UNIVERSIDAD TECNOLÓGICA DE PEREIRA
LICENCIATURA EN BILINGÜISMO
PRE-INTERMEDIATE ENGLISH COURSE

Name and code of the course:	*Inglés Pre-intermedio* **-** LI 216 / /
Type of course:	Theoretical-practical
Credits:	6 credits
Schedule:	18 hours per week. 8 class hours + 10 hours of autonomous work.
Prerequisite:	LI116– Basic English.

Professors:	Andrés Felipe Cuervo :	afcuervo@utp.edu.co
	Diego Alejandro Henao:	dialhenao@utp.edu.co
	Yaroslay Chacon:	yechacon@utp.edu.co
	Jhon Alejandro Blandon Ospina	j.blandon@utp.edu.co

Online Management System:	Google Classroom - Canvas
	https://classroom.google.com/

1. General Description and justification

Pre-Intermediate English is the second in a series of four courses in general EFL (English as a foreign language) offered by the UTP's BA. in Bilingualism with an Emphasis in English program. These four courses, together with the more specialized courses of Pronunciation I and II, Academic Writing, Academic Discourse, and Advanced Grammar, constitute the English language component of the program.

The Pre-Intermediate English course uses listening, speaking, reading and writing activities to reinforce and develop the linguistic, socio-linguistic and pragmatic competences that have been introduced in Basic English. Upon completion of this course, students should have achieved an A2 level of linguistic competence as defined by the Common European Framework of Reference for Languages (CEFR).

As with the other courses which make up the language component of the Licenciatura program, Pre-Intermediate English fosters the development of autonomous language study skills while providing students with opportunities to observe, propose, critically analyze and practice pedagogical techniques that will focalize on one specific skill (listening) and which they will use as part of their teaching repertoire.

2. Main course objective related to the BA program

☐ Formar licenciados en el campo del bilingüismo con competencia C1 en inglés y español, con capacidad de integrar los conocimientos disciplinares, pedagógicos e investigativos en sus prácticas educativas y con competencia intercultural y digital.

3. Professional and generic competences

1. Usar su competencia comunicativa en inglés y español para cumplir con propósitos sociales,

2. Desarrollar la literacidad digital para desempeñarse en ámbitos sociales, académicos, profesionales y de la vida cotidiana.

3. Asimilar los enfoques críticos, relacionales y funcionales de la interculturalidad que permitan al sujeto bilingüe cuestionar continuamente la cultura de su lengua materna y de otras lenguas y visibilizar maneras distintas de saber, ser, hacer y vivir en una sociedad multicultural.

4. Learning Outcomes

Resultados de aprendizaje del programa	Resultados de aprendizaje de la asignatura (The numbers in parenthesis refer to the professional and generic competences of the program)	Assessment instrument and strategies
R1: 1. Usa el inglés y el español con un nivel de competencia C1.	By the end of the Pre-Intermediate English course, the students will be able to: **Term 1** 1. *Writing*: Write a comparative text using comparatives, superlatives and modals verbs about the influence of technology on culture. . (1, 2, 3) 2. *Speaking*: Design a video review where they compare and contrast two technological devices. i. (1, 2, 3) 3. *Reading*: Find general and specific information about technological devices in informative texts. (1) 4. *Listening*: Identify general and specific information in oral discourse about descriptions and/or reviews of technological devices. (1) **Term 2** *Speaking*: Report an interview with an in-service English language teacher on personal, academic, and professional experiences. (1, 3)	*Term 1* *Writing a magazine article about the influence of technology on culture. + Checklists and Rubrics.* *Making a video review of two technological devices/platforms. + Checklists and Rubrics.* *General Feedback Sessions* *Progress Tests* *Term 2* *Interviewing an in-service teacher and writing an interview article. + Checklists and Rubrics.* *General Feedback Sessions*

	Reading: Recognize general and specific information in a text about the life of a teacher.from a national or international context. (1,3)	
	Listening:Classify general and specific personal and academic information in formal and informal interviews. (1)	*Term 3* *Planning and presenting an in-class phrasal verb task. + Rubrics* *Writing a reflexive essay about the pedagogical impact of the course on students' profiles. + Rubrics* *General Feedback Sessions* *Progress Tests*
	Term 3 *Writing*: Write a reflective essay about their learning process. (1, 3) *Speaking*: Conduct micro-teaching for their classmates about phrasal verbs using digital tools. (1, 2, 3) *Reading*: Infer attitudes and opinions from reflective texts (1). *Listening*: Understand general and specific information in short oral dialogues. (1)	
R4: 3. Emplea su literacidad digital en el desarrollo de procesos educativos, académicos e investigativos.	Present information across a range of digital media and multiple systems.(1, 2) Create shareable content such as video reviews, documents, recordings, articles and other audiovisual content to express their ideas and opinions for academic presentations . (1, 2)	*Academic oral Presentations + Checklists and Rubrics.*

RA 5: Exhibe comportamientos fundamentados en valores éticos, cívicos e interculturales en su rol como licenciado en bilingüismo.	Apply basic cultural conventions (e.g. an interview) such as greeting, turn taking, or register choice associated with interpersonal formal exchanges.(1, 3)	*Checklists and Rubrics.*

5. Specific course competences

This course will develop the following specific competencies:

5.1 Communicative language activities and strategies:

I.   **Overall listening comprehension:**
- Can understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated.
- Can understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment), provided speech is clearly and slowly articulated.

II. Overall reading comprehension:

- Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language.
- Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.

III. Overall spoken interaction:

- Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary.
- Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.
- Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters to do with work and free time.
- Can handle very short social exchanges but is rarely able to understand enough to keep conversation going of his/her own accord.

IV. Overall spoken production:

- Can give a simple description or presentation of people, living or working conditions, daily routines, likes/dislikes, etc. as a short series of simple phrases and sentences linked into a list.

V. Overall written interaction:

- Can write short, simple formulaic notes relating to matters in areas of immediate need.

VI. Overall written production:

- Can write a series of simple phrases and sentences linked with simple connectors like 'and,' 'but' and 'because'.

5.2 Communicative language competencies:

I. Linguistic:

- Has a repertoire of basic language, which enables him/her to deal with everyday situations with predictable content, though he/she will generally have to compromise the message and search for words.

- Can produce brief everyday expressions in order to satisfy simple needs of a concrete type: personal details, daily routines, wants and needs, and requests for information. Can use basic sentence patterns and communicate with memorized phrases, groups of a few words, and formulae about themselves and other people, what they do, places, possessions, etc.
- Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics.
- Uses some simple structures correctly, but still systematically makes basic mistakes – for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say.

II. Sociolinguistic:
- Can perform and respond to basic language functions, such as information exchange and requests and express opinions and attitudes in a simple way.
- Can handle very short social exchanges, using everyday polite forms of greeting and address.
- Can make and respond to invitations, suggestions, apologies, etc.

III. Pragmatic:
- Can adapt well-rehearsed memorized simple phrases to particular circumstances through limited lexical substitution.
- Can use the most frequently occurring connectors to link simple sentences in order to tell a story or describe something as a simple list of points.
- Can communicate what he/she wants to say in a simple and direct exchange of limited information on familiar and routine matters, but in other situations, he/she generally has to compromise the message.
- Can make him/herself understood in short contributions, even though pauses, false starts, and reformulation are very evident.

6. Methodology

This course will employ a set of selected readings, exercises, discussions and audiovisual presentations as a way to prepare learners to undertake three tasks, which will implicitly allow learners to link their learning process with the concept of TEFL (teaching English as a foreign language) and to develop values, attitudes and practical skills pertaining to the English teaching profession. Both the content and methodology of the course incorporate elements of these four pedagogical models:

- **Humanistic**: By means of reading assignments, classroom discussions and written tasks, students incorporate skills and concepts presented in the course into individual processes of intellectual, and emotional that empower them to make meaningful contributions to society. In-class and out-of-class activities aim to present English in ways that respond to their needs and interests, promote affective engagement with the language and maximize opportunities to use English to communicate information, feelings and ideas.

- **Socio-constructivist**: Students complete graded in-class and out-of-class tasks, and select from a variety of optional, independent activities according to their interests, needs, and individual learning styles. Work is evaluated taking into account students' assimilation of skills and concepts into diverse, personalized, individualized models of the English language and EFL pedagogy.

- **Critical-reflexive:** Students are invited to critically examine their own models and beliefs concerning English and English language teaching in the context of ideas presented in the course. With the aid of the course facilitator (professor), students develop strategies that accord with their individual cognitive styles and thereby assume responsibility for their own learning.

- **Theme and Content-based:** Audio and written materials used for studying and practicing English language skills present content that enriches students' appreciation of Anglophone culture, and provokes critical thinking and discussion. Themes are proposed under general categories related to current and trending social, human, and technological issues.

    <u>Important note:</u> The course has a technological component that is based on constant communication via email and social networks. The professor and students will commit to use the LMS Schoology® as a learning platform for the course. In case unexpected situations come about during the semester, Schoology® will be used as the interface of communication and for developing and submitting tasks. These strategies are considered to develop learners' autonomous learning, to establish different channels of communication, and enhance the possibility of asynchrony in class.

7. Course content

The following chart presents the *suggested* themes and content that will be used as principal sources of input for learners during the course. Contents will be the basis for discussions. Nonetheless, this course will follow a language-driven approach that places the development of linguistic competence as its primary objective. Therefore, expertise in the content itself might or might not be assessed.

Term	Linguistic Competence and Topics	Themes and Contents	Projects/tasks
1st Term	1. Comparatives, Superlatives and qualifying expressions. 2. Modal Verbs for Recommendations (Should, must, have to, can) 3. UoE: Types of Sentences (Simple, Compound and Complex Sentences)	*Influence of technology in people's lives and culture*	*Making a video review of two technological devices/platforms* *Writing a magazine article about the influence of technology on culture*
2nd Term	1. Present Perfect 2. Present perfect Continuous 3. Phrasal Verbs 1	*Making interviews Outdoor and adventure activities*	*Interviewing an in-service teacher and writing an interview article*
3rd Term	1. Future Forms and modal verbs for probability (focus on use). 2. Phrasal verbs 2	*Thinking like a teacher: Learning and Teaching strategies*	*Planning and presenting an in-class phrasal verb task and writing a reflexive essay about the pedagogical impact of the course on students' profiles.*

8. Course assessment

The assessment of the course will be based on the following components. Be aware that the number of tasks established for each term may vary depending on elements such as: the needs identified by the professor (for example, in terms of time), students' proficiency, and complexity of the task. Each task will be assessed based on specific rubrics discussed with learners ahead of time.

● **First Term** (30**%**)**:** The first partial grade will consist of the results of a series of written and oral activities that evaluate the four skills plus the use of English and which are conducive to the achievement of the main task, a video review in which two technological devices/sites/apps are compared and contrasted. 　o　Class activities **25%** 　o　Progress test **25%** 　o　Video review **30%** 　o　Magazine article (Article and oral defense) **20%**	Weeks 1-6
● **Second Term (30%):** The second partial grade will consist of the results of a series of written and oral activities that evaluate the four skills plus the use of English and which are conducive to the achievement of the main task, an interview with either a pre-service or an in-service teacher graduated from a BA in language teaching and report the main insights in an in-class presentation. 　o　Class activities **25%** 　o　Progress test **25%** 　o　Interview article (Interview, article, and oral presentation) **40%** 　o　Application interview (Job, scholarship, teacher's monitor)**10%**	Weeks 7-11
● **Third Term (40%):** The third partial grade will consist of the results of a series of written and oral activities that evaluate the four skills plus the use of English and which are conducive to the achievement of the main task, a profile article based on the interview carried out in the previous task. 　o　Class activities **20%** 　o　Micro-Teaching **25%** 　o　Reflexive Essay **25%** 　o　Final Exam **30%**	Weeks 12-16

1. **Course materials**

Students will require the following materials for in-and-out of class work:

•	A digital dictionary [suggested: "WordWeb®" – download it for free in Google Play or App Store.] Or a Monolingual dictionary (i.e. a dictionary that contains detailed information about word usage and shows pronunciation using the International Phonemic Alphabet. (See Bibliography for recommended dictionaries).

•	Texts and exercises that students will be provided via email or through the LMS (Learning Management System) Schoology®.

•	Digital Portfolio: a folder in which students will keep written work completed during the course.

•	Any digital device to record, take notes, write, or use as a portal of interaction. (Students do not have to own one of these mandatorily, in some cases the course will provide them with these devices)

Bibliography

• COUNCIL for Cultural Cooperation, Education Committee, Modern Languages Division. Common European Framework of Reference for Languages: Learning, Teaching, Assessment. Cambridge University Press, 2001. 418.007 C734 E.2

• EVANS–DOOLEY. Upstream Pre-Intermediate Level B1. (with audio CD) Express Publishing, 2004. 428

• MURPHY, Raymond. English Grammar in Use: A Self-study Reference and Practice book for Intermediate Students. 3rd edition. Cambridge University Press, 2004. 428.24

• PHILPOT, Sarah. New Headway Academic Skills: Reading, Writing, and Study Skills. Oxford University Press, 2006.

• SOARS, Liz and John. New Headway English Course: Intermediate Students' Book, Oxford University Press, 2003. 428

• UR, Penny. Teaching Listening Comprehension (Cambridge

• Handbooks for Teachers) Cambridge University Press 1984 428.83

• WHITE, Gooheth. Listening (Resource book for Teachers) Oxford University Press, 1998. 428

• WILSON, J.J. How to Teach Listening (with audio CD) Pearson- Longman, 2008. 428.34071

Dictionaries:

• CLIFF, Peter. The Oxford English Dictionary Online, Available from the Internet: http://www.ariadne.uk/issue23/oed-review/.

• Macmillan English Dictionary. Macmillan Publishers, 2002.

• Oxford Quick Reference Dictionary. Oxford University Press, 1998.