



## COURSE DESCRIPTION CARD - SYLLABUS

Course name

English for Specific Purposes [S2ETI2>JAS]

### Course

Field of study	Year/Semester
Education in Technology and Informatics	1/2
Area of study (specialization)	Profile of study
–	general academic
Level of study	Course offered in
second-cycle	Polish
Form of study	Requirements
full-time	elective

### Number of hours

Lecture	Laboratory classes	Other
0	0	0
Tutorials	Projects/seminars	
30	0	

### Number of credit points

2,00

### Coordinators

mgr Mirosław Gońda  
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### Lecturers

### Prerequisites

The already acquired language competence compatible with level B2 (CEFR) The ability to use general and field specific vocabulary, and grammatical structures required on the first level of studies The ability to work individually and in a group; the ability to use various sources of information and reference works.

### Course objective

1. Advancing students' language competence towards the level at least B2+ (CEFR). 2. Development of the ability to use academic and field specific language effectively in both receptive and productive language skills. 3. Improving the ability to understand field specific texts. 4. Improving the ability to function effectively on an international job market and on a daily basis.

### Course-related learning outcomes

Knowledge:

as a result of the course, the student ought to acquire field specific vocabulary related to the following issues: 1. oil and gas drilling, remote control 2. laser technology 3.products from space research 4. design;mechanical technology 5. construction ; synthetic textiles 6.automotive technology;breaking systems, aeronautics 7. mechanical technology; electricity, maintenance, electronics

### Skills:

as a result of the course, the student is able to: give a talk on field specific or popular science topic (in english), and discuss general and field specific issues using an appropriate linguistic and grammatical repertoire conduct business correspondence in english understand and analyze international, field specific literature

### Social competences:

as a result of the course, the student is able to communicate effectively in english in a field specific/professional area, and to give a successful presentation in english. the student is able to recognize and understand cultural differences in a professional and private conversation in english, and in a different cultural environment

## Methods for verifying learning outcomes and assessment criteria

Learning outcomes presented above are verified as follows:

- Formative assessment: based on continuous progress assessment in the form of progress tests, oral presentations
  - Summative assessment: • Continuous assessment during every class, • Final mark
- Assessment criteria/assessment: in accordance with the study regulations

## Programme content

Developing communication skills in academic, business, and social situations. Enhancing language competence with a particular focus on general academic vocabulary in the fields of technology and computer science. Developing listening comprehension and analyzing both spoken and written texts. Mastering grammatical structures in accordance with the B2 level

## Course topics

1. Innovations - bright ideas, smart wells, lasers
2. Design - spin-offs, specifications, properties
3. Systems - problems, solutions, controls
4. Procedures - shutdown, overhaul, instructions
5. Academic language in practice - describing research methods, classifying, making connections.

## Teaching methods

1. Comprehensive reading and listening
2. Discussion
3. Didactic/language games
4. Multimedia presentation
5. Lexical/grammar exercises

## Bibliography

### Basic:

1. David Bonamy. 2022. Technical English 4 Course Book. Pearson
2. M. McCarthy. 2010. Academic Vocabulary in Use. Cambridge University Press

### Additional:

1. Watson, D., & Williams, H. (2019). Cambridge International AS and A level Computer Science. Hodder Education Group.
2. Brown, G., & Sargent, B. (2021). Cambridge International AS and A level Information Technology. Hodder Education Group.
3. Christopher Jacques. 2011. Technical English 4 workbook. Pearson
4. Tamzen Armer. 2011. Cambridge English for Scientists. Cambridge University Press
5. Cargill, Margaret, Patrick O'Connor. 2011. Writing Scientific Research Articles. Strategy and steps. WileyBlackwell.
6. Oshima, Alice, Ann Hogue. 2006. Writing Academic English. New York: Pearson Longman.
7. Kenny, Nick, Jacky Newbrook. 2014. Cambridge English Advanced Practice Tests Plus 2. Essex: Pearson.
8. Harrison, Mark, Russell Whitehead. 2009. IELTS Practice Tests. Boston: Thomson.

## Breakdown of average student's workload

	Hours	ECTS
Total workload	50	2,00
Classes requiring direct contact with the teacher	32	1,50
Student's own work (literature studies, preparation for laboratory classes/ tutorials, preparation for tests/exam, project preparation)	18	0,50