

	<b>SUBJECT DESCRIPTION</b>	MODELO PED.012.02
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<i>Course</i>	<b>Sports, Physical Condition and Health</b>			<i>Academic year</i>	2021-2022		
<i>Subject</i>	<b>Technical English</b>			ECTS	4		
<i>Type of course</i>	<b>Elective</b>						
<i>Year</i>	<b>1º</b>	<i>Semester</i>	<b>2nd sem</b>	<i>Student Workload:</i>			
<i>Professor(s)</i>	<b>Maria Paula Martins das Neves</b>			<i>Total</i>	108	<i>Contact</i>	45
<i>Area/Group Coordinator</i>	<b>Samuel Walter Best</b>						

### Planned SD

## 1. LEARNING OBJECTIVES

The student should be able to communicate effectively in English in a professional context, both written and oral, specifically to interact with other sports, physical condition and health professionals in a perspective that involves a set of social and cultural expectations that is different than Portuguese.

This class in English for Specific Purposes, in the area of sports, will give the student the opportunity to develop coherent and grammatically correct oral and written communication, to improve specific communication techniques, to provide students with the knowledge to communicate effectively in English in a professional context related to sports, physical condition and health and to give students the opportunity to apply the English language in different socio-cultural contexts and in specific contexts related to sports and health.

## 2. PROGRAMME

- Linguistic Structures: prepositions, adjectives, frequency adverbs; verb tenses, interrogative and negative sentence structure, passive voice, indirect speech, modal verbs;
- Analysis, interpretation and discussion of documents on Fitness, Physical Activity and Health produced by the World Health Organization, the European Commission, the American College of Sports Medicine and the European Observatoire of Sport and Employment, among others;
- Analysis, interpretation and discussion of texts in the area of Sports and Physical Exercise, according to the following themes: Classic Sports, Fitness Activities; Anatomophysiology of the Human Body, Physical Exercise and Health;
- Functional Writing Models: form, application letter, curriculum vitae, e-mail, report.
- Oral communication, including spontaneous conversations, presentations and debates on Fitness, Physical Activity and Health.

### 3. COHERENCE BETWEEN PROGRAMME AND OBJECTIVES

The syllabus of this subject should allow the student to reach a level B1 in the four competences of communication in foreign language, following recommendations of the Common European Framework of Reference (CEFR) for languages, providing the lexical units and communicative functions needed to communicate in English in different socio-cultural contexts and in specific contexts related to sports,, physical condition and health.

In order to be able to participate and develop professional activity in constant contact with the English language as sports professionals, the student will acquire lexical/linguistic/cultural competence and knowledge, both specific and general, focusing as well on the consolidation of intercultural notions to develop their relational, instrumental and intercultural competence.

### 4. MAIN BIBLIOGRAPHY

Dell, F. (2012). *Test Your English Vocabulary in Use Upper Intermediate*. Cambridge: Cambridge University Press.

Evans, V., Dooley e J. & Donsa, J. (2017). *Fitness Training*. Berkshire: Express Publishing.

Evans, V., Dooley e J. & Graham, A. (2017). *Sports*. Berkshire: Express Publishing.

Luke, A., (2017) *Water Sports*. Broomall: Mason Crest.

Redmond, A. e Warren, S. (2016). *English for Football*. Oxford: Oxford University Press.

Relevant Internet sites

English- English, English-Portuguese, Portuguese-English dictionary (e.g. Collins, Michaelis)  
One of the following gramática books:

A1-A2: Swan, Michael e Catherine Walter (2009). *The Good Grammar Book*.

Oxford: Oxford University Press.

Campos, Luísa, Paula Neves e Walter Best (2020). *Gramática do Inglês com Exemplos Traduzidos em Português*. Guarda: IPG.

B1+: Swan, Michael e Catherine Walter (2001). *How English Works*. Oxford: Oxford University Press.

### 5. TEACHING METHODOLOGIES (INCLUDING EVALUATION)

In order to involve the students, making them responsible within the teaching/learning process and notwithstanding the occasional lecture, greater emphasis will be given to interactive lessons and group work for dramatizations/simulations, projects, debates and case studies. Individual and group work may also include presentations of assignments/research projects, reading and research, and relevant case studies.

Students select the following assessment: ongoing – quality of oral participation+ assignments (30%) + 2 written tests (2X35%=70%); or 1 written test at the end of the semester (80%) + assignments (20%) for student workers or Examination – written test (100%); or Recourse examination – written test (100%).

## **6. COHERENCE BETWEEN TEACHING METHODOLOGIES AND OBJECTIVES**

The methodologies to be used involve the students, making them responsible within the process of teaching/learning a foreign language, and maintain everpresent the need to interact in representation of the institution/organization, focusing on the comprehension needed in foreign language. To reach the proposed objectives, the methodology is based on principles of oral communication, pronunciation and linguistic rhythm from the morpheme to the sentence to develop individual communicative competences. Based on current research sustaining the sole activation of metalinguistic strategies, which are essential to foreign language learning, through the act of writing, the dossier assignments involve a strong component of individual writing. Nevertheless, since the greater part of future communication will take place orally, this competence is also highlighted through role-play, group work, brainstorming and planning followed by presentation, both improvised and rehearsed. The inclusion of Socratic-style question and answer sessions in which the whole class participates reaffirms the connection between intercultural communication and the communicative competences to be acquired for sports professionals.

## **7. ATTENDANCE**

The student must attend 2/3 of the classes for effective ongoing assessment since his/her quality of oral participation is demonstrated in class and so that, should tests be included in this assessment, the student is present.

28<sup>th</sup> of June of 2021