



	UNIVERSIDAD DE ANTIOQUIA
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1. GENERAL INFORMATION

Academic unit:	Escuela de Idiomas	
Course name:	Course 10 - 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: 5,5

2. SPECIFIC INFORMATION

General Description of the Program

The *Programa Virtual de Inglés para Adultos*, affiliated to the *Centro de Extensión* of the *Escuela de Idiomas* of *Universidad de Antioquia* encourages the development of the communicative competences¹ 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.

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.

¹ 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.



Justification

This Program is endorsed by the work of professors and researchers from the *Escuela de Idiomas* of the *Universidad de Antioquia* 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-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 produce and comprehend intermediate-level oral and written texts about the causes and consequences of the most prominent environmental situations in their region. Additionally, the student will be able to create oral and written reports based on possible solutions to the environmental problems described throughout the course.

Specific Objectives

- To identify vocabulary related to environmental issues and environmental strategies/solutions.
- To use "Used to" and "would" appropriately.
- To express facts and opinions about environmental impact topics.
- To explore the use of zero, first, and second conditional.
- To use discourse markers that indicate contrast: whereas, while, however, but.
- To determine the components of discourse (nouns, verbs, and words in English that have both categories).
- To write an expository text that includes the suggested structure.
- To Implement listening comprehension strategies.



Summarized Content

This course consists of three sub-tasks and a main task that allow students to identify the elements that make up expository texts through the exploration of environmental topics: their causes, consequences, and learned lessons from the good practices of other communities that have successfully dealt with certain ecological problems. Additionally, the use of zero, first, and second conditionals will be reviewed, along with connectors that indicate contrast and the identification of discourse components such as verbs, nouns, adjectives, etc.

In Sub-task A, students will listen to two individuals from other communities discussing environmental issues and then record a podcast reporting on these problems and possible solutions. In Sub-task B, students will read an article and listen to an interview about environmental initiatives, which they will then report on by adding proposals that have been implemented in other communities through an expository text. In Sub-task C, students will read an article and listen to an interview about environmental initiatives, which they will then report on by adding proposals that have been implemented in other communities through an expository text. In subtask C, students will read an article that will serve as a model for drafting an article that presents an environmental issue, its causes, consequences, and possible solutions implemented in other communities to address the ecological problem. Finally, students will publish their articles in the local newspaper that issued the call for submissions.

SUB-TASKS AND MAIN TASK

Title	Local Initiatives with Global Impact		
Objective	To write an expository text about the issues, causes, and consequences of an environmental problem in a city and how it is managed in the city.		
Context	The local newspaper is accepting reports on the environmental situation worldwide. You and your colleagues want to participate.		
Main Task	Identify an environmental problem in your city and then research how it is addressed in another city around the world. You will then create a written report on the issues, their causes and consequences, and how they are managed in both cities.		
Time Frame	8 weeks		
Sub-Task A			Calendar
Allotted Time	Minimum suggested time: 8 hours		
Title	What cities deal with		Weeks 1-2-3
Objective	Record a podcast about environmental issues of a city.		
Stages	Actions	Interaction	



1	Getting familiar with common environmental issues	- Match the pictures with the name of the corresponding environmental issue. - Answer the questions about environmental awareness and give arguments. - Read two of your classmates' answers and write a response expressing your opinion about them. - Refer students to the language lab to explore important concepts about environmental issues. - Read an article about the 10 most common environmental problems of urban areas nowadays and answer the comprehension questions.	Asynchronous; Activity in groups; Individual	Writing / Reading
2	Listening to a conversation about environmental issues in a city and completing a graphic organizer	- Check the concepts from the vocabulary box and categorize them as <i>environmental issues</i> or <i>environmental strategies</i>. - Refer students to the language lab and explore some listening comprehension strategies. - Listen to a conversation about some environmental problems that New York is currently facing. - Complete the graphic organizer with information from the conversation (<i>problem, causes and consequences y actions taken / strategies implemented</i>). - Answer the critical thinking questions about the conversation.	Asynchronous; Individual activity	Writing / Listening
		Research about other environmental problems that New York is facing today and complete the chart with the information required (<i>Problems and Strategies being implemented to tackle them</i>).		



3	Reporting some environmental problems of New York in a podcast	- Refer students to the <i>Language Lab</i> to learn about podcasts and how they are made. - Gather more information about the environmental problems of New York found in the previous stage and complete the chart with their causes, consequences, and current status. - Refer students to the Language Lab to learn about how to express repeated actions in the past and past habits using <i>used to</i> and <i>would</i>. - Complete the <i>outline</i> for the podcast to be recorded with the following information: introduction, three main segments (one for each problem), and a conclusion. - Read the suggested tips before recording the podcast. *Record the podcast with the information included in the outline and upload it to the platform. - Listen to a classmate's podcast and write a reaction expressing your opinion about it.	Asynchronous; Activity in pairs; Individual	Reading / Speaking / Listening
Language Scope		- Review the linguistic notions of "used to" and "would." - Identify the problems, causes, and consequences of an environmental issue. - Explore elements of expository texts. - Use words and expressions that support the description of an environmental problem.		
Sub-task B				Calendar
Allotted Time	Minimum suggested time: 8 hours			Weeks
Title	Succesful solutions			
Objective	Report an environmental problem and provide solutions that have been successfully implemented in other places through an expository text.			4-5
Stages	Actions	Interaction	Language Skills	



1	Learning about green initiatives that are being implemented worldwide to tackle environmental issues	- Take the quiz to find out how ecofriendly the students are. - Use an online dictionary to find definitions about environmental initiatives and complete the chart. - Read the article about sustainable practices and environmental initiatives that are being implemented in Colombia and do the reading comprehension exercises. - Refer students to the Language Lab to explore zero, one, and second conditionals. - Find examples of conditionals in the text. - Add additional initiatives from your own experience using conditionals. - Read the initiatives of some classmates and give feedback about the initiatives themselves and the use of conditionals.	Asynchronous; Activity in pairs; Individual	Reading/ Speaking / Writing
2	Identifying facts and opinions from audiovisual texts	- From a list, identify the 2 most interesting sustainable initiatives, search for information about them and complete the chart. - Match the words with their synonyms as preparation before watching a video. - Refer students to the Language Lab to explore elements that allow them to identify facts and opinions in a text. - Listen to an interview about the <i>Green Building Initiative</i> and complete the graphic organizer. - Access the video script and find 2 facts and 2 opinions of the author. - Read the infographic about pioneer cities in sustainable architecture projects, identify the most interesting ones and write your opinion. Also, include arguments based on previously researched facts.	Asynchronous; Individual activity	Listening / Writing / Reading



3	Writing an expository text about how a city has successfully implemented a green initiative to deal with an environmental problem	- Refer students to the Language Lab to become familiar with the expository text and carry out writing activities. - Read the article about the strategies that Curitiba, Brazil, has implemented to transform its transportation system into a more sustainable one and answer the comprehension questions. - Do the exercises to identify the type of text and its paragraphs. - Choose one of the initiatives worked on in <i>Subtask B, stage 1</i> to write an expository text explaining key aspects, facts and details of it. - Classify the information in the proposed outline for an expository text. - Write the text and upload it to the forum. - Read two classmates' texts and write an opinion about the initiative described and the structure of the text.	Asynchronous; Activity in pairs; Individual	Writing / Reading	
Language Scope		- Identify facts and opinions in oral and written texts using the recommended strategies. - Explore the use of zero, first, and second conditionals in written and spoken texts. - Utilize elements to report information. - Examine expressions that suggest the author's facts and opinions in oral and written expository texts.			
Sub-task C					
Allotted Time	Minimum suggested time: 8 hours				
Title	Local initiatives with global impact				
Objective	Write the draft of a report about an environmental issue to be published in a newspaper.				
Stages	Actions	Interaction	Language Skills	Calendar	



1	Getting familiar with different types of newspapers and their main sections	- Match the words with their corresponding definitions to become familiar with vocabulary about types of newspapers. Read the text about types of newspapers. - Complete the graphic organizer with the types of newspapers in your country and their characteristics. - Read the answers of one of your classmates and compare them with your own answer. - Answer some guiding questions to write your opinion.	Asynchronous; Individual activity	Writing / Reading	Weeks 6-7
2	Recognizing differences and similarities between expository texts and newspaper reports	- Answer the questions to get familiar with the topic (expository texts vs newspaper reports). - Refer students to the Language Lab to explore discourse markers. - Read about the main similarities of an expository text and a newspaper report. - Search on the internet for the definition of words related to Guerrilla gardening. - Read the newspaper report and do the comprehension exercises. Identify some discourse markers in the report and explain their function in the text. - Refer students to the Language Lab to study about words that can be both nouns and verbs at the same time.	Asynchronous; Individual activity	Reading / Writing	
3	Writing the draft of a newspaper report about environment	- Watch the video to get familiar with the steps to write a newspaper report. - Answer the comprehension questions about the video. Refer students to the <i>Language Lab</i> to study more tips to keep in mind when writing a newspaper report. - Search for information about an environmental problem in your city and complete the outline to structure the draft of your newspaper report. - Using the outline, write the draft of your newspaper report.	Asynchronous; Individual activity; In pairs	Listening / Writing / Reading	



		Read a classmate's draft and give feedback according to the proposed questions.			
Language Scope		- Use discourse markers that indicate contrast: whereas, while, however, but. - Determine the components of discourse (nouns, verbs, and words in English that belong to both categories). - Transition appropriately between the grammatical structures reviewed during the course. - Implement all the characteristics of an expository text.			
Main Task					Calendar
Allotted Time	Minimum suggested time: 4 hours				
Description	The local newspaper is receiving reports on the environmental situation around the world. You and your peers want to participate. Identify an environmental issue in your city and then research how a similar problem is addressed in another city worldwide. Create a written report that discusses the issues, their causes and consequences, and the approaches taken to address them in both your city and the chosen city.				
Actions	- Make the necessary adjustments to the draft text based on the feedback from your peer editor and your teacher. - Insert the text into the appropriate format, following the newspaper's editing guidelines. - Follow the instructions from your teacher to read and provide feedback on your classmates' articles. - Publish the newspaper in the School of Languages newsletter.				
Feedback	- Constant - Self-assessment				

**Semanas
7-8**

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	Online Lesson 1 Course presentation: program, tasks, methodology, evaluation, and forums	
2-3	Development of Sub-task A	15 %
4	Development of Sub-task B	15 %
5	Online Lesson 2	10 %
6-7	Development of Sub-task C Self- evaluation	15 % 10 %
8	Online Lesson 3 Development of the main task Closure of the course	10 % 25 %
Compulsory Activities		
• Attendance to all synchronous sessions. • Development and delivery of all the sub-tasks. • Development and delivery of the main task. • Self-assessment.		



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Secretario del Consejo de Unidad Académica		
Nombre completo	Firma	Cargo