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

CODE: LI 216 / Theoretical-practical / 6 credits
PREREQUISITE: LI116– BASIC ENGLISH.
SCHEDULE: 8 hours per week; 128 semester hours

COURSE DESCRIPTION

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 English Licenciatura program. These four courses, together with the more specialized courses of Pronunciation I and II, Academic Writing, Academic Discourse, and Advanced Grammar, constitute the 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 (CEF).

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.

GENERAL COMPETENCES

This course will empower students to:

- ✓ Employ elements of English grammar and lexis for the exchange of information.
- ✓ Participate in simple conversations and write brief texts in English concerning specific themes.
- ✓ Effectively employ written, audio-visual and ICT materials for self-directed learning.
- ✓ Identify some distinguishing aspects of Anglophone culture and compare these with elements of their own culture.

- ✓ Employ effective listening strategies to extract the basic content of messages received in English from audio recordings, live speech, and oral discourse.
- ✓ Reflect critically on their own learning processes and develop individual learning strategies.
- ✓ Identify, discuss and apply pedagogical strategies related to the ESL/EFL classroom.

SPECIFIC COMPETENCES

This course will develop the following specific competences:

Oral production

- Employ common vocabulary to construct propositionally and linguistically meaningful sentences on contextualized themes.
- Formulate continuous discourse, of a limited extension, relating to familiar topics and their profession (language teachers).
- Identify and reproduce English phonemes, word stress, and intonation.
- Participate actively in spontaneous, animated conversations with one or more   speakers.
- Request and give directions for completing tasks.
- Participate fully in interviews, either as inter-viewer or interviewee, expanding and developing points of discussion.
- Perform accurately some speech acts such as expressing opinions and feelings and discussing plans, activities and life experiences.
- Effectively use regular and irregular verbs in different tenses.
- Give individual and group presentations, demonstrating acceptable oral skills such as correct pronunciation, intonation, appropriate body language, effective voice projection,

grammatical accuracy and eye contact.

- Effectively use strategies such as avoidance, code-switching, body language and non-linguistic cues to facilitate oral communication.

Listening comprehension

- Extract meaning from extended speech on a variety of academic and general topics.
- Understand the main ideas of propositionally and linguistically complex speech on contextualized topics delivered in   a standard dialect.
- Effectively employ a variety of strategies, (e.g. predicting, listening for gist, listening for details, inferring, using contextual clues, etc.) to extract messages from live or broadcast oral input received in standard dialect.

Reading comprehension

- Recognize different types of written texts such as narrations, descriptions, academic expositions etc. according to their styles and purposes.
- Apply reading comprehension strategies such as skimming, scanning, analyzing paragraph

structure, predicting and inferring to effectively extract messages from written texts.

- Identify and describe, by means of outlines and/or organizational maps the content and organization of information in written texts.

Writing

- Produce clearly intelligible continuous writing with reasonably accurate spelling and punctuation.
- Write grammatically correct sentences and join them to construct paragraphs, effectively using linking words to mark relationships between ideas.
- Write affirmations and questions and construct simple, complex and compound sentences.
- Use writing to produce texts that narrate events and express viewpoints.
- Construct mind maps and outlines as a planning strategy to write different types of texts.

Grammar and vocabulary

- Recognize the functions of the following linguistic structures
- Definite and indefinite articles: the / a / an.
- Comparatives and superlatives.
- Future tense: Present Continuous, Going to, Will.

- Perfect verb tenses (Present Perfect, Present Perfect Continuous, Past Perfect, and Future Perfect) Indefinite pronouns.
- Understanding Phrasal verbs.
- Identify and appropriately use a variety of linking words used to express situations like positive/ negative, addition, contrast, example, cause/effect, sequence, etc.
- Use of zero and first conditional.

Cultural Awareness:
• Identify some of the most common registers used in English discourse
• Recognize and appropriately use a limited range of English colloquial and idiomatic expressions
• Produce and respond to communicative acts such as expressing opinions and feelings, accepting and refusing, etc. in a manner appropriate to the cultural norms of Anglophone speakers.
• Discuss situations, events, and phenomena related to Anglophone culture Didactic Component
• Discuss basic literature linked to the learning-teaching of EFL (English as a Foreign Language)

• Use linguistic and pedagogical meta-language to discuss and practice of EFL teaching.
• Design listening sessions using a teacher language script as pedagogical support.
• Create a portfolio of listening sequences that serve as didactical resource for students' teaching repertoire.
• Self-reflect on one's own learning processes.

MATERIALS

• Students will require, for in-class and out-of class work, the following materials:
• 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 portal of interaction. (Students do

not have to own one of these mandatorily, in some cases the course will provide them with these devices)

METHODOLOGY

This course will employ selected readings, exercises, discussions and audiovisual presentations as
opportunities to use the English language to share information, become familiar with Anglophone
culture, discuss concepts related to TESOL (teaching of English as a second language) and develop
values, attitudes and practical skills pertaining to the English teaching profession.The content and methodology of the course incorporate elements of these four pedagogical models:

• **Humanistic**: By means of reading assignments, classroom discussion and written tasks, students incorporate skills and concepts presented in the course into individual processes of intellectual, emotional, and spiritual growth 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, feeling 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, familiarizes them with theoretical concepts relating to ESL pedagogy, and provokes critical thinking and discussion. Themes are proposed under general categories related to current and trending social, human and technological issues.

Important note: 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 development and submission of tasks. Consider these as strategies to develop autonomous learning process, to establish different channels of communication, and to enhance a possibility of asynchrony in class.

EVALUATION (tentative)

The 1st Partial grade will consist of the results of a formal written and oral test that evaluate the four skills plus the use of English from the first term of the semester (7th week). This grade will represent 25% of the definitive grade for the course.

The 2nd Partial grade will consist of the results of a formal written and oral test that evaluate the four skills plus the use of English from the second term of the semester (11th week). This will represent 20% of the definitive grade.

A grade for In-class/out-of-class work will be given for work assigned during the semester. This will be 20% of the definitive grade.

The Final grade will be the result of a formal written and oral test that evaluate the four skills plus the use of English from the semester (15th week). This will represent 35% of the definitive grade.

The following chart summarizes the percentages and tasks for the quantitative assessment of the course:

First Term	1st Partial Exam	25%
Second Term	2nd Partial Exam	25%
Final Term	Final Partial Exam	30%
In-class/out-of-class work	Class activities and out of class activities	20%

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