

Integrated English I

General information	Academic information
Code: ENIN-1101	Credits: 7
Academic Term: I Quarter	Theoretical hours per week: 2
Nature of the course: Theoretical-Practical	Practical hours per week: 4
Requisites: N/A	Independent work hours per week: 15
Corequisites: N/A	Total hours per week: 21
Modality: Quarterly, On-site	Sessions per week: 2

1. General description

The course Integrated English I incorporates the macro-skills of listening and speaking in the English language through the study of various language components such as pronunciation, grammar, and vocabulary acquisition. The course develops these macro-skills in first-year students to help them effectively acquire language abilities that are essential not only for subsequent oral courses but also for other subject areas taught in English.

By the end of this course, students will be able to use the macro-skills of English listening and speaking through the study of basic elements belonging to different components of the language, such as pronunciation, grammar, and basic vocabulary acquisition, all aimed at meeting specific and immediate needs. These macro-skills will be reinforced through vocabulary learning and its application in various familiar or simple scenarios, with the goal of communicating essential, short, yet concise phrases. Additionally, students will express basic ideas either orally or in writing on topics covered in class, using basic grammatical structures aligned with the A1 level of the Common European Framework of Reference for Languages (CEFR).

2. Objectives

General Objective

Use the English language orally to communicate about everyday topics through various speaking, listening, and writing activities such as exercises, dialogues, exams, and presentations.

Specific Objectives

1. Understand basic conversations related to the topics of each unit by correctly applying grammatical rules.
2. Express simple opinions by engaging in various familiar scenarios using the pronunciation, grammar, and vocabulary acquired in the course.
3. Improve different language skills through practice using an online platform (ED).

Course content

1. People

- 1.1 Personal information
- 1.2 Jobs and occupations: Basic descriptions
- 1.3 Countries: Simple descriptions of a country

2. A day in life

- 2.1 Free time: Daily activities
- 2.2 Hobbies and routines
- 2.3 Daily activities in my life.

3. Places to visit

- 3.1 Basic information on going on a trip.
- 3.2 Vacations plan.
- 3.3 Descriptions of tourist places and historical places

4. Food

- 4.1 Recipes: Types of ingredients and how to count them
- 4.2 Diets: Simple descriptions

5. Sports

- 5.1 Description of leisure activities and sports

5.2 Comparing sports: Describing sports narrated at the moment

6. Destinations

6.1 Describing places and how they were in the past

6.2 Comments about past vacations.

7. Communication

7.1 Comparing formal and informal communication

7.2 Exchanging information: Basic information

7.3 Describing sounds and images

8. Setting plans

8.1 Discussing about plans.

8.2 Making simple predictions

9. Clothing

9.1 Comparing clothing

9.2 Talking about trends: Comparing trends through history

9.3 Best and worst trends in history

10. Lifestyles

10.1 List of healthy habits

10.2 Comparing lifestyles

10.3 Activities that transmit happiness

11. Achievements

11.1 Responsibilities

11.2 Job interviews: Tips for a job interview

11.3 Personal goals to achieve

12. Decisions I

12.1 Tips about money

12.2 Decisions about money.

12.3 Decision making: If I won the lottery

13. Decisions II

13.1 Tips for daily life

13.2 Decisions about daily life (social, family, job)

3. Teaching Methodology

The methodology developed in the course focuses primarily on the active participation of students in speaking and listening activities. In addition, the instructor will facilitate grammar exercises that reflect the students' understanding of the theoretical content.

The teaching techniques highlighted in the course include interactive lectures, guided discussions, presentations, role-plays, listening exercises, grammar exercises, among others.

In language acquisition, it is essential for students to be in constant contact with the language; for this reason, in every session, the instructor will encourage students to participate orally and will assign listening exercises.

4. Learning Strategy

To maximize learning and achieve the course objectives, students are encouraged to implement the following learning strategies: taking notes during class, practicing listening, actively participating in oral activities, completing assignments, among others.

Students will be required to complete three short quizzes: one listening, one oral, and one written. In addition, they will take two oral exams, two written exams, and two listening exams. They will also compile their written work in a portfolio that will showcase their progress throughout the course. Finally, students must complete three assignments during the semester.

5. Didactic resources

This course is supported by educational resources such as:

- Multimedia classroom equipment for projection on the whiteboard
- Internet access for sharing and storing practice documents and study readings
- Headphones and audio/video playback systems (such as a phone, tablet, or other electronic device)
- Digital applications and educational software for developing study practices
- Textbook and recommended reference bibliography

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6. Evaluation

Evaluation criteria	Percentage
Oral assessments (session 6,11 and 15)	30%
Listening assessments (session 6, 11 and 15)	15%
Portfolio of evidence	5%
Oral presentations (4)	20%
ED (15% classwork & 15% in platform)	30%
Total	100%

7. Bibliography

Textbooks

Antonello, M. (2023). *Communication Strategies in English as a Lingua Franca Transcultural Communication*: (1 ed.). Cambridge Scholars Publishing. <https://elibro-net-uh.knimbus.com/es/lc/bibliouh/titulos/229011>

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Zano, K. (2020). Reading Comprehension Strategies of the EFAL Learners in the FET Phase: Teachers Perspectives.E -Bangi, 17 (7), 1-11

Reference books

Flores Kastanis, P. (2016). *English 1*. Grupo Editorial Patria.
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Schramper Azar, B. (2003). *Basic english grammar* (3 edición). Editorial Prentice Hall Regents.

Soler Lorente, M. (2015). Teaching English at University Level. Universitat Politècnica de Catalunya.
<http://elibro.net.uh.remotexs.xyz/es/lc/bibliouh/titulos/53815>

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Reference texts

Douglas, E. & Girimonti S. S. J. (2019). Train up your skills!: Extensive English skills practice. B1.. Editorial Tébar Flores. <https://elibro-net-uh.knimbus.com/es/lc/bibliouh/titulos/124785>

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<http://elibro.net.uh.remotexs.xyz/es/lc/bibliouh/titulos/153501>

Pérez Morales, J. I. (Comp.). (2021). *Using Information and Communication Technologies (ICT) in the Teaching and Learning Process of English as a Foreign Language:* (ed.). Editorial Feijóo. <https://elibro-net-uh.knimbus.com/es/lc/bibliouh/titulos/177598>

8. General Guidelines

All academic regulations established in Universidad Hispanoamericana guidelines must be respected.

9. Course Schedule

Week	Content	Teaching-learning activities
1	1. People 1.1 Personal information 1.2 Jobs and occupations: Basic descriptions	Presentation and review of the course syllabus, including its objectives, contents, and evaluation criteria. Student introductions with personal information.

Week	Content	Teaching-learning activities
	1.3 Countries: Simple descriptions of a country	Oral activities with short descriptions of countries and nationalities. Written and oral practice of the verb to be
2	A day in life 2.1 Free time: Daily activities 2.2 Hobbies and routines 2.3 Daily activities in my life.	Teacher presentation of the thematic content and methodology. Student completion of basic oral, written, and listening exercises with teacher support. Reading
3	Places to visit 3.1 Basic information on going on a trip. 3.2 Vacations plan. 3.3 Descriptions of tourist places and historical places	Teacher presentation of thematic content and methodology. Student completion of oral, written, and listening exercises with teacher support. Oral Presentation #1
4	4. Food 4.1 Recipes: Types of ingredients and how to count them 4.2 Diets: Simple descriptions	Teacher presentation of thematic content and methodology. Student completion of oral, written, and listening exercises with teacher support. Reading
5	5.Sports 5.1 Description of leisure activities and sports 5.2 Comparing sports: Describing sports narrated at the moment	Teacher presentation of thematic content and methodology. Student completion of oral, written, and listening exercises with teacher support. Group discussion
6	Oral assessment I Listening assessment I	

Week	Content	Teaching-learning activities
7	6. Destinations 6.1 Describing places and how they were in the past 6.2 Comments about past vacations.	Teacher presentation of topics and methodology. Resolution of oral, written, and listening exercises by the student with teacher support. Reading Oral Presentation #2
8	7. Communication 7.1 Comparing formal and informal communication 7.2 Exchanging information: Basic information 7.3 Describing sounds and images	Teacher-led presentation and explanation of thematic content and methodology. Student completion of oral, written, and listening exercises with teacher support.
9	8. Setting plans 8.1 Discussing about plans. 8.2 Making simple plans	Teacher-led presentation and explanation of thematic content and methodology. Student resolution of oral, written, and listening exercises with teacher support. Reading
10	9. Clothing 9.1 Comparing clothing 9.2 Talking about trends: Comparing trends through history 9.3 Best and worst trends in history 10. Lifestyles 10.1 List of healthy habits 10.2 Comparing lifestyles 10.3 Activities that transmit happiness	Teacher-led presentation and explanation of thematic content and methodology. Student completion of oral, written, and listening exercises with teacher support. Oral Presentation #3
11	Oral assessment II	

Week	Content	Teaching-learning activities
	Listening assessment II	
12	11. Achievements 11.1 Responsibilities 11.2 Job interviews: Tips for a job interview 11.3 Personal goals to achieve	Teacher-led presentation and explanation of thematic content and methodology. Student completion of oral, written, and listening exercises with teacher support. Reading
13	12. Decisions I 12.1 Tips about money 12.2 Decisions about money. 12.3 Decision making: If I won the lottery	Teacher-led presentation and explanation of thematic content and methodology. Student completion of oral, written, and listening exercises with teacher support. Group discussion.
14	13. Decisions II 13. 1 Tips for daily life 13.2 Decisions about daily life (social, family, job)	Teacher-led presentation and explanation of thematic content and methodology. Student completion of oral, written, and listening exercises with teacher support. Oral Presentation #4.
15	Final oral assessment Final Listening assessment	

10. Rubrics

Oral presentations - 40 points

For the oral presentations, the teacher will assign the topic to be presented. The students will then prepare an oral presentation according to the time specified by the teacher. The presentation must include an introduction, a development, and a conclusion, as well as the use of visual aids for the presentation.

Category	5	3	1	0
Preparation	The presentation is well-prepared and evidenced.	The presentation seemed somewhat prepared, but more practice was needed.	The presentation is not prepared. It is evident that no practice was done.	Did not present.
Content	The presentation includes an introduction, development, and conclusion.	The presentation lacks an introduction, development, and conclusion.	The presentation lacks an introduction and conclusion.	The student did not present.
Pronunciation	The speaker communicates without pronunciation errors.	The speaker makes between 1 to 5 pronunciation errors.	The speaker makes more than 5 pronunciation errors.	The student did not present.
Body language	Maintains eye contact with the audience. Moves naturally to convey the message.	For the most part, maintains eye contact with the audience and moves naturally to convey the message.	Does not make eye contact with the audience or include distracting movements.	Body language skills are not showed
Visual aids	Includes visual elements that help convey the message more effectively.	The visual elements are distracting and do not help convey the message more effectively.	Does not use visual aids.	Did not present.
Grammar	Communicates correctly 100% of the time. There are no grammatical errors in their speech.	The message is understandable; however, the speaker makes between 1 to 5 grammatical errors.	Makes more than 5 grammatical errors.	The student did not present.
Attentive listening to peers	Listens to and participates in the presentations of their peers.	Listens to and participates in some of the presentations of their peers.	Does not listen to or participate in the presentations of their peers.	Did not present.

Time limit	The presentation lasts between 5 to 7 minutes.	The presentation lasts less than 5 minutes.	Does not meet the set time for presenting	Did not present.
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Portfolio Evaluation Rubric

Total Points: 20pts

Percentage: 5%

Final Grade

Student:

Instructions

Criteria	4	3	2	1	Points
Cover Page	Includes all elements following the APA format.	Missing an element in the cover page presentation.	Two elements are missing in the cover page presentation.	Three or more elements are missing from the cover page, and they do not follow the APA format.	
Introduction	The objective of the portfolio is consistent with the content requested by the teacher. The introduction reflects the learning achieved and the reason why the evidence is structured.	The objective of the portfolio only partially considers the content studied.	The objective of the portfolio is not consistent with the content or lessons studied.	The portfolio lacks a specific objective stated in the introduction.	
Evidence	Includes all the evidence, and these demonstrate progress in the requested content.	Includes most of the requested evidence. Not all of it clearly demonstrates progress in the requested content.	Includes some of the requested evidence, but it does not demonstrate progress in the content.	Includes only one or none of the requested evidence, and it does not demonstrate progress in the content.	
Organization	All content is correctly presented.	Some of the content lacks presentation elements.	Two of the content pieces are not correctly presented.	Three or more of the content pieces are not correctly presented.	

Spelling	The portfolio is free of spelling errors.	There are up to three spelling errors.	There are four to six spelling errors.	There are seven or more spelling errors.	
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