

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

Course: Intermediate English

Code: LI316

Class hours per week: 7 hours in class session

Credits: 5

Online Management System: www.schoology.com

1. General Description

Intermediate English is the third of a series of four English Language Courses offered by the Licenciatura en Bilingüismo con Énfasis en Inglés. In this course, learners will continue to strengthen the communicative and pedagogical competencies acquired in Basic and Pre-intermediate English courses. That is, the course will provide learners with opportunities for them to develop the Communicative Competence in order to reach the proficiency level expected at the end of the course, which is B1.1 level according to the Common European Framework of References for languages (CEFRL). In addition, participants will be exposed to constant reflection and analysis of different situations observed in and outside the classroom, as well as their role as learners for them to improve their critical thinking and shape their professional profile.

The Intermediate English Course also considers learners' interests and needs; thus, participants of the course will be exposed to current, contextualized and challenging tasks that will enable them to meet the linguistic, sociolinguistic and pragmatic demands required for an intermediate level. Autonomy will be also fostered through the use of the ICTs, team work, and the possible application of principles of tasks-based, project-based or problem-solving. Applying these principles, demands on learners some knowledge of the global and local contexts in which English is taught. Therefore, participants of the course will find out information about new trends and policies in Colombia for the teaching of English.

2. General Competence

At the end of the semester, students will be able to use the English language at a B1.1 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 Intermediate English course: At the end of the semester, students will be able to:
<p>1. Uses Spanish and English with high levels of proficiency in the social, academic and professional fields, and with intercultural, relational, functional and critical awareness.</p>	<p style="text-align: center;">Term 1</p> <ol style="list-style-type: none"> 1. Listening: Follow a straightforward talk and categorize the information in a table. 2. Speaking: Discuss specific causes and consequences of social and environmental problems in their communities, and propose innovative solutions that can improve the quality of life or the environment around them. 3. Reading: Find and understand and paraphrase relevant information in factual texts. 4. Writing: Write a magazine article regarding real social/environmental problems in our community. 5. Writing (sentence level): Identify and correctly write simple and compound sentences and correct the mistake 'Choppy sentences'. 6. Language Use: Recognize how to use relative pronouns to effectively apply them in the construction of defining and non-defining relative clauses. <p style="text-align: center;">Term 2</p> <ol style="list-style-type: none"> 1. Listening: Understand specific points and recall information from topic-related audio clips through note taking strategies. 2. Speaking: Choose a language learning app that allows him/her to depict and discuss its usefulness in class. 3. Reading: Match heading to paragraphs about articles on familiar subjects. 4. Writing: Write the introduction, the first and the second paragraph of a cause-and-effect essay regarding a historical international conflict. 5. Writing (sentence level): Identify and correctly write simple and compound sentences and correct the mistake 'Comma splices and run-on sentences'.

	<p>6. Language Use: Appropriate the use of passive voice to show interest in the person or object that experiences an action rather than the person or object that performs the action.</p> <p style="text-align: center;">Term 3</p> <p>1. Listening: Understand the gist and main points from different sources of speech (interviews, conversations, monologues, etc.).</p> <p>2. Speaking: Design a video to speculate about a historical event and its hypothetical outcomes.</p> <p>3. Reading: Identify specific information for a detailed understanding of factual texts.</p> <p>4. Writing: Write the third paragraph and the conclusion of a cause-and-effect essay.</p> <p>5. Writing (sentence level): Identify and correctly write simple and compound sentences and correct the mistake 'Sentence Fragments'.</p> <p>6. Language use: Identify and apply the correct use of second and third conditionals in real contexts.</p>
<p>2. Plans and implements, in a flexible and creative way, teaching and learning activities that generate favorable environments for the development of bilingual processes of students, applying general and pedagogical knowledge, the theories of applied linguistics and the didactics of languages, educational and linguistic policies to respond to the cognitive, linguistic, affective, socio-cultural and economic needs of various educational contexts / learners.</p>	<ul style="list-style-type: none"> - Design a reading task which allows him/her to apply teaching and learning strategies to guide a mini lesson. - Value the strengths of classmates as future teachers through a qualitative assessment. - Identify points for improvement in the implementation of methodological strategies.
<p>3. Reflectively and with pedagogical criteria incorporate the use of ICT's in the development of educational processes.</p>	<p>Recognize, share and select ICT tools to foster autonomous meaningful learning.</p>
<p>4. Analyzes, designs and adapts instruments and strategies to evaluate and self-evaluate both the bilingual and bicultural development of students and their own educational practice in order to reflect and propose improvement actions that promote their professional development.</p>	<ul style="list-style-type: none"> - Analyze the items required based on the rubric for every task. - Self and co-evaluate the overall performance and their peers based on a given rubric.
<p>5. Builds, manages and implements strategic</p>	<p>Make group decisions regarding the development of tasks.</p>

<p>work proposals in their professional field based on disciplinary, pedagogical, investigative and intercultural principles as a result of collaborative work in which they make use of their strengths, own abilities and those of the collective.</p>	
<p>6. Appropriate criteria of environmental sustainability in professional and daily life.</p>	<p>- Foster environmental sustainability through the practice of a no paper policy.</p> <p>- Raise awareness about the various environmental issues in our society.</p>

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

4.1 Communicative Language Activities and Strategies

I. Overall listening comprehension:

- Can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc., including short narratives.
- Can follow in outline straightforward short talk on familiar topics, provided these are delivered in clearly articulated standard speech.
- Can understand the main points of what is said in a straightforward monologue like a guided tour, provided the delivery is clear and relatively slow.
- Can understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly.
- Can make basic inferences or predictions about a text content from headings, titles or headlines.
- Can follow a line of argument or the sequence of events in a story by focusing on common logical connectors (e.g. however, because) and temporal connectors (e.g. after that, beforehand).

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 understand standard formal correspondence and online postings in his/her area of professional interest.
- Can find and understand relevant information in short official documents. Can assess whether an article, report or review is on the required topic.

- Can recognize significant points in straightforward newspaper articles on familiar subjects.

III. Overall Spoken production:

IV. Overall spoken interaction:

- Can unpreparedly enter into conversation of familiar topics, express personal opinions and exchange information on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).
- Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he/she would like to.
- Can make his/her opinions and reactions understood as regards solutions to problems or practical questions of where to go, what to do, how to organize an event (e.g. an outing).
- Can take part in routine formal discussion of familiar subjects which is conducted in clearly articulated speech in the standard form of the language and which involves the exchange of factual information, receiving instructions or the discussion of solutions to practical problems.
- Can generally follow what is said and, when necessary, can repeat back part of what someone has said to confirm mutual understanding.

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 straightforward, detailed descriptions on a range of familiar subjects within his/her field of interest.
- Can write accounts of experiences, describing feelings and reactions in simple compound connected texts.
- Can write brief texts to a standard conventionalized format, which pass on factual information and state reasons for actions.
- Can present a topic in a short report or poster, using photographs and short blocks of texts
- Can work out how to communicate the main point(s) he/she wants to get across.
- Can write texts describing experiences, feelings and events in some detail.
- Can write a text with limited supporting details.

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 enough language to get by, with sufficient vocabulary to express him/herself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events, but lexical limitations cause repetition and even difficulty with formulation at times.
- Shows good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations.
- Pronunciation is generally intelligible; can approximate intonation and stress at both utterance and word levels. However, accent is usually influenced by other language(s) he/she speaks.
- Can produce continuous writing which is generally intelligible throughout. Spelling, punctuation and layout are accurate enough to be followed most of the time.

II. Sociolinguistic:

- Can perform and respond to a wide range of language functions, using their most common exponents in a neutral register.
- Is aware of the salient politeness conventions and acts appropriately.
- Is aware of, and looks out for signs of, the most significant differences between the customs, usages, attitudes, values and beliefs prevalent in the community concerned and those of his or her own community.

III. Pragmatic:

- Can adapt his/her expression to deal with less routine, even difficult, situations.
- Can exploit a wide range of simple language flexibility to express much of what he/she wants.
- Shows awareness of the conventional structure of the text type concerned, when communicating his/her ideas.
- Can form longer sentences and link them together using a limited number of cohesive devices, e.g. in a story.
- Can make simple, logical paragraph breaks in a longer text.
- Can explain the main points in an idea or problem with reasonable precision.
- Can keep going comprehensively, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.

4. Methodology

Each week there will be a mixture of tasks aiming at integrating listening, speaking, reading and writing skills, as well as developing communicative competence. Participants of the

course must come prepared with the material and assignment required for each session. Some topics will require participants to look for the information in the library, online, contact professionals in the field, design PowerPoint presentations, select music or videos online, etc. Therefore, the Intermediate English Course also demands skills to summarize, argue your point, propose, use ICTs, among others. Learners will be involved in real-world and pedagogical tasks focused on specific topics from the syllabus. The tasks will include communicative and non-communicative activities such as discussions, debates, reading articles, various vocabulary and grammar resources, oral presentations, poster sessions, and writing essays.

Even though the Intermediate English Course is mainly oriented to guide participants in the development of the Communicative Competence to reach the B1.1 proficiency level, there is a critical-reflective component in which learners reflect on their own process and their role. Attendance, attitude, participation, teamwork, and commitment are essential parts of the Intermediate English Course. Finally, the course has a technological component in Schoology as an opportunity to foster autonomy, to establish different channels of communication, and to strengthen the possibility of asynchrony in class.

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

Humanistic: In the course, this aspect can be observed in the roles the teacher and learner assume. The teacher will set an example or model for learners to follow. That is, a person who is punctual and plans the lessons considering learners' interests and needs, provides effective feedback, etc. Learners will also be punctual and responsible with the homework assigned. Both teacher and learners will also contribute to assume a positive attitude to establish rapport. Moreover, respecting the ground rules negotiated and established at the beginning of the process will help to create a pleasant learning environment.

Socio-constructivist: The course has LEARNING as the center. That is, both students and teachers are learning throughout the course. By guiding learners and taking into account their styles, interests and needs, the design of real-world and pedagogical tasks, small scale projects, and problem-solving situation will contribute to exploit learners' potential and give them the possibility to go beyond the syllabus.

Critical-reflexive: This component is observed in the analysis and reflections learners will register in their journals about their learning process. Learners will question themselves about possible solutions, alternative techniques or strategies to face some issues observed or things they need to improve. The information registered can lead learners to focus their interests on a research idea.

Content and theme-based: The theme-based aspect is observed in the challenging and communicative tasks learners will carry out in teams or individually, which demand and require discussion, exchange of information, negotiation of meaning, and use of forms and lexical items in a range of topics related to the participant's L1 and L2. The content has to do with the input received about ELT and Language acquisition. Such input is provided in chapters, discussions, and reflections registered on learners' journals.

5. Contents

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 Term	Relative Pronouns	<i>Globalization and social and/or environmental issues.</i>	<i>Writing and sharing a magazine article about the causes and consequences of a real social/environmental problem in their communities.</i>
	Defining and non-defining relative clauses.		
2 nd Term	Passive Voice	<i>International conflicts, research, and inventions.</i>	<i>Selecting a language learning app to develop an in-class presentation depicting the reasons why they recommend it.</i>
3 rd Term	Conditionals 2 and 3	<i>Historical events</i>	<i>Choosing a historical event to design a video around hypothetical outcomes.</i>

6. Course Assessment

Throughout the course, learners will be assessed in groups and individually. The types of assessment included to grade learners' performance will be carried out both in formative and summative ways. A critical self-reflection will also be taken into account. **Formative evaluation:** this will be an ongoing process and students are expected to take control of their own learning. **Summative evaluation:** this includes quantitative data on what students have achieved. **Metacognitive evaluation:** students are expected to reflect on their own learning. The communicative competence will be graded taking into account descriptors specified in the syllabus for a B1.1

First term evaluation	20%
In and out-of-class work Part I	10%
Second term evaluation	20%
In and out-of-class work Part II	10%
Final Evaluation	30%
Tutoring Sessions Quizzes	10%

7. Didactic resources

https://drive.google.com/folderview?id=0B7AKwDXpqn_BMVN5T2VVUm9Sa0k&resourcekey=0-HIHsKeFgg2xoZqL2wY91A

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<http://www.lessonplanspage.com/index.htm>
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