

Universidad Tecnológica De Pereira
Facultad De Bellas Artes Y Humanidades
Licenciatura en Bilingüismo con Énfasis en Inglés

Curso: Inglés Básico

Código: LI116

Intensidad horaria: 8 horas semanales en clase - 16 horas de trabajo autónomo

Creditos: 6

Online Management System: www.schoology.com

1. Descripción General

El curso de inglés básico es el primero de una serie de cursos de inglés como lengua extranjera, que hacen parte fundamental del componente de lengua del programa de licenciatura, y que además comprende los niveles pre-intermedio, intermedio, intermedio alto, discurso académico, pronunciación, y escritura académica.

Este curso introduce al estudiante en los elementos fundamentales del idioma inglés, es decir, su vocabulario, sus formas gramaticales, sus usos dentro de contextos culturales. Se enfatiza el uso del idioma para el desarrollo de la competencia comunicativa, mientras se estimula al estudiante para que analice dicha competencia, dentro de un ambiente de motivación, interés y autonomía.

Además de facilitar al estudiante la interacción dentro de las actividades y tareas propias del proceso de aprendizaje, tendrá la oportunidad de observar y realizar actividades de tipo pedagógico que le conduzca a aplicar la experiencia adquirida en el salón de clase, en actividades introductorias al ejercicio docente.

2. Competencia General

Al finalizar el semestre, los estudiantes podrán usar el idioma inglés a un nivel A2.1 de acuerdo con el Marco Común Europeo de Referencia (MCERL) en todas las habilidades.

3. Learning Outcomes

Resultados de Aprendizaje Licenciatura en Bilingüismo	Resultados de Aprendizaje Inglés Básico Al finalizar el semestre el estudiante podrá
<ul style="list-style-type: none">● 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.● Incorpora reflexivamente y con criterio pedagógico el uso	Corte I <i>Escucha:</i> Reconocer y entender información específica del perfil/información personal de alguien al escuchar una grabación o discurso en tiempo real y poder tomar notas de dicha información.

<p>de las TIC en el desarrollo de procesos educativos.</p> <ul style="list-style-type: none"> ● Analiza, diseña y adapta instrumentos y estrategias para evaluar y autoevaluar tanto el desarrollo bilingüe y bicultural de los estudiantes como su propia práctica educativa a fin de reflexionar y plantear acciones de mejora que promuevan su desarrollo profesional. ● Construye, gestiona e implementa propuestas estratégicas de trabajo en su campo profesional fundamentadas en principios disciplinares, pedagógicos, investigativos e interculturales como resultado del trabajo colaborativo en el que hace uso de sus fortalezas, habilidades propias y del colectivo. ● Apropia criterios de sostenibilidad ambiental en la vida profesional y cotidiana. 	<p>Habla: Presentar información relevante de un país, contrastando sus estereotipos a través de una presentación oral/monólogo apoyándose en material visual.</p> <p>Lectura: Usar diferentes estrategias de lectura como: ‘skimming, scanning, cognates, linking back devices, parts of speech, synonyms & antonyms’ para descifrar/negociar el significado de textos descriptivos.</p> <p>Escritura: Utilizar oraciones simples y compuestas y los conectores “and, but, so” para escribir un texto descriptivo acerca de una persona.</p> <p style="text-align: center;">Corte II</p> <p>Escucha: entender las ideas principales y detalles específicos de un discurso descriptivo.</p> <p>Habla: Utilizar el repertorio lingüístico adquirido en el curso para realizar la presentación descriptiva de una ciudad y su cultura gastronómica.</p> <p>Lectura: Utilizar la representación diagramática apoyada por TICs como una estrategia para analizar y entender la estructura de un texto. Analizar el contexto de una oración para descifrar/negociar el significado de un texto.</p> <p>Escritura: utilizar oraciones básicas, compuestas y complejas para realizar un texto descriptivo de un lugar y sus características más distintivas.</p> <p style="text-align: center;">Corte III</p> <p>Escucha: identificar e interpretar correctamente la secuencia de un discurso narrativo. Entender información específica en un relato.</p> <p>Habla: Utilizar efectivamente las TIC y la tipología narrativa para contar una historia/anécdota.</p>
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	<p>Lectura: Ser capaz de inferir, identificar e interpretar correctamente las intenciones del autor de un texto y la idea principal de este al leerlo.</p> <p>Escritura: Utilizar estrategias como marcadores de tiempo, lenguaje descriptivo, y estructuras macrotextuales para escribir un texto narrativo.</p>
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4. Competences to Be Developed in the Course (taken from CEFRL)

4.1 Communicative Language Activities and Strategies

I. Overall listening comprehension:

- Can follow speech for him/her to assimilate meaning and recognize concrete information on familiar topics encountered in everyday life.
- Can understand some words and expressions when people are talking about him/herself, family, school, hobbies or surroundings, provided they are talking slowly and clearly.

II. Overall reading comprehension:

- Can understand very short and simple texts, picking up familiar names, words and basic phrases and rereading as required.

Reading correspondance

- Can understand short and simple messages sent via social media or email.

Reading for orientation

- Can recognise familiar names, words and very basic phrases on simple notices in the most common everyday situations
- Can understand cultural differences and basic information.
- Can find and understand simple, important information in written material.

Reading for information & argument

- Can get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support.
- Can understand short texts on subjects of personal interest written with simple words and supported by illustrations and pictures.

Identifying cues and inferring (spoken & written)

- Can deduce the meaning of an unknown word for a concrete action or object, provided the

surrounding text is very simple, and on a familiar everyday subject.

III. Overall Spoken production:

- Can produce simple sentences about people and places.

Sustained monologue: describing experience

- Can describe him/herself, what he/she does and where he/she lives. Can describe simple aspects of his/her everyday life in a series of simple sentences, using simple words and basic phrases, provided he/she can prepare in advance.

Sustained monologue: giving information

- Can give a simple description of an object or picture while showing it to others using basic words, phrases and formulaic expressions, provided he/she can prepare in advance.
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Sustained monologue: putting a case

Can explain what she likes or dislikes about something, why he/she prefers one thing to another, making simple, direct comparisons.

- Can present his/her opinion in simple terms.

Public announcements

- Can deliver short and rehearsed announcements of predictable, learnt content which are intelligible to listeners who are prepared to concentrate.

Addressing audiences

- Can read a very short, rehearsed statement.

Planning strategies

- *Planning*: Can recall and rehearse an appropriate set of phrases from his/her repertoire.
Compensating: Can use gestures to support simple words in expressing a need.

IV. Overall spoken interaction:

Speaking interaction

- Can interact in a simple way at a slow rate of speech, rephrasing and repair. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.

Understanding the interlocutor

- Can understand everyday expressions aimed at the satisfaction of simple needs of a concrete type, delivered directly to him/her in clear, slow and repeated speech by a sympathetic speaker.
- Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions.

Conversation

- Can understand everyday expressions aimed at the satisfaction of simple needs of a concrete type, delivered directly to him/her in clear, slow and repeated speech by a sympathetic speaker.
- Can take part in a simple conversation of a basic factual nature on a predictable topic, e.g. his/her home country, family, school.
- Can make an introduction and use basic greeting and leave-taking expressions.

Informal discussion

- Can exchange likes and dislikes for sports, foods, etc., using a limited repertoire of expressions, when addressed clearly, slowly and directly.
- Can discuss everyday practical issues in a simple way when addressed clearly, slowly and directly. Can discuss what to do, where to go and make arrangements to meet. Can express opinions in a limited way.

Formal discussion

- Can say what he/she thinks about things when addressed directly in a formal meeting, provided he/she can ask for repetition of key points if necessary

Goal oriented cooperation

- Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions.
- Can act on basic instructions that involve times, locations, numbers etc.
- Can ask people for things, and give people things

Obtaining good and services

- Can ask people for things and give people things.
- Can ask for food and drink using basic expressions.
- Can handle numbers, quantities, cost and time."

Information exchange

- "Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions.
- Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.
- Can ask and answer questions about themselves and other people, where they live, people they know, things they have.
- Can indicate time by such phrases as next week, last Friday, in November, three o'clock.
- Can express numbers, quantities and cost in a limited way.

- Can name the colour of clothes or other familiar objects and can ask the colour of such objects.

Interviewing and being interviewed

- Can reply in an interview to simple direct questions spoken very slowly and clearly in direct non-idiomatic speech about personal details.

Using telecommunications

- Can, given repetition and clarifications, participate in a short, simple phone conversation with a known person on a predictable topic, e.g. arrival times, arrangements to meet.
- Can understand a simple phone message (e.g. 'My flight is late. I will arrive at ten o'clock. '), confirm details of the message and pass it on by phone to other people concerned."

Strategies

- *Taking the floor:* Can use simple techniques to start, maintain, or end a short conversation. Can initiate, maintain and close simple, face-to-face conversation. Can ask for attention.
- *Cooperating:* Can indicate when he/she is following
- *Asking for clarification:* Can say he/she didn't follow. Can signal non-understanding and ask for a word to be spelt out. Can indicate with words, intonation and gestures that he/she does not understand. Can express in a simple way that he/she does not understand."

V. Overall written production:

- Can give information in writing about matters of personal relevance using simple words and basic expressions.
- Can write simple and compound sentences.

Creative writing

- Can write simple sentences about themselves and people, where they live and what they do.
- Can describe in simple language what a place looks like.
- Can use simple words and phrases to describe certain everyday objects (e.g. the colour of a car, whether it is big or small).

Written reports and essays

- Can write simple texts on familiar subjects of interest, linking sentences with connectors like 'and,' 'because,' or 'then.'
- Can give his/her impressions and opinions in writing about topics of personal interest (e.g. lifestyles and culture, stories), using basic everyday vocabulary and expressions.

4.6 Writing Interaction

Overall written interaction

- Can ask for or pass on personal details in written form.

Correspondence

- Can write messages and online postings as a series of very short sentences about hobbies and likes/dislikes, using simple words and formulaic expressions, with reference to a dictionary.
- Can write a short, very simple message (e.g. a text message) to friends to give them a piece of information or to ask them a question

Notes, messages and forms

- Can write numbers and dates, own name, nationality, address, age, date of birth or arrival in the country etc. such as on a hotel registration form.
- Can leave a simple message giving information on e.g. where he/she has gone, what time he/she will be back. (e.g. 'Shopping: back at 5 p.m.')

4.2 Communicative Language Competences

Linguistic competence

General range

- Has a basic range of simple expressions about personal details and needs of a concrete type.
- Can use some basic structures in some clause sentences with some omission or reduction of elements.

Vocabulary range

- Has a basic vocabulary repertoire of words and phrases related to people, housing and places.

Grammatical accuracy

- Shows control of a few simple grammatical structures and sentence patterns in a learnt repertoire.

Vocabulary control

- Can control a narrow repertoire dealing with concrete everyday needs.

Phonological control

- Pronunciation of a limited repertoire of learnt words and phrases can be understood.
- Can reproduce correctly a limited range of sounds as well as the stress on simple, familiar words and phrases.

Orthographic control

- Can copy familiar words and short phrases.
- Can spell simple words.
- Can use basic punctuation (e.g. full stops, question marks)

Sociolinguistic appropriateness

- Can establish basic social contact by using the simplest everyday polite forms of: greetings and farewells; introductions; saying please, thank you, sorry etc.

Pragmatic competence

Flexibility

- Can use simple techniques to start, maintain, or end a short conversation.
- Can initiate, maintain and close simple, face-to-face conversation.
- Can ask for attention.

Thematic development

- Can tell a story or describe something in a paragraph.
- Can give an example of something in a very simple text.

Coherence

- Can link groups of words with simple connectors like 'and', 'but' and 'because'.
- Can link words or groups of words with very basic linear connectors like 'and' or 'then'.

Propositional precision

- Can communicate basic information about personal details and needs of a concrete type in a simple way.

Spoken fluency

- Can manage short utterances, with some pausing to search for expressions, to articulate less familiar words, and to repair communication

Plurilingual and Pluricultural Competence

Building on pluricultural repertoire

- Can recognise different ways of numbering, measuring distance, telling the time, etc. even though he/she may have difficulty applying this in even simple everyday transactions of a concrete type.

Plurilingual comprehension

- Can recognise internationalisms and words common to different languages (e.g. Haus/hus/house) to: deduce the meaning of simple signs and notices; identify the probable message of a short, simple, written text; follow in outline short, simple social exchanges conducted very slowly and clearly in his/her presence; deduce what people are trying to say directly to him/her.

Building on plurilingual repertoire

- Can use a very limited repertoire in different languages to conduct a very basic, concrete, everyday transaction with a collaborative interlocutor.

4. Metodología

Una de las metodologías utilizadas en esta asignatura es la de enseñanza de lenguas basada en competencias. En ella, los participantes del curso desarrollan habilidades comunicativas en lengua inglesa especificadas en las competencias propuestas en este programa. De igual manera, la instrucción basada en tareas y el enfoque comunicativo tienen un papel importante en la planeación, desarrollo y evaluación del curso por la naturaleza del mismo. Finalmente, el enfoque basado en contenidos se aplica a partir del estudio del componente didáctico como contenido específico de la asignatura.

La asignatura se desarrollará en ambientes de aprendizaje tales como el aula de clase, laboratorios, biblioteca, plataforma virtual, clubes de inglés y el hogar. El docente realizará el papel fundamental de facilitador del proceso de aprendizaje holístico. Éste último implica la integración de las cuatro habilidades básicas del lenguaje en el marco de la competencia comunicativa. Además, el curso propenderá por el desarrollo de competencias pedagógicas fundamentales que empoderan al docente en formación.

5. Contents

	Grammatical structures	Themes and contents	Tasks
Term 1	Simple present and present progressive: uses, affirmative, negative and interrogative form.	Cultural differences Beauty stereotypes	Writing & Speaking Task: A fact file (writing) including a video with the factual information of the chosen country (speaking).
Term 2	Countable nouns & Uncountable Nouns: use of quantifiers, partitives and plural irregular forms.	A world of food Ways of living (Types of Houses) Cosmopolitan cities	• Writing & Speaking Task: A city guide project brochure (writing) including a video describing the typical food of the city (speaking).

Term 3	<ul style="list-style-type: none"> ● simple past ● past progressive 	<p>Life experiences</p> <p>Historical figures</p>	<ul style="list-style-type: none"> ● Writing & Speaking Task: A visual storytelling (speaking) including a narrative paragraph (writing)
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6. Course Assessment

La evaluación que se implementará durante la asignatura tendrá tres características:

Formativa: Ya que será un proceso constante en el cual se espera que el estudiante tome control de su propio aprendizaje.

Sumativa: Debido a que incluye los logros alcanzados con evidencia cuantitativa.

Metacognitiva: Dado que intenta promover la reflexión del estudiante sobre su propio aprendizaje.

Parcial primer término	25%
Trabajo en clase y quizzes 1	5%
Parcial segundo término	25%
Examen final	30%
Trabajo en clase y quizzes 2	15%

Las habilidades lingüísticas en cada término (comprensión auditiva, lectura, expresión oral, escritura y uso del inglés) se pueden evaluar de una de las dos formas siguientes.

Exámenes estandarizados: prueba administrada y calificada de una manera estándar consistente (similar a los exámenes internacionales para certificar el dominio del idioma)

Tareas: los alumnos participan en la realización de tareas comunicativas a través de una serie de actividades secuenciales que conducen a la elaboración de un producto final. Tales actividades, que practican las habilidades lingüísticas, el trabajo cooperativo y un producto final, explicarán el progreso del alumno.

7. Recursos Didacticos

<https://drive.google.com/drive/folders/1zbqXGEeiJMJM4u8duc7num7tWtW8hAMD?usp=sharing>

8. Referencias

Council of Europe. (2001). *Common European framework of reference for languages: Learning, teaching, assessment*. Cambridge, U.K: Press Syndicate of the University of Cambridge.

9. Suggested bibliography

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HALLIWELL S. (1992). *Teaching English in the Primary Classroom*. Longman
Handbooks for Language Teachers. MINISTERIO DE EDUCACIÓN NACIONAL.
(2006). *Formar en Lenguas Extranjeras: El reto*.

FOLSE K, MUCHMORE – VOKOUN A. & SOLOMON E. (2010). *Great Writing 2-Great Paragraphs*. HeinleCengage Learning.