

UNIVERSIDAD TECNOLÓGICA DE PEREIRA
FACULTAD DE BELLAS ARTES Y HUMANIDADES
Licenciatura en Bilingüismo con Énfasis en Inglés

Course: Intermediate English

Code: LI325

Class hours per week: 7 hours in class session

Prerequisite: LI216 – Pre-Intermediate English

Online Management System: www.schoolology.com

I. GENERAL DESCRIPTION:

Intermediate English is the third of a series of four English Language Courses offered by the Licenciatura en Bilingüismo con Énfasis en Inglés. In this course, learners will continue to strengthen the communicative and pedagogical competences acquired in Basic and Pre-intermediate English courses. That is, the course will provide learners with opportunities for them to develop the Communicative Competence in order to reach the proficiency level expected at the end of the course, which is B1.1 level according to the Common European Framework of References for languages (CEFRL). In addition, participants will be exposed to constant reflection and analysis of different situations observed (in and outside the classroom), as well as their role as learners for them to improve their critical thinking and shape their professional profile.

The Intermediate English Course also considers learners' interest and needs; thus, participants of the course will be exposed to current, contextualized and challenging tasks that will enable them to meet the linguistic, sociolinguistic and pragmatic demands required for an intermediate level. Autonomy will be also fostered through the use of the ICT's, team work, and the possible application of principles of tasks-based, project-based or problem-solving. Applying these principles, demands on learners some knowledge of the global and local contexts in which English is taught. Therefore, participants of the course will find out information about new trends and policies in Colombia for the teaching of English.

II. GENERAL COMPETENCES

- **Speaking:** Employ a range of vocabulary, structures and expressions of an intermediate complexity in order to talk about concrete and abstract topics related to their personal and academic field.
- **Listening:** Understand standard B1+/B1.1 spoken language, live or broadcast, on both familiar and unfamiliar topics commonly involved in personal, social, academic or vocational life. Only extreme background noise, inadequate discourse structure and/or idiomatic usage influence the ability to understand.
- **Reading:** Demonstrate a satisfactory level of comprehension on different types of texts of an intermediate complexity (B1), whose contents are related to current and familiar topics, as well as the learners' academic field.
- **Writing:** Write essays, reports and letters which develop an argument, giving reasons in support of or against a particular point of view and explaining the advantages and disadvantages of various options.
- **Grammar:** Communicate with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue influence. Errors occur, but it is clear what he/she is trying to express.
- **Vocabulary:** Have a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel,

academic field and current events.

- **Didactics and research:** Foster autonomy and motivation by identifying and considering learners' interests and needs, as well as guiding them to reflect critically on their learning process in order to find solutions or alternatives for the things they need to improve.
- **Humanistic:** Assume a responsible and ethical attitude towards the process of reflection, analysis of situations, tasks assigned and documents studied throughout the course, which lead participants to make accurate decisions that positively impact their learning process.
- **Cultural:** Provide learners with opportunities for them to increase their intercultural awareness by identifying similarities and differences between their own and the target language culture. This will lead learners to increase tolerance, cultural empathy and sensitivity.
- **Technology:** Use the ICT's as a way to foster autonomy and collaborative work.

III. SPECIFIC COMPETENCES TO BE DEVELOPED IN THE COURSE

At the oral production level:

- Reproduce English phonemes, word stress, and intonation patterns with a high degree of accuracy and without errors that could interfere with communication.
- Initiate and participate actively in lively conversations and discussions with one or more speakers maintaining the floor and using verbal and nonverbal techniques while addressing functions such as giving opinions, expressing advantages and disadvantages, dealing with problems, offering solutions, and giving advice.
- Effectively employ a moderate range of colloquialisms, idiomatic expressions, professional jargon and registers in discussions and routine conversational exchanges.
- Deliver a prepared talk with sufficient accuracy and fluency that hearer are able to understand with a minimum of difficulty. (Pronunciation, intonation, body language, voice projection, fluency, accuracy, eye contact).
- Formulate and answer simple questions and respond to simple statements in an interview.
- Use specialized terms related to English Language teaching.
- Become familiar with the PET exam and the demands for the Speaking part of the test through the exposure to exercises found in some sample papers.

At the Listening comprehension Level :

- Understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard English.
- Use a variety of top-down and bottom-up strategies in listening comprehension tasks including predicting, contextualizing, skimming, listening for the gist, following the thread of conversations, identifying key words, scanning, note taking, and making inferences, etc.
- Follow in outline straightforward short talks on familiar topics provided these are delivered in clearly articulated standard speech.
- Identify whether an argument is predominantly emotional or logical.
- Identify main points in announcements, TV programs, stories, messages, etc. in which a few idiomatic expressions are used.
- Become familiar with the PET exam and the demands for the Listening part of the test through the exposure to exercises found in some sample papers.

At the Reading Comprehension Level:

- React to what they read by stating their position on current issues.
- Understand the descriptions of events, feelings and wishes in personal letters.

- Understand the author's view of the world or position in a text.
- Use a variety of reading comprehension strategies such as: skimming and scanning, prediction, use of synonyms and antonyms, identification of cognates, linking back devices, parts of speech, and inference, in order to effectively deal with the demands and types of exercises proposed in texts focused on concrete and abstract topics.
- Make mind maps to show a general understanding of the content, and organization of the information in the text.
- Identify the function of words in context in order to get the meaning of unfamiliar words.
- Read a text by comparing its historical, biographical and cultural contexts to their own experience.
- Self monitor the understanding of a reading text by asking themselves questions about it.
- Become familiar with the PET exam and the demands for the Reading part of the test through the exposure to exercises found in some sample papers.

At the Written Production Level:

- Raise awareness of writing as a process of generating, categorizing, selecting, organizing, editing, etc ideas.
- Follow the model of a text provided in order to structure and categorize the ideas.
- Use different types of sentences and a variety of discourse markers to give coherence and cohesion to several texts.
- Draw simple and complex outlines in a pre-writing stage.
- Write pros and cons essay and report by developing arguments and highlighting significant points supported with relevant details.
- Convey information on abstract as well as concrete topics, check information and ask about or explain problems with reasonable precision.
- Write personal letters and notes asking for or conveying simple information of immediate relevance, getting across the point he/she feels to be important.
- Become familiar with the PET exam and the demands for the Written part of the test through the exposure to exercises found in some sample papers.

At the Grammatical and lexical Level:

- Demonstrate understanding and accurate use of all relative pronouns in defining and non-defining clauses.
- Understand and apply the structure of the passive voice in all tenses depending on the situation.
- Rehearse the structures of the zero and first conditional sentences studied in Pre-intermediate course, so that learners can understand and control the structures of the second and third conditional sentences.
- Identify and use appropriately some lexical items and idiomatic expressions found in real communicative situations.
- Expand the range of vocabulary related to the field of English Language Teaching and everyday English through the application of learning strategies such as: cognates, synonyms and antonyms, word formation, compounding, and getting the meaning by context.
- Become familiar with the PET exam and the demands for the Use of English part of the test through the exposure to exercises found in some sample papers.

Cultural awareness:

- Demonstrate accurate use of formal and informal register for both oral and written discourse.
- Recognize and use idiomatic expressions and colloquialisms in conversations.

- Initiate, maintain and close conversations using adequate lexicum, terms of address, etc. depending the relationship between the speaker and the interlocutor.
- Effectively use supra-segmental aspects of discourse (e.g. intonation, register, body language, etc.) to convey indirect messages.
- Understand recordings in standard dialect likely to be encountered in social, professional or academic life and identify speaker viewpoints and attitudes as well as the information content.
- Access to a variety of material such as videos, readings, news, etc. to talk, discuss, compare and contrast current situations and topics which are happening in different regions of Colombia and all over the world.

Didactic component and research:

- Reflect and analyze real lessons observed (online) and propose alternatives or solutions for the issues observed.
- Use a journal to register relevant information about the lessons attended (in Intermediate English) and their roles as learners.
- Read theory related to the field of ELT and report the information by using graphic organizers, producing written reports, or formulating questions to promote group discussions in and outside the class.
- Create a plan or program in which each learner will focus on one aspect of his/her interest or a need and autonomously find theory, material and other type of support to explore the area of interest or to improve the aspect considered as a need.
- Report the results of the aspects learners focused on and highlight some areas of interest for possible research ideas.
- Develop metalinguistic awareness through the constant reflection on their learning process to identify similarities and differences between the L1 and the L2. This reflection will lead learners to realize that some skills and strategies can be transferred from one language to the other.

IV. METHODOLOGY

Each week there will be a mixture of tasks aiming at integrating listening, speaking, reading and writing skills, as well as developing the communicative competence. Participants of the course must come prepared with the material and assignment required for each session. Some topics will require participants to look for the information in the library, online, contact professionals in field, design powerpoint presentations, select music or videos online, etc. Therefore, the Intermediate English Course also demands skills to summarize, argue your point, propose, use the ICT's, etc. Learners will be involved in real-world and pedagogical tasks focused on specific topics from the syllabus. The tasks will include communicative and non-communicative activities such as discussions, debates, reading articles, pronouncing phonemes and expressions, games for vocabulary and grammar practice, oral presentations, interviews, poster sessions, writing essays, letters, reports, among others.

Even though the Intermediate English Course is mainly oriented to guide participants in the development of the Communicative Competence to reach the B1.1 proficiency level, there is a critical-reflective component in which learners reflect on their own process and the role as learners. To promote the analysis, learners will use selected texts they must read about ELT and language acquisition, to generate discussions in and out of class, the use of the journal to reflect on the lessons they attended, and the observation of other lessons shared online. In addition, participants will focus on a need or area of their interest to improve or explore as part of their professional development. The results of the aspect explored will be presented orally and in written form. Attendance, attitude, participation, teamwork, and commitment are essential parts of the Intermediate English Course.

As part of autonomous work out of class, participants will look for more sample papers to prepare themselves to present a language test aligned with the CEFRL for a B1 proficiency level. Finally, the course has a technological component in SCHOODOLOGY as an opportunity to foster autonomy, to establish different channels of communication, and to provide a possibility of asynchrony in class.

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

Humanistic: In the course, this aspect can be observed in the roles the teacher and learner assume. The teacher will set an example or model for learners to follow. That is, a person who is punctual and plans the lessons considering learners' interests and needs, provides effective feedback, etc. Learners will be also punctual and responsible with the homework assigned. Both teacher and learners will also contribute to assume a positive attitude to establish rapport. Moreover, respecting the ground rules negotiated and established at the beginning of the process will help to create a pleasant learning environment.

Socio-constructivist: The course has LEARNING as the center. That is, both students and teacher are learning throughout the course. By guiding learners and taking into account their styles, interests and needs, the design of real-world and pedagogical tasks, small scale projects, and problem-solving situation will contribute to exploit learners' potential and give them the possibility to go beyond the syllabus.

Critical-reflexive: This component is observed in the analysis and reflections learners will register in their journals about their learning process. Learners will question themselves about possible solutions, alternatives, techniques or strategies to face some issues observed or things they need to improve. The information registered can lead learners to focus their interests on a research idea.

Content and theme-based: The theme-based aspect is observed in the challenging and communicative tasks learners will carry out in teams or individually, which demand and require discussion, exchange of information, negotiation of meaning, and use of forms and lexical items in a range of topics related to the the participant's L1 and L2. The content has to do with the input received about ELT and Language acquisition. Such input is provided in chapters, discussions, and reflections registered on learners' journals.

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Terms	Theme	Speaking	Writing	Listening	Reading	Grammar
First Term	Globalization Fascinating destinations	Describing, comparing and contrasting people and places PET: Part 1 and 2	<ul style="list-style-type: none"> Connectors of contrast and concession. Compound and complex sentences. Writing headlines Writing a short article about a place. PET: Part 1	Colombia is passion. Colombia: The only risk is wanting to stay. Documentaries about different places all over the world. PET: Part 1 and 2 TV news: Reports.	Vacation plans and articles about touristic places. PET: Part 3 and 4	- Relative pronouns: defining and non-defining clauses. PET: Use of English, part 5 Collocations and phrasal verbs.
Second Term	Democracy and peace: News and inventions.	Discussions and debates about news, reporting news: crime rate, cost of living, unemployment, weather, job opportunities, violence, politics, etc. News: headlines Expressing opinions about the impact of old and modern inventions and giving reasons why some inventions are more useful than others. PET part one and two	Writing a process essay. Product: Outline, introduction and first paragraph. PET: Part 2 and 3	Videos about modern inventions (apps, social networks, etc). PET: 3 and 4	Online News Newspapers PET: part 1 and 2	- Passive voice (all tenses) PET: Use of English. Collocations, phrasal verbs, prefixes and suffixes.

Third Term	Environmental /Sustainability and citizenship: Saving the Earth Planet	Complaining about the destruction caused to the planet earth. Consider hypothetical situations in which citizens can help to save the planet earth offering solutions/giving advice. PET: all parts.	Writing a process essay. Product: Outline and complete essay. PET: all parts.	Documentaries and movies about the planet and environmental as well as social issues. PET: all parts.	Articles, Chapters of books, magazine ,etc. about environmental issues and solutions. PET: all parts.	Conditionals : 2, 3 (modal verbs permission, possibility, advice)
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VI. EVALUATION

Throughout the course, learners will be assessed in groups and individually. The types of assessment included to grade learners' performance will be carried out both in the formative and the summative ways. A critical self-reflection will also be taken into account. **Formative evaluation:** this will be an ongoing process and students are expected to take control of their own learning. **Summative evaluation:** this includes quantitative data on what students have achieved. **Metacognitive evaluation:** students are expected to reflect on their own learning. The communicative competence will be graded taking into account descriptors specified in the syllabus for a B1.1

First partial evaluation	25%
Second partial evaluation	25%
In & Out of class work	20%
Final evaluation	30%

VI. BIBLIOGRAPHY AND RESOURCES

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CLARE-WILSON. Total English, Longman 2006
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BRONTE, Charlotte. Jane Eyre, Classic readers Longman 1998

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- CLIFF, Peter. The Oxford English Dictionary Online, Available from the Internet:
- Macmillan English Dictionary. Macmillan Publishers, 2002.
- Oxford Quick Reference Dictionary. Oxford University Press, 1998.
- Oxford Advanced Learner's Dictionary of Current English. OUP, 1991

Some useful Internet Resources:

www.oup.com/elt/headway For interactive resources for students
<http://polyglot.lss.wise.edu/lss/lang/teach.html> Teaching with the Web
<http://www.ling.lancs.ac.uk/staff/visitors/kenji/teacher.htm> Lesson Plans- EFL Resources
<http://ccat.sas.upenn.edu/jod/teachdemo/teachdemo.html> New Tools for Teaching
<http://www.ohiou.edu/esl/teacher/technology/index.html> Technology for Language teaching
<http://www.lessonplanspage.com/index.htm> The lesson Plan Page <http://www-writing.berkeley.edu/chorus/call/index.html> Web Resources
<http://www.indianchild.com/> Amazing Facts
<http://tiger.coe.missouri.edu/~cjw/call/links.htm> CALL links
<http://www.esun.edu/~hcedu013/eslplans.html> ESL Lesson plans
<http://www.bbc.co.uk/worldservice/learningenglish/>
http://www.bbc.co.uk/worldservice/learningenglish/radio/specials/1715_faceup/index.shtml
<http://www.betteratenglish.com/be-episode-archives/>
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