

UNIVERSIDAD AUTÓNOMA DE BAJA CALIFORNIA

COORDINACIÓN GENERAL DE FORMACIÓN PROFESIONAL

LEARNING MODULE

I. GENERAL INFORMATION

- 1. School:** Instituto de Ciencias Agrícolas, Mexicali; y Facultad de Ingeniería y Negocios, San Quintín.
- 2. Major:** Ingeniero en Agronegocios
- 3. Study Program:** 2021-2
- 4. Learning Module Name:** English for Specific Purposes (ESP) for Agribusiness
- 5. Number:** 39196
- 6. CH:** 02 **WH:** 02 **LH:** 00 **FPH:** 00 **CLH:** 00 **EH:** 02 **CR:** 06
- 7. Stage:** Terminal
- 8. Module Type:** Compulsory
- 9. Course Enrollment Requirements:** Basic English- EGP and Technical English



Learning Module Design Team

Tatiana Galván de la Fuente
Belém Guadalupe Pacheco Bazán

Approval of Assistant Dean (s)

Rubén Encinas Fregoso
Ana Cecilia Bustamante Valenzuela

Date: March 15, 2021

II. PURPOSE OF LEARNING MODULE

The student will learn to manage vocabulary related to agribusiness, to read and write reports, to communicate with colleagues, to read, to write and to talk fluently about daily situations at home and at work, which contributes to enrich his training as an agribusiness engineer. This learning unit is mandatory, in the terminal stage and belongs to the economic, administrative and humanistic area.

The previous required learning units are: basic english and technical english.

III. COMPETENCE OF THE LEARNING MODULE

The learner is able to understand and apply specialist agribusiness and agriculture language and vocabulary to successfully participate and effectively engage in a variety of real-life situations within their field of study.

IV. EVIDENCES OF LEARNING/ACHIEVEMENT

The learner is able to understand a wide range of texts and appropriately report on them, from academic textbooks to Internet articles. Learners effectively participate in a variety of realistic situations, from seminars to presentations, as they accurately demonstrate their understanding and stance of the content and interactions. Once at work, He can apply the acquired knowledge to solve agribusiness problems, to run his own business or to work for a firm.

V. UNIT DESCRIPTION
UNIT I. A brief history of agriculture

Competency:

To structure a composition at an intermediate level by writing his autobiography to prepare to introduce himself to others, with a positive and respectful attitude.

Content:

Time Allotted: 6 hours

- 1.1 Writing a short autobiography
- 1.2 Introducing yourself and others
- 1.3 History of Agriculture
 - 1.3.1 The Agriculture evolution over time
 - 1.3.1 Before Farming
 - 1.3.2 Agricultural Revolutions

UNIT II. The importance of keeping good farm records

Competency:

To write, to asks for and to give directions by using sequence markers and prepositions of place to get to places, with an attitude of respect and kindness.

Content:

- 2.1 Writing a short memo
- 2.2 Asking for and Giving directions
 - 2.2.1 Give locations and directions of local farms
 - 2.2.2 Give locations of local beef cattle production

Time Allotted: 6 hours

UNIT III. Roles of human resource in agribusiness expansion

Competency:

To analyze the situation at work by writing a report of his daily activities and by reporting it orally to keep his superior well informed; all this with an attitude of respect and honesty.

Content:

- 3.1 Writing daily activities
 - 3.1.1 Fodder and forage invoice
 - 3.1.2 Filling out a problem report form
- 3.2 Telling daily activities
 - 3.2.1 Prices
 - 3.2.2 Profits
 - 3.2.3 Expenses

Time Allotted: 8 hours

UNIT IV. Weather and local agriculture

Competency:

To identify and to explain local agriculture problems to find a solution by using pesticides, herbicides, alternatives, with an attitude of respect, caring towards nature.

Content:

Time Allotted: 12 hours

- 4.1 Types of weather
 - 4.1.1 Climates in Baja California
- 4.2 Local agriculture
 - 4.2.1 Crop production and fertilization
 - 4.2.2 Farm machines
 - 4.2.3 Farm tools
- 4.3 Safety for agriculture
 - 4.3.1 Most common accidents in Agronomy
 - 4.3.2 Safety guidelines for Agronomy
- 4.4 Dairy products
 - 4.4.1 Kinds of dairy products
 - 4.4.2 Milk marketing
 - 4.4.3 Labelling for sale

VI. STRUCTURE OF WORKSHOP PRACTICES

No.	Practice Name	Procedure	Support resources	Time
UNIT I				
1	Autobiography	<ol style="list-style-type: none"> 1. Student writes an outline of the most important aspects of his life. 2. Writes an autobiography, (paying attention to the past tense verbs). 3. Edits it. 4. Writes a final draft. 5. The instructor walks among the desks in case someone needs advice. 6. Student keeps his paper to study for a later presentation. 	<ul style="list-style-type: none"> • Notebook • Pen • Pencil • Eraser • Smartphone • Computer 	2 hours
2	Presentation	<ol style="list-style-type: none"> 1. Students practice outloud their autobiography. 2. They pick up a random number from the professor's desk. 3. Time is given, in case they have last pronunciation questions. 4. Student number one starts presenting his autobiography with the group. 	<ul style="list-style-type: none"> • Written autobiography • Smartphone • Computer • Overhead projector 	2 hours
UNIT II				
3	Giving directions	<ol style="list-style-type: none"> 1. The learner chooses a location and draws a map of it with street names and traffic signals and lights. 2. Reviews sequence markers. 3. Writes the directions starting on a given point. 4. Hands in the written instructions to the instructor. 	<ul style="list-style-type: none"> • Markers • Cardboard • Colours • Pen • Pencil • Eraser • Notebook 	2 hours

4	Asking for directions	<ol style="list-style-type: none"> 1. The learner thinks of a location and writes questions about directions. 2. They work in pairs. 3. They take turns asking for a specific place and giving directions how to get there. 4. Use sequence markers 5. The instructor moves around listening to them and making corrections if necessary. 	<ul style="list-style-type: none"> • Cardboard • Notebook • Pen • Pencil 	4 hours
UNIT III				
5	Writing a report	<ol style="list-style-type: none"> 1. The student thinks of a farm/agronomy activities 2. He writes a brainstorming about the activities from number one. 3. He writes a first draft report and edits it. 4. He hands in the report to the instructor. 	<ul style="list-style-type: none"> • Notebook • Pen • Pencil • Eraser • Dictionary • Computer • Smartphone 	2 hours
6	Interview	<ol style="list-style-type: none"> 1. Students roleplay employer-employee in pairs 2. They sit facing each other 3. They change roles giving the report each other as boss-employee 	<ul style="list-style-type: none"> • Report from activity number 5. 	4 hours
UNIT IV				
7	Upgrading a product	<ol style="list-style-type: none"> 1. Students work in teams of four. 2. They choose a product of farming or agronomy 3. They work together looking for cons of the product. 4. They must find a way to upgrade it. 5. After improving the product they 	<ul style="list-style-type: none"> • Notes • Dictionary • Notebook • Computer 	8 hours

		prepare a ppt		
8	Final Presentation	<ol style="list-style-type: none">1. Each team prepares to present its upgraded product.2. Each team presents its product.3. After presenting, they hand in the final project to the instructor	<ul style="list-style-type: none">• Computer• Overhead Project• Product	8 hours

VII. METHODOLOGY AND STRATEGIES

Course framework: The first day of class the teacher must establish the form of work, evaluation criteria, quality of academic work, rights and obligations for teacher and students.

Teaching strategies (teacher):

- Acts as a guide and facilitator of learning, explaining the technical vocabulary and grammar to understand written texts.
- Guides and coordinates teams presentations.
- Applies different methodological techniques of teaching the English language.

Learning strategies (student):

- Analyzes the readings and the topics presented by the professor, participating actively.
- Elaborates oral and written activities both individually and as a team.
- Shows attitude of respect and collaboration towards the work of others.

VIII. EVALUATION CRITERIA

The evaluation will be carried out permanently during the development of the course as follows:

Accreditation criteria

To be entitled to ordinary and extraordinary exam, the student must meet the attendance percentages established in the current School Statute.

Scaled from 0 to 100, with a minimum approval of 60.

Assessment criteria

- Written exams..... 15%
- Presentations..... 15%
- Participation..... 10%
- Final presentation.....30%

Portfolio contents

- Reports10%
- Homework 10%
- Team presentations evidences10%

Total.....100%

IX. Bibliography

Required	Suggested
<p>Hutchinson, T., & Waters, A. (1987). <i>English for Specific Purposes: A Learner-Centered Approach</i>. Cambridge: Cambridge University Press. [Classic].</p> <p>Khalil, D., & Kholofelo Semono-Eke, B. (2020). <i>Appropriate Teaching Methods for General English and English for Specific Purposes from Teachers' Perspectives</i>. <i>Arab World English Journal (AWEJ) Volume, 11</i>.</p> <p>Paltridge, Brian and Sue Starfield (eds.). (2013). <i>The Handbook of English for Specific Purposes</i>. Boston: Wiley-Blackwell. [Classic].</p> <p>Pichinevskiy, Stan, "Developing an ESP curriculum on tourism and agribusiness for a rural school in Nicaragua: a retrospective diary" (2018). EWU Masters Thesis Collection. 521. http://dc.ewu.edu/theses/521</p>	<p>Abidasari, Erlyna and Masduki, Masduki and Kusumaningtyas, Arum and Yohana, Lia and Susanti, Dyah (2018) <i>English for Agribusiness (R.I. Gusdian, Eds.)</i>. UMM Press, Malang. ISBN 978-979-796-311-8</p> <p>Fiorito, L. (2019). English for Special Purposes as a research field: From practice to theory. <i>International Journal of Language Studies, 13</i>(4).</p> <p>Huhta, M., Vogt, K., Johnson, E., & Tulkki, H. (2013). <i>Needs analysis for language course design: A holistic approach to ESP</i>. Cambridge University Press. [Classic].</p> <p>Hutchinson, T., & Waters, A. (1984). <i>How communicative is ESP?</i>. <i>ELT journal, 38</i>(2), 108-113. [Classic].</p>

X. TEACHER PROFILE

The teacher who teaches the English Specific (ESP) for Agribusiness must have a Bachelor's degree in Agribusiness or related area, preferably with postgraduate studies and two years of teaching practice experience, possess C1 or C2 level according to the CEFR. Understands and applies methodologies and approaches to specific contexts (EAP, EOP, ESP), possesses expertise in the specific content area, designs and adjusts authentic material of the subject matter being taught, considers the different stages in the evaluation process.