

Course 2: A Global Village | A1.2



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.

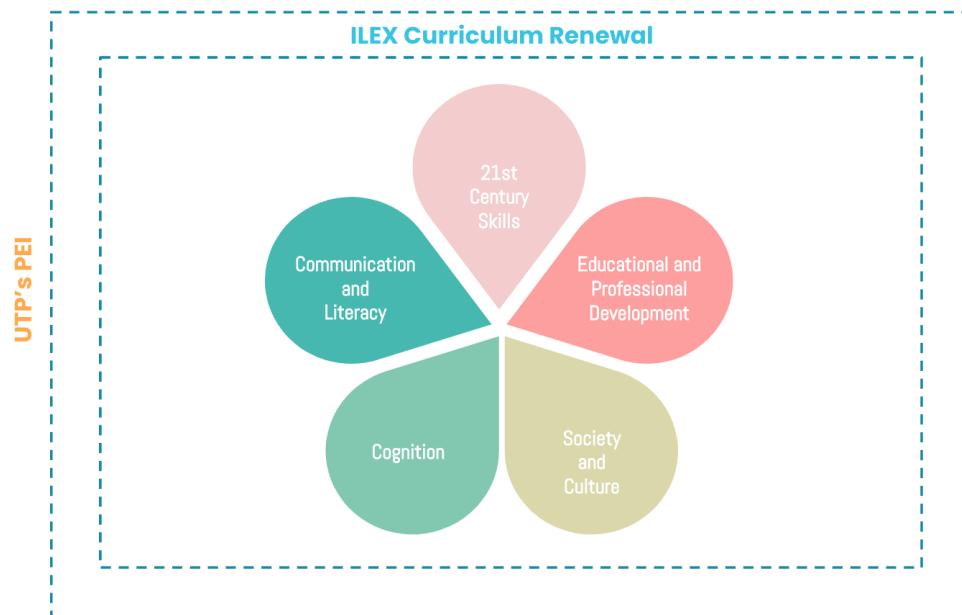
Given this institutional stance, all UTP's academic and administrative dependencies are expected to fulfill the aforementioned goal. Particularly, academic programs and offices should align so that the PDI's vision of high-quality education is met. In order to do that, an Institutional Education Project (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 2: A Global Village - Curriculum Structure

ILEX Course 2 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 A1.2 learner can:

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 2, learners are expected to:

- Understand and use familiar expressions typical of present and past personal, academic and professional experiences
- Ask for and give basic information about local and international gastronomy and its culture in commercial and cultural transactions
- Compare and contrast the roles, traits and conditions of typical contexts of action: educational settings, place of residence, environment, etc.
- Exchange information regarding personal, academic and professional future plans and expectations

Scope and sequence

Global 21st Century Skills: · Collaboration · Innovation · Creativity · Critical thinking and metacognition · Entrepreneurship · Critical and Global Citizenship · Digital literacies					
Sustainable Development Goals:					
· Progress towards more welcoming, nurturing and empowering human relations and communities					
· Recognition of and respect for diverse and unique cultural traits, backgrounds and practices					
· Awareness of responsible tourism and important environmental factors					
Adaptable time framework	Unit	Communicative learning outcomes	Language repertoire	Cognition	Society and Culture
6 hours	Course 1 Review	<p>Functions:</p> <p>During this section learners are expected to review and consolidate the learning outcomes achieved after the completion of Course 1:</p> <ul style="list-style-type: none"> · Understanding and using familiar expressions typical of their personal, academic and professional contexts · Asking for and giving basic information about their personal, academic and professional lives · Exchanging basic information about their routines, abilities, hobbies and preferences · Indicating the existence and position of people, objects and places · Carrying out interactions around simple facts of past life and historical events <p>Note: Since it is not feasible to carry out a thorough review of all Course 1 contents and language repertoire, teachers are suggested to autonomously formulate integrated tasks that aim at reinforcing the aforementioned communicative learning outcomes.</p> <p>Context: Personal and academic</p> <p>Design receptive (L & R) tasks that require learners to:</p> <ul style="list-style-type: none"> · Understand a short, simple text about a person's personal and academic profile · Recognize basic descriptions of people and places · Classify peer's personal, academic and professional information 	<p>Grammar:</p> <ul style="list-style-type: none"> · Refer to grammar items in Course 1 <p>Vocabulary:</p> <ul style="list-style-type: none"> · Refer to vocabulary items in Course 1 	<p>Academic Strategies:</p> <ul style="list-style-type: none"> · Same as those presented in Course 1 <p>Critical Thinking Skills:</p> <ul style="list-style-type: none"> · Same as those presented in Course 1 	<p>Sociolinguistics:</p> <ul style="list-style-type: none"> · Refer to descriptors in Course 1 <p>Intercultural Competences:</p> <p>Openness:</p> <ul style="list-style-type: none"> · Refer to descriptors in Course 1 <p>Knowledge:</p> <ul style="list-style-type: none"> · Refer to descriptors in Course 1 <p>Adaptability:</p> <ul style="list-style-type: none"> · Refer to descriptors in Course 1

		<ul style="list-style-type: none"> · Understand general and specific information about someone's daily habits and free time activities · Ask for and giving information about the location of people, objects and places · Identify people's capabilities and skills · Comprehend basic information about personal, social and historical events in the past <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 · Present personal, cultural, academic and professional facts about influential people · Exchange general and specific information about daily habits and leisure activities · Compose texts (dialogues/written pieces) that pinpoint people, objects and places as well as their general and specific traits in detail · Compose one's own and other people's short biographies 			
10 hours	Facts, experiences and anecdotes	<p>Functions:</p> <ul style="list-style-type: none"> · Identifying general and specific information about past events · Asking for and giving information about one's own and other people's past experiences · Identifying similar and different facts, experiences and anecdotes across generations · Telling a short story that includes diverse biographical details <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 general and specific information about past events · Identify basic details about a person's past experiences · Identify similarities and differences of daily life and social practices among different generations · Understand general and specific details of a short story or biography <p>Design productive (S & W) tasks that require learners to:</p> <ul style="list-style-type: none"> · Describe general and specific details of past 	<p>Grammar:</p> <ul style="list-style-type: none"> · Past simple (-, ?) · Question words in the past (e.g. What, which, who, how many, etc.) · Adverbs of manner (e.g., quickly, sadly, well, quietly, etc.) <p>Vocabulary:</p> <ul style="list-style-type: none"> · Typical events and contexts of a person's life · Sequence connectors (e.g., first, then, after that, finally) · Prepositions of time (e.g., in, on, at, about, etc.) · Exclamatory conversational phrases (e.g., how wonderful!, really!, That's amazing/great!, etc.) 	<p>Academic Strategies:</p> <ul style="list-style-type: none"> · Follow sequences and timelines · Categorize facts and events based on time of occurrence <p>Critical Thinking Skills:</p> <ul style="list-style-type: none"> · Appraise reactions to facts and events in a given social context · Recognize the conditions and characteristics of an event's context and circumstances 	<p>Sociolinguistics:</p> <ul style="list-style-type: none"> · Intonation, register, mood and body language patterns when reacting in conversation · Folk wisdom expressions related to past experiences <p>Intercultural Competences:</p> <p>Openness:</p> <ul style="list-style-type: none"> · Acknowledging the cultural and historical ethos across different generations <p>Knowledge:</p> <ul style="list-style-type: none"> · Recognizing the social conventions involved in conversations related to anecdotes and past experiences (exclamatory phrases, conversation fillers, etc.) <p>Adaptability:</p> <ul style="list-style-type: none"> · Becoming aware and realizing the impact of previous generations' cultural and scientific endowment

		<p>events</p> <ul style="list-style-type: none"> · Exchange information regarding past experiences · Tell an anecdote, short story or biography 			
8 hours	Cuisine: culture, and history	<p>Functions:</p> <ul style="list-style-type: none"> · Identifying traditional local and international food items and dishes · Planning a groceries shopping list · Exchanging information and expressing opinions about different countries' cuisine · Asking for and giving information related to historical and cultural facts of a culture's cuisine · Expressing eating preferences · Ordering food at a food establishment · Describing national or international recipes <p>Context: Personal, cultural, historical</p> <p>Design receptive (L & R) tasks that require learners to:</p> <ul style="list-style-type: none"> · Recognize food items and dishes · Understand a shopping list · Identify basic cultural and historical facts of a country's cuisine · Understand a food order <p>Design productive (S & W) tasks that require learners to:</p> <ul style="list-style-type: none"> · Compose a shopping list · Present information about the cultural background of a given dish · Carry out dialogues at a food establishment · Enumerate a recipe's ingredients list 	<p>Grammar:</p> <ul style="list-style-type: none"> · Count and uncount nouns · Quantifiers (some, any, a lot of) · Adverbs of quantity (much, many) <p>Vocabulary:</p> <ul style="list-style-type: none"> · Phrases used when talking about or ordering food (e.g., Would you like...?, Do you like?, I'd rather eat/drink..., I prefer..., I'll have, etc.) · Typical food items and dishes · Food units (e.g, grams, liters, a bottle, a package, one tbsp, etc.) 	<p>Academic Strategies:</p> <ul style="list-style-type: none"> · Categorize information based on particular details · Devise and carry out a plan · Establish comparisons based on specific traits <p>Critical Thinking Skills:</p> <ul style="list-style-type: none"> · Process information of different sorts holistically · Draw implications and inferences based on interrelated events/facts 	<p>Sociolinguistics:</p> <ul style="list-style-type: none"> · Politeness conventions when ordering food · Food units in different measurement systems · Food denotations across English regional varieties <p>Intercultural Competences:</p> <p>Openness:</p> <ul style="list-style-type: none"> · Recognizing and acknowledging the multiplicity of food items, dishes and recipes around the world <p>Knowledge:</p> <ul style="list-style-type: none"> · Discerning one's own local and national cuisine in contrast to those of communities around the world · Understanding the interrelation of food, culture and society <p>Adaptability:</p> <ul style="list-style-type: none"> · Allowing oneself to discover, learn about and try new and different eating habits within a specific cultural framework
8 hours	One world, different contexts	<p>Functions:</p> <ul style="list-style-type: none"> · Comparing and contrasting local and international everyday contexts and activities (e.g., hometowns, cities, landmarks, weather, educational experiences, technology use, etc.) · Describing people, places, animals, the weather, and objects based on physical, behavioral, or cultural attributes · Understanding and give directions to places, 	<p>Grammar:</p> <ul style="list-style-type: none"> · Comparatives (-er, more + ad.) · Superlatives (the... -est, the most + adj) · Adverbs of manner to emphasize comparatives 	<p>Academic Strategies:</p> <ul style="list-style-type: none"> · Differentiate data and their attributes · Follow sequences of events orderly (instructions, directions, etc.) · Establish comparisons 	<p>Sociolinguistics:</p> <ul style="list-style-type: none"> · Urban mapping conventions and nomenclature · Adjective use in accordance with cultural traditions <p>Intercultural Competences:</p> <p>Openness:</p>

		<p>facilities, shops, among others</p> <p>Context: Personal, academic, cultural, sociodemographic</p> <p>Design receptive (L & R) tasks that require learners to:</p> <ul style="list-style-type: none"> · Identify attributes such as color, size, mood, manner, among others · Understand basic comparisons between two or more people, places, animals, the weather or objects · Recognize a place's location and its surroundings based on given directions · Understand a general description of a hometown and its landmarks <p>Design productive (S & W) tasks that require learners to:</p> <ul style="list-style-type: none"> · Describe the attributes of a person, place, animal, the weather, or object · Establish comparison between two or more people, places, animals, the weather or objects · Carry out dialogues, conversations and role-plays in which directions are given and followed · Write about or make a presentation of a hometown and its landmarks 	<p>(much, way, a lot)</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> · City landmarks and public spaces · Adjectives (e.g., big, safe, cheap, cold, etc.) · Prepositions of place (e.g., at, under, above, in front of, etc.) 	<p>based on specific traits</p> <p>Critical Thinking Skills:</p> <ul style="list-style-type: none"> · Recognize and discern the different attributes of subjects, objects and phenomena (physical, behavioral, historical, etc.) · Integrate separate pieces of information into a single and holistic end 	<p>· Acknowledging the wide spectrum of diversity at the sociocultural, physical and behavioral level</p> <p>Knowledge:</p> <ul style="list-style-type: none"> · Expanding one's repertoire relating historical, political and geographical facts <p>Adaptability:</p> <ul style="list-style-type: none"> · Exploring new contexts and their logistic, economic, political and sociocultural traits
6 hours	A day in the life of...	<p>Functions:</p> <ul style="list-style-type: none"> · Describing a person's everyday activities and immediate actions · Describing a person's outfit, look and mood · Expressing contrasting or opposing facts about a person or event <p>Context: Personal, academic, professional</p> <p>Design receptive (L & R) tasks that require learners to:</p> <ul style="list-style-type: none"> · Understand a person's typical roles, functions or responsibilities · Identify ongoing actions · Recognize typical pieces of clothing, hairstyles, and moods · Acknowledge opposing/contrasting points in a text <p>Design productive (S & W) tasks that require</p>	<p>Grammar:</p> <ul style="list-style-type: none"> · Present Simple (+, -, ?) · Present continuous (+, -, ?) <p>Vocabulary:</p> <ul style="list-style-type: none"> · Typical activities in everyday life contexts (e.g. home, university, city, etc.) · Whose... ? + Possessive pronouns (e.g., yours, mine, ours, theirs, etc.) · Linking words (but, however, although) · Conversational phrases to report the present state (e.g., right now I'm..., at the moment she's..., as of now, 	<p>Academic Strategies:</p> <ul style="list-style-type: none"> · Generalize or group data · Provide general and specific details about someone/something <p>Critical Thinking Skills:</p> <ul style="list-style-type: none"> · Establish relation and opposition among different people, objects and situations · Interpret and infer information based on physical and behavioral cues 	<p>Sociolinguistics:</p> <ul style="list-style-type: none"> · Use of state verbs in present simple/continuous in English <p>Intercultural Competences:</p> <p>Openness:</p> <ul style="list-style-type: none"> · Acknowledging the roles, functions and responsibilities of people across cultures <p>Knowledge:</p> <ul style="list-style-type: none"> · Recognizing dress codes and attire conventions around the world <p>Adaptability:</p> <ul style="list-style-type: none"> · Expanding one's own personal and cultural outlook based on comparisons previously made

		<p>learners to:</p> <ul style="list-style-type: none"> · Describe a person's typical roles, functions or responsibilities · Express one's own or other people's ongoing actions · Describe a person's outfit, look and mood · Present or write about opposing/contrasting pieces of information 	etc.)		
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 	Bear in mind all the previously learned language repertoire.	Bear in mind all the previously learned academic strategies and critical thinking skills.	Bear in mind all the previously learned sociolinguistic and intercultural competences.
8 hours	What lies ahead	<p>Functions:</p> <ul style="list-style-type: none"> · Exchanging information about future plans and events · Indicating specific purposes for actions · Understanding and giving information about weather forecasts · Making suggestions for future plans <p>Context: Personal, academic, professional</p> <p>Design receptive (L & R) tasks that require learners to:</p> <ul style="list-style-type: none"> · Understand events taking place in the future · Recognize the intention or purpose of an action · Comprehend facts regarding weather predictions · Realize suggestions for future plans <p>Design productive (S & W) tasks that require learners to:</p>	<p>Grammar:</p> <ul style="list-style-type: none"> · Future - Going to (+, -, ?) · Infinitive of purpose (e.g., I go to the gym <u>to stay fit</u>) <p>Vocabulary:</p> <ul style="list-style-type: none"> · Tourism and holidays · Adjectives related to the weather (sunny, foggy, etc.) · Conventional expressions for reporting the weather (what's the weather like...?, etc.). · Conversational phrases for suggesting plans (why don't we...?, how about...?) 	<p>Academic Strategies:</p> <ul style="list-style-type: none"> · Plan a sequence of future events orderly · Determine clear intentions for a plan <p>Critical Thinking Skills:</p> <ul style="list-style-type: none"> · Make future predictions based on information at hand 	<p>Sociolinguistics:</p> <ul style="list-style-type: none"> · Conventional use of 'going to' and 'present continuous' to express future events · Temperature measurement conventions (Celsius, Fahrenheit) <p>Intercultural Competences:</p> <p>Openness:</p> <ul style="list-style-type: none"> · Recognizing the role of the weather in the conception of social and daily life events across cultures <p>Knowledge:</p> <ul style="list-style-type: none"> · Assimilating time management and planning practices for future events according to culture and environment <p>Adaptability:</p> <ul style="list-style-type: none"> · Being willing to operate functionally in a constantly changing environment

		<ul style="list-style-type: none"> · Describe events and plans taking place in the future · Emphasize the purpose of an action or decision · Plan and present a brief weather forecast · Carry out a dialogue, conversation or role-play involving suggestions for future plans and events · Present or write about a future holiday 			
8 hours	From past to present: Life experiences and accomplishments	<p>Functions:</p> <ul style="list-style-type: none"> · Asking for and giving information regarding personal experiences and achievements · Inquiring into and specify the current state of an event · Describing information about people or events that have impacted history <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 life experiences, historical milestones or scientific breakthroughs · Understand the current state of an action · Understand general and specific information about people or events that have impacted history <p>Design productive (S & W) tasks that require learners to:</p> <ul style="list-style-type: none"> · Exchange information regarding personal experiences and achievements · Indicate the current state of an action · Present or write about people or events have impacted history 	<p>Grammar:</p> <ul style="list-style-type: none"> · Present Perfect (+, -, ?) · Adverbs of time (just, still, already, yet) <p>Vocabulary:</p> <ul style="list-style-type: none"> · Typical life experiences (travel, win, study, work, live, etc.) 	<p>Academic Strategies:</p> <ul style="list-style-type: none"> · Describe the past, current and ongoing state of an event <p>Critical Thinking Skills:</p> <ul style="list-style-type: none"> · Realize the implications of past events in the present 	<p>Sociolinguistics:</p> <ul style="list-style-type: none"> · Nuances of using Present Perfect to indicate recently finished actions (e.g. I've just completed this task) <p>Intercultural Competences:</p> <p>Openness:</p> <ul style="list-style-type: none"> · Exploring the diverse personal, academic and professional experiences of people across cultures <p>Knowledge:</p> <ul style="list-style-type: none"> · Understanding the scientific and cultural contributions of different societies through time <p>Adaptability:</p> <ul style="list-style-type: none"> · Determining one's own wishes based on previous accounts and data concerning cultural and socio cultural realities
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>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>

		Note: Teachers are free to decide whether students' self-assessment is to be graded.			
4 hours	Final Test	4-Skill Achievement Test Reading - 25% Listening - 25% Writing - 25% Speaking - 25% Please refer to the achievement test design guidelines to plan your exam			

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](#)