1. **INFORMACIÓN BÁSICA**

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| 1.1. Facultad | Educación y Ciencias Humanas | 1.2. Programa | Licenciatura en Lenguas Extranjeras con énfasis en Inglés | | |
| 1.3. Área | Language acquisition | 1.4. Curso | Communication V | | |
| 1.5. Código | 212332 | 1.6. Créditos | 4 | | |
| 1.6.1. HDD | 128 | 1.6.2. HTI | 128 | 1.7. Año de actualization | 2020 |

1. **JUSTIFICACIÓN**

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| This course allows students to improve their communication skills at the independent user level, helping them to reach Level B2.1 According to the CEF the Independent user level or ¨Vantage¨ is considered the lowest level of it in terms of language use; therefore, people can communicate at a degree of fluency and spontaneity or without effort with native and non-native English speaker. Moreover, This course provides students with the ability to listen, speak, write and read about academic, cultural, social and issues of their interest. |

1. **PROPÓSITOS DE FORMACIÓN**

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| This course plan was designed considering the fact that students at this level are expected to demonstrate higher levels of communication skills in the English language when tackling cross-cultural contexts.  **Course Goals:** On completion of the course, the students will demonstrate the B2.1 level of the Common European Framework. By the end of the Emphasis Cycle, students are expected to have a minimum of B2 level of the Common European Framework. |

1. **COMPETENCIAS ESPECÍFICAS Y TRANSVERSALES**

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| By the end of this course students should be able to:   * Explain the main points in an idea or problem with reasonable thoughts. * Interact orally and in writing with their classmates to discuss academic, cultural and social issues. * Give clear, detailed descriptions and presentations on a wide range of subjects, using appropriate structures, language and extra-linguistic issues. * Write well-structured and coherent formal and informal pieces of writing. * Identify main ideas, purposes, and attitudes presented in academic texts. * Understand diversity as an important component of language learning, considering all cultural aspects in order to understand and reflect about cultural differences. * Use a variety of ICT tools to improve the four language skills. * Demonstrate autonomy in their own learning process decisions and respect for others’ differences to create an appropriate living environment. |

1. **LEARNING OUTCOMES**

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| By the end of the course, students will:   * Use structure and appropriate language choices in common situations and contexts. * Write essays, letters, paragraphs, and messages by recognizing and using formal and informal language in variety of context. * Use a variety of common phrases like slang, idioms and new words in conversations and debates. * Summarize ideas and information presented on TV, live interviews, lectures, etc. * Analyze written information to select arguments and to support opinions. * Participate in debates, discussions, conversations by making good and appropriate use of language choices. * Identify main ideas, purposes, details and arguments in academic and non-academic texts. |

1. **COURSE CONTENT**

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| * Questions and answers * Interviews * A paranormal happening * Illnesses and injuries. * Ages and behaviors * Clothes and fashion * Air travel. * Short stories * The environment and the weather. * Feelings and problems * Power of music * Dreams * Arguments and discussions * Actors and body language * Crime and punishment. * The media. * Truth and lies * Megacities * Scientific facts and myths. * Good arguments and reasons. |

1. **ESTRATEGIAS METODOLÓGICAS**

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| The course follows a problem solving approach.  Students’ communicative language skills are fostered through a wide variety of learning opportunities provided by the use of authentic materials. Learners at this level are able to propose solutions to given problems by using their receptive and productive skills, displaying an ample range of ideas that enhance their English language learning as well as their global citizenship spirit.  Problems provided during the English class are designed taking into account real-life issues that are taking places globally. Issues that can be treated through a critically standpoint.  Learners in this course, as agents of proposed solutions that can positively affect their surrounding and environment, take roles while assuming postures to discuss, argue, or back up their ideas while learning. This course provides students with great chances to expand their own knowledge as well as increasing their English language use. |

1. **ACTIVIDADES Y PRÁCTICAS**

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| Students will participate in different kinds of activities, such as group-work or collaborative-work activities, intermediate spontaneous conversations, debates, simulations, and detailed formal texts on a wide range of subjects. |

1. **CRITERIOS DE EVALUACIÓN PARA EL DESARROLLO DE COMPETENCIAS**

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| This course involves formal and informal evaluation process. The informal evaluation will be based on teachers’ observations and discussions with students about their progress, difficulties and challenges. Checklist and notes will be used. The formal evaluation process will be done through checklists, rubrics quizzes and exams (3 midterms).  Outcome: All students will receive a grade ranging from 1.0-5.0. |

1. **BIBLIOGRAFÍA**

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| Council of Europe (2001). *Common European Framework of Reference for Languages: Learning, Teaching, Assessmen*t. Cambridge: Cambridge University Press.  Harmer, J. (2010) *The Practice of English Language Teaching* (4th ed.). Longman.  Latham-Koenig, C., & Oxenden, C. (2014). *American English File* *4.* (2nd ed.). Oxford University Press.  Richards, J., & Renandya, W. (2002). *Methodology in Language Teaching*: An Anthology of Current Practice. Cambridge University Press. |
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