Course 4: Cultivating Mind, Body and Society| A2.2

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 4: Cultivating Mind, Body and Society - Curriculum Structure

ILEX Course 4 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).
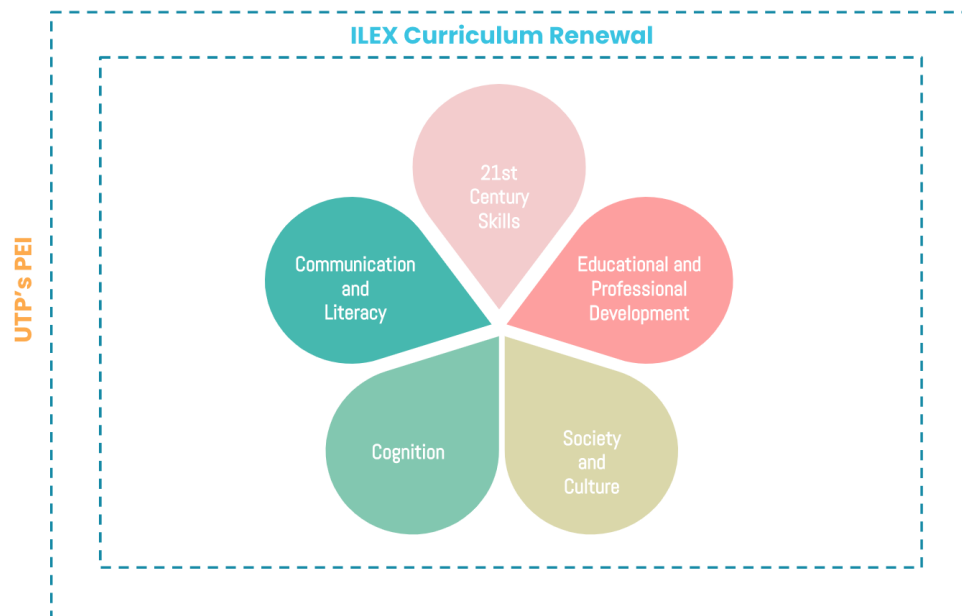
The interrelation of these five dimensions in the process of English language teaching and learning should lead to the development of strategic competences (e.g., communicative, cognitive, socio-cultural, etc.) needed in today's personal, academic and professional contexts. Thus, a comprehensive English 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 A2.2 learner can:

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 4, learners are expected to:

· Understand and express general facts and opinions about information from diverse multimedia sources
· Follow and carry out simple discussions and presentations around factual matters related to personal, academic and professional interests
· Extract general information from and produce short review and commentary pieces about familiar and technical matters
· Understand and create straightforward personal letters, emails or postings that include details, account of events and experiences
· Comprehend the storyline of a multimedia product and formulate questions about it

Scope and sequence

Sustainable Development Goals (SDGs):

SDG1 **End Poverty and Promote Life Quality Standards around the World**	SDG2 **End Hunger and Foster Food Security, Improved Nutrition and Sustainable Agriculture**	SDG3 **Ensure well-being and healthy lifestyles for all**
Some of the following or other similar thematic units can be developed in relation to this SDG: **a. Absolute and relative poverty** **b. Social status and living standards** **c. Policies to combat poverty** **d. Corruption and tax avoidance** **e. Credit, debt and economic freedom** **f. Welfare** **g. Exclusion and marginalization** **h. Survival in developing nations** **i. Scale of poverty** **j. Child mortality** **k. Teenage pregnancy** **l. Slums, street children and orphanages** **m. Gentrification, housing and sheltering** **n. Universal Basic Income**	**Some of the following or other similar thematic units can be developed in relation to this SDG:** **a. Soup kitchens and food banks** **b. Eating disorders, calorie intake** **c. Malnutrition and obesity** **d. Global Hunger Index** **e. Hunger relief: governmental and non-governmental organizations** **f. Famine** **g. Food security pillars** **h. Right to food, declaration of human rights** **i. Droughts, deforestation and agricultural malpractice** **j. Green revolution and genetically modified crops** **k. Food revolution: indigenous and alternative agriculture** **l. Health and nutrition** **m. Agriculture and environmental footprint, clean energy, soil and nutrients** **n. Factors affecting sustainability in agriculture**	**Some of the following or other similar thematic units can be developed in relation to this SDG:** **a. World Health Organization** **b. Physical and mental diseases and disorders (environmental or genetic)** **c. Technology use and health** **d. Healthy communities and practices** **e. Public and global health** **f. Health care systems and policies** **g. Environmental and biomedical aspects of health** **h. Lifestyles across generations** **i. Diet, exercise, sleep and their relation to physical and mental health** **j. Social relationships** **k. Cognitive therapy, meditation and mindfulness** **l. Occupational safety and health** **m. Sedentary lifestyle, overworking** **n. Values, worldview and sense of self: green lifestyles, vegetarianism, veganism, etc.**

Adaptable time framework	Unit	Communicative learning outcomes	Language repertoire	Cognition	Society and Culture
6 hours	**Course 3 Review**	**Functions:** During this section learners are expected to review and consolidate the learning outcomes achieved after the completion of Course 3: · Understanding and reporting basic facts and events coming from diverse media and literary sources · Comprehending and describing general information related to personal, academic, and professional practices conducive to well-being · Exchanging information related to future plans,	**Grammar:** · Refer to grammar items in Course 3 **Vocabulary:** · Refer to vocabulary items in Course 3	**Academic Strategies:** · Same as those presented in Course 3 **Critical Thinking Skills:** · Same as those presented in Course 3	**Sociolinguistics:** · Refer to descriptors in Course 3 **Intercultural Competences:** **Openness:** · Refer to descriptors in Course 3 **Knowledge:** · Refer to descriptors in Course 3

| | | events and interactions
· Understanding and reporting general and specific details related to past cultural, historical and socio-political events
· Responding to and indicating permission, obligations and recommendations

Note: Since it is not feasible to carry out a thorough review of all Course 3 contents and language repertoire, teachers are suggested to autonomously formulate integrated tasks that aim at reinforcing the aforementioned communicative learning outcomes.

Design receptive (L & R) tasks that require learners to:

· Understand a text about somebody's personal, academic and professional profile
· Identify general and specific information regarding cuisine and eating habits across cultures
· Understand basic comparisons of places, events and phenomena
· Recognize the events or activities related to a person's future plans

Design productive (S & W) tasks that require learners to:

· Describe their own and others' personal, academic and professional profile
· Present information regarding cuisine and eating habits across cultures
· Carry out comparisons of places, events or phenomena
· Perform dialogues/conversations/role-plays involving people's future plans | | | **Adaptability:**

· Refer to descriptors in Course 3 |

8 hours	Develop this unit by implementing one to two thematic units from SDG1	**Functions:** · Understanding general facts and expressing opinion about information coming from diverse media sources (audio, video, text, etc.) · Understanding and providing information from straightforward online and multimedia sources · Following and giving short talks about familiar academic or professional topics **Design receptive (L & R) tasks that require learners to:** · Identify similarities and differences between two information sources (audio, video, text, etc.) · Comprehend specific everyday, academic and professional information on straightforward online and multimedia sources. · Follow the main points of short talks and podcasts (monologues or conversations) on personal and familiar technical, cultural or narrative subjects **Design productive (S & W) tasks that require learners to:** · Give an opinion when asked directly, provided they can ask for repetition · Explain key information from straightforward online and multimedia sources · Give a short talk about a familiar topic, with visual support	**Grammar:** · Past perfect (+, -, ?) · Pronouns for linking-back (e.g., The dog was tired. It panted and...) **Vocabulary:** · Conjunctions (when, while, before, as, after, as soon as, until, although, because, but, so) · Adjectives related to mood and behavior (e.g., annoyed, upset, uneasy, etc.)	**Academic Strategies:** · Categorize facts and ideas based on informational features · Follow and produce a structured sequence of ideas **Critical Thinking Skills:** · Make inferences contrasting implicit and explicit data · Be aware of cohesion and coherence	**Sociolinguistics:** · Conventions used when expressing opinions and descriptions (blunt vs indirect) **Intercultural Competences:** **Openness:** · Expanding one's own scope about the multiple sociodemographic backgrounds and their implication around the world **Knowledge:** · Becoming acquainted with the factors related to poverty and life quality and how they are measured **Adaptability:** · Considering the requirements to adjust to radically different socio demographic realities

| 10 hours | Develop this unit by implementing one to two thematic units from SDG2 | Functions:

· Understanding the main points and inquiring into specific information derived from structured discussions and interviews
· Following and producing typical factual texts (news, articles and essays)
· Discerning facts and opinions and reporting their content

Design receptive (L & R) tasks that require learners to:

· Follow the main points of extended discussion around personal, professional or cultural matters.
· Understand straightforward factual texts on familiar topics
· Distinguish between fact and opinion presented in varied media sources

Design productive (S & W) tasks that require learners to:

· Carry out a prepared structured discussion and interview with some spontaneous follow-up questions
· Use basic discourse markers to structure a short text or presentation
· Summarize short written passages using the original wording and ordering | Grammar:

· Passive forms (present simple, present perfect, past simple, future)

Vocabulary:

· Discourse markers for argumentative texts (e.g., First of all, therefore, such as, despite the fact, hence, thus, etc.) | Academic Strategies:

· Plan a follow-up inquiry outline

· Recognize conventional discursive features

Critical Thinking Skills:

· Assess the reliability and evidence of a given opinion

· Identify key information to be summarized | Sociolinguistics:

· Discursive features based on text type

Intercultural Competences:

Openness:

· Understanding the need and possibilities to promote innovation that combats global hunger

Knowledge:

· Raising awareness on contemporary agricultural practices and their aims and implications around the world

Adaptability:

· Being mindful of dietary adjustments required in accordance with particular sociocultural conventions and/or realities |
| 10 hours | Develop this unit by implementing one to two thematic units from SDG3 | Functions:

· Understanding informational cues and predicting the content of simple factual texts
· Identifying and responding to points of view in simple presentations or lectures
· Identifying specific factual information from academic texts in order to post in an exchange forum | Grammar:

· Present Perfect Continuous (+, -, ?) VS Present Perfect Simple (+, -, ?)

Vocabulary:

· Reactions to positive and negative news, events and | Academic Strategies:

· Integrate contextual hints to derive meaning

· Classify information based on type

Critical Thinking Skills: | Sociolinguistics:

· Conventions used in online forums

Intercultural Competences:

Openness:

· Being willing to improve one's own dietary, physical and mental habits |

			circumstances (I'm sorry, my condolences, I'm glad that..., I'm afraid that..., etc.)	· Infer informational context and content based on given cues	**Knowledge:**
		Design receptive (L & R) tasks that require learners to: · Predict the content of a simple factual text, using headings, images, and captions · Identify a speaker's point of view in a simple presentation or lecture aimed at a general audience or at an audience within his/her field, understanding explanations given · Identify key information in a simple academic text, if guided by questions **Design productive (S & W) tasks that require learners to:** · Paraphrase a simple factual statement related to a familiar personal, academic or professional topic · Ask for more information after a simple lecture or presentation aimed at a general audience, using basic follow-up questions · Post a comprehensible contribution in an online discussion on a familiar academic or professional topic of interest			· Becoming aware of the triggers and implications of physical and mental diseases and disorders around the world **Adaptability:** · Exploring different lifestyles and health practices based on social needs
10 hours	**Develop this unit by implementing one to two thematic units from SDG1**	**Functions:** · Extracting the overall meaning of unfamiliar content and expressing beliefs and opinions about it · Understanding factual texts and composing commentary/review pieces about them **Design receptive (L & R) tasks that require learners to:** · Get the gist of explanations and directions regarding unfamiliar topics or procedures, if delivered slowly and clearly · Read straightforward factual texts on subjects related to his/her field and interests with a satisfactory level of comprehension **Design productive (S & W) tasks that require learners to:** · Express belief, opinion, agreement and disagreement politely · Write a short review of places, events, text and multimedia content describing familiar and technical matters	**Grammar:** · First conditional (if + will/might) · Second conditional (if + would) · Common mistakes in writing (e.g., spelling, word order, wrong word, tense, punctuation) **Vocabulary:** · Conventions and remarks used in common written texts (e.g., Dear..., regards..., P.S....,etc.)	**Academic Strategies:** · Take notes strategically · Follow directions and procedures **Critical Thinking Skills:** · Integrate facts and features in order to take a stance	**Sociolinguistics:** · Conventions used when expressing belief and opinion **Intercultural Competences:** **Openness:** · Expanding one's own scope about the multiple sociodemographic backgrounds and their implication around the world **Knowledge:** · Becoming acquainted with the factors related to poverty and life quality and how they are measured **Adaptability:** · Considering the requirements to adjust to radically different socio demographic realities

8 hours	**Develop this unit by implementing one to two thematic units from SDG2 or SDG3**	**Functions:** · Understanding and produce straightforward pieces of writing, describing events and experiences · Comprehending the storyline of a multimedia product and formulating questions about it **Design receptive (L & R) tasks that require learners to:** · Understand straightforward personal letters, emails or postings giving a relatively detailed account of events and experiences · Follow short documentaries, interviews and infographic pieces in which visuals and action carry much of the storyline **Design productive (S & W) tasks that require learners to:** · Write a simple outline for a piece of writing, given a model · Engage in online/ face-to-face collaborative or transactional exchanges that require simple clarification or explanation of relevant details	**Grammar:** · Will/May/Might/Going to **Vocabulary:** · prefixes (e.g., un-, in-, im-, dis-, mis-, ir-, etc.) · suffixes (e.g., -ness, -ment, -ful, -less, -able, -ive)	**Academic Strategies:** · Outline a descriptive text **Critical Thinking Skills:** · Integrate varied implicit and explicit informational cues to derive a global meaning	**Sociolinguistics:** · Conventions used when writing letters, emails or postings **Intercultural Competences:** **Openness:** · Refer to SDG2 or SDG3 descriptors **Knowledge:** · Refer to SDG2 or SDG3 descriptors **Adaptability:** · Refer to SDG2 or SDG3 descriptors
4 hours	**Think Tank:** **SDGs in action** Note: **Make sure that 60% of course completion is reported in the Student Portal by week 15.**	**At this stage,** learners will be guided into the formulation, planning, design and presentation of a small-scale classroom project related to one or more of the SDG thematic units developed throughout the course. Refer to ILEX's suggested PBL guidelines. If the classroom project implementation required more than 4 hours, the remaining time could be taken from the reflecting and consolidating stage.	Include 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**.
4 hours	**Reflecting and consolidating**	The purpose of this session will be to: · 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	Learners' final consolidation product should include aspects related to the previously learned **language repertoire.**	Learners' final consolidation product should include aspects related to previously learned **academic strategies and critical thinking skills.**	Learners' final consolidation product should include aspects related to previously learned **sociolinguistic and intercultural competences**.

		such as methodology, syllabus completion and teaching performance are reviewed · If necessary, allow learners to finish up and present the classroom projects assigned previously **Note:** Teachers are free to decide whether students' self-assessment and final consolidation product 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 (ACCC)

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 Academic and Content-Based Communicative Competence (ACCC) development stage, it will emphasize the implementation of CLIL and PBL 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:

40% - Skill Development	20% - SDG Classroom Project	40% - Final Test

This percentage can be divided among: Receptive tasks (across different types of media and interaction patterns) Productive tasks (across different types of media and interaction patterns) Quizzes Progress tests Consolidation workshop	Small-scale project related to one or more of the SDGs developed throughout the course Refer to ILEX's suggested PBL guidelines.	This percentage will be divided as follows: - 4-Skill achievement test (Reading - 25%, Listening - 25%, Writing - 25%, Speaking - 25%)

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

PBL	LMS	Alternative Assessment
Through PBL, learning can be fostered by the design and the socialization or implementation of projects. By structuring learning outcomes around projects students can experience more authentic, inquiry-based interactions in	Both learners and teachers should make use of platforms that dynamize and systematize several processes/products that derive classroom experiences. It is suggested that courses are supported by Learning Management Systems such as:	Apart from traditional assessment methodologies, nowadays, language teaching and learning can benefit from alternative procedures such as: Self-Assessment Peer-Assessment Portfolios

| which they can access relevant content, share ideas and question their own way of thinking.

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

Guide 1
Guide 2 | **Google Classroom**
Edmodo
Schoology | |