

**Course:** Intermediate English

**Alliance:** Licenciatura en Lengua Inglesa – ASOPADRES

**Course hours:** 4 hours weekly

**Schedule:** Mondays and Wednesdays 7:00 to 9:00 pm

**Teacher:** Laura Toro García

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**Room:** H-515 Monday F 216 Thursday

1. **RATIONALE**

Due to the demands of the new society, it is indispensable to promote bilingual education in educational settings where parents linked to the Technological University of Pereira strengthen their pragmatic, linguistic and sociolinguistic competences regarding to the learning English as a second foreign language; for that reason, it is essential to create optimal learning environments where parents make use of foreign language to interact with others in a social and cultural environment, without being oblivious to the high labor demand and access to knowledge and information flowing daily.

Based on this, learners must be autonomous, creative, and enterprising with critical thinking and a reasonable position to contribute to the solution of situations and problems that come with the global world. Finally, this proposal will conduct a thematic content which is focused on various topics such as: likes and dislikes food, weather, holidays, daily routines etc.

**GENERAL OBJECTIVES**

Training competent students to the use of foreign language, so that a simultaneous bilingual education promotes learning among their native language and English. Besides, using the thematic content seeks to encourage the student to be a participant against the development of various activities which allow the enhancement of skills required for speaking, writing, listening and reading; therefore, it is essential that students develop communicative competence which will facilitate use of language to express their ideas, wishes, preferences and habits.

1. **GENERAL COMPETENCES**
* To develop communication skills in order to use appropriately different language functions
* To promote reading in order to incorporate new vocabulary
* To create opportunities for interaction in order to students can use the second language in real contexts.
1. **SPECIFIC COMPETENCES**
* To suggest group activities that allow communication between students.
* To use multimedia tools to motivate students to participate in various activities.
* To perform oral presentations taking into account sociolinguistic components of other cultures in order to establish differences.
* To be responsible in fulfilling jobs which are performed inside and outside the classroom.
1. **THEMATIC CONTENT**

**ENGLISH 3**

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| **LANGUAGE FORM** | **LANGUAGE FUNCTION** |
| **PRESENT TENSES** Present Simple, Present Continuous, Review  | Talk about daily routines, activities, hobbies and to express likes and dislikes, agreeing and disagreeing. |
| **PAST TENSES** Past Simple and Continuous | Express an action or activity which happened in the past such as telling a story or giving bad news. |
| **COMPARATIVES AND SUPERLATIVES** | To compare and contrast different things |
| **MODAL VERBS** | To make a request, to offer or to ask for something.  |
| **FUTURE FORMS**Going to- WillPresent Continuous | To talk about future actions or plans.Make a decision Predictions or assumptions. |
|  **ZERO AND FIRST CONDITIONALS** | Giving advice, making statements, warnings.  |

1. **METHODOLOGY**

The methodology is an essential tool to promote meaningful learning through the creation of optimal environments, which will allow the student to use the language through interaction between teachers and peers in order to share ideas and knowledge to personal enrichment; and therefore learning resources such as books and media will help the student to understand the topics.

To carry out this methodological approach we must consider the following approaches:

**Social Pedagogical Approach:** Students will be competent in terms of the demands of the new society in an economic, political, social and cultural spheres.

**Communicative Approach:** The student will use the language to communicate and interact with people from other cultures, and transmit knowledge that will allow you to know and respect the beliefs and opinions of others.

**Socio-Constructivist Approach:** Learning is promoted through interaction with the social environment that surrounds us; thus, during the teaching and learning of a second language, the process of students will be co-creative, in which each one develops their skills at group and individual levels, providing their views and develop critical thinking against various social situations

7. **EXPECTED RESULTS**

**At the end of the course it is expected that students will:**

* **To make use of the second language to interact with their social environment.**
* **To develop language skills, sociolinguistic and pragmatic promoting communication through the use of language in oral and written form.**
1. **TEACHING TOOLS AND MATERIALS USED IN CLASS**

**The following tools will be used to support the development of the proposed units:**

* **Computer**
* **Photocopies**
* **Images**
* **Dictionaries**
* **Games**
* **English laboratory**
1. **EVALUATION**

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| **First Partial** | **20%** |
| **Second Partial** |  **25%** |
| **Final Partial** |  **30%** |
| **In and out class work** |  **15%** |
| **Self-Assessment** |  **10%** |

**NOTE**: Percentages may vary by agreement with the students.

The assessments will be formative, summative and meta-cognitive in order to monitor and continue the process of learning and training regarding to the second language. Also, students will have the opportunity to evaluate their own learning process and evaluate the course

**9. Bibliography**

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|  *Soars, J., & Soars, L. (2002). New Headway: Intermediate (Vol. 4). Oxford University Press.* |