



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

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| CICLO DE PROFUNDIZACIÓN | | | |
| COMPONENTE DE FUNDAMENTOS GENERALES | | | |
| ESPACIO ACADÉMICO: FORMACION EN LENGUA EXTRANJERA, INGLES I | CÓDIGO: 1445192 | PRERREQUISITOS: SEMINARIO DE PEDAGOGÍA Y DIDÁCTICA III. | |
| SEMESTRE: 7 | No. CRÉDITOS: 2 | No. DE HORAS PRESENCIALES SEMANALES: 4 | No. HORAS DE TRABAJO INDEPENDIENTE SEMANALES: 2 |
| JUSTIFICATION OF THE ACADEMIC SPACE IN THE CURRICULAR MESH. | | | |
| <p>Future teachers need to have an advanced long lasting communicative and linguistic foundation that will allow them to cope with the demands of their professional career as well as with those coming from today's global world.</p> <p>The teaching-learning process of a foreign language is a dynamic process which is under continuous change due to inherent human activities, processes and experiences. Nowadays, the main purpose of teaching English as a foreign language is to promote students' communication and learning autonomy. That involves not only the linguistic, social and pragmatics components of the language, but also all those elements that help them comprehend how to learn and self-regulate such a process. So, students will be better prepared to face the current challenges.</p> <p>Thus, students need to consolidate and develop their communicative competence in English through the building and extension of the foundations established in previous levels. This course emphasizes on listening, speaking, reading and writing skills through the study of different texts, so that learners will develop their communicative skills, critical thinking, and teaching skills by exploring different and more complex texts.</p> <p>In this regard, this course has been designed to give the students the opportunity to communicate and interact with people who are around them integrating communicative skills, as well as they are able to express their own ideas, feelings, emotions according to their own English level.</p> <p>Likewise, the course provides a great amount of scientific, technological, musical and humanistic information written in English which help students to improve their competence in an integral way according to their own interest.</p> | | | |
| COMPETENCIES TO DEVELOP FOR STUDENTS | | | |
| <p>Basic Competencies:</p> <ul style="list-style-type: none"> • Understand the main ideas of propositionally and linguistically speech on both concrete and abstract topics delivered in a standard dialect, including technical discussions in his/her field of specialization. • Give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points, and relevant supporting detail. • Produce detailed texts about assorted topics and explain their point of view of any given topic, mentioning advantages and disadvantages of different options. • Have a good range of vocabulary for matters connected to his/her field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution. • Use a limited number of mechanisms of cohesion in order to emphasize sentences and create a clear and coherent discourse. Can somehow show evidence of nervousness in long interventions | | | |

Procedural Competencies:

- Use a varied selection of digital tools, media and resources to assist in language learning, to communicate in English and to acquire relevant knowledge in the subject of English.
- Concern about general knowledge and specific knowledge about science, explaining and giving reasons to develop ideas coherently.
- 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:

- Locate, extract, organize, evaluate and use or present information that is relevant to a particular topic.
- Demonstrate the ability to build teams around the right personalities and how to manage those personalities.
- Demonstrate the ability to analyze and critically evaluate arguments and evidence appropriate to discipline or project.

SPECIFIC TOPIC AND PROBLEM RESOLVING**SPECIFIC TOPIC I: WATER IMPORTANCE TO LIFE.****Guiding questions:**

Which is better, tap water or bottled water? What is the importance of water in life? Can too much water kill people, why?

Contents:

Infinitive of purpose; Present perfect vs. past simple; Modal verbs; Reading an article about bottled water; talking about the Ice Bucket Challenge and raising money for charity; discussing ways to save water; writing a message about conserving water.

SPECIFIC TOPIC II: ART ON SCREEN.**Guiding questions:**

What kind of shows are your favorites? Do you have the option to watch these shows in your country? What are the most famous books played on screen?

Contents:

Adverbs of frequency; Present perfect; reading: Nordic noir; listening: a conversation about male and female TV hosts; talking about TV and the kinds of shows you watch; writing about past TV preferences.

SPECIFIC TOPIC III: MAKING LIFE DIFFERENTLY.**Guiding questions:**

How can we express obligation, duty, necessity, and absence of necessity, prohibition and advice? What should we consider when asking and expressing feelings, sympathy and regret, and giving opinions? How can we talk about past events in science?

Contents:

Body metaphors; where to put things; saying what you like; past continuous; past perfect; past conclusions; listening: information about world-famous musicians; reading: against the odds; talking about what instruments people can play; writing about a time you managed to do something difficult.

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

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