



# 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		1.2. Programa	
1.3. Área	Adquisición de Lengua	1.4. Curso	INGLES III
1.5. Código		1.6. Créditos	
1.6.1. HDD		1.6.2. HTI	
		1.7. Año de actualización	2020

### 2. JUSTIFICACIÓN

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 by reading and writing simple texts and performing simple listening and speaking tasks

### 3. PROPÓSITOS DE FORMACIÓN

A level-two student will use simple language to communicate on professional and everyday topics, also Students will demonstrate communicative competency at a basic level A2.1 in reading, writing, listening, and speaking

### 4. COMPETENCIAS ESPECIFICAS Y TRANSVERSALES

- ✓ Use the language appropriately in different contexts: personal, social and professional.
- ✓ Demonstrate a positive attitude towards learning, teaching English, and the culture.
- ✓ Maintain and Improve English learning through a perspective of learning and professional growth of life.
- ✓ Demonstrate a positive attitude towards international, intercultural, and global culture during the learning process.
- ✓ Express opinions, likes and preferences about topics that have been worked in class, using strategies to monitor the pronunciation.



## 5. LEARNING OUTCOMES

By the end of the course, students will:

1. Understand simple frequent language related to areas of immediate personal and professional relevance as well as the main points in short, clear, and simple messages and announcements.
2. Read simple texts depicting predictable information.
3. Use simple language to communicate through direct exchanges of information on familiar topics.
4. Handle simple social and specific language to keep a short conversation going.
5. Use simple language to describe recent events and facts related to people's immediate situations.
6. Write short and simple texts related to personal and professional needs.

## 6. COURSE CONTENT

1. Habits, facts and routines.
2. Apologies and excuses.
3. Past events.
4. Plans and Predictions.
5. Manners and Etiquettes.
6. Advice and Suggestions.
7. Physical appearance and personality
8. Preferences.
9. Experiences.
10. Comparisons.

## 7. ESTRATEGIAS METODOLÓGICAS

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.



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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

Students will participate in different kinds of activities such as group-work or collaborative-work activities, basic spontaneous conversations, role-plays, simulations, oral presentations ect. Students will use high -interest themes to integrate language skills, out of class assignments, ect.

## 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, 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**

Rost, M. (2006). *World view- 2a*. Pearson Longman.