



FACULTAD DE CIENCIA Y TECNOLOGÍA
DEPARTAMENTO DE QUÍMICA
PROGRAMA DE LICENCIATURA EN QUÍMICA, VERSIÓN 3.0.

CICLO DE PROFUNDIZACIÓN			
COMPONENTE: FUNDAMENTOS GENERALES			
ESPACIOACADÉMICO: FORMACIÓN EN LENGUA EXTRANJERA, INGLÉS II	CÓDIGO: 1445196	PRERREQUISITOS: FORMACION EN LENGUA EXTRANJERA INGLÉS I	
SEMESTRE: 8	No. CRÉDITOS: 2	No. DE HORAS PRESENCIALES SEMANALES: 4	No. HORAS DE TRABAJO INDEPENDIENTE SEMANALES: 2
JUSTIFICACIÓN DEL ESPACIO ACADÉMICO EN LA MALLA CURRICULAR.			
<p>This course will continue with the development and consolidation of the English learning processes as a foreign language as well as teaching and research skills that were introduced in previous semesters. The goal is to allow students to acquire the skills necessary to become an independent user of English, in accordance with the principles established in the Common European Framework level B1. Students will develop their skills through the use of guided and structured activities.</p> <p>It is well known that the modern world is full of communication and information resources. That is why teachers can't wait or stay behind this phenomenon. Because of the huge amount of information that globalization has produced, the development of the communicative competence in a foreign language has stopped being additional information in the curriculum but, now, it is a requirement for professional people. Requirement that is demanded in different fields such as the social, educational, scientific and technological, and when referring to the higher education in education Universities it means to offer the students a series of tools which he / she will be able to use in order to perform adequately different activities related to his / her education. In addition, general science aims to lay a foundation for the use of English as a means of studying science, or training and working in professional fields. It develops an ability to handle different concepts in language which are common to and important in all kinds of professional discourse.</p>			
COMPETENCIES TO DEVELOP FOR STUDENTS.			
<p>Basic Competencies:</p> <ul style="list-style-type: none"> • Give clear, detailed descriptions and presentations on a wide range of subjects related to his/her field of interest, expanding and supporting ideas with subsidiary points and relevant examples. • Write clear, detailed opinion and problem solution essays on a variety of subjects related to his/her field of interest, synthesizing and evaluating information and arguments from a number of sources. • Read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Have a broad active reading vocabulary but may experience some difficulty with low frequency idioms. • Understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme background noise, inadequate discourse structure and/or idiomatic usage might influence the ability to understand. <p>Procedural Competencies:</p> <ul style="list-style-type: none"> • Explain reasons from a conceptual structure that must be coherent with the context of reference, and carried out both, inductively and deductively. 			

- Adopt a position, having supported points of view, which are documented about the component or context or one of its parts. Also, it implies the possibility to read critically and intertextually.
- Propose alternatives that can be carried out in a given context; thus, is expected for the outcome to fit the circumstances that belong to the formulation of a problematic situation.
- Understand the ways in which they learn and are capable of adjusting strategies to meet new needs.
- Demonstrate the ability to be adaptable and confident in decision making in a complex work environment.

Research Competencies:

- Identify, define and analyze problems, to create solutions and evaluate them, to choose the best solution for a particular context.
- Use all the linguistic and non-linguistic resources available in order to accomplish effective communicative acts related to their area of expertise.
- Use insight gained through reflection to improve for others who like to pursue similar research.
- Understand reports and papers based on data collections and findings.

SPECIFIC TOPIC AND PROBLEM RESOLVING

SPECIFIC TOPIC I: PEOPLE IN SCIENCE

Guiding questions:

How can students in a B. Ed in Chemistry Program develop the necessary skills to become independent users of English according to the principles established by the Common European Framework for level B1? How can we talk about education, science, market and globalization? How can we talk about the influence of arts?

Contents:

- Articles, comparison; superlative sentences; art and pictures; people in the arts; adjectives to describe people; adjectives to describe the arts; listening: a podcast about Banksy; reading: Scallop; describing works of art talking and disagreeing about works of art.

SPECIFIC TOPIC II: GIVING ADVICE ABOUT MENTAL AND PHYSICAL WELL BEING.

Guiding questions:

How can we describe people' lifestyles? How can we describe attitudes toward endangered species in written and oral way? Which are the main social and environmental issues we are facing these days?

Contents:

- Adjectives words connected with the body; first conditional; reading: How well are you managing your stress? listening: a conversation with a therapist; saying how you feel about your job or studies; writing about what you do and why it's enjoyable or stressful.

SPECIFIC TOPIC III: WHAT WOULD WE DO WITHOUT CREATURES FROM NATURE?

Guiding questions:

What is the role of languages in global communication? What is a decision- making process regarding mother medicine? What could be the best way to write an abstract for an article in science?

Contents:

- Animals and categories; the natural world, medicine and health; phrases for certainty and possibility, second conditional; listening and conversation on the radio interview for a scientist; reading: would we die if the honeybees didn't exist; talking about the moon and the sun; writing about endangered species.

BIBLIOGRAFÍA (Citar las referencias bibliográficas, de conformidad con las Normas APA)

- Revell J. (2017) American Jet Stream. Cambridge. Helbling English
- Murphy R. (2014) Essential grammar in use. Cambridge University Press

- Allen, J.P.B. and Widdowson (2013). English in Physical Science. London. Helbling English.
- Bunce, D.M., VandenPlas, J., & Havanki, K. (2006). Comparing the effectiveness on student achievement of a student response system versus online WebCT quizzes. *Journal of Chemical Education*, 83, 488-493.

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