



משרד החינוך
המינהל למדע ולטכנולוגיה

תכנית לימודים

שם התכנית: **ניהול תעשייתי א**

מקצוע: **אנגלית טכנית**

כיתה: **י"ג**

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אנגלית טכנית

1. Introduction

The following syllabus was compiled for English teachers in educational programs for technicians specializing in management and marketing. The program was prepared to reflect the current needs of the above population with regard to reading, speaking, writing and listening skills.

2. Aims and Objectives

Upon completion of the course students will be expected to:

- 2.1 read a text accurately and fluently (extract the full meaning from a text).
- 2.2 acquire the terminology employed in industrial management and marketing.
- 2.3 use a dictionary properly.
- 2.4 explain and discuss different aspects of management, marketing and manufacturing.
- 2.5 understand the meaning and intention of a speaker.
- 2.6 write simple reports and letters concerning issues relevant to management, marketing, and manufacturing.

3. Linguistic Competence

Management and manufacturing, and marketing technicians working in Israel need to be proficient in reading English to be able to read professional journals, manuals and instructions for the use of high-tech equipment, etc. Therefore, the components of the syllabus focus mostly on reading comprehension strategies. These will be further specified in the appropriate sections below.

For the purpose of comprehension, students are expected to acquire a specialized vocabulary as well as several grammatical structures which will enable them to cope with the appropriate materials.

In addition, speaking, listening and writing, are of secondary importance, nevertheless, they need to be developed as necessary tools for communication.

4. Subjects

4.1 Reading comprehension is the major skill required of management technicians. Therefore, reading is to be regarded as the core of the training course. The course should reinforce the following reading comprehension skills:

- prediction
- context guessing
- skimming
- scanning
- drawing conclusions
- projective reading (projecting the reader's personal experiences and knowledge of the world onto the reading text).

Texts pertaining to the field of industrial management display the following:

- enumerations and lists (tables, graphs, charts, etc).
- descriptive articles (descriptions of procedures, processes, function, operations and techniques).
- instructions, suggestions and instructional information.

4.2 Vocabulary

The vocabulary required in this course should include general lexical items, and technical items. The vocabulary used in management, marketing and manufacturing journalistic materials includes a rather large number of technical lexical items. However, it is recommended that these words be treated in the same manner as other lexical items.

Emphasis should be placed on the contextualization and re-entry of all vocabulary items meant for active production. Students may be asked to keep a bi-lingual glossary of new lexical items especially technical ones.

4.3 Grammar and Rhetorical Functions

The requirements in this field should enable students to comprehend a text fully.

Under no circumstances, should grammar become the focus of teaching. No grammar book should be used. Grammar and/or the teaching of discourse or rhetorical functions as distinct from meaning should derive from the written or oral texts used for comprehension. Grammatical structures should be dealt with only when necessary for the comprehension of these texts.

Texts dealing with management and marketing include a large variety of structures and discourse features. Recognition of the structures typical of these texts is required.

- The noun: compound nouns.
 - quantifiers
 - defining relative clauses.
- The verb: tenses
 - real (first) condition
 - passive voice
 - modals
- The adjective: comparative and superlative forms.
- The adverb: manner, place and time.
- Deviational affixation patterns.
- Connectors: especially those denoting sequence (first, second, etc.) cause.effect relations (therefore, because, etc.) comparison (as...as, similarly, likewise, etc.) contrast (however, but, etc.) addition (furthermore, in addition to, etc.) summarizing (in conclusion, to sum up, thus, etc.) and evaluation (in my opinion, I believe, it seems, etc.).

4.4 Speaking and Listening Skills

Students should be able to discuss the reading selections in class. These discussions should reflect their understanding of the text and allow them to express their opinions by relating to the general area under consideration. Students should also be able to answer questions relating to the material dealt with. Listening activities may include dialogues dealing with individuals promoting equipment, talking about their experience regarding a certain project and describing a procedure.

Minimal general speaking skills should also be dealt with on a regular basis, including simple everyday conversations and common expressions.

For this purpose, it is strongly recommended that classes are conducted in English, exposing students to incidental instructions, explanations, suggestions, etc.

4.5 Writing Skills

Students should be able to answer simple reading questions, complete sentences and tables, and write simple business letters such as inquiries about equipment and orders, other areas demanding writing ability may include curriculum vitae and simple reports.

5. Methodology

The methodology recommended is mostly that of the development of reading comprehension skills and strategies. For this purpose, it is imperative that teachers employ both product and process approaches to reading. The first emphasizes post-reading activities which demand independent work and deal mostly with extracting factual information (product orientation). The latter focuses on prereading activities; the activation of students' previous knowledge, followed by the analysis of the activities leading to the awareness of the strategies employed by the students during the reading process itself (process orientation).

Teachers should provide students with an awareness of the strategies employed (e. g. this text demonstrates a process description. it uses the... Find example of the...). Understanding these processes allows students to internalize the strategies and then transfer the abilities acquired to other texts.

Pre-reading and post reading activities should be conducted to present and review vocabulary and structures in context. Students should be exposed to a variety of authentic reading materials such as articles, reports, advertisements, catalogues, manuals, researches etc.

The use of audio visual aids is highly recommended, such as overhead projectors, slide projectors, films. audio-cassettes and video material where available. It is also highly recommended that teachers use a variety of methods such as simulations, role plays, discussions, case studies, in order to enable students to participate actively in the learning process.

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