



	FORMATO PARA PROGRAMA DE CURSO*
	UNIVERSIDAD DE ANTIOQUIA

1. GENERAL INFORMATION			
Academic unit:	Escuela de Idiomas		
Course name:	Course 12 - Programa Virtual de Inglés para Adultos		
Weekly hours with a professor (AD):	6	Number of weeks:	8
Weekly hours of independent work (TI):	26	Total hours per week:	4

2. SPECIFIC INFORMATION
<p><b>General Description of the Program</b></p> <p>The <i>Programa Virtual de Inglés para Adultos</i>, affiliated to the <i>Centro de Extensión</i> of the <i>Escuela de Idiomas</i> of <i>Universidad de Antioquia</i> encourages the development of the communicative competences<sup>1</sup> of the language to clearly and coherently interact in tasks related to the social, academic, work and personal areas in spoken and written formats. Additionally, the Program seeks to contribute to the personal development of its students through the promotion of a reflective mind towards their learning process, the texts they face, and their own and foreign language and culture.</p> <p>Each course has a main task and three sub-tasks that students complete with the support of their professor in synchronous and asynchronous sessions. The activities behind each sub-task contribute to the development of the four language skills: reading, writing, listening and speaking. Each course has six synchronous hours distributed in three live sessions.</p>
<p><b>Justification</b></p> <p>This Program is endorsed by the work of professors and researchers from the <i>Escuela de Idiomas</i> of the <i>Universidad de Antioquia</i> that aims at encouraging the development of the communicative competence of students in English to interact in tasks related to the social, academic, work, and personal areas in spoken and written formats. Additionally, the Program offers an alternative for students to learn English in a self-</p>

<sup>1</sup> According to Savignon (2001), The English competencies are the grammar competence, which is related to the features of the form of the language, meaning, grammar, syntax, and phonetics; the discourse competence, which is related to the cohesion and the coherence of texts; the sociocultural competence, related to the context where the communication occurs, the roles of the participants, the rules of the language based on the context, and the openness towards other cultures and differences. Finally, the strategic competence, which is related to the plan of action to avoid the lack of language elements interrupting communication.



managed learning system that allows them to keep developing their competencies in the English language from any place around the world.

### General Objective

The student will be able to build a curriculum vitae highlighting his/her academic potential, professional experience, attitudinal capabilities, and skills. During this academic process, the student will explore different resumé formats, and will be able to select the one that best fit the job offer they are applying to. While developing his/her comprehension abilities, the student will be able to interact with his/her classmates and teacher in oral and written means, by using simulations that will allow them to put knowledge into practice in real-life scenarios.

### Specific Objectives:

- To write a *resumé* or a *curriculum vitae* (CV) following the suggested writing process, including the writing elements studied within the course.
- To do a mock interview simulating a job selection process, and following the models provided in class.
- To review expressions related to job descriptions, same as soft and hard skills in the work environment.
- To check adjectives to highlight strengths, abilities, and personality traits.
- To appropriately use expressions related to professional goals: *I'd like/my intention is.../*
- To learn about reading comprehension strategies: *skimming and scanning*.
- To learn about listening comprehension strategies: *listening for gist and listening for detail*.
- To check present perfect tense to report experiences.
- To review question structures by using simple and perfect tenses, focusing on common questions for job interviews.
- To explore vocabulary about modern occupations.
- To identify expressions that describe work and professional functions: *I'm expected to.../ You are supposed to.../ You are required to.../*
- To use words and expressions contributing to the conversations held about academic and professional experiences.
- To appropriately use discourse markers when building a resumé or CV.

### Summarized Content:

This course includes three sub-tasks and a main task that aim to promote abilities to participate in a job selection interview, as well as to create a *resumé* and a *curriculum vitae* (CV). Students will be exposed to different models that will allow them to get familiar with this type of texts, they will also analyze the linguistic aspects required to implement a job interview and write a *resumé* or *curriculum vitae* (CV). In the sub-task A, students will record a conversation about their experience in the workforce and their ideal job opportunity. Sub-task B requires students to work on a job interview taking two different roles; and finally, they will write a draft for their resume when working on Sub-task C.

### SUB-TASKS AND MAIN TASK

Title	The challenges of a job selection process
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<b>Objective</b>	The student will be able to build a curriculum vitae highlighting his/her academic potential, professional experience, attitudinal capabilities, and skills.			
<b>Context</b>	The company you have always wanted to work for has announced a job vacancy and you want to apply for the job.			
<b>Main Task</b>	Write your resume with the most relevant aspects for this process and send it to the company. After submitting your resume, you will be interviewed by one of your classmates; this will be your chance to explain why you are an ideal asset to the company, and the best candidate for this position. After checking your resume and assessing your interview, your classmates will announce whether you have been selected or not. Switch roles for the interview.			
<b>Time Frame</b>	8 weeks			
<b>Sub-Task A</b>				<b>Calendar</b>
<b>Allotted Time</b>	<i>Minimum suggested time: 8 hours</i>			
<b>Title</b>	<b>My dream job</b>			
<b>Objective</b>	To record a podcast episode sharing personal opinions and ideas on the workforce.			
<b>Stages</b>	<b>Actions</b>	<b>Interaction</b>	<b>Language Skills</b>	<b>Weeks 1-2-3</b>
<b>1</b> To watch the video <a href="#">My dream job</a> and discuss questions about the work environment	<ul style="list-style-type: none"> <li>Watching the video <a href="#">My dream job</a>.</li> <li>Complete the graphic organizer focusing on ages and the list of dream jobs mentioned by the participants.</li> <li>Discussing questions in the forum, encouraging students to express their opinion on the video and their dream jobs, following the recommendations provided.</li> <li>Reading the post: <a href="#">Reading cards</a> and summarize information for each of the occupations mentioned.</li> </ul>	Asynchronous; group work; independent work.	Listening Writing Reading	
<b>2</b> To listen to the conversation between two people about their work experiences	<ul style="list-style-type: none"> <li>Listening to a conversation between the two main characters of the course, and work on strategies related to listening for gist and listening for detail by answering the questions suggested.</li> <li>Recording a voice note describing personal experiences with the workforce.</li> <li>Listening to the voice notes recorded by other classmates and react to them by leaving comments and questions.</li> <li>Reading the script from the prior conversation between the two main characters of the course and focus on the words in bold. Identify the meaning of words by context and complete the vocabulary chart.</li> </ul>	Asynchronous; group work; independent work.	Listening Speaking Reading	



		<ul style="list-style-type: none"><li>Reading the script one more time and identify the hard and soft skills mentioned. Drag the words into the right column.</li></ul>			
3	To record a podcast episode sharing personal opinions and ideas on the workforce.	<ul style="list-style-type: none"><li>Writing a script to create an outline for the podcast episode to be recorded.</li><li>Recording podcast by following the recommendations given: <i>Rehearse your guidelines before recording, this will help you work on pronunciation, intonation, and fluency; Make sure the device you are using is working properly; Keep it simple! Use devices and apps that you are familiar with, the voice recorder available on your phone will be perfect.</i></li><li>Editing the recording by using simple tools, adding music, effects, among others.</li><li>Listening to other classmates’ podcast episodes and react to them by leaving comments and questions in the forum.</li></ul>	Asynchronous; group work; independent work.	Writing Speaking Listening	
Language Scope		<ul style="list-style-type: none"><li>Learn about modern occupations.</li><li>Check adjectives to highlight strengths, skills, and personality traits.</li><li>Identify expressions that describe work and professional functions: “I’m expected to.../ You are supposed to.../ You are required to.../</li><li>Use words and expressions contributing to the conversations held about academic and professional experiences.</li></ul>			
Sub-Task B					Calendar
Allotted Time	Minimum suggested time: 8 hours				Weeks 4-5
Title	How to make applying for a job easier				
Objective	To plan and implement a mock interview for a job application process.				
Stages	Actions		Interaction	Language Skills	



1	To read a text about expectations in the work environment and learn about reading comprehension strategies such as skimming and scanning.	<ul style="list-style-type: none"> <li>Engaging in a FORUM conversation related to students' expectations regarding the places they work for, following the questions suggested to prompt the conversation.</li> <li>Creating a message to share an article found on the web with the two main characters of the course.</li> <li>Exploring information about skimming and scanning.</li> <li>Reading the text <b>10 Expectations employers have for employees</b> and completing the graphic organizers.</li> <li>Completing a vocabulary chart based on words selected from the article previously read, categorizing the words into noun, verb, adjective, adverb.</li> <li>Completing a vocabulary chart, paraphrasing the definition of different words.</li> <li>Analyzing the text <b>10 Expectations employers have for employees</b> by answering the questions from a graphic organizer.</li> </ul>	Asynchronous; group work; independent work.	Writing Reading	
2	To watch a video about how to apply for a new job, and work on listening comprehension strategies.	<ul style="list-style-type: none"> <li>Recording a voice note explaining prior ideas related to the title of the video to be watched later on: <b>How to make applying for jobs less painful.</b> The voice note should be shared on a FORUM so that the class can explore everyone's ideas on the topic.</li> <li>Classifying vocabulary into three categories: nouns, verbs, adjectives.</li> <li>Watching the video and completing a graphic organizer providing general information.</li> <li>Watching the video one more time and answering listening-for-detail questions.</li> <li>Writing a reaction text based on the issue mentioned in the video and by using prompting questions. Sharing the text in the FORUM.</li> <li>Making a list of tips based on the video and the reaction texts shared in the FORUM, to be shared during the live session.</li> </ul>	Asynchronous; Synchronous; group work; independent work.	Listening Writing Reading	



3	To create a job interview simulation.	<ul style="list-style-type: none"><li>Exploring the Language Lab first to get vocabulary to build the scripts.</li><li>Checking the video created as a model to complete this task. Students need to watch the video and complete the graphic organizer.</li><li>Participating in the FORUM by answering one of the questions suggested. Students need to reply to one of their classmates' comments to create new threads in the conversation: <i>What do you think about the job interview shown in the video? Have you got similar questions in prior experiences?; What do you think about the questions asked by the interviewer? Are they effective questions for a job interview?; What do you think about Johnathan's answers? Would you change anything from his answers?; What other questions would you add to this interview?</i></li><li>Planning a mock interview in pairs by following the checklist created for this task.</li><li>Recording the video considering the recommendations provided.</li><li>Editing the video, adding extra sound and visual elements, if necessary.</li><li>Posting the video to be assessed.</li></ul>	Asynchronous; group work; pair work; independent work.	Listening Writing Speaking	
Language Scope		<ul style="list-style-type: none"><li>Appropriately use expressions related to professional goals: <i>I'd like/my intention is.../</i></li><li>Learn about reading comprehension strategies: <i>skimming and scanning</i>.</li><li>Learn about listening comprehension strategies: <i>listening for gist and listening for detail</i>.</li><li>Check present perfect tense to report experiences.</li><li>Review question structures by using simple and perfect tenses, focusing on common questions for job interviews.</li></ul>			
Sub-Task C					
Allotted Time	Minimum suggested time: 8 hours				
Title	Building my own CV and resume				
Objective	To brainstorm, draft, and post a resume and curriculum vitae.				





Stages		Actions	Interaction	Language Skills	Calendar
1	To explore the differences between a Curriculum Vitae and a resumé.	<ul style="list-style-type: none"><li>Taking a test to activate previous knowledge on how to write a CV and a resumé.</li><li>Checking out information about curriculum vitae and resumé following the sources selected to this exercise.</li><li>Completing the graphic organizer based on the information obtained.</li></ul>	Asynchronous; independent work.	Reading Writing	Weeks 6-7
2	To analyze the differences between a Curriculum Vitae and a resumé.	<ul style="list-style-type: none"><li>Reading the examples on resumé and CV provided by skimming and scanning.</li><li>Completing the Venn Diagram suggested comparing both formats (resumé and CV) and their purposes.</li><li>Engaging in a conversation in the FORUM, elaborating on ideas related to the formats analyzed. Students need to follow the prompts provided to add their texts in the forum.</li><li>Reacting to the comments on the FORUM by adding comments and follow-up questions.</li></ul>	Asynchronous; group work; independent work.	Reading Writing	
3	To write a draft for a resumé or curriculum vitae.	<ul style="list-style-type: none"><li>Brainstorming information to build a resumé or a curriculum vitae and checking out examples to get extra ideas on how to write any of the formats above mentioned.</li><li>Writing a draft for a resumé or CV.</li><li>Peer-editing the draft, checking structure, content, grammar, spelling, and punctuation.</li><li>Sharing the resumé or CV in the FORUM, checking everyone's format and reacting to them by leaving comments or questions.</li></ul>	Asynchronous; group work; pair work; independent work.	Reading Writing	
Language Scope		<ul style="list-style-type: none"><li>To appropriately use discourse markers when building a resumé or CV.</li><li>Identify the differences between resumé and CV.</li><li>Appropriately use the grammar structures studied in the course.</li><li>Implement the writing process suggested.</li></ul>			
Main Task					Calendar
Allotted Time	Minimum suggested time: 4 hours				Semanas 7-8
Description	The company you have always wanted to work for has announced a job vacancy and you want to apply for the job. Write your resume with the most relevant aspects for this process and send it to the company. After submitting your resume, you will be				



	interviewed by one of your classmates; this will be your chance to explain why you are an ideal asset to the company, and the best candidate for this position. After checking your resume and assessing your interview, your classmates will announce whether you have been selected or not. Switch roles for the interview.	
<b>Actions</b>	<p><b>The interviewee:</b></p> <ul style="list-style-type: none"> <li>Editing the resumé or CV according to the checklist give and classmate's feedback during the peer-edition. Adding extra information if needed and checking the structure of the format.</li> <li>Submitting the resumé or CV.</li> <li>Joining the interview led by the classmate playing the interviewer role.</li> </ul> <p><b>The interviewer</b></p> <ul style="list-style-type: none"> <li>Checking the resumé or CV to get information to create questions for the interview.</li> <li>Customizing the interview according to the interviewee's profile and professional experience.</li> <li>Taking notes to register information about the person being interviewed.</li> </ul>	
<b>Feedback</b>	<ul style="list-style-type: none"> <li>Constant</li> <li>Self-assessment</li> </ul>	

### 3. METHODOLOGY

The methodology of the *Programa Virtual de Inglés para Adultos* is based on the development of study and technological skills through the implementation of communicative tasks. In virtual environments, these tasks are known as e-tasks or online tasks. Salmon (2002, 2013) explains that e-tasks allow students to actively build knowledge through their participation and interaction in online settings. Likewise, Herrington, Reeves and Oliver (2010), claim that e-tasks help students strengthen and reuse knowledge on a subject through authentic situations.

The actions proposed in each main e-task and sub-task are carried out in asynchronous and synchronous moments. The former permits the students to complete activities that can be found in the Learning Management System of the Program. The latter refers to the sessions where students and professor meet in real-time, which are essential to consolidate the elements that students have reviewed independently. Each course has three sub-tasks that support the main e-task to help students achieve these objectives:

1. To develop communicative skills in English.
2. Prioritize meaning over form.
3. Empower students as English language users.

Each sub-task is presented to students in the format of pre, while, and post, which supports the development of the four language skills: reading, writing, listening, and speaking. This process includes the interaction of students with a variety of material including written and audiovisual texts that promote the use and understanding of multimodal strategies. At the end of the course, the students will recycle the elements seen





in class to design and deliver the product of the main e-task, and more importantly, to transfer the knowledge acquired during the course to their day-to-day life.

While exploring the material of the class and completing the tasks in each sub-task and main e-task, the students will find references to grammar notions, phonetics, learning tips, and exercises that they will be able to explore more in-depth in the section “Language Lab”. This section has three categories: Exploring, Learning, and Enhancing. The first one offers descriptions and explanations of grammar rules; the second one, provides students with tips to improve their knowledge about the form of the language, and the third one presents a plethora of exercises for students to enhance the use of grammar features.

The teacher’s role will be that of a guide who leads the actions of the course, gives prompt feedback to students and helps them meet the objectives of the course. The teacher will meet the students three times during each course in order to promote interaction patterns that will allow them to share their progress and practice their English language skills with their classmates. It is important to remark that teachers are invited to share material that supports the students’ learning process and design additional activities to scaffold the academic processes in each main task and sub-tasks.

#### 4. ASSESSMENT

The evaluation of the sub-tasks and the main task is based on pre-established rubrics. Teachers shall inform the students about these rubrics at the beginning of the course. The goal is to foster the self and co-evaluation process of formative nature before the final evaluation.

Aiming to develop communicative abilities in English, students must complete a set of activities designed and evaluated by the teacher during the synchronous sessions. At the same time, the products resulting from sub-tasks and the activities that students develop on the platform different from the others developed autonomously will use previously established evaluation and procedures criteria.

Teachers and students will receive a guide containing the previous information. The grading scale goes from 0,0 to 5,0, being the minimum passing score 3,0. The following table shows the percentage of evaluations and items:

Week	Item	Evaluation (%)
0	“Introduction to the virtual platform” - Netiquette	
1	<b>Online Lesson 1</b> Course presentation: program, tasks, methodology, evaluation and forums	
2-3	<b>Development of Sub-task A</b>	15 %
4	<b>Development of Sub-task B</b>	15 %
5	<b>Online Lesson 2</b>	10 %



<b>6-7</b>	<b>Development of Sub-task C</b> Self-evaluation	15 % 10 %
<b>8</b>	<b>Online Lesson 3</b> <b>Development of the Main task</b> Closure of the course	10 % 25 %
<p style="text-align: center;"><b>Compulsory Activities</b></p> <ul style="list-style-type: none"> <li>• Attendance to all synchronous sessions</li> <li>• Development and delivery of all the sub-tasks</li> <li>• Development and delivery of the main task</li> <li>• Self-assessment</li> </ul>		

Secretario del Consejo de Unidad Académica		
<b>Nombre completo</b>	<b>Firma</b>	<b>Cargo</b>

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