Course 7: Thought, Expression, Peace|B1+

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.

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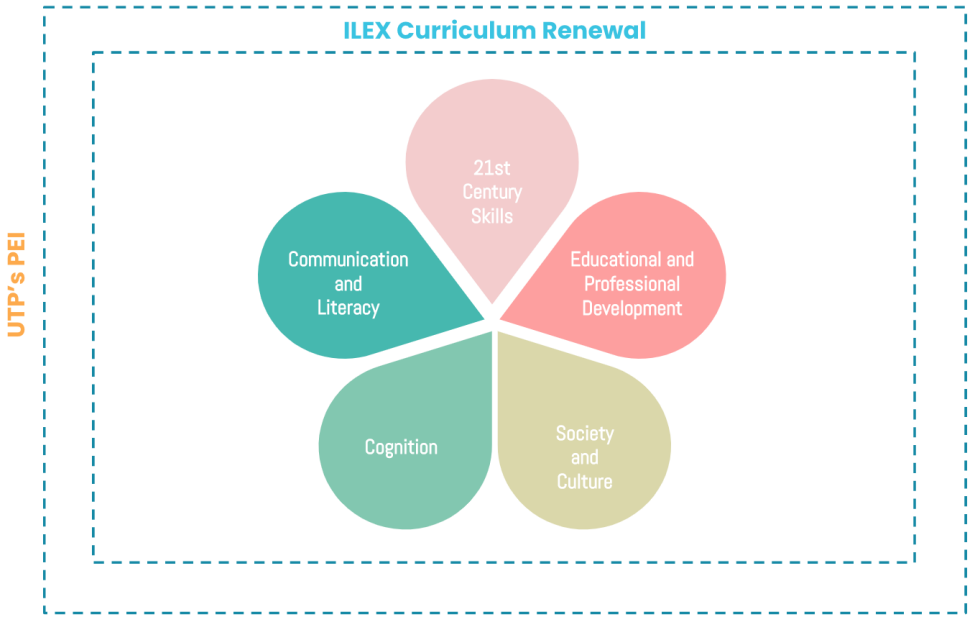
ILEX Course 7 has been designed so that English language learners achieve specific learning outcomes that integrate international standards of communicative competence and 21st Century global skills. Specifically, ILEX proposes five curriculum dimensions that should be framed within UTP's PDI-PEI, and 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+ 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 traveling 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 7, learners are expected to:

· Identify and react to general and specific information in academic written and oral form so that further discussion or synthesis is developed
· Understand and provide descriptions and reasons in oral and written form so that viewpoints and perceptions are conveyed substantially
· Comprehend and follow the structures and parameters used when composing narrative or academic texts in oral and written form
· Write an academic essay around a relevant topic or issue where viewpoints are supported and logical progression of ideas is followed
· Present and discuss qualitative/quantitative information around current or hypothetical events regarding a topic of interest
· Improve written texts by means of content and structural discourse features analysis

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):		
SDG11 **Make cities and their institutions sustainable through scientific, literary and artistic expression**	**SDG16** **Promote peace and justice for all and build effective, accountable and strong institutions at all levels**	**SDG17** **Strengthen the means through which individuals and communities can achieve autonomy and self-efficacy**
Some of the following or other similar thematic units can be developed in relation to this SDG: **a. Social appropriation, awareness and dissemination of science** **b. Science diplomacy, research and policy-making** **c. Promoting science and technology in educational contexts** **d. Evidence-based decision-making at the individual, collective and political level** **e. Global initiatives and events promoting ongoing dialogue between science and society (e.g.: World Science Forum, Global Innovation Forum, Future Earth).** **f. Reading and literature for life** **g. Literary/Art expressions and movements in Latin America and the world** **h. Literature formats as means towards multimedia literacy (e.g.: print, audiobooks, novels, comics,etc.)** **i. Writing and creativity as human expression** **j. Poetic expression in self-fulfillment and mental health** **k. Visual arts for the strengthening of social life and institutions (e.g.: drawing, painting and sculpture)** **l. Photography and film-making in the portrayal of reality and imagination** **m. Performative arts and folk expressions: music, dance and theater** **n. Aesthetic values in connection to history and society**	**Some of the following or other similar thematic units can be developed in relation to this SDG:** **a. World conflicts and the impact of war** **b. Human rights as part of identity, justice and social welfare** **c. Cease of fire and peace-keeping missions for the construction of better societies** **d. Corruption, brivery, theft and tax evasion as systemic institutional illnesses** **e. Rule of law for sustainable livelihood** **f. Opportunities and empowerment as a means of social justice** **g. Land and property rights in the context of justice and economic development** **h. Peace treaties. social reparation and truth: a global and local perspective** **i. State organization and separation of powers for democracy** **j. Political systems and schools of thought (e.g.: democracy, dictatorships, liberalism, socialism, anarchism)** **k. Historical memory and awareness for justice** **l. Education for justice and peace: the role of youth** **m. A philosophical approach towards justice, peace and human rights** **n. Civic values and responsible citizenship in the public sphere**	**Some of the following or other similar thematic units can be developed in relation to this SDG:** **a. Appropriation of the SDG's from the individual and collective level** **b. Improving schooling systems and social settings for the achievement of SDG's** **c. The role of the public and private sector** **d. Democratic ethos, rights and responsibilities** **e. Data analysis and public management towards SDG's attainment** **f. The role of universities and other education establishments** **g. Public policy and policy-making towards mental health and well-being** **h. Community government and governance** **i. Education, employment and prosperity** **j. Political literacy and autonomy** **k. Cultural and sports opportunities** **l. Infrastructure, accessible transport and social services** **m. Dignified income and social security** **n. Self-care, mind and body**

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 SDG11**	**Functions:** · Identifying and reacting to facts, opinions and their supporting details in a simple academic text or presentation	**Grammar:** · Tense Recap (active and passive forms):	**Academic Strategies:** · Discern fact from opinion · Provide support for	**Sociolinguistics:** · Casual expressions and informal conversation **Intercultural Competences:**

		· Giving an effective presentation related to a field of study and summarizing its key points **Design receptive (R & L) tasks that require learners to:** · Identify different types of supporting details in a simple academic text, in order to answer specific questions · Infer meaning from facts or opinions as well as from differentiated viewpoints in simple academic texts or presentations **Design productive (S & W) tasks that require learners to:** · Answer questions about and summarize the content of a presentation or lecture aimed at a general audience · Give an effective presentation related to a field of study or relevant issue where different aspects are compared/contrasted · Repeat back what is said to confirm understanding and request clarifications so that a discussion keeps on course. .	Present (simple, continuous) Present Perfect (simple, continuous) Past (simple, continuous) Past Perfect (simple continuous) Future (simple, continuous) **Note:** This tense recap intends to gauge and consolidate learners' previous knowledge and control of tenses learned up to this point. Tenses should not be explained, but only presented so as to raise awareness on and remind of already developed structures. **Vocabulary:** · Casual expressions used in conversation (e.g., What d'you mean...?, How come...?, Really?, Let me see...)	arguments and viewpoints **Critical Thinking Skills:** · Draw inferences from presented information · Synthesize data sets into key insights	**Openness:** · Recognizing diverse forms of knowledge and expressions as activities that build and strengthen societies **Knowledge:** · Becoming acquainted with how science, literature and art build a worldview **Adaptability:** · Being willing to integrate viewpoints and contributions of natural science and liberal arts

8 hours	**Develop this unit by implementing one to two thematic units from SDG16**	**Functions:** · Understanding and expressing descriptive and argumentative statements in oral and written form · Identifying and conveying meaning through physical and emotional status · Comprehending and carrying out daily brief transactional interactions **Design receptive (R & L) tasks that require learners to:** · Recognise discourse markers to exemplify, clarify, emphasize, compare and contrast ideas in oral and written form. · Deduce the general meaning of or predict information from a passage in a longer, structured text. **Design productive (S & W) tasks that require learners to:** · Develop an argument using discourse markers and different types of supporting details. · Describe feelings, symptoms and needs in contexts where physical and mental assistance is required · Leave short audio or written messages that convey, request or decline information · Write a description for items that will be sold or exchanged online	**Grammar:** · Present simple (active and passive) · Present continuous (active and passive) · Negative questions (e.g., Don't you like this?, aren't you coming to…?) **Vocabulary:** · Expressions used to react (e.g., I didn't know that…, It's incredible/a shame that…, I wonder what can be done…) · Collocations with make and do (e.g., do research, make an appointment)	**Academic Strategies:** · Organize and link ideas coherently **Critical Thinking Skills:** · Process one's own and others' mental and physical states	**Sociolinguistics:** · Collocations with make and do **Intercultural Competences:** **Openness:** · Realizing the impact of war and conflict in order to reach justice and peace. **Knowledge:** · Discuss the social, political and historical factors involved in bringing about peace and justice. **Adaptability:** · Embracing an open mindset to foster healthy discussions around reconciliation and peace.
8 hours	**Develop this unit by implementing one to two thematic units from SDG17**	**Functions:** · Recognizing and following structural and organizational parameters in the composition of narrative or academic texts in oral and written form · Understanding and composing reviews in which viewpoints are elaborated · Carrying out and maintaining conversations around a relevant topic or issue	**Grammar:** · Past simple (active and passive) · Past continuous (active and passive) **Vocabulary:**	**Academic Strategies:** · Organize and link ideas coherently · Acknowledges formal and informal conventions in conversation **Critical Thinking Skills:**	**Sociolinguistics:** · Expressing emotions in L2 **Intercultural Competences:** **Openness:** · Recognizing the limitations and obstacles that prevent individuals or societies from becoming autonomous

		Design receptive (R & L) tasks that require learners to: · Recognise the organizational structure of a paragraph as well as textual relationships (e.g. cause-effect, pros-cons) in a simple academic text · Follow the main ideas, purposes and plot lines of documentary films, interviews, radio programs or podcasts **Design productive (S & W) tasks that require learners to:** · Clearly signal textual aspects (e.g. chronology, relations, characters, viewpoints) in narrative texts · Write a simple review of a film, book or TV programme by expressing thoughts and positing pros and cons · Use a basic repertoire of conversation strategies to maintain, deepen, politely interrupt and end a discussion · Express approval and appreciation of other people's ideas in a discussion	· Conjunctive adverbs for simultaneous or sequenced events (e.g., while, as, when) · Expressions to show interest, surprise and appreciation (e.g., How wonderful/awful, Good for you!, What a disaster)	· Assess parameters in task completion · Extend and deepen when conveying meaning	**Knowledge:** · Becoming acquainted with the decisions and strategies that lead to more autonomous and self-efficacious individuals and communities **Adaptability:** · Confronting one's own needs to pursue more effective lifestyles leading to self-reliance, efficacy and life-long learning
10 hours	**Develop this unit by implementing one to two thematic units from SDG11**	**Functions:** · Identifying and using quotes, paraphrasing and summaries when referring to other people's statements and viewpoints · Writing an essay to convey opinions, attitudes and arguments around relevant topics or issues following academic conventions · Employing polite forms in conversations where information is requested or discussed **Design receptive (R & L) tasks that require learners to:** · Identify whether an author is quoting, paraphrasing or summarizing another person's viewpoints · Comprehend the viewpoints, comparisons and conclusions from two or more basic texts **Design productive (S & W) tasks that require learners to:** · · Write an essay expressing opinions, attitudes, counter-arguments, including a conclusion, if provided with a model · Quote, paraphrase and summarize information from a simple academic text · Request information, permission or approval	**Grammar:** · Present Perfect Simple (active and passive) · Present Perfect Continuous (active and passive) **Vocabulary:** · Polite expressions to request information, permission or approval (e.g., Would you mind if..., Could you possibly...?, Do you happen to know...?) ·	**Academic Strategies:** · Compose formal texts following a conventional structure **Critical Thinking Skills:** · Analyze logical progression of arguments · Probe for cohesion and coherence	**Sociolinguistics:** · Academic conventions for oral and written expression · Polite forms for conversation in L2 **Intercultural Competences:** **Openness:** · Recognizing diverse forms of knowledge and expressions as activities that build and strengthen societies **Knowledge:** · Becoming acquainted with how science, literature and art build a worldview **Adaptability:** · Being willing to integrate viewpoints and contributions of natural science and liberal arts

		using a range of polite forms · Write a bibliography, if provided with a model			
8 hours	**Develop this unit by implementing one to two thematic units from SDG16**	**Functions:** · Following and presenting information that entails qualitative as well as quantitative information around a relevant topic or issue · Discussing and reflecting upon real and hypothetical events or circumstances · Engaging in exchanges where persuasion and other rhetorical features are involved **Design receptive (R & L) tasks that require learners to:** · Identify the use of clarification language in a simple academic presentation or lecture · Recognise when a speaker uses basic rhetorical questions (e.g. question tags) and persuasive language in conversation or presentations · Understand numerical values related to fractions and percentages in graphs and charts within a simple academic text **Design productive (S & W) tasks that require learners to:** · Provide descriptions and simple analysis of real or imagined events supported by illustrations (e.g., graphs, charts, drawings) · Engage in online exchanges with more than one participant around a relevant topic or issue · Discuss charts and graphs numerical values and quantitative data in an academic text	**Grammar:** · Past Perfect Simple (active and passive) · Past Perfect Continuous (active and passive) **Vocabulary:** · Verbs and phrasal verbs with put and make (e.g., take issue with, put up with something, take your time, put oneself in someone's shoes)	**Academic Strategies:** · Process qualitative and quantitative data · Integrate rhetorical strategies in discourse **Critical Thinking Skills:** · Integrate different kinds of data	**Sociolinguistics:** · Academic conventions for oral and written expression **Intercultural Competences:** **Openness:** · Realizing the impact of war and conflict in order to reach justice and peace **Knowledge:** · Discuss the social, political and historical factors involved in bringing about peace and justice **Adaptability:** · Embracing an open mindset to foster healthy discussions around reconciliation and peace
8 hours	**Develop this unit by implementing one to two thematic units from SDG17**	**Functions:** · Understanding and carrying written or oral exchanges using different formal and informal expressions in the academic context · Editing and improving a simple text taking into account main points, scope and sequence, register and supporting details **Design receptive (R & L) tasks that require learners to:** · Understand a range of formal and informal expressions that indicate excuses and/or hesitation · Follow the main points in a panel discussion or formal text aimed at an academic audience · Follow the scope and sequence of a simple	**Grammar:** · Future Simple (active and passive) · Future Continuous (active and passive) · Future Perfect Simple (active and passive) · Future Perfect Continuous (active and passive) **Vocabulary:** · Expressions related to quantity (e.g., a plenty of,	**Academic Strategies:** · Outline, proofread and edit **Critical Thinking Skills:** · Analyze from general to specific.	**Sociolinguistics:** · Academic conventions for oral and written expression **Intercultural Competences:** **Openness:** · Recognizing the limitations and obstacles that prevent individuals or societies from becoming autonomous **Knowledge:** · Becoming acquainted with the decisions and strategies that lead to more autonomous and self-efficacious individuals and communities **Adaptability:**

		academic text based on previously built timelines using numbers, times and dates. **Design productive (S & W) tasks that require learners to:** · Write emails/letters for academic purposes in which information is exchanged, requested, highlighted · Edit and improve a simple text by checking and correcting spelling, punctuation and grammar · Write a letter of application for academic or cultural programs or projects with appropriate register and supporting details, given a model	countless, a myriad, not a lot of, a great deal of, almost nothing) .		· Confronting one's own needs to pursue more effective lifestyles leading to self-reliance, efficacy and life-long learning
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**	