



ACADEMIC/METHODOLOGICAL PROGRAM

2018 - 2021

This pilot program intends to help the students of this University to reach the B2 Level according to the Common European Framework of Reference and fulfill the internal regulations.

General Characteristics

- ▶ Based on the CEFR – The program will be measured based on International Standards
- ▶ Weekly Plan – Since the program doesn't use any commercial book, the whole content is organized per week
- ▶ Starts with the end in mind – The Program defines specific outcomes, achievable and measurable.
- ▶ Integrative – The syllabus keeps a balance between Oracy Skill (L-S) and Literacy Skills (R-W)
- ▶ Flexible – It's not a strait jacket. It can be adapted based on the classroom needs.
- ▶ Communicative – A huge emphasis on Student Centered environment.
- ▶ Enhances Teacher's creativity – It provides opportunities for the teachers to use the wide range of materials, activities and strategies.

The New English Program at a Glance

The New program will take the UEB students from an A1 Level to a B2 Level in 8 Semesters. They will be take 8 hours of class instruction, supported by a Conversation Club open to the students willing to practice the language in an informal and social context.

Rediseño *	A 1.1	A 1.2	Ex A1	A 2.1	A 2.2	Ex A2	B 1.1	B 1.2	Ex B1	B 2.1	B 2.2	Ex B2
Nuevo Currículo	A 1.1	A 1.2		A 2.1	A 2.2		B 1.1	B 1.2		B 2.1	B 2.2	Ex B2
Suficiencia B2	A 1.1	A 1.2		A 2.1	A 2.2		B 1.1	B 1.2		B 2.1	B 2.2	Ex B2
Suficiencia Rec.Int.	A 1.1	A 1.2		A 2.1	A 2.2		B 1.1	B 1.2		B 2.1	B 2.2	Ex B2
Speaking Club	Abierto a todos los niveles											



As can be seen in the chart, the standardization of contents and the prior Programs

Offered by the DIUEB will allowed to save important resources and time to the Institution.

Methods and Approaches Behind the Program

► **Communicative Approach.-** Richards (2006) summarizes the following principles of CLT:

'Authentic language' in real context should be introduced in the classroom whenever possible. It is the language used for day-to-day communication or functional purpose.

By teaching language, learner should be able to make out speaker's or writer's intention. So that they will be communicatively competent.

There should be connectivity among all the language skills such as listening, speaking, reading and writing together since they are regularly used in real life.

The target language is a vehicle for classroom communication, not just the object of study. Hence, attention should be given to teaching language for communication.

One function may have different linguistic forms. As the language is taught for the functional purpose, a variety of linguistic forms are presented together.

Students have to learn language properties i.e. cohesion and coherence which are helpful to combine sentences together. It is essential for them as they work with language at the discourse or super sentential (above sentence) level.

In CLT, games, role plays, group work, pair work, etc. play an important role as they have certain feature in common to learn language effectively.

Errors are tolerated and treated as a natural outcome of the development of communication skills.

Proper situations should be created by the teacher so as to promote communication in the classroom.

The social contexts of the communicative situations are essential for giving meaning to the utterances.

The grammar and vocabulary that the students learn follow from the functions, situational context and the role of the interlocutors.

► **Project-Based Approach.-**

Project based learning begins with an inquiry into a real-world problem.

Learning often takes place in collaborative groups, where students build a sense of community, and a connection to authentic experiences.



Research into the authentic problem involves going beyond the textbook, and involves activities such as interviews, web searches, and inviting guest speakers to class.
<http://www.behrmanhouse.com/blog/8-essential-characteristics-of-project-based-learning>

► **Inquiry-Based Approach.-**

Specific learning processes that students engage in during inquiry-learning include: 1. Creating their own questions 2. Obtaining supporting evidence to answer the questions 3. Explaining the collected evidence 4. Connecting the explanations to the evidence 5. Creating arguments and justifications. <http://portal.ou.nl/documents/7822028/6b2c81a8-01fe-4314-b69c-c55a038edd87>

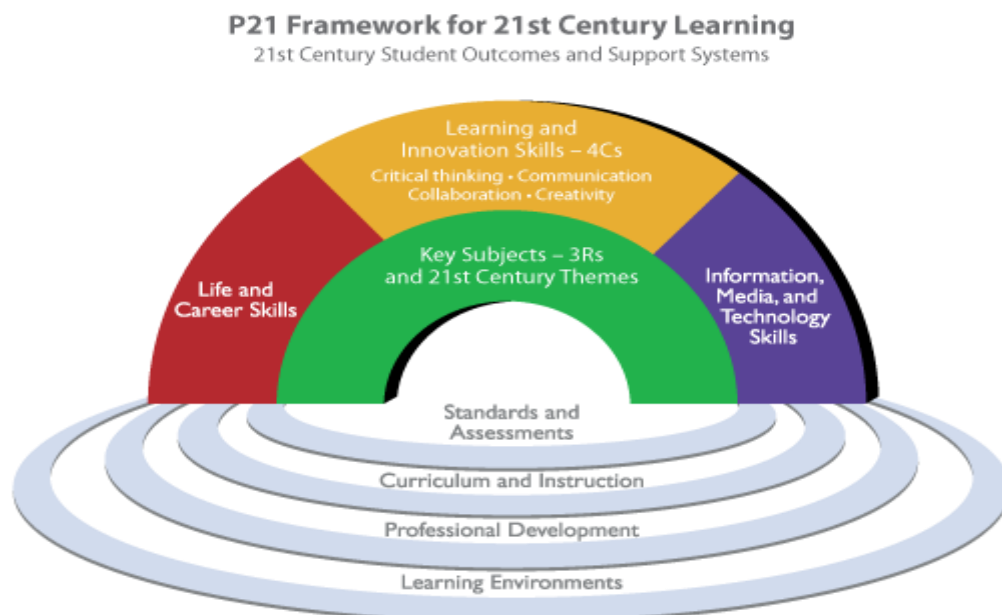
► **CLIL.-** Stands for Content and Language Integrated Learning and refers to teaching subjects such as science, history and geography to students through a foreign language

► For teachers from an ELT background, CLIL lessons exhibit the following characteristics:

- Integrate language and skills, and receptive and productive skills
- Lessons are often based on reading or listening texts / passages
- The language focus in a lesson does not consider structural grading
- Language is functional and dictated by the context of the subject
- Language is approached lexically rather than grammatically
- Learner styles are taken into account in task types.

<http://www.onestopenglish.com/clil/what-is-clil/>

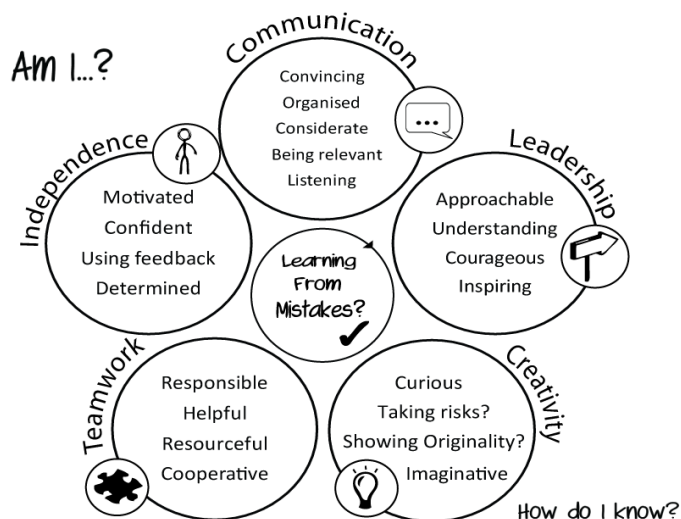
► **21st.Century skills**



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www.P21.org/Framework



► Lifelong Learning Skills



► Cooperative Learning

Cooperative learning is an organized and structured way to use small groups to enhance student learning and interdependence. Students are given a task, better known as an assignment, and they work together to accomplish this task. Each individual has responsibilities and is held accountable for aiding in the completion of the assignment; therefore, success is dependent on the work of everyone in the group.

Components

The new Syllabus has the following components:

- Weekly Lesson Plan
- Topic Based – Theme Based
- Specific objectives per week – CEF related
- Content (Grammar in context-Vocabulary in context-Integrative Skills, pronunciation)
- Writing Portfolio
- Autonomous Learning Activities



Assessment

Summative Assessment

- ▶ Mid-Term and Final per Course
- ▶ Progress Test every two courses

Formative Assessment

- ▶ Attendance
- ▶ Class Participation/Collaborative Work
- ▶ Writing Portfolio
- ▶ Projects
- ▶ Autonomous Work