
**Course outline:
English Language 1**

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18/09/2023

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1. Information about the course

Faculty: Technology

Department: Common Core Curriculum in Sciences and Technology (ST)

University: Batna 2

Targeted audience: ST first-year first-semester students

Semester: 1

Unit: UET 1.1

Subject: English Language 1

Hourly Volume/Week: 1h30

Number of Credits: 1

Coefficient: 1

Evaluation mode: Exam 100%

Sections: 1-4

Schedule: Thursday, 8:30-11:30 am

Teacher: Prof. Z. Hafdi-Nabti

Contact: z.hafdi@univ-batna2.dz

Availability:

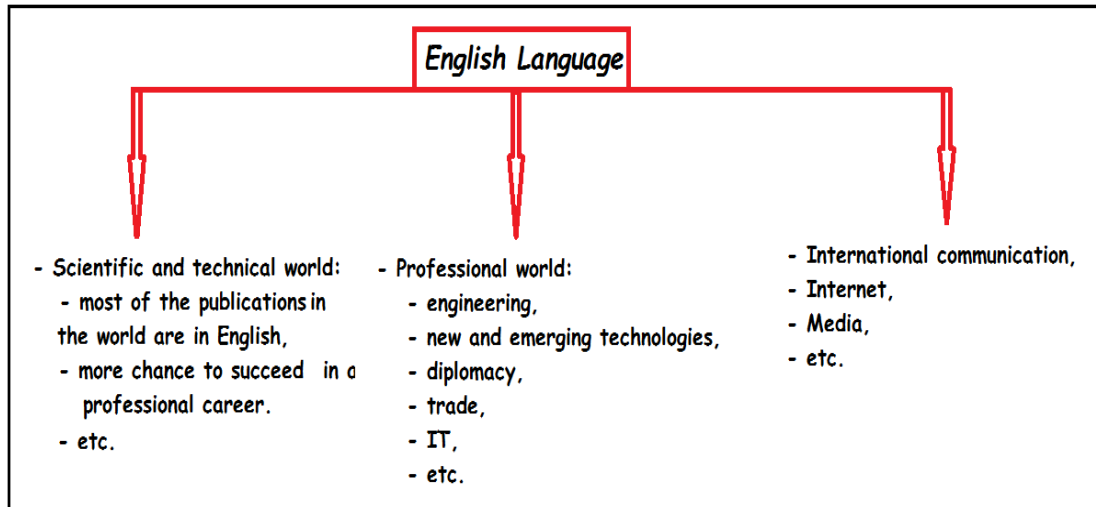
- **Answer on the forum:** any question related to the course must be posted on the dedicated forum so that you can all benefit from my answer.
- **By e-mail:** only in case of technical problems related to Moodle platform access.

2. Presentation of the course

This course, entitled '**English language 1**' refers to an English language subject associated to the **first semester**. The English Language 1 syllabus consists of a set of texts containing **scientific and technical parts**. The chosen texts must be used to study **scientific and technical English** and **Grammar acquisition**. The texts must be selected according to the **vocabulary built up**, familiarization with both scientific and technical matters in English for further understanding. Therefore, each text will be defined by a set of vocabulary concepts, a set of special sentences (idioms) and comprehension questions. The texts must contain also **terminology** which means the **translation of some words** from English to French. Besides, the **activity** at the end of each session must include **translation of long statements** which are selected from the texts.

In Figure 1 below, are illustrated some of the main important domains that intensively use English language.

Figure 1. Some of the main important domains that use English language.



3. Contents

The English Language 1 syllabus consists of a set of texts containing scientific and technical parts.

Examples of lectures and patterns are as follows:

Examples for some lectures:	Examples of Word Study: Patterns
Iron and Steel	Make + Noun + Adjective
Heat Treatment of Steel.	Quantity, Contents
Lubrication of Bearings.	Enable, Allow, Make, etc. + Infinitive
The Lathe.	Comparative, Maximum and Minimum
Welding.	The Use of Will, Can and May
Steam Boilers.	Prevention, Protection, etc., Classification
Steam Locomotives.	The Impersonal Passive
Condensation and Condensers.	Passive Verb + By + Noun (agent)
Centrifugal Governors.	Too Much or Too Little
Impulse Turbines.	Instructions (Imperative)
The Petro Engine.	Requirements and Necessity
The Carburation System.	Means (by + Noun or -ing)
The Jet Engine.	Time Statements
The Turbo-Prop Engine.	Function, Duty
Aerofoil.	Alternatives

Every chapter will be divided into 4 sections:

- reading,
- word study,
- oral session,
- patterns.

The detailed course plan is available by accessing the **online course** and then clicking on "**Contents**".

4. Prerequisites

To get the most out of this course you need to have a prior knowledge on:

1 Basics on the use of Moodle platform

A link is available in the section ‘**Recommended prior knowledge**’ of the online course, by clicking on ‘**Getting Started with Moodle Platform**’

2 English language basics

To test your prerequisites on basic English, a test is available on the UB2 distance learning platform, the same **online English Language 1 course**, by clicking on ‘**Recommended prior knowledge**’ of the online course, then on ‘**Test on English language basics prerequisites**’.

You can repeat the test as much as you want since it won't be limited in time.

5. Global objectives

Upon successful completion of this course, the student will be able to take its English language abilities to a higher level in terms of reading, writing, listening and speaking improvement.

He/she should be able to:

- Study scientific and technical English,
- Acquire conjugation and grammar,
- Enrich his/her vocabulary,
- Be familiar with both scientific and technical matters in English language,
- Evaluate and understand long statements in the texts,
- be able to speak English by starting with the formulation of simple but correct sentences.
- analyze thoughts of the text's Authors,
- argue the texts contents.

6. Evaluation

The final evaluation will be made through a **final exam** that covers all the concepts you learnt during the semester.

**THE FINAL GRADE THAT WILL ENSURE COMPLETION OF THIS COURSE
MUST BE GREATER OR EQUAL TO 10/20.**

Formative assessment is also provided through face-to-face and on-line activities to help you pass your final exam. It does not count as points. It will be about oral questions, application exercises and online quizzes.

7. Teaching and learning activities

Distance learning

You are asked to:

- Participate in the “debate” forum located at the beginning of the section containing the chapter following your teacher’s thread. A question is on the forum at the beginning of each chapter and around which a debate must be held to construct, by responding, by learning from the
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answers of others, by analyzing, comparing your answers to infer your shortcomings. This is a method that helps you develop your thinking and take awareness of your progress,

- Re-study the course added as a resource on Moodle platform,
- Make the quizzes at the end of each chapter to answer the different suggested questions, what should help you to make a synthesis on your requisites and/or shortcomings,

Face-to-face learning

- The knowledge is transmitted through a lecture which is subdivided into four sections including reading, word study, oral session and the study of some patterns that will help you write a technical/scientific report.

You will be asked to take notes that will help you master the concepts essential to the realization of the learning activities offered during the session.

- You are also invited to participate in debates, initiated by questions asked on the current teaching sequence without any form of evaluation for the purpose of developing exchanges between you. You will be asked to participate freely in these debates by proposing answers to the questions asked in order to improve your English speaking skills.
- Exercise activities are also added at the end of each chapter so that you can deepen your knowledge.

8. Pedagogical alignment

A teacher wishes to be sure that his/her teaching strategy is in alignment with the expected objectives. He/she wishes that his/her learners have reached a certain degree of knowledge (savoir), know-how (savoir-faire) and know-how to be (savoir-être).

In terms of knowledge, you will acquire the necessary amount of course content via a transmissive method that makes you improve your English language reading, speaking and writing skills.

The know-how will be acquired in most through application exercises that will make you familiar with the introduced concepts during the course session.

Directly associated to your human behavior, knowing how to be is a feature that will help you develop your English language skills. Some criteria for “savoir-être” will be your ability to solve problems and essentially to collaborate and communicate.

9. Operating procedures

As above mentioned, every chapter is divided into 4 sections according to the contents above (section 3):

- Reading of selected texts,
- word study,
- oral session,
- patterns.

The learning procedure will be conducted in hybrid. Face-to-face (classroom) and through distance courses via the distance learning platform that will allow you review or deepen the concepts seen in classroom. In the latter case, you are asked to carry out distance activities within the deadlines communicated.

On the UB2 distance learning platform, you will find all the resources and activities associated to the course 'English Language 1'.