements for each communication situation.</li> <li>- Use of formal and functional resources in situations that require professional social behaviour in order to project a good corporate image.</li> </ul>
conceptual	<ul style="list-style-type: none"> <li>- The most significant working and social elements of the foreign language countries (English).</li> </ul>
attitudinal	<ul style="list-style-type: none"> <li>- Appreciation of the social and cultural norms and protocols for international relations.</li> <li>- Respect for other ways of thinking.</li> </ul>

#### d) Methodological guidelines

Below are recommendations for organizing and developing the teaching process for this module:

##### 1) Sequencing

Given that the presentation of the groups of contents does not facilitate or respond to the needs of a training process, an educational path must be organized which

priorities gaining the comprehension and expression skills needed to manage a language communication situation in the work context.

To organize the programming of this module, it is recommended that the procedures guide the teaching process given their importance in language learning as a tool for communication and the motivation behind the immediate use of the language. A communication situation typical of the profession implies procedures that must be controlled in order to effectively resolve the situation. Lexical, morphological and syntactic contents make no sense if they do not help make a message understood or delivered.

Therefore, the development of the four basic language skills – oral comprehension, written comprehension, oral expression and written expression – is the objective. Students should be able to interact in the foreign language with a degree of certainty in situations encountered in their jobs.

Regardless of the methodology and materials used by instructors, the choice of a simple situation characteristic of the profession, will promote student involvement in their own learning process. The situation shall include the pertinent grammatical structures (verb tenses, vocabulary, etc.), together with the appropriate register, and social and/or professional norms and protocols.

When presenting the module to students it might be a good idea to have a group discussion about the most common situations they might encounter in their future professional lives, the need for a foreign language in the productive sector in which they will be working, and being open to other cultures and customs. This process should strengthen their resolve to learn the language so they can be more independent and capable of solving problems in their future jobs. It is important to stress the transversal relationship between the foreign language and other modules in the cycle so they are fully aware of the professional profile they are studying.

Lastly, keep in mind the basic English language training the students have received in earlier stages of education. Experience tells us that the achievements obtained during this process tend to vary almost as much as the idiosyncrasies of each student.

When certain areas of communication need work or certain basic notions need to be reinforced to bring the group to a similar level, concentration should be focused on these areas. To this end, the necessary study units shall be defined.

## 2) Methodological aspects

Since language is an instrument for communication in the professional world, an active and participatory method is used in the classroom.

Particular importance should be given to oral language since it is what is called for by globalizations and professional situations today.

English is always used in the classroom and students are constantly encouraged to use the language even though they may make mistakes. Instructors should build

confidence in their students so that each one is aware of his or her communication potential. Understanding the message will take precedence over correct grammar, emphasising pronunciation and fluency, both necessary for conveyance of the message.

Teamwork helps overcome initial shyness among students. Audio and video recordings will be used for self-observation and analysis of mistakes, which can help improve the most difficult aspect of language learning: the delivery of oral messages. Learning a language requires mobilisation of every aspect of the individual since it is a highly complex activity.

The communicative methodology applied in the teaching/learning process can be enhanced by visits to companies in the sector, preferably English, or by inviting active workers with professional experience in the sector to explain their vision, difficulties and benefits to the future professionals.

In addition to a method/textbook and its accompanying audio and video material, other audio and video media focusing on professional situations should be used if available at the school. Real-life materials should also be used: letters, invoices, guides, brochures and English-language web sites.

The acquisition of a language is the outcome of many internal learning factors. Everyone has different needs, styles, pace and interests. Therefore different types of material should be used to adapt to their needs (written, oral, images, music, new technologies, etc.)

New technologies must be included in the learning experience since they will inevitably be part of the professional and social environment: Internet, e-mail, fax, etc.

### 3) Significant activities and critical aspects for assessment

Teachers will promote and facilitate the use of oral English in the classroom, making situations as realistic as possible and involving students as much as possible in the learning process and in seeking out and making use of materials.

- ✓ Preferential use of materials relevant to the professional environment: user's manuals, brochures, diagrams of parts or products, practicing numbers, dates, times, product or service specifications.
- ✓ Analysis of advertising materials in English on companies in the sector or products and services, understanding the technical vocabulary and adjectives used.
- ✓ Solving simple problems: customer questions, minor accidents, specific explanations.
- ✓ Brief information about the company or job to a foreign customer visiting the company.
- ✓ Writing notes to leave a message for or from someone, details about a task to complete, delivery dates or quantities, problems that arise.

- ✓ Presenting a curriculum vitae and cover letter for a job, understanding a job announcement in a newspaper, on television, etc.
- ✓ Presenting and explaining an invoice/promissory note or the accepting a shipment/delivery.
- ✓ Video recordings of classroom conversations between groups of students in mock professional situations for later analysis.