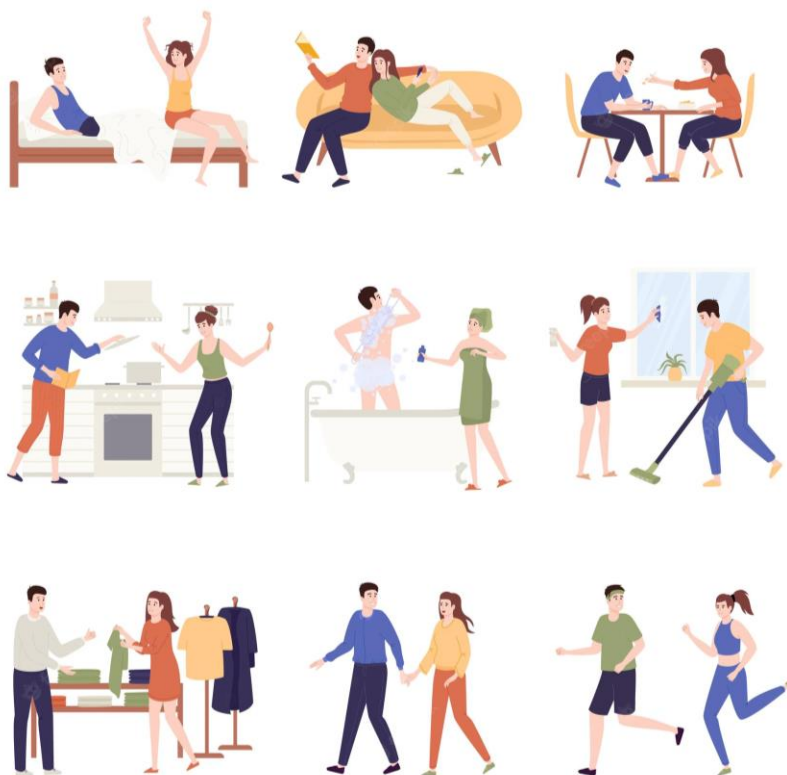


Course 1: Life and Discovery | A1.1



Curriculum Plan (512h)							
Foundational Communicative Language Competence (CLT, TBL)		Academic and Content-Based Communicative Language Competence (CLIL, PBL)					
Elementary (128h)		Pre-Intermediate (128h)		Intermediate (192h)			Upper-Intermediate (64h)
1	2	3	4	5	6	7	8
A1.1	A1.2	A2.1	A2.2	B1.1	B1.2	B1+	B2.1
64h	64h	64h	64h	64h	64h	64h	64h

Background

The Technological University of Pereira (UTP) has established in its Institutional Development Plan (PDI) a management pillar of wholesome education and academic excellence aimed at fulfilling national and international standards. This calls for all participating stakeholders to articulate and contribute collaboratively

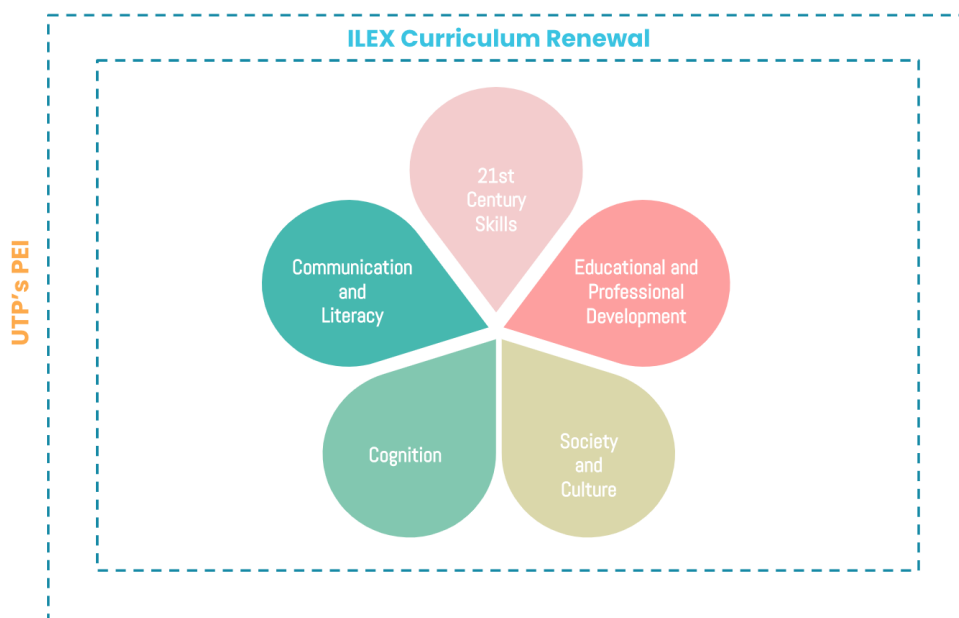
in providing a learning milieu that affords knowledge and skills to solve global issues from an inter- and transdisciplinary approach.

Given this institutional stance, all UTP's academic and administrative dependencies are expected to fulfill the aforementioned goal. Particularly, academic programs and offices should align so that the PDI's vision of high-quality education is met. In order to do that, an Institutional Education Project (PEI) has been constituted encompassing critical, dialogical and interactional pedagogies as well as flexible and integrated curricula that foster the development of global skills and sustainability goals.

Hence, UTP's Foreign Language Institute (ILEX) has put together an English language curriculum structure that reflects the principles contemplated in the PDI-PEI and those suggested by international organizations such as the UN, the OCDE, the European Council, Cambridge University, Oxford University, Pearson, among others, which have been adapted to satisfy the specific contextual needs of UTP's educational community.

Course 1: Life and Discovery - Curriculum Structure

ILEX Course 1 has been designed so that English language learners achieve specific learning outcomes that integrate international standards of communicative competence and 21st Century global skills. Specifically, ILEX proposes five curriculum dimensions that should be framed within UTP's PDI-PEI, and consequently within its institutional language policies: 21st Century Skills, Communication and Literacy, Cognition, Society and Culture, and Educational and Professional Development ([See Global Skills Guide](#)).



The interrelation of these five dimensions in the process of English language teaching and learning should lead to the development of strategic competences (e.g., communicative, cognitive, socio-cultural, etc.) needed in today's personal, academic and professional contexts. Thus, a comprehensive English language learning curriculum framework has been established in eight guiding principles.

All ILEX courses should be guided so that teachers and learners:

1. Develop communicative competences that facilitate access to multimedia sources, intercultural exchange, critical empowerment and the active social participation oriented toward local and global change.
2. Understand and produce oral and written discourse that is coherent and relevant in global social and professional contexts.
3. Consolidate a repertoire of cognitive and metacognitive skills that promote meaningful communicative interactions in diverse contexts.
4. Participate in learning experiences oriented toward creative, collaborative and autonomous expression that fosters cognitive, emotional and social well-being.
5. Instill a sense of global citizenship by raising awareness on local realities, international affairs and one's own multilingual profile, experiences and cultural identities.
6. Promote an ethical and socially responsible outlook aligned to world sustainability goals.
7. Advance digital literacy competences through technologically mediated educational practices that involve interactions with different types of media and resources.
8. Partake in educational experiences that further accessibility, inclusiveness and academic success, taking into account particular psychosocial needs.

Global Learning Outcomes

According to the Common European Framework of Reference (CEFR), an A1.1 learner can partially:

understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help (Council of Europe, 2001, Table 1, p. 24).

By the end of Course 1, learners are expected to:

- Understand and use familiar expressions typical of their personal, academic and professional contexts
- Ask for and give basic information about their personal, academic and professional lives
- Exchange basic information about their routines, abilities, hobbies and preferences
- Indicate the existence and position of people, objects and places
- Carry out interactions around simple facts of past life and historical events

Scope and Sequence

Global 21st Century Skills: · Collaboration · Innovation · Creativity · Critical thinking and metacognition · Entrepreneurship · Critical and Global Citizenship · Digital literacies

Sustainable Development Goals:

- Empowerment of learners' local and national identities and their roles in a globalized society
- Creation of an inclusive and encouraging language learning environment conducive to peaceful coexistence
- Acknowledgement of the multiplicity of backgrounds, values, beliefs and capacities within a common communicative framework

Adaptable Time Framework	Unit	Communicative Learning Outcomes	Language Repertoire	Cognition	Society and Culture
12 hours	Personal and academic profile	<p>Functions:</p> <ul style="list-style-type: none"> · Greeting others · Asking for and providing information through common classroom expressions · Introducing oneself, one's own family and acquaintances · Expressing basic personal information (phone number, email, marital status) · Describing people and places using basic adjectives · Composing a basic personal and academic profile <p>Context: Personal and academic</p> <p>Design receptive (L & R) tasks that require learners to:</p> <ul style="list-style-type: none"> · Follow short, simple classroom instructions · Understand a short, simple text about a person's personal and academic profile · Understand basic questions about personal details if addressed slowly and clearly · Recognize basic descriptions of people and places · Extract basic personal information from short, simple dialogues <p>Design productive (S & W) tasks that require learners to:</p> <ul style="list-style-type: none"> · Compose a short, simple text about their own and a person's personal and academic profile · Carry out short, simple dialogues about basic personal and academic information 	<p>Grammar:</p> <ul style="list-style-type: none"> · Verb to be (am, is are) · Possessive adjectives (my, your, his/her) · Verbs: have, go, live, like <p>Vocabulary:</p> <ul style="list-style-type: none"> · Basic personal and academic information · Family members · Alphabet and numbers (1-100) · Basic adjectives · Terminology related to academic programs (name of degree, type of degree, university department, semester) 	<p>Academic Strategies:</p> <ul style="list-style-type: none"> · Categorize factual statements · Compare and contrast information · Spelling words <p>Critical Thinking Skills:</p> <ul style="list-style-type: none"> · Extract and summarize personal details 	<p>Sociolinguistics:</p> <ul style="list-style-type: none"> · Formal and informal greetings · Academic nomenclatures (BA, degree, department, faculty, etc.) · Telephone numbers and email address conventions (@, /, _) <p>Intercultural Competences:</p> <p>Openness:</p> <ul style="list-style-type: none"> · Being willing to embrace the process of language learning as a cornerstone of interculturality <p>Knowledge:</p> <ul style="list-style-type: none"> · Recognizing the social conventions involved when introducing oneself in English in personal and academic contexts (honorifics, greetings, register and setting) <p>Adaptability:</p> <ul style="list-style-type: none"> · Raising awareness on the opportunities and challenges derived from the transition between local and international forms of communication

		<ul style="list-style-type: none"> · Describe a person or a place using basic adjectives · Complete a chart/table/form summarizing a personal and academic profile 			
10 hours	Academic and work life	<p>Functions:</p> <ul style="list-style-type: none"> · Asking for and presenting basic information about personal, professional and academic facts and responsibilities about oneself and others · Providing a basic description of an academic program and field of study · Presenting a personal, academic or professional profile about influential people · Identifying similarities and differences of daily life and social practices among different cultural settings · Asking for and telling the time (official and colloquial formats) <p>Context: Personal, academic, professional</p> <p>Design receptive (L & R) tasks that require learners to:</p> <ul style="list-style-type: none"> · Understand personal, academic and professional facts as well as daily activities and responsibilities · Classify peer's personal, academic and professional information · Identify basic details about a university's academic programs and fields of study · Collect personal, academic and professional facts about influential people · Identify similarities and differences of daily life and social practices among different cultural settings · Recognize official and colloquial time formats <p>Design productive (S & W) tasks that require learners to:</p> <ul style="list-style-type: none"> · Compose a text about one's own and someone else's personal, academic and professional information · Describe basic details about university's academic programs and fields of study · Present personal, academic and professional facts about influential people · Outline daily life and social facts of people's and communities' cultural practices · Compose/Role-play a basic and short dialogue in which telling the time is involved 	<p>Grammar:</p> <ul style="list-style-type: none"> · Present simple (+, -, ?) · Present Simple: third person singular (he plays, she tries, it grows, etc.) · Object pronouns (me, you him, etc.) · Possessive adjectives (my, your, his, etc.) <p>Vocabulary:</p> <ul style="list-style-type: none"> · Basic adjectives · Jobs · Academic titles (Lecturer, Professor, Dean, Teaching Assistant, undergraduate and postgraduate student, etc.) · Terminology related to higher-education institutions (faculties, programs, schools, dependencies, etc.) 	<p>Academic Strategies:</p> <ul style="list-style-type: none"> · Compare, contrast and categorize information · Outline facts <p>Critical Thinking Skills:</p> <ul style="list-style-type: none"> · Infer specific information · Foster contextual and situational awareness 	<p>Sociolinguistics:</p> <ul style="list-style-type: none"> · Time formats · Academic nomenclatures (MsC, MA, PhD, university dependencies, etc.) <p>Intercultural Competences:</p> <p>Openness:</p> <ul style="list-style-type: none"> · Understanding the implications of the daily life and social practices of communities around the world <p>Knowledge:</p> <ul style="list-style-type: none"> · Recognizing the social conventions involved when asking for and giving the time <p>Adaptability:</p> <ul style="list-style-type: none"> · Contemplating the possible strategies required for entering an international academic and professional milieu

6 hours	Leisure and well-being	<p>Functions:</p> <ul style="list-style-type: none"> · Asking for and giving information about one's own and other people's daily habits and routines · Identifying and describing free time activities related to one's own and other people's lives, leisure, and well-being · Exchanging information and expressing opinions about people's preferences in the context of leisure <p>Context: Personal and academic</p> <p>Design receptive (L & R) tasks that require learners to:</p> <ul style="list-style-type: none"> · Understand general and specific information about someone's daily habits and free time activities · Identify people's preferences in regard to hobbies and daily life practices <p>Design productive (S & W) tasks that require learners to:</p> <ul style="list-style-type: none"> · Compose a text about one's own and other people's daily habits and free time activities · Carry out conversations about leisure activity preferences · Exchange general and specific information about daily habits and leisure activities · Present simple opinions and views on other people's preferences in the context of leisure 	<p>Grammar:</p> <ul style="list-style-type: none"> · Present simple consolidation · Frequency adverbs (e.g., never, seldom, often, always, etc.) · Sequence connectors (e.g., first, then, later, finally, etc.) · Like + -ing / Like + infinitive (I like swimming / I like to swim) · Question words (e.g., what, where, when, etc.) <p>Vocabulary:</p> <ul style="list-style-type: none"> · Hobbies · Daily routine actions · Opinion expressions (e.g., I think that, in my opinion, to my mind, etc.) · Days, months and seasons 	<p>Academic Strategies:</p> <ul style="list-style-type: none"> · Extract and outline general and specific information · Characterize profiles and traits · Compare and contrast information <p>Critical Thinking Skills:</p> <ul style="list-style-type: none"> · Provide hypotheses and estimates · Infer and delineate facts and information 	<p>Sociolinguistics:</p> <ul style="list-style-type: none"> · Time formats and segments (quarter, bi-weekly, term, etc.) <p>Intercultural Competences:</p> <p>Openness:</p> <ul style="list-style-type: none"> · Recognizing and acknowledging the multiplicity of leisure activities and interests around the world <p>Knowledge:</p> <ul style="list-style-type: none"> · Discerning one's own local and national leisure activities and interests in contrast to those of communities around the world · Understanding time conventions in regard to seasons (winter, spring, summer, fall) <p>Adaptability:</p> <ul style="list-style-type: none"> · Estimating the implications of contextual variation in regard to daily routines and free-time activities
8 hours	Indoors and Outdoors	<p>Functions:</p> <ul style="list-style-type: none"> · Asking for and providing information in regard to the existence and characteristics of people, objects and places · Exchanging information that involves determined and undetermined quantities · Emphasizing something or somebody when referring to their characteristics (this..., that..., these..., those...) · Highlighting traits of people, objects and places using adverbs and adjectives 	<p>Grammar:</p> <ul style="list-style-type: none"> · There is/There are · Prepositions of place (e.g., in, on, at, under, in front of, etc.) · Quantifiers: some/any/a lot of (+, -, ?) · Demonstrative articles: 	<p>Academic Strategies:</p> <ul style="list-style-type: none"> · Extract general and specific information · Indicate and highlight specific details · Process and build up information <p>Critical Thinking Skills:</p>	<p>Sociolinguistics:</p> <ul style="list-style-type: none"> · Currency and payment · Context-specific objects and places across national and international settings <p>Intercultural Competences:</p> <p>Openness:</p> <ul style="list-style-type: none"> · Recognizing how the varied ways in which people, objects and places can be described and emphasized reflect particular

		<ul style="list-style-type: none"> · Exchanging information about prices in commercial transactions · Expressing basic information with additional details through the use of linking devices <p>Context: Home, university campus, city places, shops, international landmarks</p> <p>Design receptive (L & R) tasks that require learners to:</p> <ul style="list-style-type: none"> · Recognize the existence of people, objects or places at a given location · Identify determined and undetermined quantities · Understand when people, objects and places are pinpointed · Identify general and specific traits of people, objects and places (colors, price, size, etc.) <p>Design productive (S & W) tasks that require learners to:</p> <ul style="list-style-type: none"> · Express the existence of people, objects or places at a given location · Exchange information involving determined and undetermined quantities · Compose texts (dialogues/written pieces) that pinpoint people, objects and places as well as their general and specific traits in detail 	<p>this/that - these/those</p> <ul style="list-style-type: none"> · Linking devices: and, so, but, because <p>Vocabulary:</p> <ul style="list-style-type: none"> · Typical objects and places in everyday life contexts (e.g., home, university, city, etc.) · Adverbs + adjectives (e.g., very important, pretty good, etc.) · Expressions used in commercial transactions (e.g., how much is...?, Do you have...?, Here you are, etc.) 	<ul style="list-style-type: none"> · Discern characteristics among groups and individuals · Extrapolate numerical information 	<p>emotional/attitudinal stances across cultures</p> <p>Knowledge:</p> <ul style="list-style-type: none"> · Understanding different commercial transaction conventions <p>Adaptability:</p> <ul style="list-style-type: none"> · Incorporating behaviors and attitudes that facilitate adaptation to English-speaking cultural contexts in regard to currency use and descriptive practices (emotion, emphasis)
4 hours	<p>Stop and Check (Optional)</p> <p>Note: Make sure that 30% of course completion is reported in the Student Portal by week eight.</p>	<p>Making a consolidation review that incorporates the different communicative learning outcomes that have so far been developed.</p> <p>These are some possibilities to carry out a stop and check procedure (the list is not exhaustive):</p> <ul style="list-style-type: none"> · Standard 4-skill partial progress test that can be discussed and scored as a whole-class formative exercise during the session · An open, collaborative integrating workshop (4-skills) that can be discussed and scored as a whole-class formative exercise during the session · A task sequence (receptive and productive) that leads to the creation of an overarching product (short videos, short audios, mini oral presentations, etc.) that is presented and scored as a whole-class formative exercise during the session 	<p>Bear in mind all the previously learned language repertoire.</p>	<p>Bear in mind all the previously learned academic strategies and critical thinking skills.</p>	<p>Bear in mind all the previously learned sociolinguistic and intercultural competences.</p>

10 hours	Attributes and experiences	<p>Functions:</p> <ul style="list-style-type: none"> · Exchanging information about capabilities and skills · Asking for and giving basic information about personal, social and historical events in the past · Understanding and making basic polite requests · Requesting specific information via letters/emails <p>Context: Personal, academic, professional, historical</p> <p>Design receptive (L & R) tasks that require learners to:</p> <ul style="list-style-type: none"> · Identify people's capabilities and skills · Comprehend basic information about personal, social and historical events in the past · Understand basic polite requests <p>Design productive (S & W) tasks that require learners to:</p> <ul style="list-style-type: none"> · Express one's own and other people's capabilities and skills · Carry out conversations involving basic information about personal, social and historical events in the past · Perform short interactions in which basic polite requests are expressed · Compose a basic formal letter/email requesting specific information 	<p>Grammar:</p> <ul style="list-style-type: none"> · Can/Can't · Verb to be (was/were) · Could/Couldn't <p>Vocabulary:</p> <ul style="list-style-type: none"> · Verbs denoting skills (swim, play an instrument, drive, draw, etc.) · Modal adverbs (e.g., fluently, brilliantly, quite well, etc.) · Expressions used when requesting information politely (e.g., please, if you don't mind, etc.) 	<p>Academic Strategies:</p> <ul style="list-style-type: none"> · Describe general and specific information · Retell information <p>Critical Thinking Skills:</p> <ul style="list-style-type: none"> · Reflect upon past events · Acknowledge one's own capabilities and limitations 	<p>Sociolinguistics:</p> <ul style="list-style-type: none"> · Language conventions used for formal emailing · Syntactical ordering/combination of adjectives and adverbs based on regional usage (bloody foolish, super nice, quite romantic, etc.) <p>Intercultural Competences:</p> <p>Openness:</p> <ul style="list-style-type: none"> · Acknowledging one's own and other people's capabilities and limitations in a multicultural world <p>Knowledge:</p> <ul style="list-style-type: none"> · Assimilating politeness conventions in English-speaking contexts <p>Adaptability:</p> <ul style="list-style-type: none"> · Adjusting one's own conceptions about who one is and what one is capable of depending on the cultural context one operates in
8 hours	Looking back	<p>Functions:</p> <ul style="list-style-type: none"> · Asking for and giving information related one's own and other people's past life events or routines · Exchanging information about historical facts and important world events and breakthroughs · Describing people, objects, places and activities based on their qualitative characteristics and the feelings they evoke (-ed/-ing adjectives) · Understanding and indicating past dates with ordinal and cardinal numbers in different formats · Composing one's own and other people's short biography <p>Context: Personal, academic, professional, historical</p> <p>Design receptive (L & R) tasks that require learners to:</p> <ul style="list-style-type: none"> · Understand information related to other 	<p>Grammar:</p> <ul style="list-style-type: none"> · Past simple (+, -, ?) · Regular and irregular verbs in past simple · Question words in past simple (e.g., When did you last...? Where were you...?) <p>Vocabulary:</p> <ul style="list-style-type: none"> · Verbs connected daily life actions and routines. · Adverbs of time and adverbial clauses (e.g., yesterday, last night, last weekend, etc.) · Adjectives with endings -ed 	<p>Academic Strategies:</p> <ul style="list-style-type: none"> · Outline a timeline of events with spatio-temporal details · Recall and retell information · Characterize entities <p>Critical Thinking Skills:</p> <ul style="list-style-type: none"> · Compare and contrast past and current events · Correlate and integrate historical information from the past · Establish causal relationships in a sequential and logical manner. 	<p>Sociolinguistics:</p> <ul style="list-style-type: none"> · Archaic and contemporary language structures and their usage <p>Intercultural Competences:</p> <p>Openness:</p> <ul style="list-style-type: none"> · Realizing the implications of global historical events at the political, economic and cultural level <p>Knowledge:</p> <ul style="list-style-type: none"> · Understanding how past life experiences can alter one's own and other people's sense of identity and belonging <p>Adaptability:</p> <ul style="list-style-type: none"> · Transcending from local to global citizenship by becoming

		<p>people's past life events, habits, routines or experiences</p> <ul style="list-style-type: none"> · Identify facts about past historical events and breakthroughs · Understand descriptions of people, objects, places and activities based on their qualitative characteristics and the feelings they evoke · Recognize past dates with ordinal and cardinal numbers in different formats · Comprehend other people's short biographies <p>Design productive (S & W) tasks that require learners to:</p> <ul style="list-style-type: none"> · Share information related to one's own and other people's past life events, routines, habits or experiences · Present facts about past historical events and breakthroughs · Describe people, objects, places and activities based on their qualitative characteristics and the feelings they evoke · Indicate past dates with ordinal and cardinal numbers in different formats · Compose one's own and other people's short biographies 	<p>and -ing (e.g., bored/boring, excited/exciting, etc.)</p> <p>Pronunciation:</p> <ul style="list-style-type: none"> · Regular verbs endings in past simple (/ɪd/, /d/, /t/) 		<p>critically aware of historical realities and their implications in multiple dimensions (cultural, professional, economic, etc.)</p>
2 hours	Reflecting and consolidating	<p>The purpose of this session will be to:</p> <ul style="list-style-type: none"> · Carry out an overarching review of the language learning process throughout the semester in terms of communicative learning outcomes achieved · Conduct a structured self-assessment that allows learners to appraise their performance in the course · Complete a course assessment in which aspects such as methodology, syllabus completion and teaching performance are reviewed <p>Note: Teachers are free to decide whether students' self-assessment is to be graded.</p>	<p>Recommendation:</p> <p>Include in the course assessment and self-assessment items that lead learners to reflect upon this dimension.</p>	<p>Recommendation:</p> <p>Include in the course assessment and self-assessment items that lead learners to reflect upon this dimension.</p>	<p>Recommendation:</p> <p>Include in the course assessment and self-assessment items that lead learners to reflect upon this dimension.</p>
4 hours	Final Test	<p>4-Skill Achievement Test</p> <p>Reading - 25% Listening - 25% Writing - 25% Speaking - 25%</p> <p>Please refer to the achievement test design guidelines to plan your exam.</p>			

Methodology (FCLC)

ILEX courses adopt an interactive approach to language teaching and learning. This means that proficiency in grammar usage and awareness of sociopragmatic aspects of language are obtained through meaningful interactions that reflect the accomplishment of functional receptive and productive communication acts. Therefore, lessons should cater for educational experiences that promote the active development of learners' language competences through learning-centered and context-relevant tasks. Likewise, the role of learners' native language in the process of learning other languages is acknowledged as a relevant means through which social and cognitive functions can be enriched, providing a more encouraging environment where language learners can thrive.

Framed within a post-method approach to language learning and teaching, ILEX courses eclectically integrate principles and strategies from multiple methods and approaches such as Communicative Language Teaching (CLT), Task-Based Learning (TBL), CLIL (Content and Language Integrated Learning), PBL (Project/Problem Based Learning), all of them permeated by contemporary multilingual conceptions that regard translanguaging as a likely impactful strategy.

However, as this course is part of the Foundational Communicative Language Competence (FCLC) development stage, it will emphasize the implementation of CLT and TBL methodologies for the accomplishment of the learning outcomes defined in this syllabus.

Considering contemporary academic and professional contexts, critical digital literacy and technological knowledge/skills are also sought after as part of a comprehensive educational process. Consequently, all ILEX courses are expected to integrate the acquisition of technological and digital competences to the development of language proficiency by means of tools and resources such as Learning Management Systems (LMSs), graphic design platforms (e.g. Canva, Visme, etc.), multimedia editing software, smartphone applications, among others.

Assessment

ILEX courses aim at valid and reliable assessment procedures that are reflective of English language learners' progress in achieving the learning outcomes contemplated in the syllabus. Assessment procedures and instruments should range from formative (providing clear criteria and meaningful feedback) to summative (as in concrete learning evidence that leads to informative scoring). Assessment percentages are divided in two sections as presented below:

60% - Skill Development	40% - Final Product
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<p>This percentage can be divided among:</p> <p>Receptive tasks (across different types of media and interaction patterns)</p> <p>Productive tasks (across different types of media and interaction patterns)</p> <p>Quizzes</p> <p>Progress tests</p> <p>Consolidation workshop</p>	<p>This percentage will be divided as follows:</p> <p>- 4-Skill achievement test (Reading - 25%, Listening - 25%, Writing - 25%, Speaking - 25%)</p>
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Learners will be informed about how their progress will be assessed in terms of task selection, percentage distribution and grade allocation. Bearing in mind international standards of language proficiency certification, ILEX courses are approved with at least 70% of course completion (3.5/5.0)

Educational and Professional Development

In light of the highly complex academic and professional dynamics, current language teachers are required to embrace a lifelong learning outlook that takes them beyond their conventional classroom practices. This implies that language educators should look forward to becoming familiar with the latest research and trends in their field, concerning various domains, for instance:

- Language teaching approaches/methods
- Classroom management
- Learning psychology
- Technological breakthroughs
- Transdisciplinary teaching
- Curriculum design
- Language Assessment
- Transferable skills: reflection, analysis, creativity, teamwork, problem solving

Teachers and learners can explore the following possibilities

TBL	LMS	Alternative Assessment
<p>This approach seeks to provide meaningful interaction by having learners complete specific, well-defined and purposeful tasks that resemble those that usually take place in real-life contexts.</p> <p>Tasks are meant to offer opportunities to solve communicative gaps and go beyond isolated, discrete grammatical/lexical items or non-focused receptive and productive</p>	<p>Both learners and teachers should make use of platforms that dynamize and systematize several processes/products that derive classroom experiences.</p> <p>It is suggested that courses are supported by Learning Management Systems such as:</p> <p>Google Classroom</p> <p>Edmodo</p> <p>Schoology</p>	<p>Apart from traditional assessment methodologies, nowadays, language teaching and learning can benefit from alternative procedures such as:</p> <p>Self-Assessment</p> <p>Peer-Assessment</p> <p>Portfolios</p>

activities.

To learn more about how to integrate TBL to English language learning, see:

[Guide 1](#)

[Guide 2](#)