Course: Upper Intermediate English

Code: LI 436

Class hours per week: 6 in class hours and 12 hours of autonomous work.

Credits: 6

Online Management System: www.schoology.com

1. General Description

Upper intermediate English is the last in a series of four EFL (English as a foreign language) courses offered by the Licenciatura en Bilingüismo con Énfasis en Inglés program, which develops the linguistic, sociolinguistic and pragmatic competences that have been introduced in previous courses. Like the other courses which make up the language component of the program, Upper-intermediate English promotes the development of autonomous language study skills and provides students with opportunities to observe, propose, critically analyze and practice pedagogical techniques that they will apply as professional teachers.

2. General Competence

At the end on the semester, students will be able to use the English language at a B1.2 level according to the Common European Framework of Reference for Languages (CEFRL) in all language skills.

3. Learning Outcomes

Learning Outcomes Licenciatura en Bilingüismo	Learning outcomes Upper-Intermediate English course: At the end of the semester, students will be able to:
1. Utiliza el español y el inglés con altos niveles de suficiencia en el ámbito social, académico y profesional, y con consciencia intercultural relacional, funcional y crítica.	**Term 1** 1. Writing: Write a response paper in which the main argument in a short spoken or written text is identified, the argument's imperative parts and conclusiveness analyzed, and a counter argument proposed. 2. Writing (sentence level): Identify and correctly write simple and compound sentences and correct the mistake 'comma splice'.

	3. Speaking: Participate in a debate by previously structuring arguments and reacting to others' arguments (expressing opinions, agreeing and disagreeing).
	4. Listening: Use strategies and answer questions that require listening for attitude, opinion, detail, gist, main idea and specific information.
	5. Reading: Use strategies and answer questions that require reading for detail, opinion, tone, purpose, main idea, implication, and attitude.
	6. Language use: Use verb patterns with a high degree of accuracy.
	Term 2
	1. Writing: Outline an argumentative essay.
	2. Writing (sentence level): Identify and correctly write complex and compound-complex sentences and correct the mistakes 'sentence fragments and unparalleled structures in sentences'.
	3. Speaking: Sustain tasks which require giving descriptions and opinions, comparing and contrasting, and making decisions on best options.
	4. Listening: Use strategies and answer questions that require listening for specific information and stated opinion.
	5. Reading: Use strategies and answer questions that require reading for understanding the structure and development of a text.
	6. Language use: Use reported speech and reporting verbs with a high degree of accuracy.
	Term 3
	1. Writing: Write an argumentative essay.
	2. Writing (sentence level): Correct the mistakes 'wordy sentences and inserting sentences'.
	3. Speaking: Can structure a speech in which he/she presents a problem and proposes a way to solve it.
	4. Listening: Use strategies and answer questions that require listening for gist, attitude, opinion, purpose, feeling, main points and detail.

	5. Reading: Use strategies and answer questions that require reading for specific information, detail, opinion and attitude. 6. Language use: Reduce clauses and use them with a high degree of accuracy.
2. Planea e implementa, de forma flexible y creativa, actividades de enseñanza y aprendizaje que generen ambientes propicios para el desarrollo de procesos bilingües de los estudiantes, aplicando saberes generales y pedagógicos, las teorías de la lingüística aplicada y la didáctica de las lenguas, las políticas educativas y lingüísticas para responder a las necesidades cognitivas, lingüísticas, afectivas, socio-culturales y económicas de los diversos contextos educativos/los educandos.	Plan pedagogical material based on the grammatical structures studied in the course.
3. Incorpora reflexivamente y con criterio pedagógico el uso de las TIC en el desarrollo de procesos educativos.	Prepares the products of the course using virtual tools that are appropriate to the nature of the tasks.

4. Competences to Be Developed in the Course (taken from CEFRL)

4.1 Communicative Language Activities and Strategies

I. Overall listening comprehension:

Can understand straightforward factual information about common every day or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent.

● Can follow much of everyday conversation and discussion, provided it takes place in standard speech and is clearly articulated in a familiar accent.

- Can distinguish between main ideas and supporting details in standard lectures on familiar subjects, provided these are delivered in clearly articulated standard speech.
- Can identify unfamiliar words from the context on topics related to his/her field and interests.

II. Overall reading comprehension:

Can read straightforward factual texts on subjects related to his/her field and interests with a satisfactory level of comprehension.

- Can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task.
- Can identify the main conclusions in clearly signalled argumentative texts and can recognise the line of argument in the treatment of the issue presented, though not necessarily in detail.
- an exploit different types of connectors (numerical, temporal, logical) and the role of key paragraphs in the overall organisation, in order to better understand the argumentation in a text.

III. Overall Spoken production:

Can reasonably fluently sustain a straightforward description of one of a variety of subjects within his/her field of interest, presenting it as a linear sequence of points.

- Can give straightforward descriptions on a variety of familiar subjects within his field of interest.
- Can explain the main points in an idea or problem with reasonable precision.
- Can develop an argument well enough to be followed without difficulty most of the time.
- Can give a prepared presentation on a familiar topic within his/her field.
- Can define the features of something concrete for which he/she can't remember the word.

IV. Overall spoken interaction:

Can exchange, check and confirm information, deal with less routine situations and explain why something is a problem.

- Can put over a point of view clearly, has some difficulty engaging in debate.
- Can explain why something is a problem, discuss what to do next, compare and contrast alternatives.
- Can summarise and give his or her opinion about a short story, article, talk, discussion interview, or documentary and answer further questions of detail.
- Can intervene in a discussion on a familiar topic, using a suitable phrase to get the floor.

V. Overall written production:

Can write straightforward connected texts on a range of familiar subjects within his/her field of interest, by linking a series of shorter discrete elements into a linear sequence.

- Can write essays on topics of interest.
- Can summarise, report and give his/her opinion about accumulated factual information on familiar routine and non-routine matters within his/her field with some confidence.

4.2 Communicative Language Competences

I. Linguistic:

- Has a sufficient range of language to describe unpredictable situations, explain the main points in an idea or problem with reasonable precision and express thoughts on abstract or cultural topics such as music and films.
- Has a good range of vocabulary related to familiar topics and everyday situations.
- Communicates with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue influence. Errors occur, but it is clear what he/she is trying to express.
- Shows good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations.
- Can convey his/her message in an intelligible way in spite of a strong influence on stress, intonation and/or rhythm from other language(s) he/she speaks.

II. Sociolinguistic:

- Is aware of the salient politeness conventions and acts appropriately.

III. Pragmatic:

- Can adapt his/her expression to deal with less routine, even difficult, situations.
- Can intervene in a discussion on a familiar topic, using a suitable phrase to get the floor.
- Can develop an argument well enough to be followed without difficulty most of the time.

4. Methodology

This course will employ selected readings, exercises, discussions and audiovisual presentations as opportunities to use the English language to share information, become familiar with Anglophone culture, discuss concepts related to TESOL (teaching of English as a second language) and develop values, attitudes and practical skills pertaining to the English teaching profession.

The content and methodology of the course incorporate elements of these four pedagogical models:

Humanistic: By means of reading assignments, classroom discussion and written tasks, students incorporate skills and concepts presented in the course into individual processes of intellectual, emotional, and spiritual growth that empower them to make meaningful contributions to society. In-class and out of class activities aim to present English in ways that, respond to their needs and interests, promote affective engagement with the language and maximize opportunities to use English to communicate information, feeling and ideas.

Socio-constructivist: Students complete graded in-class and out-of-class tasks, and select from a variety of optional, independent activities according to their interests, needs, and individual learning styles. Work is evaluated taking into account students' assimilation of skills and concepts into diverse, personalized, individualized models of the English language and EFL pedagogy.

Critical-reflexive: Students are invited to critically examine their own models and beliefs concerning English and English language teaching in the context of ideas presented in the course. With the aid of the course facilitator (professor) students develop strategies that accord with their individual cognitive styles and thereby assume responsibility for their own learning.

Theme based: The course makes great focus on the English language development; this is why the course is structure based on themes as it is language-driven approach to CBI (Content-based Instruction). Even though content has an important role in the theme-based model and the course is structured based on themes, it is not assessed. According to the opportunities provided by each theme, the grammatical and lexical resources established for the course will be studied deductively.

Audio and written materials used for studying and practicing English language skills present content that enriches students' appreciation of Anglophone culture, familiarizes them with theoretical concepts relating to ESL pedagogy, and provokes critical thinking and discussion.

5. Course Assessment

The assessment of the course will be based in the following components. Be aware that the number of tasks established for each term may vary depending elements such as: the needs identified by the professor (for example, in terms of time), students' proficiency, complexity of the task, etc. Each task will be assessed taking into account its development, the realization of the final task, and the final product. This means that the assessment will be considered in progression which means that if the student misses a class, he/she will be missing a component of the assessment.

Course assessment

First term: ● Hard-assessment (15%): During weeks 3 and 6, a quiz to test the students' performance will be given. ● Tasks (15%): The percentage will be divided into the different tasks and in and out of class activities performed during the 7 first weeks of the semester.	Weeks 1-6
● Hard-assessment (15%): During weeks 10 and 14, a quiz to test the students0 performance will be given. ● Second term: (15%): The percentage will be divided into the different tasks and in and out of class activities performed during weeks 9 to 16.	Weeks 8-16
● Final term: (40%) ● Preparation semaforización exam (academic assistants) (5%): The assistants of the Upper-intermediate English course will be having weekly sessions in which preparation on the specific strategies for the different sections of the semaforización exam will be carried out. The attendance to the sessions is compulsory. ● Mock - semaforización exam (5%): As a way to provide an idea of the actual proficiency level of the students of the course, the students of the course will be doing a mock exam (a very close example of the saemaforización exam). This will give the students tools to conduct actions plan of improvement. ● Semaforización exam (30%): The language proficiency exam or exercise usually takes place during the first days of final exams week. It tests your ability in the four language skills and in language use. It is designed and administered by a group of professors of the program who are led by the coordinators of the academic area English/Spanish. There would be no explicit inclusion of the proficiency test into the class (that is, practices of the test won't be given in class). Students are highly encouraged to practice independently and to conform study groups for this purpose. *The form and execution of the exam during the **COVID-19 emergency** will depend on the resources available from students, the professors, and the University. It can either be executed during one week or several, and it may take the form of a reflective exercise or a hard assessment instrument.	Throughout the semester Week 7 Week 17

6. Tentative Table of Contents

	Grammatical structures	POSIBLE themes and contents	Tasks
Term 1	Verb patterns	● Gender identity ● Objectification of human beings ● Global goals UN – world problems	● Response paper ● Comparing and contrasting public speeches
Term 2	Reported speech	Varied: according to students' preferences for argumentative essay	● Argumentative essay
Term 3	Reduced relative clauses	● Cultural differences ● Abuse of human rights	● Debate ● Pedagogical design on grammar topic ● Reflection of language competences

Bibliography

Texts:

COUNCIL for Cultural Cooperation, Education Committee, Modern Languages Division.Common European Framework of Reference for Languages: Learning, Teaching, Assessment. Cambridge University Press, 2001.418.007 C734 E.2

EVANS–DOOLEY.Upstream Upper-Intermediate Level B2 Students' Book (with audio CD) Express Publishing, 2004.428

HARMER, J.How to Teach Writing.Pearson& Longman

MINISTERIO de educación nacional. (2006). Formar en Lenguas Extranjeras: El reto.

OSHIMA, A. (2006). Writing Academic English.Pearson& Longman.

SCRIVENER, J. (2005).Learning teaching. Macmillan editors

ZEMACH, D. and RUMISEK, L. (2005). Academic Writing: from paragraphs to essays. Macmillan editors

Dictionaries:

CLIFF,Peter.TheOxfordEnglishDictionaryOnline,AvailablefromtheInternet:
http://www.ariadne.uk/issue23/oed-review/.

MacmillanEnglishDictionary.MacmillanPublishers, 2002.

Oxford Quick Reference Dictionary.Oxford UniversityPress,1998.