

Course 8: The Future Is Now | B2.1



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.

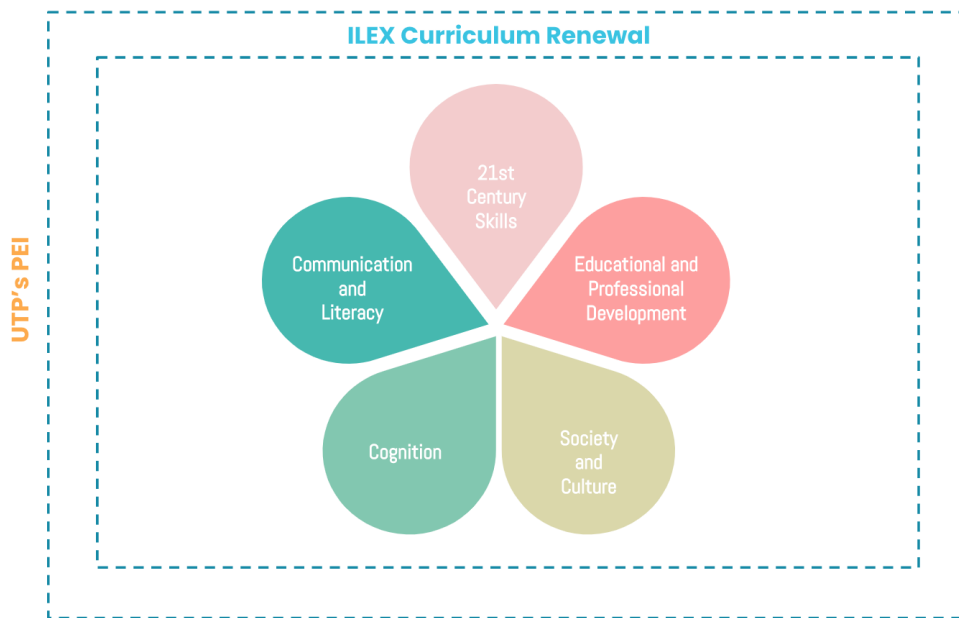
Given this institutional stance, all UTP's academic and administrative dependencies are expected to fulfill the aforementioned goal. Particularly, academic programs and offices should align so that the PDI's vision of high-quality education is met. In order to do that, an Institutional Education Project (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 8: The Future is Now

ILEX Course 8 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.

Considering the communicative competence level of learners at this stage (B2.1), the orientation of this course will emphasize a Project-Based Approach to language learning. This means that learners in Course 8 not only will become acquainted with specific communicative functions and their corresponding language structures, but also will undertake a project focused on social innovative proposals in connection with the curriculum contents and Sustainable Development Goals (SDGs). For this purpose, 34 hours of Course will be dedicated towards communicative skill development and 30 hours to the completion of the project "Innovation for Social Change", which will be developed in specific stages as indicated in the Scope and Sequence table below.

Global Learning Outcomes

According to the Common European Framework of Reference (CEFR), a B2.1 learner can partially:

understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options (Council of Europe, 2001, Table 1, p. 24).

By the end of Course 8, learners are expected to:

- Academically engage with socially relevant issues through technically composed written and oral texts that include appropriate discourse features
- Appraise current and past events related to societal development through exchanges that involve predictions and courses of action
- Elaborate academic or professional reports regarding lifestyle and consumption trends that can be openly presented and critically discussed
- Plan, implement and evaluate a classroom project that incorporates Sustainable Development Goals (SDGs) and innovation for social change

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):		
SDG8 Promote sustainable economic growth and meaningful work for all	SDG9 Foster sustainable industrialization and innovation	SDG12 Ensure sustainable consumption and production patterns
<p>Some of the following or other similar thematic units can be developed in relation to this SDG's:</p> <p>a. Economy and society b. Gross Domestic Product (GDP) vs Gross National Product (GNP) c. Inflation and deflation d. Intensive vs extensive economic growth e. Living standards vs economic growth f. Labor, productivity and rights g. Economic and demographic theories h. Generational differences in the workforce and access to employment i. Mass production and consumerism j. Production, consumption and exploitation (e.g.:child labor, sweat shops, forced labor) k. Relationship between health and economic growth l. Democracy, economy and governance m. Social mobility and poverty reduction n. Universal basic income and future labor dynamics</p>	<p>Some of the following or other similar thematic units can be developed in relation to this SDG:</p> <p>a. The 4 industrial revolutions b. Agriculture, manufacturing and industrialization c. Leapfrogging, creativity and industry d. Industrialization and innovation in developing countries e. Industry 4.0 and the internet of things f. AI, robotics and innovation g. Metaverse, augmented reality, virtual reality and related technologies h. Cryptocurrency and emergent markets i. Digital divide and access to ICTs j. Brain-based breakthroughs and industrial applications k. Bioengineering, medical robotics, genetic editing and related innovations l. Business Process Outsourcing (BPO) and Offshoring m. Industrialization of arts n. Futurism, information and imagination</p>	<p>Some of the following or other similar thematic units can be developed in relation to this SDG:</p> <p>a. Sustainable lifestyles and ecologic impact: awareness and action b. Public policies around consumption and production c. Fast fashion and consumption habits d. Product life cycle management (PLM) e. Decarbonization of economic structures f. Ethical consumerism: individual and collective choices g. Cattle raising and animal production: food vs feed h. Alternative food industries i. Sustainable consumption practices and reduction of carbon emissions: water and energy j. The green, organic and sustainable industry: the good and the bad k. Overconsumption and degrowth theories l. Sharing economy and circular economy m. Strong vs weak sustainable consumption n. Durable goods and pre-programmed obsolescence</p>

Adaptable time framework	Unit	Communicative learning outcomes	Language repertoire	Cognition	Society and Culture
12 hours	Develop this unit by implementing one to two thematic units from SDG8	<p>Functions:</p> <ul style="list-style-type: none"> · Exchanging general and specific information related to relevant social issues from an academic standpoint · Understanding and composing texts related to a technical field of study · Adopting discourse features with implicit meaning when writing or speaking <p>Design receptive (R & L) tasks that require learners to:</p>	<p>Grammar:</p> <ul style="list-style-type: none"> · Review: First, second and third conditionals · Mixed conditionals <p>Vocabulary:</p> <ul style="list-style-type: none"> · Essential discourse markers used in academic texts (e.g. Firstly, furthermore, as well 	<p>Academic Strategies:</p> <ul style="list-style-type: none"> · Classify information based on time, relevance and other features · Distinguish literal from figured speech <p>Critical Thinking Skills:</p> <ul style="list-style-type: none"> · Evaluate needs to formulate possible solutions 	<p>Sociolinguistics:</p> <ul style="list-style-type: none"> · Academic discourse markers · Metaphors and figures of speech in L2 <p>Intercultural Competences:</p> <p>Openness:</p> <ul style="list-style-type: none"> · Comparing and contrasting economic realities across cultures around the world <p>Knowledge:</p>

		<ul style="list-style-type: none"> · Understand general and specific facts regarding academic stances on social issues · Follow texts or interactions within a technical field of study · Identify complex discourse features (e.g. metaphors, figures of speech, etc.) and their implicit meaning <p>Design productive (S & W) tasks that require learners to:</p> <ul style="list-style-type: none"> · Exchange information related to social issues or events academically · Compose a brief text related to a topic within a technical field of study · Integrate complex discourse features in oral and written form (e.g. metaphors, figures of speech, etc.) 	<p>as, notwithstanding, although, etc.)</p>		<ul style="list-style-type: none"> · Understanding the role of economy in the development and sustainability of societies <p>Adaptability:</p> <ul style="list-style-type: none"> · Embracing new consumption mindsets for more sustainable lifestyles
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10 hours	<p>Develop this unit by implementing one to two thematic units from SDG9</p>	<p>Functions:</p> <ul style="list-style-type: none"> · Assimilating and discussing current and past social events and issues · Following and participating in exchanges related to the industrialization of societies · Understanding and proposing courses of actions and predictions <p>Design receptive (R & L) tasks that require learners to:</p> <ul style="list-style-type: none"> · Follow information regarding current and past trends as well as their implications · Tell apart some of the conditions and features of industrial development throughout history · Recognize possible courses of actions and outcomes based on available information <p>Design productive (S & W) tasks that require learners to:</p> <ul style="list-style-type: none"> · Talk about current and past realities and their impact · Discuss social and historical realities within different industrial systems · Formulate courses of actions or predictions based on current data 	<p>Grammar:</p> <ul style="list-style-type: none"> · Review: Modal verbs of probability · Modal verbs of probability in the past <p>Vocabulary:</p> <ul style="list-style-type: none"> · Language for expository texts (e.g. Let me begin with, I would like to show..., What I'm trying to say..., Let me end by saying..) 	<p>Academic Strategies:</p> <ul style="list-style-type: none"> · Devise and structure a plan · Interrelate facts <p>Critical Thinking Skills:</p> <ul style="list-style-type: none"> · Conceive a course of action and its structure 	<p>Sociolinguistics:</p> <ul style="list-style-type: none"> · Expository language structures <p>Intercultural Competences:</p> <p>Openness:</p> <ul style="list-style-type: none"> · Envision future social realities at the individual and collective level <p>Knowledge:</p> <ul style="list-style-type: none"> · Becoming acquainted with current technological advancements and their impact to society <p>Adaptability:</p> <ul style="list-style-type: none"> · Estimating real or hypothetical uncertain scenarios so that courses of action can be formulated
12 hours	<p>Develop this unit by implementing one to two thematic units from SDG12</p>	<p>Functions:</p> <ul style="list-style-type: none"> · Expanding and elaborating statements related to academic or professional matters and contexts connected to production and consumption patterns · Integrating and reporting information asserted or published by others within the context of lifestyle choices and behaviors · Exchanging and discussing viewpoints related to 	<p>Grammar:</p> <ul style="list-style-type: none"> · Relative clauses (e.g., who, which, what, when, where, whose) · Reported speech, thoughts and questions in different tenses (e.g. She claimed she had run her business for 5 	<p>Academic Strategies:</p> <ul style="list-style-type: none"> · Integrate information to further support a fact · Keep track of ideas, thesis and arguments during a discussion <p>Critical Thinking Skills:</p>	<p>Sociolinguistics:</p> <ul style="list-style-type: none"> · Giving and taking the floor when engaging in formal discussion <p>Intercultural Competences:</p> <p>Openness:</p> <ul style="list-style-type: none"> · Comparing and contrasting diverse consumption lifestyles around the world

		<p>consumption and production by participating in roundtables, debates and other similar formats</p> <p>Design receptive (R & L) tasks that require learners to:</p> <ul style="list-style-type: none"> · Identify specific information that elaborates on previously given statements or viewpoints · Associate reporting expressions with their corresponding purpose (e.g., Mark believes that (reported thought)) · Classify positions or stances within a formal discussion <p>Design productive (S & W) tasks that require learners to:</p> <ul style="list-style-type: none"> · Elaborate and expand previously formulated statements with specific details. · Use reporting expressions accurately according to their purpose · Adopt and share a position or stance during a formal discussion 	<p>years; he believes he is not aware of that)</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> · Reporting verbs (e.g., believe, say, claim, etc.) · Discourse markers for addition (e.g., in fact, indeed, additionally, in other words, etc.) · Discourse markers to express opinion, agree and disagree (e.g., To my mind, I beg to differ, Unlike,...) 	<ul style="list-style-type: none"> · Develop a stance based on available information · Accurately represent what others think and say avoiding bias 	<p>Knowledge:</p> <ul style="list-style-type: none"> · Becoming acquainted with more ethical and ecological ways to produce and consume goods. <p>Adaptability:</p> <ul style="list-style-type: none"> · Being willing to adopt more sustainable consumption and production patterns
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Project: Innovation for Social Change

At this stage, learners will be guided into the formulation, planning, design and presentation of a classroom project related to this course's SDGs and their academic fields.

The remaining 30 hours of the course will be dedicated to facilitating the creation of the aforementioned project.

For this project, groups of 3 and maximum 4 students will be made. Each group must be interdisciplinary, i.e., at least 3 members of the group must belong to different academic programs.

Refer to [ILEX's suggested PBL guidelines](#).

Adaptable time framework	Project Phase	Description	Expected Outcomes
2 hours	Introduction to Project	<ul style="list-style-type: none"> · Introduction to Classroom Project + Guidelines · Group creation (3-4 students, interdisciplinary) · Formulation of 3 needs that each group could address through an interdisciplinary approach · Socialization of needs + selection of the most context-relevant need · Definition of context and subjects affected by the selected need 	<ol style="list-style-type: none"> 1. An online portfolio where products to be submitted will be saved (GDrive is suggested) 2. A written proposal must be saved in the portfolio containing: <ul style="list-style-type: none"> · Name of Project · Participants and academic background · Context to be impacted · Need identified · Subjects being affected

2 hours	Scope	<ul style="list-style-type: none"> · Description of how each of the members of the group could contribute to address the need previously identified. · Definition of scope of the project that explains how actions from the group can contribute to the betterment of the need to be addressed. · Public presentation or video recording of Proposal 	<ol style="list-style-type: none"> 1. A document with the possible contributions from each of the members + a paragraph describing how these contributions can help to solve the need previously presented 2. A classroom presentation or a video recording where the information contained in the paragraph that was written is shared
4 hours	Project phases	<ul style="list-style-type: none"> · Formulation of project phases: Analysis, Design, Implementation and Impact. Each phase related to following questions: - Analysis (which information do we need about the context and subjects to better define an action plan?) - Design (which actions and events constitute our plan?) - Implementation (how will each of the actions and events of our project be achieved?) - Impact (which expected outcomes do we hope to achieve?) <p>Each phase must include five actions that help answering their corresponding questions</p>	<ol style="list-style-type: none"> 1. A document with each of the phases of the project. Each phase must contain five steps.
4 hours	Analysis	<ul style="list-style-type: none"> · Description of how the information from context and subjects is to be obtained · Design of two instruments of data collection 	<ol style="list-style-type: none"> 1. A document with a description of the analysis phase 2. Two instruments of data collection
4 hours	Design	<ul style="list-style-type: none"> · Creation of a flowchart with the steps/activities/events to be executed · Description of each of the steps/activities/events to be executed 	<ol style="list-style-type: none"> 1. A document that contains the flowchart and the description of each of the steps that it comprises
4 hours	Implementation	<ul style="list-style-type: none"> · Creation of a process table that relates the steps /activities/events in the flowchart with expected roles, resources and timelines. · Roundtable to present and provide feedback to flowchart and process table 	<ol style="list-style-type: none"> 1. A document with a table relating action plan with roles, resources and timelines 2. Updated flowchart (if applicable)
4 hours	Impact	<ul style="list-style-type: none"> · Definition of five expected outcomes and their implications in terms of physical, emotional and social well-being · Recording of a conversation discussing expected outcomes and their implications 	<ol style="list-style-type: none"> 1. A document containing five expected outcomes with physical, emotional and social implications 2. An audio in which group members discuss their project, its planning, expected outcomes and final implications.

2 hours	Project Assessment	<ul style="list-style-type: none"> · Specification of project grading taking into account: - the learning experiences and products saved in the online portfolio - A final oral presentation 	<ol style="list-style-type: none"> 1. Self-assessment form that comprises learners' appraisal of the process they undertook 2. Draft of final presentation and how it will be carried out
4 hours	Final Oral Presentation	<ul style="list-style-type: none"> · Submission of final project proposal · Presentation of project 	<ol style="list-style-type: none"> 1. Final written proposal 2. Visual support for final oral presentation

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	60% - SDG Classroom Project
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<p>This percentage can be divided among:</p> <p>Receptive tasks (across different types of media and interaction patterns)</p> <p>Productive tasks (across different types of media and interaction patterns)</p> <p>Quizzes</p> <p>Progress tests</p> <p>Consolidation workshop</p>	<p>Project related to one or more of the SDGs developed throughout the course, presented in three submission stages:</p> <p>Submission Stage 1: 20%</p> <p>Submission Stage 2: 20%</p> <p>Submission Stage 3: 20%</p> <p>Refer to ILEX's suggested PBL guidelines.</p>
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Learners will be informed about how their progress will be assessed in terms of task selection, percentage distribution and grade allocation. Bearing in mind international standards of language proficiency certification, ILEX courses are approved with at least 70% of course completion (3.5/5.0)

Educational and Professional Development

In light of the highly complex academic and professional dynamics, current language teachers are required to embrace a lifelong learning outlook that takes them beyond their conventional classroom practices. This implies that language educators should look forward to becoming familiar with the latest research and trends in their field, concerning various domains, for instance:

- Language teaching approaches/methods
- Classroom management
- Learning psychology
- Technological breakthroughs
- Transdisciplinary teaching
- Curriculum design
- Language Assessment
- Transferable skills: reflection, analysis, creativity, teamwork, problem solving

Teachers and learners can explore the following possibilities

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 content, share ideas and question their own way of thinking.</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>Google Classroom</p> <p>Edmodo</p>	<p>Apart from traditional assessment methodologies, nowadays, language teaching and learning can benefit from alternative procedures such as:</p> <p>Self-Assessment</p> <p>Peer-Assessment</p> <p>Portfolios</p>

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

[Guide 1](#)

[Guide 2](#)

[Schoolology](#)