

Course 6: For the Planet, For Us | B1.2



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

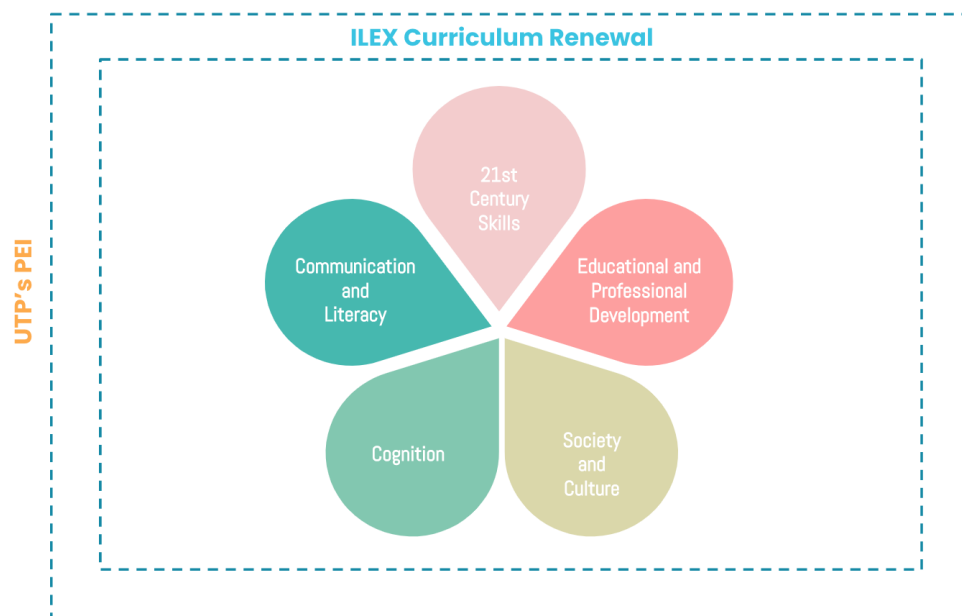
The Technological University of Pereira (UTP) has established in its Institutional Development Plan (PDI) a management pillar of wholesome education and academic excellence aimed at fulfilling national and international standards. This calls for all participating stakeholders to articulate and contribute 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 6: For the Planet, For Us.

ILEX Course 6 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 B1.2 learner can:

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 6, learners are expected to:

- React to and employ instructions, feelings and attitudes in order to accomplish academic or professional goals
- Extract information from and produce simple academic presentations in which facts or events are presented (including predictions and reflections) using appropriate conventions and discourse markers
- Hold oral or written discussions around a relevant topic in which hypothetical or alternative scenarios are presented, supported or summarized
- Understand and make use of conventional formal or informal written messages in which ideas, details and feelings can be expressed
- Compose a simple oral or written academic text in which ideas, purposes and findings related to a field of study can be presented, related or argued for/against

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):		
SDG6 & SDG7 Achieve available water, sanitation and energy sustainability	SDG13 Take urgent action to combat climate change and its impacts	SDG14 & SDG15 Conserve and protect ecosystems and resources for sustainable development
<p>Some of the following or other similar thematic units can be developed in relation to these SDG's:</p> <ul style="list-style-type: none"> a. Quality of water and quality of health b. Water contamination and preservation c. Water availability around the world d. Water systems, communities and vulnerability e. Access to basic sanitation and hygiene f. Waste management and hygiene g. Sanitation systems around the world: coverage and quality. h. Technology in water and sanitation systems i. Renewable, non-renewable and alternative energy sources j. Energy use and policies in technology and industry k. Access to electricity and energy sources l. Energy use and global warming m. Energy sovereignty and security n. Energy conservation and storage 	<p>Some of the following or other similar thematic units can be developed in relation to this SDG:</p> <ul style="list-style-type: none"> a. Global warming b. Greenhouse effect and gas emissions c. Climate change consequences: heatwaves, wildfires, droughts, hurricanes, permafrost melting, coral reef extinction, among others. d. Sea level rise e. Climate change agreements and treaties f. Carbon removal from the atmosphere g. Coastal management and prevention h. Environmental education and awareness i. Temperature rise through time j. Transformation towards environmentally sustainable economic practices k. Oceanic and atmospheric phenomena (e.g.:el niño and la niña phenomena) l. Climate science, negationism and misinformation m. Climate change feedback and tipping points n. Climate change and human adaptation 	<p>Some of the following or other similar thematic units can be developed in relation to this SDG:</p> <ul style="list-style-type: none"> a. Sustainable management and exploitation of land and marine resources b. Coastal waters deterioration and ocean acidification c. Marine ecosystems biodiversity and economic dependence d. Pollution in oceans and seas e. Environmental organizations and climate action f. Interplanetary resources and future ecosystems g. Sustainable maritime transport and international trades by sea h. Policy, science and innovation around ocean sustainability i. Awareness and protection of terrestrial ecosystems around the world: tundra, taiga, tropical rainforests, deserts, among others. j. Solid waste and pesticide management k. Deforestation and reforestation l. Local initiatives and environmental systems for preservation m. Urban agriculture and forestry vs city production systems n. Habitat preservation and restoration

Adaptable time framework	Unit	Communicative learning outcomes	Language repertoire	Cognition	Society and Culture
8 hours	Develop this unit by implementing one to two thematic units from SDG6/SDG7	<p>Functions:</p> <ul style="list-style-type: none"> · Identifying, expressing and reacting to feelings, attitudes and emphasis in communication · Understanding ideas, purposes or instructions to paraphrase or follow them <p>Design receptive (R & L) tasks that require</p>	<p>Grammar:</p> <ul style="list-style-type: none"> · Verb patterns: V + - ing V + to V + sb + to V + sb + infinitive Adjective + to Preposition + -ing 	<p>Academic Strategies:</p> <ul style="list-style-type: none"> · Identify and categorize pieces of information based on contextual cues <p>Critical Thinking Skills:</p> <ul style="list-style-type: none"> · Appropriately gauge circumstantial needs and responses relative to context 	<p>Sociolinguistics:</p> <ul style="list-style-type: none"> · Intonation patterns related to expressing emotions · Formal and informal conventions for expressing feelings and attitudes <p>Intercultural Competences:</p> <p>Openness:</p> <ul style="list-style-type: none"> · Understanding the needs, frustrations and perceptions of

		<p>learners to:</p> <ul style="list-style-type: none"> · Recognise feelings, attitudes and emphasis through intonation and stress · Follow written or recorded instructions and information to accomplish a goal within academia <p>Design productive (S & W) tasks that require learners to:</p> <ul style="list-style-type: none"> · Express feelings, attitudes and emphasis through intonation, stress or brief descriptions · Paraphrase into basic terms the ideas, purposes or instructions coming from a person's or text's viewpoints · De-escalate arguments, complaints or aggression 	<ul style="list-style-type: none"> · Reduced infinitive: I'd love to, I didn't want to · Exclamations: How + adjective What + noun So + adjective Such + noun <p>Vocabulary:</p> <ul style="list-style-type: none"> · Relevant idioms 	<p>demands (e.g. assertive response under stress, keeping calm when complaining)</p>	<p>different communities around the world regarding water, hygiene, sanitation and energy accessibility</p> <p>Knowledge:</p> <ul style="list-style-type: none"> · Becoming acquainted with the ways through which societies or individuals become more environmentally sustainable <p>Adaptability:</p> <ul style="list-style-type: none"> · Being willing to embrace a rational consumption of water and energy
--	--	---	---	--	---

8 hours	<p>Develop this unit by implementing one to two thematic units from SDG13</p>	<p>Functions:</p> <ul style="list-style-type: none"> · Formulating predictions and inquiries based on simple academic texts or lectures · Producing a simple academic presentation, lecture or text appropriately integrating basic discourse markers <p>Design receptive (R & L) tasks that require learners to:</p> <ul style="list-style-type: none"> · Predict the content of a simple academic text, using headings, images, and captions · Recognise the appropriate use of discourse markers and cohesive devices in a simple presentation or lecture <p>Design productive (S & W) tasks that require learners to:</p> <ul style="list-style-type: none"> · Appropriately use discourse markers and cohesive devices in a simple presentation or lecture · Write an expository text consisting of facts and/or sequence of events related to their lives and/or field of study · Formulate basic questions related to specific points or considerations about a simple academic text or lecture 	<p>Grammar:</p> <ul style="list-style-type: none"> · Future forms: <p>Will Going to Present continuous for near events</p> <ul style="list-style-type: none"> · Modal verbs for future possibility: <p>May/Might Could</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> · Adjectives related to positive/negative personal traits · Expressions related to making arrangements (e.g., Are you doing anything..., what about..., I was wondering if...) · Discourse markers related to: introducing a topic, explaining reasons, showing research, adding new information, concluding 	<p>Academic Strategies:</p> <ul style="list-style-type: none"> · Follow and connect multiple threads of information into coherent sequences · Appropriate academic conventions when writing or speaking <p>Critical Thinking Skills:</p> <ul style="list-style-type: none"> · Draw inferences based on available data and facts · Provide elaborate points and arguments to support ideas 	<p>Sociolinguistics:</p> <ul style="list-style-type: none"> · Discourse markers in academia · Genres and register in academia <p>Intercultural Competences:</p> <p>Openness:</p> <ul style="list-style-type: none"> · Exploring current research-based information regarding climate change <p>Knowledge:</p> <ul style="list-style-type: none"> · Understanding environmental damage based on lifestyle and consumption trends <p>Adaptability:</p> <ul style="list-style-type: none"> · Being willing to take action to prevent and reduce climate change consequences
10 hours	<p>Develop this unit by implementing one to two thematic units from SDG14/SDG15</p>	<p>Functions:</p> <ul style="list-style-type: none"> · Following and formulating alternative discussion threads based on available information on an issue · Understanding and summarizing information related to social, cultural, environmental or political issues <p>Design receptive (R & L) tasks that require</p>	<p>Grammar:</p> <ul style="list-style-type: none"> · Review: zero and first conditionals · Second and third conditionals · Relative pronouns (e.g., which, that, who, where, 	<p>Academic Strategies:</p> <ul style="list-style-type: none"> · Assimilate and integrate new available information · Synthesize information cogently <p>Critical Thinking Skills:</p>	<p>Sociolinguistics:</p> <ul style="list-style-type: none"> · Register when discussing socially relevant issues <p>Intercultural Competences:</p> <p>Openness:</p> <ul style="list-style-type: none"> · Contemplating future scenarios or outcomes regarding the state of ecosystems around the world

		<p>learners to:</p> <ul style="list-style-type: none"> · Generally follow changes of topic in discussions related to their field · Understand information related to social, cultural, environmental and political issues <p>Design productive (S & W) tasks that require learners to:</p> <ul style="list-style-type: none"> · Formulate hypothesis and alternative scenarios based on given facts or information · Present the state of the art of a particular issue within their field of study by referring to specific historical and contextual details · Summarize a simple academic text, lecture or interview 	<p>whose)</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> · Expressions related to hypothesizing with different levels of certainty (e.g. It looks like it might..., there's a high likelihood that...) · Expressions used when summarizing information 	<ul style="list-style-type: none"> · Monitor new relevant information in relation with a current state of knowledge · Reflect and make abstractions within a context or discussion 	<p>Knowledge:</p> <ul style="list-style-type: none"> · Becoming acquainted with different terrestrial and marine ecosystems and their biodiversity <p>Adaptability:</p> <ul style="list-style-type: none"> · Embracing initiatives to foster the protection and preservation of ecosystems
10 hours	<p>Develop this unit by implementing one to two thematic units from SDG6/SDG7</p>	<p>Functions:</p> <ul style="list-style-type: none"> · Collecting information from and inquiring into a topic related to a field of study · Presenting general and specific information using data instruments and examples that support viewpoints <p>Design receptive (R & L) tasks that require learners to:</p> <ul style="list-style-type: none"> · Take basic notes on a text about a familiar topic in their field of study to predict or follow up information · Identify general and specific information from a simple presentation or lecture aimed at a general audience to formulate assumptions and predictions <p>Design productive (S & W) tasks that require learners to:</p> <ul style="list-style-type: none"> · Provide reasons and examples for their views and invite others to provide their own. · Formulate and answer general and specific questions about information presented in graphs and charts · Present general and specific trends derived from a previously administered questionnaire related to a topic of interest 	<p>Grammar:</p> <ul style="list-style-type: none"> · Modal verbs to deduce and predict: must, can't, might, could, may · Modal verbs to deduce and predict in the past: <p>might have + participle must have + participle can have + participle could have + participle</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> · Expressions related to certainty, uncertainty and guessing (e.g., I bet..., I guess that..., I'm sure of...) · Phrasal verbs with out and up (e.g., build up, work out, etc.) 	<p>Academic Strategies:</p> <ul style="list-style-type: none"> · Collect data orderly · Administer or interpret data instruments <p>Critical Thinking Skills:</p> <ul style="list-style-type: none"> · Draw relations and find trends within a data set · Identify relevant data to support a viewpoint · Monitor for gaps in argumentative discourse 	<p>Sociolinguistics:</p> <ul style="list-style-type: none"> · Phrasal verbs: literal, metaphoric and their relation to L1 · Register related to formally presenting information <p>Openness:</p> <ul style="list-style-type: none"> · Understanding the needs, frustrations and perceptions of different communities around the world regarding water, hygiene, sanitation and energy accessibility <p>Knowledge:</p> <ul style="list-style-type: none"> · Becoming acquainted with data related to water, sanitation and energy accessibility around the world <p>Adaptability:</p> <ul style="list-style-type: none"> · Being willing to contribute to the water, sanitation or energy needs of their communities from their disciplinary fields of study
8 hours	<p>Develop this unit by implementing one to two thematic units from SDG13</p>	<p>Functions:</p> <ul style="list-style-type: none"> · Understanding and referring to particular information in formal and informal written formats (e.g. texting, e-mail, forums, social media) · Identifying and using recurrent idiomatic phrases 	<p>Grammar:</p> <ul style="list-style-type: none"> · Definite articles, indefinite articles and no articles: a, an, the, / 	<p>Academic Strategies:</p> <ul style="list-style-type: none"> · Convey information effectively <p>Critical Thinking Skills:</p>	<p>Sociolinguistics:</p> <ul style="list-style-type: none"> · Recurrent Idiomatic phrases · Formal and informal expression in emails, letters and other written formats

		<p>and their formal equivalents</p> <p>Design receptive (R & L) tasks that require learners to:</p> <ul style="list-style-type: none"> · Understand details of events, feelings and wishes in letters, emails and other formal messages within the academic or professional context · Identify a repertoire of common idiomatic phrases in routine situations and compare them with their equivalent formal expressions <p>Design productive (S & W) tasks that require learners to:</p> <ul style="list-style-type: none"> · Make reference to details of events, feelings and wishes in letters, emails and other formal messages within the academic or professional context · Use a repertoire of common idiomatic phrases in routine situations and compare them with their equivalent formal expressions · Post a comprehensible contribution in an online discussion on a familiar topic of interest in order to agree/disagree or request clarification 	<ul style="list-style-type: none"> · Reflexive pronouns vs. each other (e.g. They talked to themselves; they talked to each other) <p>Vocabulary:</p> <ul style="list-style-type: none"> · Expressions related to descriptions (e.g. It's the stuff you..., It's used for..., It's a kind of...) · Formal and informal expressions in emails, letters or posts 	<ul style="list-style-type: none"> · Assess one's view in order to agree or disagree 	<p>Openness:</p> <ul style="list-style-type: none"> · Finding information related to climate change issues through contacting expert sources and acquaintances <p>Knowledge:</p> <ul style="list-style-type: none"> · Becoming acquainted with discussion trends around critical climate change matters <p>Adaptability:</p> <ul style="list-style-type: none"> · Being willing to formulate online strategies to raise awareness around climate change action
8 hours	<p>Develop this unit by implementing one to two thematic units from SDG14/SDG15</p>	<p>Functions:</p> <ul style="list-style-type: none"> · Identifying and relating ideas, purposes or findings related to academic texts (e.g., essays, conferences, podcasts, documentaries) · Composing a formal academic text about a particular topic of interest to argue for or against a viewpoint · Drafting formal messages to request information from academic or professional institutions <p>Design receptive (R & L) tasks that require learners to:</p> <ul style="list-style-type: none"> · Understand the main points, related ideas and supporting details of a simple academic text or podcast. · Identify the main point and related ideas of TV shows, radio interviews or documentaries <p>Design productive (S & W) tasks that require learners to:</p> <ul style="list-style-type: none"> · Relate the main ideas, purposes or findings of academic abstracts or conference proceedings · Send a basic letter or form requesting information about or applying to a graduate 	<p>Grammar:</p> <ul style="list-style-type: none"> · Reported speech: <p>Reported statements (e.g., She said she was sad) Reported questions (e.g., He wondered if he'd watched the movie) Reported commands and requests (e.g., Martin ordered us to...)</p> <ul style="list-style-type: none"> · Indirect questions and statements (e.g., Could you tell where..., I don't how how to...) <p>Vocabulary:</p> <ul style="list-style-type: none"> · Verbs to report (e.g., explain, complain, announce, etc.) · Polite forms to request information (e.g., Could you please tell me..., would you 	<p>Academic Strategies:</p> <ul style="list-style-type: none"> · Synthesize main points form informational sources · Follow stages of writing composition <p>Critical Thinking Skills:</p> <ul style="list-style-type: none"> · Examine evidence and arguments to favor a position 	<p>Sociolinguistics:</p> <ul style="list-style-type: none"> · Genres and register in academia (essay, linking devices, verbs to report) · Polite forms when requesting information <p>Intercultural Competences:</p> <p>Openness:</p> <ul style="list-style-type: none"> · Contemplating future scenarios or outcomes regarding the state of ecosystems around the world <p>Knowledge:</p> <ul style="list-style-type: none"> · Becoming acquainted with different terrestrial and marine ecosystems and their biodiversity <p>Adaptability:</p> <ul style="list-style-type: none"> · Being willing to acquire more information regarding ecosystem status around the world from expert sources

		<p>academic program by making reference to motivation and background</p> <ul style="list-style-type: none"> · Write a simple three-paragraph essay in which information related to a topic of interest is described and argued for or against 	<p>mind helping me with..., etc.)</p> <ul style="list-style-type: none"> · Conjunctions, punctuation and relative clauses to combine sentences appropriately 		
4 hours	<p>Think Tank: SDGs in action</p> <p>Note: Make sure that 60% of course completion is reported in the Student Portal by week 15.</p>	<p>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.</p> <p>Refer to ILEX's suggested PBL guidelines.</p> <p>If the classroom project implementation required more than 4 hours, the remaining time could be taken from the reflecting and consolidating stage.</p>	<p>Include all the previously learned language repertoire.</p>	<p>Bear in mind all the previously learned academic strategies and critical thinking skills.</p>	<p>Bear in mind all the previously learned sociolinguistic and intercultural competences.</p>
4 hours	<p>Reflecting and consolidating</p>	<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 · If necessary, allow learners to finish up and present the classroom projects assigned previously <p>Note: Teachers are free to decide whether students' self-assessment and final consolidation product is to be graded</p>	<p>Learners' final consolidation product should include aspects related to the previously learned language repertoire.</p>	<p>Learners' final consolidation product should include aspects related to previously learned academic strategies and critical thinking skills.</p>	<p>Learners' final consolidation product should include aspects related to previously learned sociolinguistic and intercultural competences.</p>
4 hours	<p>Final Test</p>	<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 (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
--------------------------------	------------------------------------	-------------------------

<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>Small-scale project related to one or more of the SDGs developed throughout the course</p> <p>Refer to ILEX's suggested PBL guidelines.</p>	<p>This percentage will be divided as follows:</p> <p>- 4-Skill achievement test (Reading - 25%, Listening - 25%, Writing - 25%, Speaking - 25%)</p>
--	--	--

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
<p>Through PBL, learning can be fostered by the design and the socialization or implementation of projects.</p> <p>By structuring learning outcomes around projects students can experience more authentic, inquiry-based interactions in which they can access relevant</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>Apart from traditional assessment methodologies, nowadays, language teaching and learning can benefit from alternative procedures such as:</p> <p>Self-Assessment Peer-Assessment Portfolios</p>

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](#)