1. **INFORMACIÓN BÁSICA**

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|---|---|---|---|---|---|
| 1.1. Facultad | Ciencias de la Salud | 1.2. Programa | Administración en Salud | | |
| 1.3. Área | Adquisición de Lengua | 1.4. Curso | INGLES-II | | |
| 1.5. Código | | 1.6. Créditos | 2 | | |
| 1.6.1. Horas DD (sincrónicas) | 32 | 1.6.2. Horas TI (asincrónicas) | 64 | 1.7. Año de actualización | 2023-1 |

**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 U OBJETIVOS**

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

**4. COMPETENCIA GENERAL DEL CURSO**

Use English appropriately in various contexts: personal, social and professional at a basic level A1.2 of the Common European Framework.

**5. UNIDADES DE APRENDIZAJE**

**5.1 Unit 1 to 3**. Students will demonstrate their basic communicative skills in exchanging personal information.

**5.2 Learning Outcomes:**

- ✓ 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.
- ✓ Find specific information in simple everyday material such as advertisements, brochures, menus and timetables.

- ✓ Write straightforward, simple descriptions on a range of familiar subjects within his/her field of interest.
- ✓ Use simple sociocultural spoken and written language to establish and maintain relationships.
- ✓ Write short texts by linking groups of words with simple connectors to make short additions and contrast.
- ✓ 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.

### 5.3 Suggested Content

1. Family members: name, last name, daily activities.
2. Prices on a menu.
3. Question: How much…?
4. Simple past verb forms
5. Modals use in questions and statements
6. Dates and events in a person's life.
7. Linking devices use.
8. Punctuation marks.

### 5.4 Criterios de Evaluación e Indicadores de Desempeño

Assessment will be about the students´ performance on the four language skills - listening, speaking- and will include reading and writing assignments for each unit of instruction. Key assignments (role-plays and/or simulations, oral presentations, formal compositions) will be assessed and feedback provided following assessment rubrics. The rubrics will include key criteria, such as fluency, accuracy, vocabulary use, pronunciation, and creativity. Informal assessment will be based on teachers´ observations and discussions with students about their progress, difficulties, and challenges. Checklist or note sheets will be used for classroom observation. Formal assessment will be done through checklists, rubrics, and tests.
Each semester term will have 3 partial examinations written /oral tests.

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

## 6. COMPETENCIAS TRANSVERSALES

- ✓ 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.
- ✓ Use TICs and the media as a great ally to promote faster learning of a foreign language.

## 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.

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. BIBLIOGRAFÍA

McCarthy, M., MacCarten, J., & Sandiford, H. (2014). Level 1B. Cambridge University Press, Second Edition.

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

| **10. TABLA DE OPERACIONALIZCION DEL CURSO** |
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| Anexo 1. Operacionalización del curso (FDOC 096) |
| **Last updated. August, 2021** |

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