



UNIVERSIDAD DE CÓRDOBA

CÓDIGO:
FDOC-088
VERSIÓN: 02
EMISIÓN:
22/03/2019
PÁGINA
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PLAN DE CURSO

1. INFORMACIÓN BÁSICA

1.1. Facultad	Ciencias Económicas, Jurídicas y Administrativas	1.2. Programa	Administración en Finanzas y Negocios Internacionales		
1.3. Área	Adquisición de Lengua	1.4. Curso	Ingles VI		
1.5. Código	1025036	1.6. Créditos	3		
1.6.1. HDD	3	1.6.2. HTI	3	1.7. Año de actualización	2020

2. JUSTIFICACIÓN

English VI is a course that has been designed to promote the learning of one of the most commonly spoken language in the world. This course contains a variety of real content activities to promote students' interest. Its importance lies in giving them more tools to work in many finance fields at having better professional communication skills such as negotiating, presenting, and writing emails and reports using English as a second language. Indeed, the knowledge of English will allow them to access different information and literature around the world, and will increase their chances of getting a better job.

3. PROPÓSITOS DE FORMACIÓN

This course consists of two types of topics: Topics related to students' specific learning areas and topics of current interest among students. The students will demonstrate development of communicative competency at B1.2 level by reading and writing texts and performing listening and speaking tasks.



4. COMPETENCIAS ESPECÍFICAS Y TRANSVERSALES

- ✓ Express ideas in a text and justify them.
- ✓ Identify and relate the meaning behind an ad.
- ✓ Contextualize different expressions around predictions or future possibilities.
- ✓ Express habits related to your personal context.
- ✓ Present descriptions of objects or things in your environment.
- ✓ Recognize and express preferences related to films of interest.
- ✓ Express issues about crime and relate them to past events.
- ✓ It expresses information about your life like tastes, personal, places and familiar things.
- ✓ Utilizo el inglés de manera apropiada en varios contextos: personal, social y profesional.
- ✓ Demuestro una actitud positiva hacia el aprendizaje, la enseñanza del inglés, la cultura objeto de estudio y otras culturas.
- ✓ Doy a conocer mis preferencias en relación con un tema determinado y respeto las de los demás
- ✓ Mantengo una actitud colaborativa y mejoro el aprendizaje del inglés a través de una perspectiva de aprendizaje y crecimiento profesional para toda la vida (Lifelong learning).
- ✓ Hago uso de la tecnología para gestionar información, preparar trabajos escritos y orales, comunicarse con hablantes nativos en otros contextos.



5. RESULTADOS DE APRENDIZAJE

1. Understand medium length texts and identify main ideas.
2. Recognize ads and adjectives in it to determine its meaning or message.
3. Identify expressions related to predictions or future possibilities.
4. Demonstrate understanding of personal habits.
5. and. Compare past and future trends.
6. Describe the origin of different objects or things.
7. Talk about favorite movies
8. Prepare requests and respond to them.
9. Describe past events with different words associated with the crime.
10. Use expressions related to tastes and preferences, people, places and things around them.

6. CONTENIDO

1. Predicting the future
2. Effects of using everyday products (conditional future)
3. Feelings and willpower (gerunds/infinitives)
4. New trends
5. Describing things
6. Talking about favorite movies
7. Modals for polite request
8. Describing a crime
9. Likes and dislikes(a balanced life)
10. Describing things of my interest
11. Marriages
12. Money matters
13. Giving advice
14. Celebrate



7. ESTRATEGIAS METODOLÓGICAS

ACTIVIDADES TEÓRICAS

This course will use the Task Based Learning (TBL) Approach.

The course follows a task-based approach that consists on fostering different language skills in students while performing a task without pre-determining the language to be studied. Learners learn while completing different tasks. This methodology follows different stages:

Pre-task: In which the students will receive concise instructions and input to determine what to do and to recall some language. This stage will be based on some tasks samples providing the students with a clear model of what is expected to do.

Task: Learners complete the assigned task individually, in pairs or in groups using different features and structures of the language while the teacher organizes and encourages the process.

Students plan and practice what they are going to convey while the teacher monitors and advises to figure out any language questions or doubts. This stage is followed by reporting orally or in a written way to the class taking into account the order the teacher chooses. These practice activities will afford opportunities for the students to talk about their own experiences. Finally, the teacher gives feedback and suggestions to the students and the rest of class.

Post task: Learners evaluate their performance while comparing their tasks 'outcomes with their partners'. The teacher provides content feedback and reinforces the language items that emerge from the performed task in which learners are expected to use the form- language while developing their oral production.

8. ACTIVIDADES Y PRÁCTICAS

The Teacher will plan the learning activities as follows:

Expository class activities. Explanation of topics through the assignment of different tasks that allow the student to develop their communication skills in a real and autonomous way in the classroom.

Practical classroom activities: Different activities based on individual work and interaction in couples and groups. Such as role plays and dynamics where the teacher is a facilitator of knowledge and the student is the center of their learning process.



Some of the above types of activities will be:

- ✓ Written works: preparation and presentation of workshops, short writings related to topics of interest and the content of the level taught.
- ✓ Search and selection of information: complement the topics seen in class through the use of new technologies and use of the moodle platform.
- ✓ -Reads of articles in English: readings related to the topic seen in class
- ✓ -Individual study: Structuring and personal schematization of topics and contents of the subject for understanding, study and, where appropriate, practical application
- ✓ -Follow-up of assigned and / or field work: use of e-mail virtual platforms as a support tool in the Process of the topics seen in class

9. CRITERIOS DE EVALUACIÓN PARA EL DESARROLLO DE COMPETENCIAS

Informal: Se refiere a todas las actividades o pruebas que el docente realiza en el aula con el objetivo de hacerle el seguimiento al desarrollo de competencias; para efectos de la toma de decisiones sobre el seguimiento, el docente de manera autónoma asigna el valor numérico correspondiente. El docente, asimismo, decide qué aspectos del desempeño de los estudiantes son importantes para la evaluación de los objetivos de aprendizaje fijados para la clase (Compromiso, interés, capacidad para negociar y llevar a cabo trabajos en equipo, utilización de la plataforma , etc) Se sugiere una valoración del 40%

Formal

Este tipo de evaluación tiene por objeto que los estudiantes demuestren a través de tareas asignadas por el docente y acompañadas de sus respectivos criterios de evaluación (rubrics), las competencias desarrolladas en una lección, al finalizar una unidad o al culminar el curso. Se realizarán a través de actividades y pruebas; tales como roleplays, simulaciones, escritura de textos, reportes de lecturas, ejercicios de comprensión lectora y auditiva, debates, discusiones, presentaciones, exámenes escritos cortos, exámenes parciales entre otras. En relación con los parciales, se realizarán 3 exámenes escritos y/u orales y éstos deberán ir acompañados de otras pruebas o medios o criterios establecidos por el docente previamente junto con los estudiantes (Cap. IX, Art. 61. Reglamento Estudiantil). Tendrán un valor del 60% de la nota final del curso.



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10. BIBLIOGRAFÍA

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- Rost M. (2006), World View 3B Pearson Logman