

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

Course: Pre-Intermediate English

Code: LI216

Class hours per week: 8 in class hours and 16 hours of autonomous work

Credits: 6

Online Management System: www.schoology.com

1. General Description

Pre-Intermediate English is the second in a series of four EFL (English as a foreign language) courses offered by the Licenciatura en Bilingüismo con Énfasis en Inglés program, which uses listening, speaking, reading and writing activities to reinforce and develop the linguistic, socio-linguistic and pragmatic competences that have been introduced in Basic English. Upon completion of this course, students should have achieved an A2 level of linguistic competence as defined by the Common European Framework of Reference for Languages (CEFR). Like the other courses which make up the language component of the program, Pre-Intermediate English fosters the development of autonomous language study skills while providing students with opportunities to observe, propose, critically analyze and practice pedagogical techniques that they will use as part of their teaching repertoire.

2. General Competence

At the end of the semester, students will be able to use the English language at a A2.2 level according to the Common European Framework of Reference for Languages (CEFR) in all language skills.

3. Learning Outcomes

Learning Outcomes Licenciatura en Bilingüismo	Learning outcomes Pre-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	Term 1 1. Writing: Write a magazine article in which the use of recommendations and conditions are identified in a short written text. 2. Writing (sentence level): Identify and correctly write simple and compound sentences and correct the mistake 'Fused sentences'.

<p>profesional, y con conciencia intercultural relacional, funcional y crítica.</p>	<p>3. Speaking: Design a video review where they compare and contrast two technological devices.</p> <p>4. Reading: Find specific information about technological devices in informative texts.</p> <p>5. Listening: Listening to descriptions and/or reviews of technological devices and being able to understand specific information.</p> <p style="text-align: center;">Term 2</p> <p>1. Writing: Outline of a comparison-contrast essay.</p> <p>2. Writing (sentence level): Identify and correctly write complex sentences and correct the mistakes ‘sentence fragments’.</p> <p>3. Speaking: Plan and develop a rehearsal interview with a classmate.</p> <p>4. Speaking: Conduct an interview with an in-service English language teacher on personal, academic, and professional experiences.</p> <p>5. Reading: Identify specific information in a text about the life of a teacher in Colombia.</p> <p>6. Listening: Listening to interviews and being able to understand specific information from it.</p> <p>7. Listening: identifying attitudes and opinions of speakers in an interview.</p> <p style="text-align: center;">Term 3</p> <p>1. Writing: Write a comparison-contrast essay.</p> <p>2. Writing (sentence level): Identify and correctly write compound and complex sentences and correct the mistakes ‘stringy sentences’.</p> <p>3. Speaking: Take the role of a language teacher to depict how to use two phrasal verbs in context by engaging peers in the exploration of their own material.</p> <p>4. Reading: Make inferences based on the information provided in a text.</p> <p>5. Listening: listening to short dialogues and being able to understand the gist of the conversation.</p>
---	---

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

This course will develop the following specific competences:

4.1 Communicative Language Activities and Strategies

I. Overall listening comprehension:

- Can understand clearly and slowly articulated speech to meet different interactive needs.

- Can understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment), provided speech is clearly and slowly articulated.

II. Overall reading comprehension:

- Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language.
- Can understand short, simple texts containing high frequency vocabulary, including a proportion of shared international vocabulary items.

III. Overall Spoken production:

- Can give a simple description or presentation of people, living or working conditions, daily routines, likes/dislikes as a short series of simple phrases and sentences linked into a list.

IV. Overall spoken interaction:

- Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary.
- Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.
- Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters to do with work and free time.
- Can handle very short social exchanges but is rarely able to understand enough to keep a conversation going of his/her own accord.

V. Overall written interaction:

- Can write a series of simple phrases and sentences linked with simple connectors like 'and,' 'but' and 'because'.

VI. Overall written production:

- Can write short, simple formulaic notes relating to matters in areas of immediate need.
- Can write an interview article based not only on examples provided, but also on teaching guidance.

4.2 Communicative Language Competences

I. Linguistic:

- Has a repertoire of basic language, which enables him/her to deal with everyday situations with predictable content, though he/she will generally have to compromise the message and search for words.
- Can produce brief everyday expressions in order to satisfy simple needs of a concrete type: personal details, daily routines, wants and needs, requests for information. Can use basic sentence patterns and communicate with memorized phrases, groups of a few words and formulae about themselves and other people, what they do, places, possessions etc.
- Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics.
- Uses some simple structures correctly, but still systematically makes basic mistakes – for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say.

II. Sociolinguistic:

- Can perform and respond to basic language functions, such as information exchange and requests and express opinions and attitudes in a simple way.
- Can handle very short social exchanges, using everyday polite forms of greeting and address.
- Can make and respond to invitations, suggestions, apologies, etc.

III. Pragmatic:

- Can adapt well-rehearsed memorized simple phrases to particular circumstances through limited lexical substitution.
- Can use the most frequently occurring connectors to link simple sentences in order to tell a story or describe something as a simple list of points.
- Can communicate what he/she wants to say in a simple and direct exchange of limited information on familiar and routine matters, but in other situations he/she generally has to compromise the message.
- Can make him/herself understood in short contributions, even though pauses, false starts and reformulation are very evident.

4. Methodology

This course will employ a set of selected readings, exercises, discussions and audiovisual presentations as a way to prepare learners to undertake three tasks, which will implicitly allow learners to link their learning process with the concept of TEFL (teaching English as a foreign language) and to develop values, attitudes, and practical skills pertaining to the English teaching profession. Both the content and methodology of the course incorporate elements of these four pedagogical models:

- **Humanistic:** By means of reading assignments, classroom discussions and written tasks, students incorporate skills and concepts presented in the course into

individual processes of intellectual, and emotional 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 effective engagement with the language and maximize opportunities to use English to communicate information, feelings 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 and Content based:** Audio and written materials used for studying and practicing English language skills present content that enriches students’ appreciation of Anglophone culture, and provokes critical thinking and discussion. Themes are proposed under general categories related to current and trending social, human and technological issues.

Important note: The course has a technological component that is based on constant communication via email and social networks. The professor and students will commit to use the LMS Schoology® as a learning platform for the course. In case unexpected situations come about during the semester, Schoology® will be used as the interface of communication and for developing and submitting tasks. These strategies are considered to develop learners’ autonomous learning, to establish different channels of communication, and to enhance the possibility of asynchrony in class.

5. Course Content

The following chart presents the *suggested* themes and content that will be used as principal sources of input for learners during the course. Contents will be the basis for discussions. Nonetheless, this course will follow a language-driven approach which places the development of the linguistic competence as its primary objective. Therefore, expertise in the content itself might or might not be assessed.

Term	Linguistic Competence and Topics	Themes and Contents	Projects/tasks
1 st	Modal verbs for probability (focus on use)	<i>Influence of technology in people’s lives</i>	<i>Making a video review of two technological devices/platforms</i>
	Comparatives, Superlatives and qualifying expressions		

Term

	Modal verbs (permission, obligation and advice) Zero and First Conditionals	<i>-Globalization and citizenship -Norms around the world</i>	<i>Writing a magazine article with tips/recommendations/rules</i>
2 nd Term	Present Perfect Present perfect Continuous	<i>Making interviews Outdoor and adventure activities</i>	<i>Interviewing an in-service teacher and writing an interview article</i>
	Definite and indefinite articles and Future Forms.		
3 rd Term	Zero and First Conditionals Phrasal verbs Indefinite Pronouns	<i>Thinking like a teacher: Learning and Teaching strategies</i>	<i>Planning and presenting an in-class phrasal verbs task</i>

6. Course Assessment

The assessment of this course will be based on the following components. Be aware that the number of tasks established for each term may vary depending on elements such as: the needs identified by the professor, students' proficiency, and complexity of the task. Each task will be assessed based on specific rubrics discussed with learners ahead of time.

<ul style="list-style-type: none"> ● First task (20%): The first partial grade will consist of the results of a series of written and oral activities that evaluate the four skills plus the use of English and which are conducive to the achievement of the main task, a video review, in which two technological devices/sites/apps are compared and contrasted. 	Weeks 1-5
<ul style="list-style-type: none"> ● Second task (20%): The second partial grade will consist of the results of a series of written and oral activities that evaluate the four skills plus the use of English and which are conducive to the achievement of the main task, an interview with either a pre-service or an in-service teacher graduated from a BA in language teaching. 	Weeks 6-11
<ul style="list-style-type: none"> ● Third task (20%): The third partial grade will consist of the results of a series of written and oral activities that evaluate the four skills plus the use of English and which are conducive to the achievement of the main task, a profile article, based on the interview carried out in the previous task. 	Weeks 12-15
<ul style="list-style-type: none"> ● Final Partial Exam (30%): The final partial exam will be the compilation of content knowledge covered throughout the whole semester. Learners will develop a listening, a reading, a writing, a use of English, and a speaking exam, respectively. 	Week 16
<ul style="list-style-type: none"> ● Monitoring Sessions (10%): A monitor will guide learners to achieve the expected learning outcomes throughout the semester. Monitoring sessions will not be mandatory; however, based on the explored content, there will be three quizzes during the semester, which will also serve as a preparation for the final partial exam. 	Weeks 1-15

Important: Since the *First Task* is worth 20% of the final grade, it will be completed by the fifth week. The *first monitoring quiz* will be carried out in the sixth week, when the *Second task* will start to be developed. This way, we will make sure the first 30% will be uploaded by the eighth week.

7. Didactic resources

<https://drive.google.com/drive/folders/1JprNLuv-IK09nqLIIMM4ZhZ7D20p2rHk?usp=sharing>

8. References

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

- 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 Pre-Intermediate Level B1. (with audio CD) Express Publishing, 2004. 428
 - MURPHY, Raymond. English Grammar in Use: A Self-study Reference and Practice book for Intermediate Students. 3rd edition. Cambridge University Press, 2004. 428.24
 - PHILPOT, Sarah. New Headway Academic Skills: Reading, Writing, and Study Skills. Oxford University Press, 2006.
 - SOARS, Liz and John. New Headway English Course: Intermediate Students' Book, Oxford University Press, 2003. 428
 - UR, Penny. Teaching Listening Comprehension (Cambridge Handbooks for Teachers) Cambridge University Press 1984 428.83
 - WHITE, Gooeth. Listening (Resource book for Teachers) Oxford University Press, 1998. 428
 - WILSON, J.J. How to Teach Listening (with audio CD) Pearson- Longman, 2008. 428.34071
- Dictionaries:
- CLIFF, Peter. The Oxford English Dictionary Online, Available from the Internet: <http://www.ariadne.uk/issue23/oed-review/>.
 - Macmillan English Dictionary. Macmillan Publishers, 2002.
 - Oxford Quick Reference Dictionary. Oxford University Press, 1998.

