UNIVERSIDAD TECNOLÓGICA DE PEREIRA
FACULTAD DE BELLAS ARTES Y HUMANIDADES
Departamento de Humanidades e Idiomas
Licenciatura en Lengua Inglesa

Course:	Upper Intermediate English
Code:	LI 436
Class hours per week:	6 in class hours and 12 hours of autonomous work.
Credits:	6
Teacher educators:	Lina Lerma – Angela Velasquez – Anny Rodriguez

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Online Management System: www.schoology.com

I. GENERAL DESCRIPTION:

Advanced English is the last in a series of four EFL (English as a foreign language) courses offered by the English Licenciatura program. These four courses, together with the more specialized courses of Pronunciation I and II, Conversation I and II, English Composition and Advanced Grammar, constitute the language component of the UTP's *Licenciatura en Lengua Inglesa.*

Advanced English uses listening, speaking, reading and writing activities to reinforce and develop the linguistic, socio-linguistic and pragmatic competences that have been introduced in previous courses. Upon completion of the course, students should have achieved a B2 level of linguistic competence as defined by the Common European Framework of Reference for Languages (CEF).

Like the other courses which make up the language component of the program, Advanced English promotes the development of autonomous language study skills and provides students with opportunities to observe, propose, critically analyze and practice pedagogical techniques that they will apply as professional teachers.

II. GENERAL COMPETENCES:

This course will empower students to:

- ♣ Employ grammatical, lexical and socio-cultural knowledge of the English language for the effective exchange, in oral and written form, of complex ideas and information.

- ♣ Assume habits of self-directed learning empowered by constant practice of the English language and effective use of printed, audio-visual and ICT materials.

- ♣ Identify and discuss some distinguishing aspects of Anglophone culture and compare these with elements of their own culture.

- ♣ Enhance critical-reflective thinking processes that enable students to refine their research skills through the analysis of academic texts and real academic contexts.

III. COMPETENCES TO BE DEVELOPED IN THE COURSE:

At the oral production level:
General oral production skills:

- ♣ Reproduce English phonemes, word stress, and intonation with a high degree of accuracy and without errors that interfere with communication.

- ♣ Employ an extensive range of words, expressions and grammatical structures to construct propositionally and linguistically complex sentences on concrete and abstract themes.

- ♣ Deliver lectures or talks on familiar topics.

- ♣ Participate actively in spontaneous, animated conversations with one or more speakers.

- ♣ Participate fully in interviews, either as interviewer or interviewee, fluently expanding and developing points of discussion.

- ♣ Effectively employ linguistic and non-linguistic techniques and socio-cultural awareness in order to initiate and participate effectively in conversations with native and non-native speakers.

Sociolinguistic skills:

- ♣ Effectively use supra-segmental aspects of discourse (e.g. intonation, register, body language, etc.) to convey indirect messages.

- ♣ Respond, with a high degree of appropriateness, to verbal, non-verbal, and supra-segmental cues in order to make subtle adjustments in one's discourse.

At the oral comprehension level:
Overall listening comprehension:

- ♣ Extract meaning from extended, complex speech – whether live or recorded – on a variety of academic and general topics.

- ♣ Extract meaning from animated conversations and identify speakers' attitudes and viewpoints.

- ♣ Effectively employ a variety of strategies, (e.g. predicting, listening for gist, listening for details, inferring, using contextual clues, etc.) to extract meaning from live or recorded speech.

- ♣ Follow a lecture or talk within his/her own field, provided the subject matter is familiar and the presentation straightforward and clearly structured.

At the reading comprehension level:

- ♣ Effectively use a monolingual dictionary and apply a wide variety of comprehension strategies to effectively extract general and specific information from extended texts representing a wide variety of topics, purposes, writing styles, and levels of complexity.

- ♣ Effectively obtain information from specialized written sources such as descriptive, narrative and argumentative texts within the field of ESL/EFL.

- ♣ Make inferences and formulate implications from facts and ideas expressed in written texts and relate these to one's own knowledge, experiences, attitudes and opinions.

- ♣ Identify from texts writers' purposes, attitudes, cultural background and biases.

- ♣ Read with a satisfactory level of understanding some authentic material from magazines, newspapers and the Internet related to the **academic field** and give oral presentations to the class.

Reading strategies:
- React to what they read by stating their position on current and **academic issues**.
- Show a deep understanding of a text by giving a summary of it in his/her own words and in a condensed form.
- Identify the main ideas in a text and restate them in their own words by using an outline.
- Know and consciously apply reading comprehension strategies such as skimming, scanning, pronoun antecedent, lexical sets, using synonyms and antonyms and a monolingual dictionary.
- Read intensively so as to identify and understand the grammar and vocabulary used in written texts.

At the written production level:

- Assume the writing skill as a process involving such steps as drafting, revising, proofreading, etc.

- Produce coherent continuous writing with a minimum of spelling and grammatical errors, in order to present information, communicate ideas and viewpoints, and discuss academic topics.

- Effectively plan and develop argumentative essays, highlighting main points, relating these to supporting details, and making appropriate use of linking words.

- Respond to authority requirements by writing a report with correct use of register, content and form.

- Produce a wide variety of English sentence types (e.g. simple, compound, complex, compound complex, parallel) and use these to construct coherent paragraphs.

- Design simple and complex mind maps such as outlines to write different types of texts.

At the grammar and vocabulary levels:

- Employ a monolingual dictionary and variety of autonomous strategies in order to identify, analyse and incorporate lexical and grammatical elements in the context of the four language skills

- Identify and incorporate the following linguistic structures in the context of the four language skills:
  - passive voice
  - reported speech
  - verb patterns

- Master the grammar structures of this level through processes of implicit or explicit teaching, observation, deduction, and analysis of grammar and vocabulary.

At the cultural component level:

- Identify differences of vocabulary and pronunciation among common varieties of English.

- Recognize and appropriately use some English colloquial, idiomatic and folk expressions.

- Produce and respond to communicative acts such as expressing opinions and feelings, accepting and refusing, etc. in a manner appropriate to the cultural norms of Anglophone speakers.

- Identify socio-cultural phenomena such as holidays, cultural icons, behavior patterns, social conventions, etc. related to Anglophone culture, and compare these with

corresponding phenomena of students' native culture.

At the didactics component level:

- Discuss basic literature, issues, theories, and methodological approaches related tothelearning-teaching of ESL/EFL demonstrating understanding of professional terminology specific to the field.

- Effectively employ current technologies to design and implement tasks aimed at teaching English writing skills.

- Observe, reflect on and discuss pedagogical activities related to the learning/teaching of English writing in the context of current theory.

- Assume with creativity, social awareness, ethical sensitivity and critical analysis the role of language learning facilitator.

- Design and implement simple writing tasks that enable learners to evidence the appropriation of basic principles about the teaching of writing.

- Reflect upon real life pedagogical scenarios around the teaching of writing in terms of planning, procedures and evaluation methods.

IV.   METHODOLOGY

This course will employ selected readings, exercises, discussions and audiovisual presentations as opportunities to use the English language to share information, become familiar with Anglophone culture, discuss concepts related to TESOL (teaching of English as a second language) and develop values, attitudes and practical skills pertaining to the English teaching profession.

The content and methodology of the course incorporate elements of these four **pedagogical models**:

Humanistic: By means of reading assignments, classroom discussion and written tasks, students incorporate skills and concepts presented in the course into individual processes of intellectual, emotional, and spiritual growth that empower them to make meaningful contributions to society. In-class and out-of class activities aim to present English in ways that, respond to their needs and interests, promote affective engagement with the language and maximize opportunities to use English to communicate information, feeling and ideas.

Socio-constructivist: Students complete graded in-class and out-of-class tasks, and select from a variety of optional, independent activities according to their interests, needs, and individual learning styles. Work is evaluated taking into account students' assimilation of skills and concepts into diverse, personalized, individualized models of the English language and EFL pedagogy.

Critical-reflexive: Students are invited to critically examine their own models and beliefs concerning English and English language teaching in the context of ideas presented in the course. With the aid of the course facilitator (professor) students develop strategies that accord with their individual cognitive styles and thereby assume responsibility for their own learning.

Content based: Audio and written materials used for studying and practicing English language skills present content that enriches students' appreciation of Anglophone culture, familiarizes them with theoretical concepts relating to ESL pedagogy, and provokes critical thinking and discussion.

V.   CONTENTS

Linguistic items:

- Use of the passive voice in all tenses and special cases

- Reported speech

- Verb patterns (gerund and infinitive)

Socio-cultural component:

- Reading of graded readers of English literature

- Socio-cultural patterns related to English speaking countries

Didactic component:

- How to teach writing through ESA

- Guiding the process of learning writing

- Giving feedback in writing

VI.   EVALUATION

1st Partial Exam	**30%**
2nd Partial Exam	**20%**
Final Exam	**30%**
In and out of class work	**20%**

The criteria for assigning numerical grades will be as follows:

0.0 Not presented or not accepted	3.5 – 3.9 Satisfactory (average) in quality
1.0 – 2.9 Presented but below-standard	4.0 – 4.4 Above-average in quality
3.0 – 3.4 Achieves minimum standards	4.5 – 5.0 Excellent (of the highest quality)

Students will evaluate and reflect upon their own learning and that of their peers, and will evaluate the efficacy of the course by means of periodic "journal" entries or in-class questionnaires.

VII.   **COURSE MATERIALS**

Students will require, for in-class and out-of class work, the following materials:

⌐ A good monolingual dictionary (i.e. a dictionary that contains detailed information about word usage and shows pronunciation using the International Phonemic Alphabet. (See Bibliography for recommended dictionaries).

⌐ Upstream Upper Intermediate (B2+) textbook

⌐ Texts and exercises that students will copy from documents that will be provided from different online tools provided by the facilitator.

⌐ Portfolio: a folder in which to keep written work completed during the course. This can also be presented as a digital portfolio.

⌐ A small notebook to serve as a personal professional journal
⌐ Worksheets designed and proposed by the course teachers.

⌐ Online management system; Schoology.

⌐ Some Educational Internet resources (others can be included):

- www.eslvideo.com
- http://www.breakingnewsenglish.com/
- http://americanenglish.state.gov/
- https://voicethread.com/
- BBC Learning English http://www.bbc.co.uk/worldservice/learningenglish/
- B@E Better at English http://www.betteratenglish.com/be-episode archives/
- British Council / Learn English http://learnenglish.britishcouncil.org/en/
- www.ManyThing.org. Interesting Things for ESL Students http://www.manythings.org/
- TEFL Games.com http://www.teflgames.com/index.html
- Activities for ESL Students http://a4esl.org/
- ESL Video.com www.eslvideo.com
- Breaking News English http://www.breakingnewsenglish.com/
- AE American English http://americanenglish.state.gov/

VIII.   **STUDENT PROFILE**

- An autonomous learner who is aware of the responsibility he/she has in his/her learning process within and outside the classroom.
- A student with attitudes that reflect respect and tolerance for himself/herself, his/her peers, teachers and academic processes in the academic program.
- A student who recognizes and appreciates the class sessions as crucial to their own linguistic and professional development.
- An active, reactive and proactive student who views the teaching practicum in the courses in which he/she participates, as an experience toward his/her own training as an English teacher to be.
- A student who uses the English language appropriately as a means of oral and written communication with others in his/her context.

IX.   **COURSE POLICIES:**

The following ground rules are susceptible of changes according to the viewpoint of the facilitator and further considerations:

⬜ **Attendance policy:** Your active participation is essential in the class. Thus, if you miss classes, it is your responsibility to get updated with **your classmates** and hand in any due assignment on the dates established. An absence is not a reason for time extensions in the presentation of homework.

⬜ **Use of electronic devices:** Absolutely no use of electronic devices such as tablets, laptops, mobile phones, etc. is permitted during class time for purposes different to academic ones. That is, educational tools can be used, but actions like chatting, posting on social networks, texting, pinning, etc. are prohibited. Besides, despite the fact that technological devices could be used, your full attention to the class is requested.

⬜ **Late work:** No late work will be received during the semester except when the student provides a medical or university excuse, which must be verified by the department of Bienestar Universitario before submission. If you miss a class due to institutional permissions, you must notify the instructor at least two weeks before the event providing the proper documentation.

⬜ **Requests and inquiries:** Show respect whenever you request or ask something to the professor in both oral and written interaction (e-mail). Wait until the classes end to talk to the professor about personal issues. Do not do it starting the class or during it.

- **Others:** In case you cannot stay all the class time due to strong reasons, let the professor know by e-mail at least one day before, not at the beginning of the class; support such permissions with written evidence if possible. Homework and class work must be presented with high standards of quality (legibility, clarity, organization, etc.). Use pen for handed in papers in class. Avoid plagiarism when using sources from the Internet and theory.

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SCRIVENER, J. (2005). *Learning teaching*. Macmillan editors

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