

# Course 3: Looking Back, Moving Forward | A2.1



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	<b>A2.1</b>	A2.2	B1.1	B1.2	B1+	B2.1
64h	64h	<b>64h</b>	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

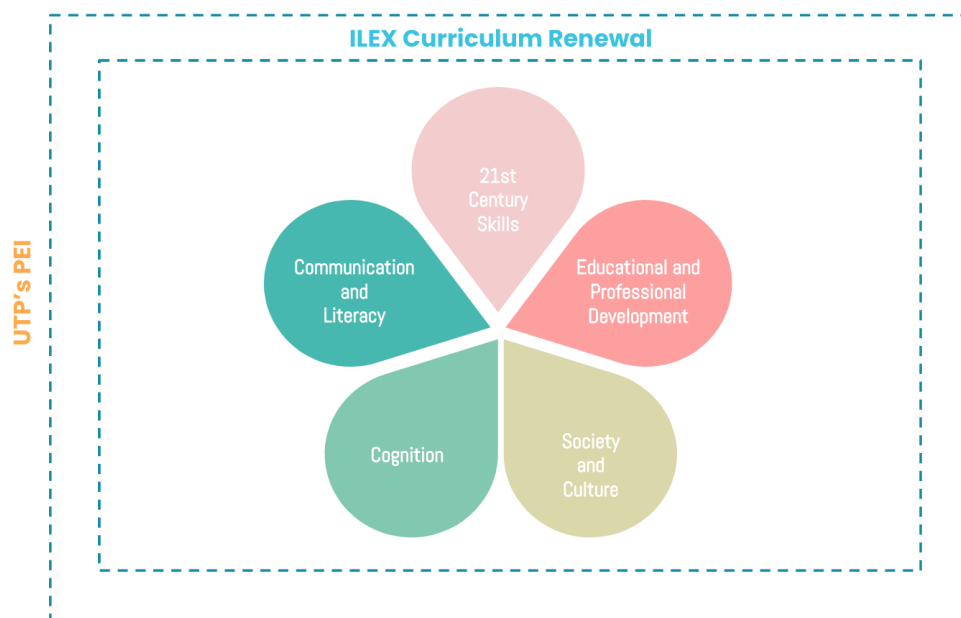
in providing a learning milieu that affords knowledge and skills to solve global issues from an inter- and transdisciplinary approach.

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 3: Looking Back, Moving Forward - Curriculum Structure

ILEX Course 3 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 A2.1 learner can partially:

understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need (Council of Europe, 2001, Table 1, p. 24).

### **By the end of Course 3, learners are expected to:**

- Understand and report basic facts and events coming from diverse media and literary sources
- Comprehend and describe general information related to personal, academic, and professional practices conducive to well-being
- Exchange information related to future plans, events and interactions
- Understand and report general and specific details related to past cultural, historical and socio-political events
- Respond to and indicate permission, obligations and recommendations

## Scope and sequence

Global 21st Century Skills: · Collaboration · Innovation · Creativity · Critical thinking and metacognition · Entrepreneurship · Critical and Global Citizenship · Digital literacies					
Sustainable Development Goals:					
· Critical analysis of information and media sources for better educational, governance and social practices					
· Citizen empowerment for more effective and meaningful approaches to well-being					
· Awareness of past, present and future global affairs for improved socio-political, cultural and environmental action					
Adaptable time framework	Unit	Communicative learning outcomes	Language repertoire	Cognition	Society and Culture
6 hours	<b>Course 2 Review</b>	<p><b>Functions:</b></p> <p>During this section learners are expected to review and consolidate the learning outcomes achieved after the completion of Course 2:</p> <ul style="list-style-type: none"> <li>· Understanding and use familiar expressions typical of present and past personal, academic and professional experiences</li> <li>· Asking for and giving basic information about local and international gastronomy and its culture in commercial and cultural transactions</li> <li>· Comparing and contrasting the roles, traits and conditions of typical contexts of action: educational settings, place of residence, environment, etc.</li> <li>· Exchanging information regarding personal, academic and professional future plans and expectations</li> </ul> <p><b>Note:</b> Since it is not feasible to carry out a thorough review of all Course 2 contents and language repertoire, teachers are suggested to autonomously formulate integrated tasks that aim at reinforcing the aforementioned communicative learning outcomes.</p> <p><b>Context:</b> Personal and academic</p> <p><b>Design receptive (L &amp; R) tasks that require learners to:</b></p> <ul style="list-style-type: none"> <li>· Understand a text about somebody's personal, academic and professional profile</li> <li>· Identify general and specific information regarding cuisine and eating habits across</li> </ul>	<p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>· Refer to grammar items in Course 2</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>· Refer to vocabulary items in Course 2</li> </ul>	<p><b>Academic Strategies:</b></p> <ul style="list-style-type: none"> <li>· Same as those presented in Course 2</li> </ul> <p><b>Critical Thinking Skills:</b></p> <ul style="list-style-type: none"> <li>· Same as those presented in Course 2</li> </ul>	<p><b>Sociolinguistics:</b></p> <p>Refer to descriptors in Course 2</p> <p><b>Intercultural Competences:</b></p> <p><b>Openness:</b></p> <ul style="list-style-type: none"> <li>· Refer to descriptors in Course 2</li> </ul> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>· Refer to descriptors in Course 2</li> </ul> <p><b>Adaptability:</b></p> <ul style="list-style-type: none"> <li>· Refer to descriptors in Course 2</li> </ul>

		<p>cultures</p> <ul style="list-style-type: none"> <li>· Understand basic comparisons of places, events and phenomena</li> <li>· Recognize the events or activities related to a person's future plans</li> </ul> <p><b>Design productive (S &amp; W) tasks that require learners to:</b></p> <ul style="list-style-type: none"> <li>· Describe their own and others' personal, academic and professional profile</li> <li>· Present information regarding cuisine and eating habits across cultures</li> <li>· Carry out comparisons of places, events or phenomena</li> <li>· Perform dialogues/conversations/role-plays involving people's future plans</li> </ul>			
10 hours	<b>Information, Media and Narratives</b>	<p><b>Functions:</b></p> <ul style="list-style-type: none"> <li>· Understanding and reporting general information coming from diverse media sources (e.g., news channels, social networks, printed issues, etc.)</li> <li>· Asking for and giving information about short narrative texts (e.g., stories, comics, animated short films, mini-documentaries, etc.)</li> <li>· Emphasizing details of past actions and interactions regarding place, time and manner</li> </ul> <p><b>Context:</b> Personal, literary, non-fiction</p> <p><b>Design receptive (L &amp; R) tasks that require learners to:</b></p> <ul style="list-style-type: none"> <li>· Identify general information from a piece of news, a social media post or a printed article</li> <li>· Comprehend events and interactions described in short narrative texts</li> <li>· Understand the manner and circumstances of actions, interactions and events</li> </ul> <p><b>Design productive (S &amp; W) tasks that require learners to:</b></p> <ul style="list-style-type: none"> <li>· Produce a short piece or description of a news article or social media post</li> <li>· Write, perform or record a short narrative text</li> <li>· Report or narrate an event or interaction emphasizing details regarding place, time and manner</li> </ul>	<p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>· Past simple (+, -, ?)</li> <li>· Past continuous (+, -, ?)</li> <li>· Review: Regular and irregular verbs</li> <li>· Adverbs of manner (e.g., quickly, sadly, well, quietly, etc.)</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>· Typical events and contexts of a person's life</li> <li>· Subordinating conjunctions (while, when)</li> <li>· Coordinating conjunctions (for, and, nor, but, or, yet, so)</li> <li>· Transition words for narrative and expository texts (e.g., once upon a time..., two years ago..., It was a hot day., In the beginning, To start..., etc.)</li> </ul> <p><b>Pronunciation:</b></p> <ul style="list-style-type: none"> <li>· Regular verbs '-ed' ending review (/d/, /t/, /ɪd/)</li> </ul>	<p><b>Academic Strategies:</b></p> <ul style="list-style-type: none"> <li>· Synthesize interconnected facts</li> <li>· Identify the sequentiality or simultaneity of series of events (e.g. 'when I arrived, you were listening to music' vs 'when I arrived, you listened to music')</li> <li>· Recognize features and manner in actions and contexts</li> </ul> <p><b>Critical Thinking Skills:</b></p> <ul style="list-style-type: none"> <li>· Infer the implications of a series of interconnected events</li> <li>· Transpose media of representation for specific purposes</li> </ul>	<p><b>Sociolinguistics:</b></p> <ul style="list-style-type: none"> <li>· Format, tone and manner used in media and narrative texts</li> </ul> <p><b>Intercultural Competences:</b></p> <p><b>Openness:</b></p> <ul style="list-style-type: none"> <li>· Realizing the importance and implications of media sources for the dissemination of information across cultures around the world</li> <li>· Recognizing several narrative genres and modes coming from different socio-cultural and political backgrounds</li> </ul> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>· Becoming acquainted with typical fiction and nonfiction genres</li> </ul> <p><b>Adaptability:</b></p> <ul style="list-style-type: none"> <li>· Raising awareness on the different factors influencing information dissemination: misinformation, power relations, censorship, among others</li> </ul>

10 hours	<b>Well-Being: Practices and Contexts</b>	<p><b>Functions:</b></p> <ul style="list-style-type: none"> <li>· Describing actions corresponding to successful or beneficial academic, professional, nutritional/physical habits</li> <li>· Exchanging information about eating, study and work habits</li> <li>· Exchanging information about academic, professional, nutritional/physical events</li> <li>· Describing historical facts related to the development of human well-being practices</li> </ul> <p><b>Context:</b> Personal, academic, professional, nutritional/physical</p> <p><b>Design receptive (L &amp; R) tasks that require learners to:</b></p> <ul style="list-style-type: none"> <li>· Understand general and specific information about academic, professional, nutritional/physical habits</li> <li>· Identify facts related to someone's eating, study and work habits</li> <li>· Recall historical facts related to human well-being</li> </ul> <p><b>Design productive (S &amp; W) tasks that require learners to:</b></p> <ul style="list-style-type: none"> <li>· Formulate an academic, professional, nutritional/physical plan for well-being improvement</li> <li>· Present facts regarding one's own eating, study and work habits</li> <li>· Outline a program of academic, professional or nutritional/physical events</li> <li>· Carry out dialogues, role-plays or conversations around historical facts in connection to human well-being</li> </ul>	<p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>· Count and uncount nouns</li> <li>· Quantifiers (some, any, a lot of, a few, a little)</li> <li>· Adverbs of quantity (much, many)</li> <li>· Definite and indefinite articles</li> <li>· Indefinite pronouns (some - any - every - no + thing - one/body - where)</li> <li>· Partitive expressions (e.g., piece of, package of, bunch of, etc.)</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>· Food, academic, professional and sport activities</li> <li>· Exclamations and polite requests in formal contexts (e.g., Could you please...?; What a great...; Would anyone...?, etc.)</li> </ul>	<p><b>Academic Strategies:</b></p> <ul style="list-style-type: none"> <li>· Categorize information based on particular details (quantity, size, iteration, duration)</li> <li>· Devise and carry out a plan</li> <li>· Systematize instances of events</li> </ul> <p><b>Critical Thinking Skills:</b></p> <ul style="list-style-type: none"> <li>· Process information of different sorts holistically</li> <li>· Draw implications and inferences based on interrelated events/facts</li> <li>· Discern pattern of actions to optimize thinking and behavioral processes</li> </ul>	<p><b>Sociolinguistics:</b></p> <ul style="list-style-type: none"> <li>· Conventions and polite expressions when participating in events or formal gatherings</li> <li>· Food denotations across English regional varieties</li> </ul> <p><b>Intercultural Competences:</b></p> <p><b>Openness:</b></p> <ul style="list-style-type: none"> <li>· Acknowledging the diverse well-being practices at the local and international level</li> </ul> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>· Understanding how well-being has evolved across time and cultures</li> </ul> <p><b>Adaptability:</b></p> <ul style="list-style-type: none"> <li>· Being able to reconfigure one's own academic, professional, eating, physical habits in order to improve one's lifestyle</li> </ul>
12 hours	<b>A Look into the Future</b>	<p><b>Functions:</b></p> <ul style="list-style-type: none"> <li>· Expressing plans, aspirations and desires regarding personal, academic and professional matters</li> <li>· Exchanging information regarding future actions and interactions based on probability and certainty</li> </ul>	<p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>· Verb patterns e.g., (I'm thinking of...; I'm looking forward to...; I'd like to...; I hope to...; etc.)</li> <li>· Future: Going to, will and</li> </ul>	<p><b>Academic Strategies:</b></p> <ul style="list-style-type: none"> <li>· Outline a process or series of events to reach a goal</li> <li>· Differentiate certain and uncertain information and events</li> </ul>	<p><b>Sociolinguistics:</b></p> <ul style="list-style-type: none"> <li>· Differentiation of literal and idiomatic phrasal verbs</li> <li>· Contrast of tag question use between L1 and L2</li> </ul> <p><b>Intercultural Competences:</b></p> <p><b>Openness:</b></p>

		<ul style="list-style-type: none"> <li>· Responding to spontaneous and unpredictable situations</li> </ul> <p><b>Context:</b> Personal, academic, professional</p> <p><b>Design receptive (L &amp; R) tasks that require learners to:</b></p> <ul style="list-style-type: none"> <li>· Recognize someone's plans, aspirations and desires</li> <li>· Understand general and specific details related to someone's future plans and circumstances</li> <li>· Identify implied and explicit uncertainty in plans and decisions</li> </ul> <p><b>Design productive (S &amp; W) tasks that require learners to:</b></p> <ul style="list-style-type: none"> <li>· Express plans, aspirations and desires in the personal, academic and professional domains</li> <li>· Provide information regarding uncertain and certain possibilities and events in their life</li> <li>· Carry out dialogues, conversations and role-plays dealing with discussions and reflections about the future</li> </ul>	<p>present continuous</p> <ul style="list-style-type: none"> <li>· Tag questions for future tense (e.g., will you?, won't you?)</li> <li>· Literal and idiomatic phrasal verbs (e.g., carry out, take up, speak up, catch up, take off, etc.)</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>· Expressions of certainty and doubt (e.g, it might be..., I think so..., Absolutely..., Un/Likely,...Possibly, etc.)</li> </ul>	<p><b>Critical Thinking Skills:</b></p> <ul style="list-style-type: none"> <li>· Foresee and assess future implications, relevance and probability</li> </ul>	<ul style="list-style-type: none"> <li>· Willing to have future experiences related to international cultural, academic and professional mobility</li> </ul> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>· Recognizing of the different cultural backgrounds and settings from which aspirations emerge</li> </ul> <p><b>Adaptability:</b></p> <ul style="list-style-type: none"> <li>· Dealing with uncertainty and ambiguity when living new cultural, academic and professional experiences</li> </ul>
4 hours	<p><b>Stop and Check (Optional)</b></p> <p>Note: <b>Make sure that 30% of course completion is reported in the Student Portal by week eight.</b></p>	<p><b>Making a consolidation review</b> 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"> <li>· Standard 4-skill partial progress test that can be discussed and scored as a whole-class formative exercise during the session</li> <li>· An open, collaborative integrating workshop (4-skills) that can be discussed and scored as a whole-class formative exercise during the session</li> <li>· 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</li> </ul>	<p>Bear in mind all the previously learned <b>language repertoire</b>.</p>	<p>Bear in mind all the previously learned <b>academic strategies and critical thinking skills</b>.</p>	<p>Bear in mind all the previously learned <b>sociolinguistic and intercultural competences</b>.</p>
8 hours	<p><b>Learning from the past</b></p>	<p><b>Functions:</b></p> <ul style="list-style-type: none"> <li>· Exchanging information regarding past cultural and socio-political events and their possible</li> </ul>	<p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>· Present Perfect (+, -, ?)</li> </ul>	<p><b>Academic Strategies:</b></p> <ul style="list-style-type: none"> <li>· Compare and contrast events and situations across</li> </ul>	<p><b>Sociolinguistics:</b></p> <ul style="list-style-type: none"> <li>· Differentiation of present perfect and past simple in L1 and L2</li> </ul>

		<p>influence in the present</p> <ul style="list-style-type: none"> <li>· Talking about the duration of events starting in the past</li> <li>· Indicating the occurrence, frequency and completion of events and actions</li> <li>· Talking about one's own or other people's past and present life experiences and circumstances</li> </ul> <p><b>Context:</b> Personal, academic, professional, cultural, political, historical</p> <p><b>Design receptive (L &amp; R) tasks that require learners to:</b></p> <ul style="list-style-type: none"> <li>· Identify general and specific information about events starting in the past and that continue in the present</li> <li>· Recognize actions and events based on frequency of occurrence and completion</li> <li>· Understand a short biography or description of a historical event</li> </ul> <p><b>Design productive (S &amp; W) tasks that require learners to:</b></p> <ul style="list-style-type: none"> <li>· Express information about past events and their influence in the present</li> <li>· Describe the frequency of occurrence of life experiences</li> <li>· Present or write a short biography or description of a historical event</li> </ul>	<ul style="list-style-type: none"> <li>· for/since</li> <li>· Adverbs of frequency (always, ever, never, often, rarely)</li> <li>· Adverbs of time (just, still, already, yet)</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>· Connectors and transition words related to biographical and historical texts (e.g., When...; After...; In the same year...; In the 1950s...)</li> </ul>	<p>time</p> <ul style="list-style-type: none"> <li>· Categorize information based on spatio-temporal factors</li> </ul> <p><b>Critical Thinking Skills:</b></p> <ul style="list-style-type: none"> <li>· Integrate contexts and circumstances surrounding events and facts</li> <li>· Discern the implications of events in time and space</li> </ul>	<p><b>Intercultural Competences:</b></p> <p><b>Openness:</b></p> <ul style="list-style-type: none"> <li>· Understanding the particular circumstances and events surrounding one person or community</li> </ul> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>· Becoming acquainted with influential historical events and their implications for the present</li> </ul> <p><b>Adaptability:</b></p> <ul style="list-style-type: none"> <li>· Being able to adjust present habits and views based on past events and future challenges</li> </ul>
8 hours	<b>Daring to live</b>	<p><b>Functions:</b></p> <ul style="list-style-type: none"> <li>· Expressing obligation and duties in personal, academic and professional contexts</li> <li>· Asking for and giving recommendations and advice regarding personal, academic and professional contexts</li> <li>· Expressing health problems and possible solutions</li> </ul> <p><b>Context:</b> Personal, academic, professional</p> <p><b>Design receptive (L &amp; R) tasks that require learners to:</b></p> <ul style="list-style-type: none"> <li>· Identify someone's obligations and duties</li> <li>· Comprehend recommendations and pieces of advice</li> <li>· Recognize physical and mental symptoms suggestive of disease</li> </ul>	<p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>· Have to/Not Have to (+, -, ?)</li> <li>· Should/Must (+, -, ?)</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>· Adjectives with endings '-ed' and '-ing'</li> <li>· Conversational phrases when at medical appointments (e.g., I'm feeling...; I think I've got...; It hurts...; I keep being...etc.)</li> </ul>	<p><b>Academic Strategies:</b></p> <ul style="list-style-type: none"> <li>· Follow instructions optimally</li> <li>· Provide thorough descriptions of events and phenomena</li> </ul> <p><b>Critical Thinking Skills:</b></p> <ul style="list-style-type: none"> <li>· Provide meaningful feedback and suggestions based on identified needs and circumstances</li> </ul>	<p><b>Sociolinguistics:</b></p> <ul style="list-style-type: none"> <li>· Recognition of personal, social and legal factors conditioning obligation and the use of modal verbs should, must, have to</li> </ul> <p><b>Intercultural Competences:</b></p> <p><b>Openness:</b></p> <ul style="list-style-type: none"> <li>· Contrasting the conventions of one's own community with those of others</li> </ul> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>· Understanding the moral, legal and cultural frameworks across cultures and times</li> </ul> <p><b>Adaptability:</b></p> <ul style="list-style-type: none"> <li>· Considering embracing a different set of values and mores when coexisting with people from other backgrounds</li> </ul>



		<p><b>Design productive (S &amp; W) tasks that require learners to:</b></p> <ul style="list-style-type: none"> <li>· Describe their obligations and duties as students or professionals</li> <li>· Carry out dialogues, role-plays and conversations involving problems, recommendations and advice</li> <li>· Present or write about physical and mental ailments and disease</li> </ul>			
2 hours	Reflecting and consolidating	<p>The purpose of this session will be to:</p> <ul style="list-style-type: none"> <li>· Carry out an overarching review of the language learning process throughout the semester in terms of communicative learning outcomes achieved</li> <li>· Conduct a structured self-assessment that allows learners to appraise their performance in the course</li> <li>· Complete a course assessment in which aspects such as methodology, syllabus completion and teaching performance are reviewed</li> </ul> <p><b>Note:</b> Teachers are free to decide whether students' self-assessment is to be graded.</p>	<p><b>Recommendation:</b></p> <p>Include in the course assessment and self-assessment items that lead learners to reflect upon this dimension.</p>	<p><b>Recommendation:</b></p> <p>Include in the course assessment and self-assessment items that lead learners to reflect upon this dimension.</p>	<p><b>Recommendation:</b></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:

<b>60% - Skill Development</b>	<b>40% - Final Product</b>
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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

<b>TBL</b>	<b>LMS</b>	<b>Alternative Assessment</b>
<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><a href="#">Google Classroom</a></p> <p><a href="#">Edmodo</a></p> <p><a href="#">Schoology</a></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](#)