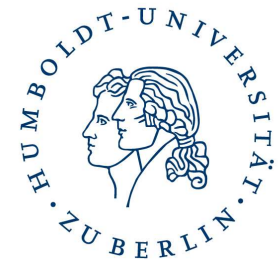


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The TE-Con3

Teaching Guide

Stephan Breidbach,
Ute Engstfeld, Eva Korn, Marit Vos





**TEACHING ENGLISH
AS A CONTENT SUBJECT
AT THE TERTIARY LEVEL**

THE TE-CON3 TEACHING GUIDE



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Overview of TE-Con3 modules



Module	Title/Topic	TE-Con3 Premises
Architecture	How to Architect? / When a Building Says it All	culture-oriented glocal language-sensitive
Art and Media	Job Interviews / Public Speaking	interactive & performative language-sensitive task-based
Automotive Engineering	From the Preindustrial Walking City to the Automobile City / Smart Cities and Autonomous Vehicles	culture-oriented glocal interactive & performative
Biomedical Sciences and Health Communication	Ethics and Childhood Vaccination / Bioengineering – Claiming God’s Power	academic culture-oriented language-sensitive
Geography	The Tesla “Gigafactory” in Grünheide, Germany – An Economic Success at the Cost of an Ecological Disaster?	glocal interactive & performative task-based


Overview of TE-Con3 modules



Module	
Architecture	 Content/concepts: <ul style="list-style-type: none">– What defines architecture?– experiencing culture through architecture
Art and Media	Case study: <ul style="list-style-type: none">– traditional Chinese architecture– Megadorm at the Campus of the University of California
Automotive Engineering	
Biomedical Sciences and Health Communication	Linguistic product/genre: <ul style="list-style-type: none">– role-play– discussion
Geography	

Overview of TE-Con3 modules



Module	
Architecture	Content/concepts: – speaking publicly
Art and Media 	Case study: – media monitoring specialist
Automotive Engineering	Linguistic product/genre: – job interview – written analysis
Biomedical Sciences and Health Communication	
Geography	


Overview of TE-Con3 modules



Module	
Architecture	Content/concepts: <ul style="list-style-type: none">– impact of cars on urban landscapes and living– smart cities and autonomous vehicles
Art and Media	Case study: <ul style="list-style-type: none">– city of Pitești
Automotive Engineering →	Linguistic product/genre : <ul style="list-style-type: none">– essay writing– role play
Biomedical Sciences and Health Communication	
Geography	


Overview of TE-Con3 modules



Module	
Architecture	Content/concepts: <ul style="list-style-type: none">– vaccination– bioengineering
Art and Media	Case study: <ul style="list-style-type: none">– ethics and childhood– perils and chances of bioengineering
Automotive Engineering	
Biomedical Sciences and Health Communication 	Linguistic product/genre: <ul style="list-style-type: none">– argumentative paper
Geography	

Overview of TE-Con3 modules



Module	
Architecture	Content/concepts: <ul style="list-style-type: none">– sustainability– political controversy / decision making process
Art and Media	Case study: <ul style="list-style-type: none">– Tesla’s automotive ‘Gigafactory’ in Grünheide, Germany– stakeholder debate
Automotive Engineering	
Biomedical Sciences and Health Communication	Linguistic product/genre: <ul style="list-style-type: none">– panel show– articulating and defending a viewpoint
Geography 	

Part 2: Teaching Guidelines and Materials



2.1 Architecture

Unit 1 – How to *Architect*?

Unit 2 – When a Building Says It All

The aim of this module is to improve students' language system and discourse skills while at the same time familiarising them with chosen aspects of the academic domain architecture. The two units are designed to reflect the range of different angles from which the subject of architecture may be approached.



Authors:
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Part 2: Teaching Guidelines and Materials



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A closer look at the units



2.3.2 Teaching Guidelines Automotive Engineering

Unit 1: Teaching Guidelines

Topic: the impact of automobiles in cities
Level: B2
Skills: speaking, listening, reading, writing (integrated)
Timing: ~ 90 min. of study

Planned Learning Outcomes:

	TO KNOW	TO VALUE	TO ACT
TE-CON3 PREMISES	A. multidisciplinary B. content-driven C. language-sensitive	D. culture-oriented E. glocal F. academic	G. task-based H. modular I. interactive & performative
	<ul style="list-style-type: none"> ✓ Ss. can identify main issues related to the field of automotive engineering. ✓ Ss. can use language to acquire, synthesise and evaluate automotive-related concepts. 	<ul style="list-style-type: none"> ✓ Ss. acquire a better understanding of other professional cultures (automotive engineers). ✓ Ss. can satisfy their communicative needs when dealing with other professional, national cultures. 	<ul style="list-style-type: none"> ✓ Ss. can formulate and present their views on both stages of the evolution of cities. ✓ Ss. can negotiate and reach a compromise by means of negotiation.

A closer look at the units



Unit Progression at a Glance:

unit stage	time	interaction patterns
1. warm-up (discussion about the evolution of cities)	~ 10 min	individual work / pair work / T – Ss. (to initiate and follow up)
2. setting the scene (discussion on vehicle impact on cities)	~ 15 min	pair work / T – Ss. (to initiate and follow up)
3. analysing the problem (formulating questions / suggestions related to possible solutions)	~ 35 min	individual work / pair work / group discussion / T – Ss. (to initiate and follow up)
4. applying the knowledge (essay writing and / or debate)	~ 25 min	individual work / pair work / group discussion / T – Ss. (to initiate and follow up)
5. summing up (key-words related to city traffic)	~ 5 min	individual work / T – Ss.

Materials

- Material 1: PPT Presentation – *Stages of the City*
- Material 2: Worksheet – *Two Types of Cities*
- Material 3: Worksheet – *Cars and Cities: A Good Match?*
- Material 4: Worksheet – *The Issue of Pollution*
- Material 5: Worksheet – *Does the Future of the Automotive Industry Belong to Robots?*
- Material 6: Role Cards

A closer look at the units



STAGE 2 – PANEL SHOW

Objectives

content objectives	language objectives	culture objectives
<ul style="list-style-type: none">✓ to display a plurality of opposing or conflicting points of view✓ to relate positions to each other✓ to demonstrate content knowledge and Ss.' understanding of the topic	<ul style="list-style-type: none">✓ to state opinions of a given role or one's own and present arguments✓ to respond to prompts by other interlocutors	<ul style="list-style-type: none">✓ to practice role-taking and thus foster empathy as a central capacity in democratic citizenship education✓ argument building and analytical reasoning – to critically evaluate opposing viewpoints and controversies

Suggested Procedure

1. Students engage in a Panel Show discussing whether the Tesla 'gigafactory' is an economic success at the cost of an ecological disaster. Therefore, students take on the roles of experts or people from the general public with different opinions on a particular subject and conduct a discussion in the presence of an audience (Materials 3, 4, 5).
2. The discussion is led by the host who puts forth questions and comments to elicit opinions and argumentative statements from the panelists, asks them to elaborate on points they make, or respond to statements made by other participants on the panel.



Extension / Variation

Students sometimes express the desire to leave their roles and speak "as themselves" when they are deeply involved in the topic and their personal views opposes the one they have to adopt in their roles. We think it is advisable to allow for this, however, taking care that this happens outside of the Panel Show situation. Expressing and discussing their personal attitudes and views about the topic is a valuable follow-up activity for students, one which can also strengthen their capacity to participate in democratic discourse. The task of the teachers and facilitators within such interactions is to provide linguistic scaffolding and to encourage the use of arguments whenever possible. In exceptional cases, careful and sensitive moderation may be necessary.

Materials

- Material 3: Task Description – *Panel Show*
- Material 4: Role Cards – *Panel Show*
- Material 5: Word Box – *Personal Qualities for the Panel Show*

A closer look at the units

Material 4: Worksheet – Ethics in Architecture

Exercise 1

All the expressions below are taken from a video you are about to watch. Match the beginnings with the endings so that they form correct collocations (try to use each ending once only):

to provide	a. interests
to practise	b. requirements
sufficient	c. income
conflicting	d. short on your goals
to serve	e. of cold water
to offer a welcome splash	f. a profession
competing	g. shelter
to step	h. the public
to come up	i. back
to walk	j. the walk

Exercise 2

Use some of the collocations formed in exercise 1 to complete the sentences below (you may need to change their form). For the time being ignore the [...] symbol.

- There are a lot of [2 options possible] _____ inherent in my future profession, such as...
- I am sure that my future job will guarantee a _____ to provide for my family.
- The last time I _____ was when... I failed in achieving my objectives because....
- I often talk big, but I can back it up too! I definitely talk the talk but also _____.
- The main obligation of every architect is [2 options possible] _____.
- When I encounter problems, it is easy for me _____ and identify my strengths and weaknesses.

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Answers

Material 4: Worksheet – Ethics in Architecture

Exercise 1

1. to provide	g. shelter
2. to practise	f. a profession
3. sufficient	c. income
4. conflicting	b. requirements or a. interests
5. to serve	h. the public
6. to offer a welcome splash	e. of cold water
7. competing	a. interests or b. requirements
8. to step	i. back
9. to come up	d. short on your goals
10. to walk	j. the walk

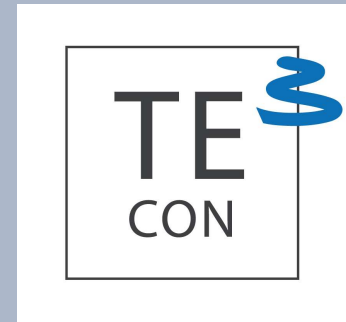
Exercise 2

- There are a lot of conflicting requirements / competing interests inherent in my future profession, such as...
- I am sure that my future job will guarantee a sufficient income to provide for my family.
- The last time I came up short on my goals was when I failed to achieve my objectives because....
- I often talk big, but I can back it up too! I definitely talk the talk but also walk the walk.
- The main obligation of every architect is to provide shelter / to serve the public.
- When I encounter problems, it is easy for me to step back and identify my strengths and weaknesses.



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... will be available as an OER at the TE-Con3 website:
<https://tecon3.wn.uw.edu.pl/intellectual-outputs/>