Course 5: Equity, Justice and Empowerment|B1.1

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 5: Equity, Justice and Empowerment - Curriculum Structure

ILEX Course 5 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).
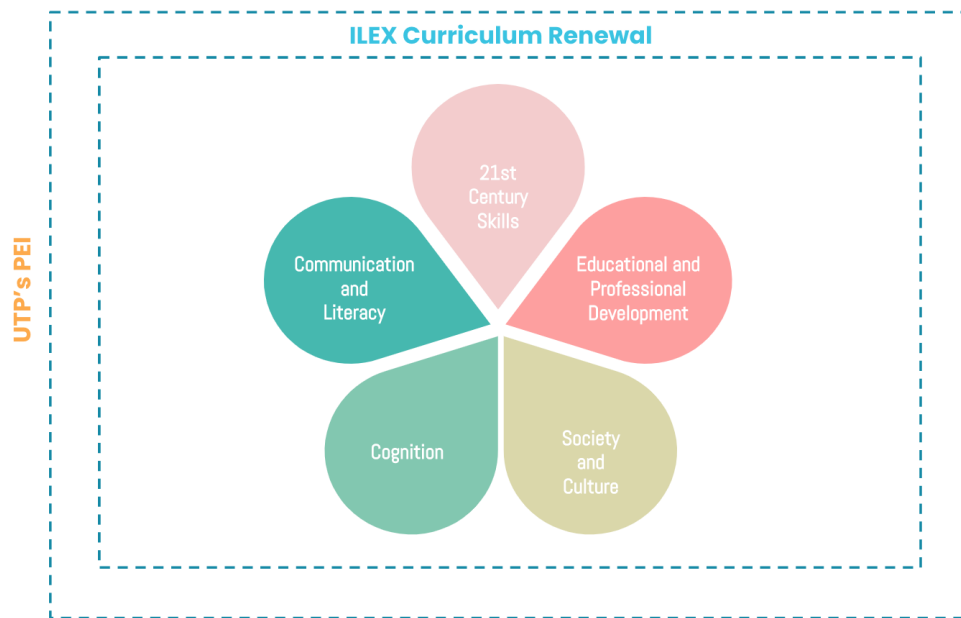
The interrelation of these five dimensions in the process of English language teaching and learning should lead to the development of strategic competences (e.g., communicative, cognitive, socio-cultural, etc.) needed in today's personal, academic and professional contexts. Thus, a comprehensive English 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), a B1.1 learner can partially:

understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans. (Council of Europe, 2001, Table 1, p. 24).

By the end of Course 5, learners are expected to:

· Understand and react to simple academic discussions by means of exemplification, agreeing/disagreeing, suggestions, among other ways of negotiating meaning in oral and written form
· Follow and extract key points from short narrative or scientific texts to summarize their ideas, contents, and purposes
· Identify and express experiences, ideas and feelings related to circumstances and events in academic and sociocultural contexts
· Compose a simple oral or written academic text in which facts and opinions can be discerned in the context of a relevant field of study or issue
· Establish relationships and explain the main points of academic, social or political discussions or issues to promote data-driven courses of action
· Understand and compose standard and straightforward letters/emails to request, inquire into or appraise information related to products, processes or 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 (SDGs):

SDG4 Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all	SDG5 Achieve gender equality and empower all women and girls	SDG10 Reduce inequality within and among countries
Some of the following or other similar thematic units can be developed in relation to this SDG: a. Equity, equality, fairness and inclusion in education b. Types of education: formal, non-formal and informal c. Socioeconomic status and academic success d. Discrimination in educational settings e. Active citizenship f. Minorities, diversity and socio cultural cohesion in the classroom g. Right to education h. International four A's in education (availability,accessibility,acceptability, adaptability) i. Private vs Universal education j. Education 2030 agenda k. Academic mobility and scholarships l. Self-directed learning, study skills and habits. m. Contemporary technologies in Education: platforms, LMS's, MOC's n. Metacognition and the 4 pillars of learning (learning to know, to do, to be and to live together)	Some of the following or other similar thematic units can be developed in relation to this SDG: a. Domestic Violence b. Politics, rights and debates around gender identity c. Gender roles and stereotypes throughout history d. Debates around gender and access to health e. Physical, sexual and psychological abuse f. Debates around wage gaps and gender g. Notions of transgenderism and identity h. Reproductive and sexual rights i. Pink tax j. Parental rights and leaves k. Women in government l. Pop culture, mass media and sexualization m. Historical and philosophical waves of feminism n. Raising awareness on toxic and dogmatic ideologies around gender	Some of the following or other similar thematic units can be developed in relation to this SDG: a. Social and political rights b. Social responsibility (NGO's, charities, etc) c. Political participation and representation d. Financial crisis, global recession and economic inequality e. Migration around the world f. Rights and privileges vs duties and responsibilities g. Awareness of special needs in society and policies h. Unemployment and the labor market in the 21st century i. Meritocracy vs egalitarianism j. Social mobility and stratification k. Conflict and cooperation l. Individualism vs Collectivism m. Public mental health and policies n. Discrimination and historical social upheaval movements

Adaptable time framework	Unit	Communicative learning outcomes	Language repertoire	Cognition	Society and Culture
10 hours	Develop this unit by implementing one to two thematic units from SDG4	Functions: · Understanding and presenting new information related to personal or academic matters by drawing relations and using specific key vocabulary · Accepting and making an apology with excuses or reasons while suggesting a course of action or possible solution · Comprehending and reacting to descriptions of plans while agreeing and disagreeing with someone or something in a discussion	Grammar: · Present Simple (+, -, ?) · Present Continuous (+, -, ?) Vocabulary: · Question words (e.g., What, Where, Why, etc) · Adjectives to describe features of a person,	Academic Strategies: · Categorize facts and ideas based on informational features · Classify intentional categories from a text (reasons, apologies, pros, cons, etc.) Critical Thinking Skills:	Sociolinguistics: · Conventions used when apologizing · Expressions used when agreeing and disagreeing Intercultural Competences: Openness: · Expanding one's own scope around the motivations and reasons behind other people's actions, decisions and viewpoints Knowledge:

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

· Identify general and specific information related to personal or academic matters
· Understand excuses, reasons and suggestions in an apology
· Indicate points of agreement and disagreement in a discussion

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

· Make a presentation with general and specific information related to personal and academic matters
· Compose a formal written apology with excuses, reasons and suggestions
· Carry out a discussion where agreement and disagreement take place | process, place or object (e.g., tall, fast, roomy, heavy, etc).

· -ed, -ing adjectives (exciting-excited, etc).

· Adverbs to emphasize (e..g, definitely, surely, clearly, etc.)

· Expressions to convey mood, agreement, sympathy, pleasure and surprise (e.g., lovely, lovely, absolutely, you're kidding, that's a shame, etc). | · Draw relations and inferences

· Discern the relevance and implications of specific facts | · Becoming acquainted with factors related to equitable education and lifelong learning locally and internationally

Adaptability:

· Having the willingness to change attitudes and behaviors among different educational systems or frameworks |

| 8 hours | **Develop this unit by implementing one to two thematic units from SDG5** | **Functions:**

· Understanding and summarizing a short narrative or scientific text.
· Following and providing key points during a presentation through specific events in chronological order
· Comprehending and carrying out structured interviews that lead to follow-up questions and further summary reports.

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

· Follow the main points in a narrative or scientific text.
· Collect key points derived from a presentation.
· Comprehend typical questions in an academic or professional interview.

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

· Produce a short narrative or scientific text.
· Make a presentation where key points are developed.
· Design a semi-structured academic or professional interview. | **Grammar:**

Past Simple (+, -, ?)

Present Perfect (+, -, ?)

Error identification (e.g., tense, punctuation, word order, wrong word, grammar, words missing, prepositions and spelling.)

Vocabulary:

· Terms related to gender equality and empowerment | **Academic Strategies:**

· Organize facts chronologically

· Evaluate and highlight skills, experiences and opinions

Critical Thinking Skills:

· Inductively and deductively link the parts to the whole

· Spontaneously formulate and integrate inquiries according to circumstances | **Sociolinguistics:**

· Formal and informal narrative markers
· Recurrent structures and expressions used in formal interviews

Intercultural Competences:

Openness:

· Understanding the need and possibilities to promote women and gender equality at the local and global level

Knowledge:

· Raising awareness on social issues such as domestic violence, sexualization, and physical and psychological abuse

Adaptability:

· Being willing to reflect upon one's own identity and values in relation to those of others in society |
| 8 hours | **Develop this unit by implementing one to two thematic units from SDG10** | **Functions:**

· Understanding and providing recommendations and guidelines for social or cultural events (e.g., open calls, ceremonies, flea markets, etc.)
· Comprehending and responding to academic, professional or cultural advertisements via letters/email or online applications
· Identifying and describing experiences, feelings or reactions in the academic or professional | **Grammar:**

· Active and Passive Voice (Present Simple and Continuous)

Vocabulary:

Discourse markers for formal emails (e.g., I'm just writing | **Academic Strategies:**

· Follow instructions orderly and systematically

· Draft action plans

Critical Thinking Skills:

· Interpret and react to | **Sociolinguistics:**

· Idiomatic expressions related to emotional states
· Conventional phrases for advertisements or emails

Intercultural Competences:

Openness:

· Being empathetic to social needs in accordance with contexts of |

		context **Design receptive (R & L) tasks that require learners to:** · Follow recommendations or guidelines for an event · Interpret information provided in advertisements in order to take action · Analyze experiences, feelings or reactions in an academic or professional situation **Design productive (S & W) tasks that require learners to:** · Formulate a set of guidelines for a social or cultural event · Draft advertisements and emails in response to open calls and applications · Narrate others' past experiences, feelings and reactions	to ask, looking forward to, please find attached, I regret to inform you that...)	cognitive and behavioral cues	action **Knowledge:** · Raising awareness on the leading factors provoking social inequality around the world **Adaptability:** · Adopting a critical and active role in order to foster social transformation
10 hours	**Develop this unit by implementing one to two thematic units from SDG4**	**Functions:** · Extracting key factual information from an academic written or oral text while discerning between fact and opinion · Giving a short talk on an academic topic including discourse markers and visual support after careful outlining and planning · Writing a simple academic text containing topic sentences, logical paragraphs and conventional academic expressions (e.g., To begin with, furthermore, as can be seen, etc.) **Design receptive (R & L) tasks that require learners to:** · Discern between and classify factual and opinionated information · Follow a short talk on an academic topic that uses visual support · Identify the basic structure and sections of a simple academic text **Design productive (S & W) tasks that require learners to:** · Carry out a discussion in which factual and opinionated information is discussed · Give a short talk on an academic topic supported by visual material · Outline and compose a simple academic text that follows academic conventions	**Grammar:** Past Continuous: +, - ? Past Perfect: +, - ? Active and Passive Voice (Past Simple and Continuous) **Vocabulary:** · Expressions to convey opinion (e.g., I think that, I'm not so sure about it, that's definitely, etc.) Connectors of sequence (e.g., first, before, as soon as, while, eventually, etc.)	**Academic Strategies:** · Extract and sketch information based on its features · Perform adequately in accordance with oral intervention structures and conventions · Brainstorm, outline and draft texts with complex structures **Critical Thinking Skills:** · Monitor information validity · Draw inferences from and interrelations between facts · Raise awareness on sequenced written tasks (e.g., structure, cohesion, coherence, etc.)	**Sociolinguistics:** · Academic conventions for oral and written texts **Intercultural Competences:** **Openness:** · Adopting an evidence-based outlook toward socially relevant issues **Knowledge:** · Becoming acquainted with monitoring information regarding social affairs in relation to its quality, source or intentions **Adaptability:** · Having the flexibility to interact in different social contexts based on their needs

10 hours	**Develop this unit by implementing one to two thematic units from SDG5**	**Functions:** · Identifying and discussing the main points of an academic, social or political intervention · Establishing relationships between a problem, its implications and a possible course of action to solve it · Understanding and explaining key information from academic topics that refer to data graphs and charts **Design receptive (R & L) tasks that require learners to:** · Categorize the main points of an oral intervention · Differentiate implications and possible solutions for a problem · Interpreting basic data visualization formats (pie chart, bar graphs, etc.) **Design productive (S & W) tasks that require learners to:** · Plan a list of points to develop in an oral intervention · Formulate a course of action in order to solve a previously identified social problem · Create and explain basic data and graph charts	**Grammar:** Grammar: Present Perfect Simple and Present Perfect Continuous (+, -, ?) Active and Passive Voice (Present Perfect) **Vocabulary:** Adverbs of time (yet, never, just, ever, already, still). Number conventions (percentages, statistics, fractions, measurements)	**Academic Strategies:** · Outline and organize facts · Interpret and draft data visualization graphs **Critical Thinking Skills:** · Inductively or deductively infer causes, relationships and solutions · Draw relations and implications from data	**Sociolinguistics:** · Differences between Imperial (e.g., inches, miles, Fahrenheit) and Metric (e.g., centimeters, kilometers, Celsius) systems of measurement **Intercultural Competences:** **Openness:** · Exploring the different manifestations of social identity **Knowledge:** · Becoming acquainted with mainstream statistical facts related to inequality around the world **Adaptability:** · Embracing a proactive mindset to formulate impactful courses of action in social contexts when needed
6 hours	**Develop this unit by implementing one to two thematic units from SDG10**	**Functions:** · Understanding and writing a straightforward formal letter/email requesting information in regard to products, processes or events · Expressing belief, opinion, agreement and disagreement politely by supporting views with online sources · Comprehending and composing standard informal or formal letters and emails in regard to relevant matters (e.g., applications, inquiries, exchanges, personal messages, etc.) **Design receptive (R & L) tasks that require learners to:** · Identify information being requested in a formal letter or email · Distinguish between agreeing/disagreeing opinions and beliefs · Recognize the basic structure of various formal and informal letter types	**Grammar:** Modal verbs (can, should, must, have to, need to). Phrasal verbs (separable and inseparable) **Vocabulary:** Polite requests (e.g., Is there a chance…? Would you mind me to…? Could I borrow…? Would you show me…?, etc.)	**Academic Strategies:** · Highlight relevant information · Extract information from online sources · Identify letter and email conventions **Critical Thinking Skills:** · Build argumentative thought processes	**Sociolinguistics:** · Conventions of politeness in written and oral texts **Intercultural Competences:** **Openness:** · Empathizing with different viewpoints and mindsets through healthy discussion **Knowledge:** · Raising awareness on relevant and reliable online sources that provide information regarding social inequality **Adaptability:** · Being willing to understand facts in accordance with social contexts

		Design productive (S & W) tasks that require learners to: · Compose a formal letter requesting information · Carry out a discussion where agreement and disagreement takes place			
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 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.	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**.
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 which they can access relevant	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

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**	