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Centro Regional de Formación
Profesional Docente de Sonora



Licenciatura en Enseñanza y Aprendizaje de Inglés

**Plan de Estudios 2022
Estrategia Nacional de Mejora de
las Escuelas Normales**

**Programa del curso
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competencia
comunicativa en
inglés**

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Purpose and general description about the course

The English language course for Escuelas Normales is designed to develop students' ability to communicate effectively in English contexts that will be important for them. As future teachers in a society where English is increasingly important for engaging successfully with professional and social activities, it is essential that all students develop a good level of proficiency in English. English is growing in importance for accessing information, making useful contacts, understanding other cultures and participating in cultural activities. As UNESCO has said: Linguistic competencies are fundamental for the empowerment of the individual in democratic and plural societies, as they condition school achievement, promote access to other cultures and encourage openness to cultural exchange (UNESCO 2007:13). English is particularly important for students because of its role in multinational communicative settings (Hyland 2011).

From 2012 onwards, the curriculum has included English language within the curriculum map of both undergraduate programs for Pre-school Education and Primary Education, in order to improve the communicative competence of trainee teachers.

This course aims at helping learners to achieve an overall English language proficiency defined as B2 level according to the Common European Framework of Reference for Language (CEFR).

This course has three main aims:

- 1) Develop their ability to understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization.
- 2) Increase their engagement with cultural and intercultural activities in English, in order to develop a better understanding of their own culture as well as other cultures around the world.
- 3) Develop their ability to produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topic issue giving the advantages and disadvantages of various options.

This English language course is based on the communicative approach to language learning in line with the Common European Framework of Reference from the Council of Europe. More specifically, there are five main principles of language learning that underpin this curriculum:

1. Focus on meaningful communication
2. Teach authentic English
3. Students learn most effectively through doing
4. Students learn best when motivated and engaged
5. Differentiate the teaching according to different interests and needs among each group of students

These principles, and the implications for teaching, are spelled out in more detail in the section on Teacher Guidelines.

Course designed by

This course was designed and adapted by Normal School teachers Rebeca Villa Hernández, Yolanda María Félix Miranda and José Francisco Córdova Valdez of Escuela Normal Superior Platel Obregón (ENSO), in Ciudad Obregón, Sonora based on the contents from "Q: Skills for success books from Oxford University Press.

Domains and performances of the graduation profile contributed by the course.

General profile

This course emphasizes the following domains and performances of the graduation profile:

Communicates in written and oral native language, has the domain of communicating in foreign language, makes use of other languages for inclusion; he is capable of expressing in an artistic, creative and a bodily way promoting that ability in the students.

Professional profile

- To use the knowledge of English language and its didactic to do transpositions according to the characteristics and context of the students, in order to develop curricular contents of the current plans and programs.
 - To value the English language as a medium to access culture and science information.
 - To identify theoretical and epistemological frameworks of English language, its advances and didactic approaches for teaching and learning.
 - To characterize the student population with which it will work to make didactic transpositions consistent with their contexts.
 - To articulate knowledge of English and its didactics to form pertinent and effective explanatory and intervention frameworks.
 - To value the literary manifestations of the English language that have occurred throughout history, for the appreciation of the reading of these texts in the student body.
 - To relate their knowledge of English with the contents of other subjects from an integrating vision to promote the learning of their students.

- To use linguistic elements to describe, express points of view, communicate and build logical arguments in English.
 - To learn about the different branches of linguistics and the contribution they offer to learning a language.
 - To reflect on the linguistic development of their mother tongue as a reference for teaching and learning English.
 - To identify lexical-grammatical elements used to develop communication skills in different contexts.
 - To discriminate segments and supra-segments of English for pronunciation and development of listening skills.
 - To articulate segments and supra-segments of English for pronunciation and development of oral skills.
 - To distinguish the meaning of phrases and sentences structured according to morphosyntactic principles in written and oral texts.

- To write phrases and sentences structured according to morphosyntactic principles.
- To interpret logical relationships of the English language in oral and written texts through the application, linking, presupposition, implication and inference of the uses of the language and its discursive form.
- To apply rules of use and conventions of the English language in the socio-cultural practices of native and non-native speakers to communicate orally and in writing.
 - To use the functions of language as a means of expressing social communication practices.
 - To characterize the functions of the language to differentiate non-linguistic procedures from communicative elements.
 - To recognize non-verbal communication codes (bodily and proxemic) of their own culture and of English-speaking cultures.
 - To identify cultural taboos in their society and in English-speaking cultures to contextualize social uses of language.
 - To contrast stereotypes from their own culture and from English-speaking cultures.
 - To exchange ideas, thoughts and emotions with native and non-native users of the language fluently and appropriately, in various academic, social and personal life situations.
- To use discourse norms flexibly and effectively for social, academic, and professional purposes.
 - To demonstrate a command of the English language at a B2 level from the European Curricular Framework of Reference, which allows him to perform, satisfactorily, the communication skills according to the professional demands that need to be developed.
 - To characterize and elaborate different types of texts and their norms of oral and written discourse through organization mechanisms used in different contexts.
 - To explain discursive skills (flexibility, coherence and cohesion) of the English language, in different contexts (linguistic, cultural and social).
 - To write different types of texts respecting the rules of discourse.
- To use innovation as part of the teaching practice for the development of capacities (To be, to do, to know) of the students.
 - To conceive teaching and learning as a field of continuous innovation.
 - To innovate the teaching practice by implementing methods to promote the learning of the English language.
 - To design and use learning objects, didactic and technological resources.
 - To use ethically and critically the Communication, Knowledge and digital technologies (ICT for Education) as mediating tools for the construction of foreign language learning, in different platforms and modalities to favor the significance of the teaching and learning processes.

- To deploy advanced practical knowledge of different platforms for distance language learning to adequately vary the learning stimuli, in accordance with the study programs, with the students and with the resources available.
- To apply their digital skills in different contexts, by participating in a critical and reflective way, in communities of academic work and collaborative networks, to share experiences about teaching and researching the teaching of a foreign language.

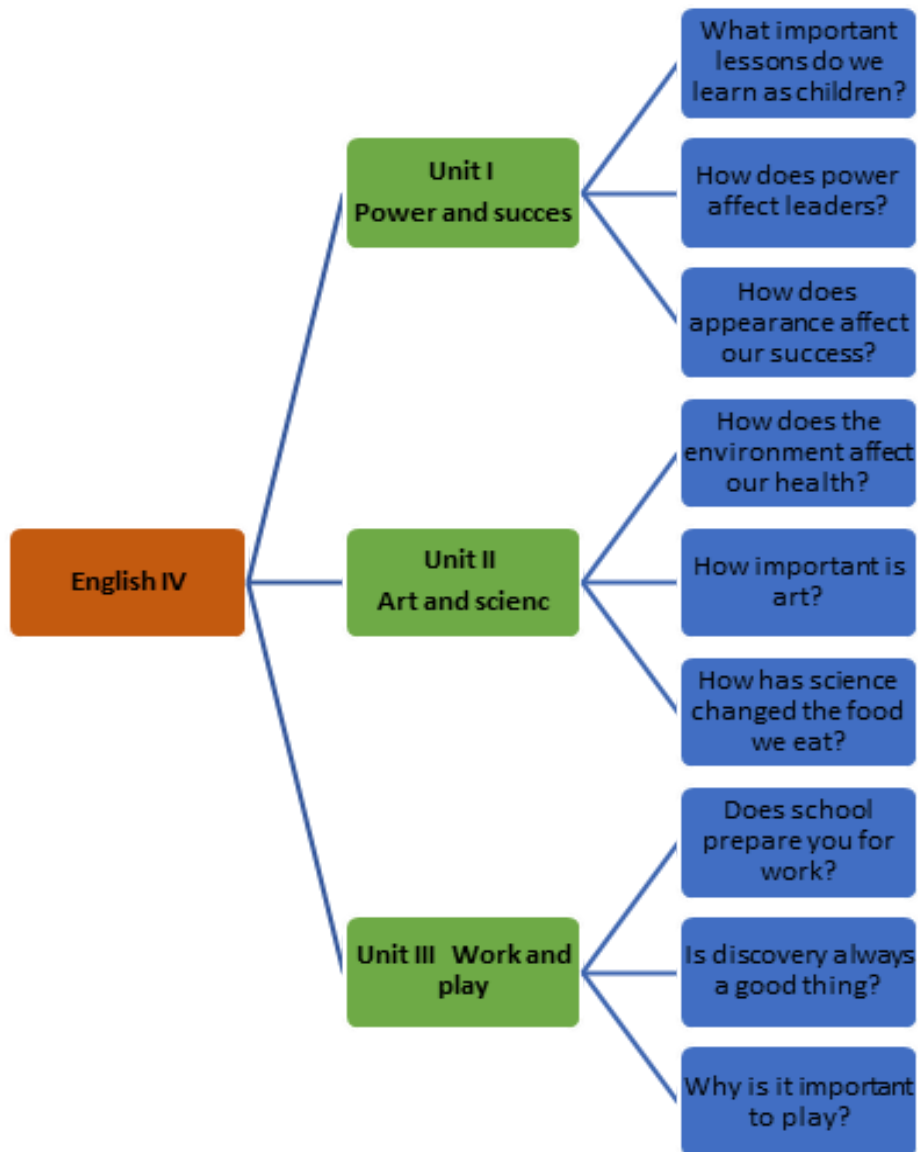
General course structure

English IV: Achieving proficiency in English		
Unit I Power and success (B2)	What important lessons do we learn as children?	<ul style="list-style-type: none"> ● Identify cultural norms and become aware of personal behavior in social context ● Relate a personal memory of someone or something that influenced you when you were younger ● Reading a News Magazine Article about Developmental Psychology ● Writing a Memoir Excerpt ● Listening to a radio report and a lecture about growing up ● Listening and Speaking FCE practice activities
	How does power affect leaders?	<ul style="list-style-type: none"> ● Examine personal attitudes towards leadership ● Give a presentation about successful leadership and how to avoid the negative effects of power ● Reading a book excerpt about heroes and an online article about everyday heroes ● Write an analysis paragraph ● Listening to a lecture about myths of effective leadership ● Reading FCE practice activities
	How does appearance affect our success?	<ul style="list-style-type: none"> ● Examine factors involved in personal success ● Role-play a conversation offering advice to help someone become better organized ● Reading a magazine article about what makes you want to buy something ● Write a descriptive essay ● Listen to an interview with a fashion designer about the changing business dress code ● Writing FCE practice activities
Unit II Art and science (B2)	How does the environment affect our health?	<ul style="list-style-type: none"> ● Identify and describe a harmful environmental issue and propose a possible solution. ● Participate in an interview about the advantages and disadvantages of medical tourism ● Reading about how climate change can make us sicker ● Write a five-paragraph problem and solution essay ● Listening to a report about medical travel ● Listening and Speaking FCE practice activities

	How important is art?	<ul style="list-style-type: none"> • Compare and contrast two artist, performers or works of art that share an interesting relationship • Role-play a conversation expressing personal opinions about what makes art popular • Read a book excerpt about what it takes to be a successful artist • Write a five-paragraph compare and contrast essay • Listen to a radio report about manga´s new popularity • Reading FCE practice activities
	How has science changed the food we eat?	<ul style="list-style-type: none"> • Describe personal tastes and habits about food • Participate in a debate on food science, stating and supporting the opinions about food modification • Read magazine articles about nutrition and diet • Write a five-paragraph cause and effect essay • Listen to a radio report about how food additives are linked to hyperactivity in kids • Writing FCE practice activities
Unit III Work and play (B2)	Does school prepare you for work?	<ul style="list-style-type: none"> • Match personal qualities with career requirements • Participate in a group discussion about qualifications of job applicants and arrive at a hiring decision • Reading a magazine article and a blog posting about post-college decisions • Compare two summaries and write a summary • Listen to a college lecture about success • Listening and Speaking FCE practice activities
	Is discovery always a good thing?	<ul style="list-style-type: none"> • Examine the role of change in daily events • State and defend your opinion whether a specific discovery or type of exploration is a good or bad thing • Reading to distinguish fact from opinion and understand the purpose of quoted speech • Write a five-paragraph opinion essay • Listen to a report about the power of serendipity • Reding FCE practice activities
	Why is it important to play?	<ul style="list-style-type: none"> • Compare cultural approaches to personal development

		<ul style="list-style-type: none">• Make arguments to persuade readers that video games are helpful or harmful for children• Read an article about child's play• Write a five-paragraph persuasive essay• Listening about athletic competition for children• Writing FCE practice activities
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Estructura del curso



Teaching and learning guidelines

This curriculum is based on the communicative approach to language learning, and the approach to teaching should be consistent with this, adopting learner-centered and activity-based principals. Four key principles to follow in the teaching of this program are:

1. Focus on meaningful communication
2. Teach authentic English
3. Students learn most effectively through doing
4. Students learn best when motivated and engaged
5. Differentiate the teaching according to different

These principles have implications for the way English should be taught in each course:

1. Focus on meaningful communication

The purpose of language is to convey meaning therefore mastery of the language involves mastery of communication meaning through that language. A focus on meaning is also more motivating to learners and helps maintain students' engagement in learning. In practice, this means most activities should be designed to use English to convey meaning.

- Language (vocabulary, expressions and structures) that are taught or practiced should be taught as part of a meaningful conversation or text.
- students should receive feedback (positive or corrective) on how successfully they conveyed meaning, before receiving feedback on the form of language used.
- As practice activities move from controlled practice to free practice, they should include opportunities for conveying information or ideas that the listener or reader does not already know, e.g. in information-gap activities.
- Teachers should create frequent opportunities for students to bring in their own real experiences and ideas into the classroom - through what they say or write.

Teachers still need to focus on form explicitly in the courses - looking at correct use of structures, vocabulary, pronunciation, spelling and discourse features. But this should be secondary to conveying meaning. (Littlewood 1981; Thornbury 2016).

2. Teach authentic English

Students need to be prepared for authentic communication in the real world. While it is necessary to control the level of language at each stage of the course, it is important that students should be exposed to authentic examples of English - spoken and written.

Authenticity also includes teaching language that students are likely to use, in the sense of reflecting their interests and circumstances. For this reason, the curriculum is often open-ended with the examples of language (vocabulary and expression) listed in the document. Teachers should adapt the choice of vocabulary according to their students' areas of interest and what is likely to be an authentic communicative situation for them. For

example, when the curriculum provides a list of pastimes for students to talk about, this can be adapted for each group of students. However, in providing this flexibility, teachers need to be careful not to take the language outside the appropriate level for that semester by adding too many new words or expressions.

3. Students learn most effectively through doing

Learning a language involves a range of cognitive and social processes that cannot be developed simply through explanation and knowledge. The integration of different elements of language requires frequent practice, particularly to use language with sufficient fluency in real time. Learning through doing is also known to reinforce learning through the emotional impact of real activity and the micro-rehearsals involved in real practice. (Ellis 2000)

Suitable methodology for learning through doing has a number of characteristics:

- The teacher provides students with many opportunities to practice the target language in different ways (e.g. listening, reading, speaking and writing).
- The teacher sets up pair-work and group-work activities to increase the amount of practice.
- The teacher limits their explanations to what is essential for students to understand the target language.

An important aspect of this approach is that the teacher creates an atmosphere where the students feel comfortable to make mistakes when they speak and write English. Fear of making mistakes inhibits the students from speaking and writing and reduces the amount of practice they do. There are a number of ways in which the teacher can create this atmosphere:

- Include positive feedback after students speak or write in English
- Limit corrective feedback to essential target points
- Provide general corrective feedback after activities, rather than identifying individual students who made the mistake.
- Encourage students to evaluate themselves or their peers when they carry out an activity.

To read about the importance of feedback on learning, see Hattie 2012.

One aspect of learning through doing is encouraging students to discover language points, rather than presenting them directly to the students. Research shows that learners retain new information better the more they engage with it. If a teacher gives an explanation of a language point, they may retain that to some extent. But if the teacher helps the student to work out the language point from some examples, they are far more likely to retain it for longer. This approach requires a greater investment of time from the teacher to begin with- it takes longer for students to work out language points from examples than to listen to an explanation from the teacher. But in the long term this approach has been shown to be more effective. Of course, there will be many situations where a simple explanation of a language

point is the most appropriate action, but teachers should aim to include opportunities to discover new language points where possible. (Ellis 2015).

4. Students learn best when motivated and engaged

Motivation and engagement have a powerful impact on learning in a number of ways (Ormrod, 2008) including:

- It increases effort and energy.
- It increases persistence in learning activities.
- It affects cognitive processes - e.g. through directing attention.

Motivation and engagement are created through a number of means: variety, personalization, positive feedback, perception of progress.

Good teaching practice usually involves teachers taking students through a number of stages - from language discovery of presentation, to structured practice, to free practice, to evaluation. However, teachers should aim for variety in the way they structure their lessons, as a predictable lesson structure will be less engaging for students. Good teachers will use a variety of approaches to introduce new language - from listening texts, to reading articles, to searching online, or watching a video clip. They will also use different practice activities, to keep the students engaged.

The motivation and engagement of learners is strongly affected by their own perception of their progress. Teachers need to provide students with frequent feedback on their learning. Apart from quick feedback after tasks and activities, teachers will also use regular informal tests and quizzes. It can also include more self-reflective activities where students consider how their skills are developing, where they are improving and what they need to work on next.

For more ideas on motivation in language learning, see Lamb 2017 and Ushioda 2008.

5. Differentiate the teaching according to different interests and needs among each group of students

In each class, there is a wide variety of students. This variety may relate to a number of different dimensions:

- Level of English
- Their first language (whether it is Spanish or not)
- Previous experience of learning English
- Learning preferences - whether they prefer to learn more by analyzing the language or by experiencing it, whether they prefer to read and write, or listen and speak, etc.
- Their interests and objectives.

Teachers need to be aware of the profile of their different students and adapt their teaching accordingly. In practice, teachers should approach this in a number of ways:

- Using a variety of activities in any class - to make sure different learning preferences are addressed

- Monitor how well different students are mastering the target language - through regular checks, quizzes and tests, and adjusting accordingly
- Provide additional support for students who are struggling and additional 'stretch' activities for students who have mastered the core target language more quickly.

In addition to these five principles, there are a number of other points that teachers should bear in mind when teaching this course.

Balance of Skills

Considering the balance of skills in the program, teachers should note that speaking is considered the most important skill to develop and yet it is also the most difficult one. For this reason, teachers should be particularly focused on giving students opportunities to practice spoken English. It is essential that students frequently work in pairs and groups to have sufficient opportunities for practice.

However, it is also important for the other three skills - reading, writing and listening - are also given sufficient attention, and each lesson should aim to have a certain element of all four skills in it.

Learning autonomy

The hours of class time are not usually sufficient for students to master the required level of English. They need to invest their own time outside the classroom- at home or in a self-study centre/room. However, the effectiveness of this self-study depends partly on the student's ability to manage their own learning. Teachers need to build up their skills by introducing self-study tasks in a graded way, and to provide plenty of guidance to students on how they complete self-study tasks (Murray, Gao and Lamb 2011). This may require explicit instruction on self-study techniques such as using dictionaries, creating vocabulary revision lists, having checklists to evaluate their own writing before completing it, etc.

Working in pairs and groups

Teachers are strongly encouraged to use pairwork and groupwork frequently, as it provides greater opportunities for practice, as well as giving students more time to share and develop their understanding of the language. Teachers should try different ways of grouping the students - partly to introduce variety but also because different groups work better for different tasks. (Dörnyei and Murphey 2003).

ASSESSMENT ELEMENTS

Learning evidences

English language teachers need to evaluate their students' learning regularly and in a variety of ways. The design and implementation of any assessment needs to be considered carefully as "what is evaluated becomes the center of attention for the school community" (SEP 2017:277). Assessment should therefore be consistent with the aims and methodology of the course as a whole.

What is assessed

Assessment of language needs to reflect the course objectives. As the priority for the course is developing speaking skills, evaluation of speaking skills should be the most important part of the assessment. However, the other skills, as well as formal aspects of English (the grammar, vocabulary and pronunciation) all need to be assessed regularly.

The recommended balance of assessment for English for each semester is:

Speaking: 30%

Writing: 20%

Listening: 20%

Reading: 10%

Grammar and vocabulary: 20%

Different assessment purposes

Teachers need to carry out evaluations for different purposes during the course.

- Immediate evaluations of students during learning and practice activities and tasks, to provide useful feedback on their learning at that point.
- Informal checks of learning objectives at frequent points in the course. This will include quizzes and other informal checks, where the teacher can check each student's learning as part of the formative process.
- Formal test of learning at key points - e.g. in the middle and end of a semester - in order to provide more formal feedback on their progress. The results of these tests should be recorded as part of the tracking of each student's progress, and included in reports where required. The exact timing of these recorded assessments needs to be consistent with assessment policy across the school. In some cases, these may be required monthly. However, in the case of English language courses, we recommend that formal recorded assessments are only carried out at the middle and end of each semester. This is to avoid too much class time being spent on formal assessment activities.

Assessment instruments and quantitative values

How should students be assessed

The method of assessment will depend partly on the purpose of the assessment, as well as the focus of the assessment. For informal assessment (which is not recorded but it is used to provide students with feedback on their learning), the teacher can make use of the tasks being used for learning and practicing the language. For more formal assessment (which is used to record scores or grades for students at the end of the semester), the following suggestions are given:

1. **For speaking skills, use performance criteria in checklists or rating scales.**

Rating scales are descriptions of a student's performance in that skill at different levels. The teacher uses the scale to choose the description which is closest to the individual student's performance, and uses that to give a score or grade.

Teachers can use descriptor scales from the Common European Framework of Reference, or other scales such as those used by Cambridge Assessment or the British Council. Teachers can adapt these to their own context, students and focus. For example, if the focus of the task is giving directions, the scale can include features such as "gives clear and accurate directions as required".

The focus of the speaking may include one or more of the following general features of speaking: accuracy, range, of vocabulary and structures, pronunciation (of individual sound and prosody) and fluency.

Where possible, the assessment of speaking should involve two people carrying out the task together (this may be the teacher and an assistant for example), where one person conducts the speaking activity, and the other observes and evaluates the student against the scale. However, where this is not possible, the teacher needs to conduct the task and evaluate the student at the same time.

2. Assessing writing skills

For writing skills, a similar approach can be taken, using rating scales to describe different levels of performance.

Different aspects of writing may be focused on in different assessment tasks - for example, the focus might include one or more of the following: accuracy of vocabulary and structures used, range of vocabulary and structures used, use of language to create coherence across the text (e.g. linking words), organization of information and ideas, effective communication of purpose of the text (e.g. to persuade, inform or explain).

3. Assessing reading and listening skills

Teachers should use appropriate texts or recordings, which match the level and topics of the content covered in the course that semester. Comprehension tasks should cover different aspects of understanding a text or recording, e.g. understanding the main point, understanding specific details, understanding the intention and purpose of the writer/speaker, understanding implied meanings in the text or recording.

Marking, grading and feedback

Where the school requires scores or grades to be recorded for students, teachers will need to provide that information in the line with requirements. However, for most informal evaluations given by teachers in a non-recorded manner, it is effective to

provide feedback and guidance on what the student has done well and what they need to work more on than to give scores or grades.

Learning unit evidence

The following table shows the learning evidence proposed for this course that every teacher could adjust according to the cognitive profile, characteristics and the context of the students.

Learning unit	Evidence	Description	Instrument	Grading criteria
Unit 1	Personal story and presentation	Personal story describing important events that made them who they are.	Check list	50%
		Presentation about effective leadership and how to avoid the negative effects of power	Rubric	
Unit 2	Art exhibition and participation in roundtable-discussion table	Student art show and round table discussion where students express their opinions and make inferences about what makes art popular.	Rubric	
		Roundtable discussion on food science, stating and supporting opinions about food modification.	Rubric	
Unit 3	Role-play a meeting and Debate	Role play a meeting about qualifications of job applicants	Checklist	
		Group discussion about the importance of play	Rubric	
Final Project	Exam preparation	Mock test: Cambridge FCE	Rubric	50%

Learning Unit I. Power and success (B2)

English IV: Achieving proficiency in English		
Unit I Power and success (B2)	What important lessons do we learn as children?	<ul style="list-style-type: none"> • Identify cultural norms and become aware of personal behavior in social context • Relate a personal memory of someone or something that influenced you when you were younger • Reading a News Magazine Article about Developmental Psychology • Writing a Memoir Excerpt • Listening to a radio report and a lecture about growing up • Listening and Speaking FCE practice activities
	How does power affect leaders?	<ul style="list-style-type: none"> • Examine personal attitudes towards leadership • Give a presentation about successful leadership and how to avoid the negative effects of power • Reading a book excerpt about heroes and an online article about everyday heroes • Write an analysis paragraph • Listening to a lecture about myths of effective leadership • Reading FCE practice activities
	How does appearance affect our success?	<ul style="list-style-type: none"> • Examine factors involved in personal success • Role-play a conversation offering advice to help someone become better organized • Reading a magazine article about what makes you want to buy something • Write a descriptive essay • Listen to an interview with a fashion designer about the changing business dress code • Writing FCE practice activities

Purpose of the learning unit

Future teachers will be able to relate a personal memory of someone or something that influenced them, examine personal attitudes and factors involved in leadership and in personal success. In addition, they will be able to formulate advice for others.

Contents

- **Learning unit objective 1:** What important lessons do we learn as children?
 - Identify cultural norms and become aware of personal behavior in social context
 - Relate a personal memory of someone or something that influenced you when you were younger

- Reading a News Magazine Article about Developmental Psychology
- Writing a Memoir Excerpt
- Listening to a radio report and a lecture about growing up

GRAMMAR FOCUS: Transitive and intransitive phrasal verbs and past perfect.

VOCABULARY FOCUS: Use the dictionary to distinguish between words with similar meaning and build vocabulary using prefixes and suffixes.

PRONUNCIATION FOCUS: Patterns of stress in sentences.

- **Learning unit objective 2:** How does power affect leaders?

- Examine personal attitudes towards leadership
- Give a presentation about successful leadership and how to avoid the negative effects of power
- Reading a book excerpt about heroes and an online article about everyday heroes
- Write an analysis paragraph
- Listening to a lecture about myths of effective leadership

GRAMMAR FOCUS: Gerunds and infinitives and restrictive relative clauses.

VOCABULARY FOCUS: Use the dictionary to expand vocabulary and understand the meaning of new vocabulary from context.

PRONUNCIATION FOCUS: Syllable stress.

- **Learning unit objective 3:** How does appearance affect our success?

- Examine factors involved in personal success
- Role-play a conversation offering advice to help someone become better organized
- Reading a magazine article about what makes you want to buy something
- Write a descriptive essay
- Listen to an interview with a fashion designer about the changing business dress code

GRAMMAR FOCUS: Subjunctive verbs for suggestions and definite and indefinite articles.

VOCABULARY FOCUS: Find the relevant definition for a multi-meaning word in a dictionary and Recognize collocations with nouns in order to learn patterns of usage.

PRONUNCIATION FOCUS: Syllables with unstressed vowels (Represented by the schwa).

Evidence of learning evidence

- Personal story
- Presentation

Performance Criteria

- Personal story describing important events that made them who they are.
- Presentation about effective leadership and how to avoid the negative effects of power.

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Learning Unit II. Art and science (B2)

Unit II Art and science (B2)	How does the environment affect our health?	<ul style="list-style-type: none"> • Identify and describe a harmful environmental issue and propose a possible solution. • Participate in an interview about the advantages and disadvantages of medical tourism • Reading about how climate change can make us sicker • Write a five-paragraph problem and solution essay • Listening to a report about medical travel • Listening and Speaking FCE practice activities
	How important is art?	<ul style="list-style-type: none"> • Compare and contrast two artist , performers or works of art that share an interesting relationship • Role-play a conversation expressing personal opinions about what makes art popular • Read a book excerpt about what it takes to be a successful artist • Write a five-paragraph compare and contrast essay • Listen to a radio report about manga ´s new popularity • Reading FCE practice activities
	How has science changed the food we eat?	<ul style="list-style-type: none"> • Describe personal tastes and habits about food • Participate in a debate on food science, stating and supporting the opinions about food modification • Read magazine articles about nutrition and diet • Write a five-paragraph cause and effect essay • Listen to a radio report about how food additives are linked to hyperactivity in kids • Writing FCE practice activities

Purpose of the learning unit

Future teachers will participate in communicative exchanges through the setting of real life situations such as interviews, role-plays and debates with the objective of developing critical thinking abilities in language communication about health, art and the environment.

Contents

- **Learning unit objective 1:** how does the environment affect our health?
 - Identify and describe a harmful environmental issue and propose a possible solution.

- Participate in an interview about the advantages and disadvantages of medical tourism
- Reading about how climate change can make us sicker
- Write a five-paragraph problem and solution essay
- Listening to a report about medical travel

GRAMMAR FOCUS: Real conditionals and past unreal conditionals.

VOCABULARY FOCUS: Collocations of verbs with nouns and synonyms.

PRONUNCIATION FOCUS: Can and can't.

- **Learning unit objective 2:** How important is art?

- Compare and contrast two artist , performers or works of art that share an interesting relationship
- Role-play a conversation expressing personal opinions about what makes art popular
- Read a book excerpt about what it takes to be a successful artist
- Write a five-paragraph compare and contrast essay
- Listen to a radio report about manga´s new popularity

GRAMMAR FOCUS: Present perfect and present perfect continuous and subordinators and transitions to compare and contrast.

VOCABULARY FOCUS: Use the dictionary to distinguish between homonyms and recognize and produce word forms for different parts of speech.

PRONUNCIATION FOCUS: Basic intonation patterns.

- **Learning unit objective 3:** How has science changed the food we eat?

- Describe personal tastes and habits about food
- Participate in a debate on food science, stating and supporting the opinions about food modification
- Read magazine articles about nutrition and diet
- Write a five-paragraph cause and effect essay
- Listen to a radio report about how food additives are linked to hyperactivity in kids

GRAMMAR FOCUS: Comparative forms of adjectives and adverbs and agents with passive voice.

VOCABULARY FOCUS: Understand prefixes and suffixes and use collocations with prepositions to express cause and effect.

PRONUNCIATION FOCUS: More intonation patterns.

Evidence of learning

Evidence

- Art Exhibition
- Participation in roundtable-discussion table

Performance Criteria

- Student art show and round table discussion where students express their opinions and make inferences about what makes art popular.
- Roundtable discussion on food science, stating and supporting opinions about food modification.

BIBLIOGRAPHY

Freire, R, and Jones, T. (2011). *Q skills for success 4*. Listening and speaking. Oxford University Press.

Freire, R, and Jones, T. (2011). *Q skills for success 4*. Reading and writing. Oxford University Press.

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Learning unit III. Work and play (B2)

Unit III Work and play (B2)	Does school prepare you for work?	<ul style="list-style-type: none"> • Match personal qualities with career requirements • Participate in a group discussion about qualifications of job applicants and arrive at a hiring decision • Reading a magazine article and a blog posting about post-college decisions • Compare two summaries and write a summary • Listen to a college lecture about success • Listening and Speaking FCE practice activities
	Is discovery always a good thing?	<ul style="list-style-type: none"> • Examine the role of change in daily events • State and defend your opinion whether a specific discovery or type of exploration is a good or bad thing • Reading to distinguish fact from opinion and understand the purpose of quoted speech • Write a five-paragraph opinion essay • Listen to a report about the power of serendipity • Reading FCE practice activities
	Why is it important to play?	<ul style="list-style-type: none"> • Compare cultural approaches to personal development • Make arguments to persuade readers that video games are helpful or harmful for children • Read an article about child's play • Write a five-paragraph persuasive essay • Listening about athletic competition for children • Writing FCE practice activities

Purpose of the learning unit

Future teachers will be able to participate in a group discussion about qualifications of job applicants, state and defend opinions about discovery and participate in discussions about the effects of video games on children.

Contents

- **Learning unit objective 1:** Does school prepare you for work?
 - Match personal qualities with career requirements
 - Participate in a group discussion about qualifications of job applicants and arrive at a hiring decision
 - Reading a magazine article and a blog posting about post-college decisions
 - Compare two summaries and write a summary
 - Listen to a college lecture about success

GRAMMAR FOCUS: Simple, compound and complex sentences and reported speech with the present tense.

VOCABULARY FOCUS: Formal and informal vocabulary and word forms.

PRONUNCIATION FOCUS: Stress to highlight important words.

- **Learning unit objective 2:** Is discovery always a good thing?

- Examine the role of change in daily events
- State and defend your opinion whether a specific discovery or type of exploration is a good or bad thing
- Reading to distinguish facts from opinion and understand the purpose of quoted speech
- Write a five-paragraph opinion essay
- Listen to a report about the power of serendipity

GRAMMAR FOCUS: Adverb phrases of reason and structures for indirect speech.

VOCABULARY FOCUS: Collocations involving preposition and word roots.

PRONUNCIATION FOCUS: Linked words with vowels.

- **Learning unit objective 3:** Why is it important to play?

- Compare cultural approaches to personal development
- Make arguments to persuade readers that video games are helpful or harmful for children
- Read an article about child's play
- Write a five-paragraph persuasive essay
- Listening about athletic competition for children

GRAMMAR FOCUS: Real conditionals and adverb clauses of concession.

VOCABULARY FOCUS: Collocations with prepositions and idioms.

PRONUNCIATION FOCUS: Thought groups.

Evidence of learning

Evidence

- Role-play a meeting
- Debate

Performance Criteria

- Role play a meeting about qualifications of job applicants

- Group discussion about the importance of play

BIBLIOGRAPHY

Freire, R, and Jones, T. (2011). *Q skills for success 4*. Listening and speaking. Oxford University Press.

Freire, R, and Jones, T. (2011). *Q skills for success 4*. Reading and writing. Oxford University Press.

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Murphy, R. (2016). *Essential grammar in use*. Cambridge: Cambridge University Press.

Oxford Essential Dictionary (2012). Oxford: Oxford University Press.

Final Project Evidence

This section is describing the final project characteristics, and its evaluation criteria.

Evidencies:	Final Project Evaluation Criteria
Exam Preparation	Mock test: Cambridge FCE Gives the students the confidence to use their English in the real world. This exam qualification shows that a student has the language skills they need to communicate in an English-speaking environment.

TEACHER PROFESSIONAL PROFILE

Teacher profile

Discipline: Academic level

Academic profile

The teacher of the subject Foreign Language: English requires a solid background in knowledge of the English language in use, as well as consolidated knowledge about its formal aspects and about the teaching of English as a foreign language. In addition, it is necessary for him/her to be an informed actor of both the situation in the classrooms of basic education regarding the teaching of the English language as well as the teaching strategies that help to have a positive impact in the National Educational System. Also, he/she needs to be sensitive to the needs of the Teacher Training Schools and promote a reasoned and informed dialogue with their peers, authorities and students and generate positive change mechanisms regarding the teaching of English as a foreign language.

The teacher of the subject English as a Foreign Language requires a solid background in knowledge of the English language in use, as well as consolidated knowledge about its formal aspects and about the teaching of English as a foreign language. In addition, it is necessary to be an informed actor of both the situation in the classrooms of basic education regarding the teaching of the English language as well as the teaching strategies that help to have a positive impact in the National Education System. In turn, it needs to be sensitive to the needs of the Normal Schools and promote a reasoned and informed dialogue with their peers, authorities and students and generate positive change mechanisms regarding the teaching of English as a foreign language.

Compulsory

Bachelor's degree, preferably master's or doctorate in the área of education language teaching, or English language (specializing in didactic) and related.

International Certification in English language use of at least one level above the assigned class.

Desirable

International Certification in English language teaching for adults.

International Certification in English language use of at least two levels above the assigned class.

Teaching experience in:

The English language teacher should have experience in the following áreas:

- Teaching English in basic education
- Planning and evaluation on the approach to action and on the social practices of language
- Uses of ICT as a resource to promote communicative interaction
- Management of groups in higher education

Professional experience:

The teacher of Foreign Language: English may have previous professional experience in other institutions of higher education, public and private, as a teacher or researcher in the area of education or related areas.