

**1. INFORMACIÓN BÁSICA**

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

2. JUSTIFICACIÓN

This course aims to provide students a set of topics: topics of learning language communicative skills and topics related to students' specific learning areas. 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

Students will demonstrate communicative competency at a basic level A1.2 in reading, writing, listening, and speaking.

3. COMPETENCIAS ESPECIFICAS/TRANSVERSALES

- ✓ Use English appropriately in various contexts: personal, social and professional.
- ✓ Demonstrate a positive attitude towards learning, teaching English, the culture under study and other cultures.
- ✓ Maintain and improve English learning through a professional growth perspective to face a qualified society.
- ✓ Demonstrate a positive attitude at international and intercultural levels during and after the learning process.
- ✓ U Use TICs and the media as a great ally to promote faster learning of a foreign language.

4. RESULTADOS DE APRENDIZAJE

By the end of the course, students will able to:

1. Use basic sentence patterns and communicate with memorized phrases, groups of a few words and formulate about themselves and other people, what they do, places, possessions etc.
3. Find specific information in simple everyday material such as advertisements, brochures, menus and timetables.
4. Write straightforward, simple descriptions on a range of familiar subjects within his/her field of interest.



5. Use simple sociocultural spoken and written language to establish and maintain relationships.
6. Write short texts by linking groups of words with simple connectors to make short additions and contrast.
7. Read by scanning short texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfill a specific task.

5. COURSE CONTENT

1. Present continuous/family
2. Modals for ordering food and drinks
3. Action and non-action verbs/the weather
4. Simple past/anecdotes. Math basic expressions in English/Asking and giving information
5. Everyday activities/past regular verbs.
6. Past experiences/past irregular verbs/ counting hundreds, thousands, millions.
7. Asking past experiences
8. Giving directions: prepositions and places of the city
9. Future plans/ review of numbers
10. Expectations/ordinal numbers/ simple fractions expressions I
11. Memorable times
12. Modals. Asking for things and responding/ simple fractions expressions II
13. Describing places and people
14. Taking and leaving messages

6. 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.

Task: Learners complete the assigned task individually, in pairs or in groups using different features and structures of the language while the teacher organises 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 llevar el seguimiento al desarrollo de competencias; para efectos de la toma de decisiones para dicho seguimiento, el docente con el apoyo de criterios de evaluación (rubricas) 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)

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 para el alcance de los objetivos de aprendizaje (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 role plays, 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.

Nota: Cada corte tendrá su examen final y el seguimiento. El primero deberá ser máximo de 40% y el segundo del 60% respectivamente.

10. BIBLIOGRAFÍA

Rost M., (2006) World View 1b, Pearson

