

**FACULTAD DE CIENCIA Y TECNOLOGÍA
 DEPARTAMENTO DE QUÍMICA
 PROGRAMA SINTÉTICO – VERSIÓN 3.0**

ESPACIO ACADÉMICO			
CÓDIGO	DENOMINACIÓN		SEMESTRE
1445196	Formación en Lengua Extranjera II (Inglés)		VIII - Octavo
CRÉDITOS	HORAS TRABAJO DIRECTO (SEMANAL)	HORAS TRABAJO INDEPENDIENTE (SEMANAL)	HORAS DE TUTORÍA
2	4	8	No Aplica
PRERREQUISITO(S)			
Formación en Lengua Extranjera I (Inglés)			
FASE de	COMPONENTE		TIPO
Profundización	Fundamentos Generales		Obligatorio

	MISIÓN	VISIÓN
Misión y Visión de la Universidad Pedagógica Nacional (UPN)	<p>La Universidad Pedagógica Nacional, en tanto educadora de educadores, afirma su liderazgo educativo y se posiciona desde su quehacer institucional como constructora del Proyecto Educativo y Pedagógico de la Nación, a través de sus tres ejes misionales: docencia, investigación y proyección social:</p> <ul style="list-style-type: none"> • Formar sujetos en tanto personas y profesionales de la educación al servicio de la nación y del mundo, en todas las modalidades y los niveles del sistema educativo, y para toda la población. • Construir y difundir conocimiento en los campos educativo, pedagógico, y didáctico, así como en las otras disciplinas asociadas. Este conocimiento surge como resultado de procesos sistemáticos y rigurosos de investigación, docencia y proyección social de relevancia local, regional y global. • Proyectar su saber y construcción de conocimiento a la comunidad educativa, a la sociedad en general, y al Ministerio de Educación Nacional para la producción de políticas educativas que contribuyan al Proyecto Educativo y Pedagógico de la Nación. 	<ul style="list-style-type: none"> • Continuar con el desarrollo de propuestas de formación de maestros y otros profesionales de la educación con los más altos estándares de relevancia, pertinencia social y calidad educativa. • Fortalecerse como referente nacional y regional, siendo la institución que construye y difunde conocimiento social y educativo actualizado, riguroso y pertinente para la comprensión de la realidad educativa, la explicación de sus dinámicas y la solución de problemas socioeducativos. • Sostener y ampliar la presencia social y prestigio institucional en los ámbitos nacional e internacional, a partir de programas y proyectos de proyección social fundamentados en la producción académica e investigativa de la institución.
Misión y Visión del Departamento de Química (DQU)	<p>Liderar procesos educativos en Química y ciencias afines, en pedagogía, en investigación, en ciencias ambientales, en tecnología de la Química, y en prestación de servicios que involucren al hombre, a la cultura y a la sociedad, articulados con la realidad social, cultural, económica, política y ambiental del país por medio de estrategias y acciones interdisciplinarias que contribuyan a manejar y solucionar las necesidades y problemas generados por las interacciones "hombre - ciencia - sociedad - ambiente y desarrollo", dentro del contexto de deberes y derechos ciudadanos.</p>	<p>Para comprender mejor los procesos educativos, sociales, culturales del país, el Departamento de Química tiene como visión emprender programas y proyectos curriculares de pregrado y postgrado, de extensión y de investigación, incorporando las tecnologías de la información y la comunicación, al desarrollo integral de sujetos que intervendrán en el sector público y privado y trazando estrategias que permitan proyectarse a la comunidad</p>

	MISIÓN	VISIÓN
		educativa de provincia ya sea con programas de capacitación de docentes, asesoría a las instituciones educativas, Secretarías de Educación, al Ministerio de Educación y a entidades universitarias de otro tipo como las factorías y la industria Química en general.
Misión y Visión de la Licenciatura en Química (LQU)	El programa de Licenciatura en Química tiene como misión una formación integral y transdisciplinar de docentes y profesionales de la educación en ciencias naturales, en particular en química, que promuevan y lideren procesos educativos e investigativos del contexto, desde una perspectiva sustentable, proactiva y respetuosa del ambiente, a través de la producción y difusión de conocimiento científico, educativo, pedagógico y didáctico.	El programa de Licenciatura en Química será un referente de calidad en la formación integral de los docentes y profesionales de la educación, la pedagogía y la didáctica de la química a nivel local, regional, nacional e internacional.

JUSTIFICACIÓN DEL ESPACIO ACADÉMICO EN EL PLAN DE ESTUDIOS

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.

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.]

COMPETENCIAS A DESARROLLAR POR LOS ESTUDIANTES

Competencias Básicas:

- 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.

Competencias Procedimentales:

- 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.

Competencias Investigativas:

- 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.

Competencias del Educador: (Si aplica)

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ÁREAS TEMÁTICAS Y PREGUNTAS ORIENTADORAS (Trabajo Presencial)

Área Temática I:	Travel & Shopping
Preguntas Orientadoras:	<ol style="list-style-type: none"> 1. How can students in a B. Ed in Chemistry Program develop the necessary skills to become independent users of English for level B1? What is the best way to go on holiday, as a tourist or as a traveler? 2. What are the necessary expressions to ask for and give information about traveling, accommodation, currency and local traditions? 3. How much luggage do you usually take with you?
Contenidos:	Relative clauses; Idiomatic expressions; past tenses; future tenses; currency, kinds of holidays, cultural features, means of transport

Área Temática II:	Our world
Preguntas Orientadoras:	<ol style="list-style-type: none"> 1. What things do human beings do which harm the environment? 2. What can individuals & governments do to the help the environment? 1. Would you say environmental groups like Greenpeace do a good job?
Contenidos:	Environmental and social issues, expanding vocabulary related to global warming, deforestation, pollution, energy endangered species, landfills and oil spilt; reported speech, listening for specific information, words transformation.

Área Temática III:	Moods and feelings
Preguntas Orientadoras:	<ol style="list-style-type: none"> 1. How can we describe people' lifestyles? What are the essentials to express anger, happiness, frustration, excitement and other feelings? Why verbal and non- verbal language must be interpreted in a speech?
Contenidos:	Modals infinitives and gerunds in oral and written texts

ÁREAS TEMÁTICAS Y PREGUNTAS ORIENTADORAS (Trabajo No Presencial)

Área Temática I:	Expressing purposes, methods, structures and functions by involving the four communicative skills.
Preguntas Orientadoras:	<ol style="list-style-type: none"> 1. 1. What are my expectations about learning another language? 2. How might learning a language open "doors of opportunity"?

Área Temática II:	Connectors in communicative functions
Preguntas Orientadoras:	What are the rules of linking words in English? How many categories of linking words do you need to manage in academic language?
Contenidos:	Cause and effect, emphasis, transition, listing, addition, contrast and similarities.

ARTICULACIÓN DE LAS COMPETENCIAS, RESULTADOS DE APRENDIZAJE, METODOLOGÍA Y CRITERIOS DE EVALUACIÓN.

Competencia	Resultados de Aprendizaje	Estrategias y acciones para alcanzar los resultados de aprendizaje / Metodología para desarrollar y evaluar las competencias.	Criterios para la evaluación de las competencias/ Sistema de evaluación de los resultados de aprendizaje
Can use 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.	Speak confidently clearly and politely in a formal or informal register, appropriate to the academic situations presented in each lesson and Construct arguments to provide background information on a variety of science issues in oral and written ways.	Collaborative learning activities that encourage critical thinking, problem-solving, and effective communication skills. By incorporating group projects, discussions, and peer-to-peer interactions, students will find an environment that promotes active learning and cultivates teamwork. Online discussion forums, collaborative documents, and virtual whiteboards facilitate real-time teamwork and knowledge sharing. Video conferencing and screen-sharing tools enable students to engage in rich, interactive discussions, become more inclusive, foster a sense of community and promote diverse perspectives, and skills for the digital age.	Show a good degree of control of Grammatical forms. Produce stretches of language despite some hesitation. Pronunciation and intonation are generally appropriate. Maintain and develop the interaction and negotiate towards an outcome with little support. use a range of appropriate vocabulary to talk about the topics considered in the lesson.
Can narrate experiences, procedures, different events and briefly give reasons and explanations for opinions and plans.	Improve their speaking ability in English in terms of fluency, accuracy and comprehensibility when listening a lecture, giving a speech and writing a paper.	Brainstorming sessions encourage students to think creatively, share ideas, and collaborate before speaking, reading, writing and listening practice. This technique stimulates critical thinking, problem-solving, and innovation.	Show a good degree of control of Grammatical forms. Produce stretches of language despite some hesitation. Pronunciation and intonation are generally appropriate. Maintain and develop the interaction and negotiate towards an outcome with little support. use a range of appropriate vocabulary to talk about the topics considered in the lesson.

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