

Integrated English II

General information	Academic information
Code: ENIN-2104	Credits: 7
Academic Term: II Quarter	Theoretical Hours per Week: 2
Course nature: Theoretical-Practical	Practical Hours per Week: 4
Requisites: ENIN-1101	Independent Work Hours per Week: 15
Corequisites: N/A	Total Hours per Week: 21
Modality: Quarterly- On site	Sessions per Week: 2

General Description

Integrated English II is a course designed for those students who have already demonstrated proficiency in the language; It is an intermediate-beginner level course where the comprehensive development of the four linguistic skills continues: listening comprehension, reading comprehension, oral expression and written expression. Through this course it is intended to consolidate a level of linguistic competence adequate to interact in situations on everyday topics of basic need. As tools to achieve this goal, significant learning experiences are used with the implementation of appropriate didactic and methodological strategies. In addition to this, the student will have the possibility of expanding their vocabulary, developing fluency and learning self-correction strategies that allow them to develop the language functions necessary in situations of oral and written communication.

At the end of this course, the student will make simple descriptions or presentations about people, places or working conditions, daily routines, preferences, among others, as a series of simple phrases and sentences related to a list or support provided. Learners will explain in a simple way, using frequently used expressions of interest, the reasons why they like or dislike something, or why they prefer one topic over another, making simple, but direct comparisons. Learners will perform oral deliveries of very short, rehearsed announcements on predictable, frequently used topics or learned content. In addition, it will present orally, according to previous

essays, topics relevant to daily life, background and immediate environment, as well as provide brief reasons and explanations that include opinions, plans and actions. Finally, learners will be able to answer a limited number of questions that arise from other basic questions, particularly with help or repetition of the previously asked question. In addition, the student will express basic ideas on topics seen in class using basic grammatical structures, according to level A2 of the Common European Framework of References.

1. Objectives

General Objective

- To apply diverse oral and listening strategies to develop required linguistic competence to comprehend oral and written texts at a basic level, as well as to use the functions, vocabulary and already studied grammatical structures to communicate in varied contexts.

Specific Objectives

1. To recognize diverse grammatical structures of the language during a dialogue or conversation.
2. To identify patterns of the English language related to phonetical elements and structures.
3. To describe ideas about people, places and work conditions, daily routines, preferences, among others, by using basic grammar structures through oral presentations and written productions.
4. To apply reading and listening strategies to enhance the process of communication by using the English language.

2. Course content

1. Evolution of technology in the last 50 years: Life in the 20th century

1.1 Technology in 1970: Description based on support material

1.2 Ways in which technology has affected the way of living

1.3 How was life in the 20th century? Opinions about like and dislikes

2. Technology in education

- 2.1 How can technology be incorporated in education
- 2.2 Digital platforms that can be useful in the educational process: comparative analysis through basic structures
- 2.3 Importance of technology in Education: Oral opinions

3. How was life when we were children?

- 3.1 Memories of our childhood: exchanging memories in a short and oral way
- 3.2 Goals and professions to achieve in the future
- 3.3 Situations to take place in the future: Opinions about predictions

4. Jobs around the world: Tips for interviews, types of Jobs, advantages and disadvantages

- 4.1 Jobs in different countries: Comparison of simple structures
- 4.2 Experiences in job interviews: List of tips to consider in an interview
- 4.3 Analysis of situations experienced in job interviews: Actions to implement

5. Healthy and non-Healthy habits

- 5.1 Positive and negative habits for our health: Presenting opinions in an oral way
- 5.2 Consequences of not caring about eating habits: Descriptions

6. Expectations vs reality in Jobs and education

- 6.1 New job expectations vs reality: Narrating experiences in an oral way
- 6.2 Expectations in education vs reality
- 6.3 Simple responses to the question: what if?

7. Regrets

- 7.1 Past actions that cause regrets: Sharing experiences
- 7.2 Regrets in adulthood

7.3 Imaginary situations in the past: Simple conversations

8. Bucket list of dreams to accomplish

8.1 Activities to be done before kicking the bucket: Oral descriptions

8.2 What is important to do in life?

8.3 Unaccomplished dreams: Discussion using basic structures

9. Unusual countries on earth: The coldest country, The hottest country, the furthest country...

9.1 Characteristics of different countries around the world: Simple oral presentations

9.2 Countries that you must visit

9.3 Places to visit in the short and long term

10. Music around the world: Evolution and impact of music

10.1 Types of music around the world and its evolution: Basic comparisons

10.2 Impact of music in society

10.3 Oral narrations about famous musicians

11. Basic elements in teaching: Planning

11.1 Elements to consider in Planning: Discussion

11.2 Simple Planning in different teaching scenarios

12. Differences in the educational system: Public vs private education

12.1 Differences between both systems: Discussion

12.2 Discussion of improving strategies for both Education systems

3. Teaching methodology

The teacher will act as a mediator by providing a teaching-learning environment where students can practice, produce, and improve their communication skills. The course includes different topics that encourage individual work, in pairs, small groups, or group discussions; the main objective is to make use of the topics analyzed in class to benefit from the teacher's feedback and the process as such. Other means that will strengthen oral communication skills in the course consist of access to books and other digital resources provided by the teacher. In addition to this, although the emphasis of the course lies on improving the student's oral communication through the discussion of various content topics, it will also proceed to analyze topics pertaining to English phonetics and grammar.

4. Learning strategy

To achieve not only effective learning in this subject, but also the fulfillment of its stated objectives, students are encouraged to follow the learning strategies outlined below: analyzing topics and readings before each class to facilitate inquiries, taking notes and recording key information during lectures, consulting online databases to support assignments, reviewing relevant literature related to the topics, and creating summaries, outlines, and mind maps of the content covered in each session.

5. Didactic resources

This course is conducted with the support of educational resources such as:

- Classroom multimedia equipment for projection on the board.
- Internet access for document sharing and storage, study readings, as well as videos, audio materials, and online practice activities.
- A textbook and recommended reference bibliography.
- Digital applications and educational software for study exercises.
- Supplementary materials prepared by each instructor.

6. Evaluation

Evaluation Criteria	Percentage
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Partial Assessment I: Oral & Listening (week 6)	15%
Partial Assessment I: Oral & Listening (week 11)	15%
Final Assessment I: Oral & Listening (week 15)	15%
Oral presentation (4)	20%
Porfolio	5%
ED (15% classwork & 15% platform)	30%
Total	100%

7. Bibliography

Textbooks

Douglas, E. & Girimonti S. S. J. (2019). Train up your skills!: Extensive English skills practice. B2. Editorial Tébar Flores. <https://elibro-net-uh.knimbus.com/es/lc/bibliouh/titulos/125007>

Ortega Barrera, I. & Sánchez Cuervo, M. E. (2016). English for Future Teachers: Learning English in an Educational Context.. Universidad de Las Palmas de Gran Canaria. Servicio de Publicaciones y Difusión Científica. <https://elibro-net-uh.knimbus.com/es/lc/bibliouh/titulos/57228>

Roberts, R; Clare, A & Wilson, J. (2011). New Total English. <https://ateneum.edu.pl/assets/Dzieskanat/ELEARNING/Kolendo/New-Total-English-Intermediate-Students-Book.pdf>

Reference books

Chalker Sylvia, Edmund S. C. Weiner. (2010). Oxford Dictionary of English Grammar, Oxford University press.

Gomez, J.(2017). A Model for the Strategic Use of Metacognitive Reading Comprehension Strategies. 19(2), 187-201. <http://dx.doi.org/10.15446/profile.v19n2.58826>.

Hue, B.T.H. (2024). Utilizing Communicative Activities to Teach Oral English

Skills to Students at Tuyen Quang School for Excellence (TSE). *European Journal of Theoretical and Applied Sciences*, 2(4), 222-236. DOI: 0.59324/ejtas.2024.2(4).19

Li, J. (2024). *Practical English oral expression and communication skills*. *Journal of Educational Theory and Management*, 8(1), Article 14840.
<https://doi.org/10.26549/jetm.v8i1.14840>

Martinez Agudo, J. D. D. (II.). *Teaching and Learning English through Bilingual Education*. ed. Newcastle upon Tyne, UK: Cambridge Scholars Publishing, 2012. 263 p. Disponible en: <https://elibro-net-uh.knimbus.com/es/ereader/bibliouh/146480?page=1>

Molinsky J. Steven, Bliss Bil. (2009). *Word by Word Picture Dictionary*, Pearson Education.

8. General Guidelines

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

9. Course Schedule

Week	Contents	Teaching-learning activities
1	<p>1. Evolution of technology in the last 50 years: Life in the 20th century</p> <p>1.1 Technology in 1970: Description based on support material</p> <p>1.2 Ways in which technology has affected the way we live.</p>	<ol style="list-style-type: none">1. Course program presentation and review, its objectives, contents, and evaluation criteria.2. Diagnostic of prior knowledge related to the course's thematic contents.3. Teacher's presentation of thematic placement.4. Class discussion.

Week	Contents	Teaching-learning activities
	1.3 How was life in the 20 th century? Likes and dislikes opinions	
2	2. Technology in Education 2.1 How can technology be used in education? 2.2 Digital platforms that can be useful in the educational process: Comparative analysis through basic structures. 2.3 Importance of technology in education: Oral opinions.	1. Teacher's presentation on the use of technology in education. 2. In-class reading on the different uses of technology in education. 3. Class discussion. Reading.
3	3. How was life during our childhood? 3.1 Memories of our childhood: Share experiences briefly and orally. 3.2 Goals and professions to achieve in the future. 3.3 Situations that will happen in the future: Opinions on predictions	1. Teacher's presentation on experiences lived during childhood. 2. Predictions: events that could or could not happen. 3. Experiences that could be lived in the future. Oral Presentation #1
4	4. Jobs around the world: Tips for interviews, types of jobs, advantages and disadvantages 4.1 Jobs in Different Countries: Comparison Using Simple Structures	1. Video Analysis. 2. Teacher Presentation on Various Jobs Around the World. 3. Analysis of Real Interview Situations Experienced / Currently Happening. 4. Class Discussion Reading

Week	Contents	Teaching-learning activities
	<p>4.2 Interview Experiences: List of Tips During an Interview</p> <p>4.3 Analysis of Situations Experienced in Interviews: Actions to Take</p>	
5	<p>5. Healthy and non-healthy habits</p> <p>5.1 Positive and Negative Health Habits: Expressing Opinions Orally</p> <p>5.2 Consequences of Not Maintaining Healthy Eating Habits: Descriptions</p>	<ol style="list-style-type: none"> 1. Teacher presentation on eating habits. 2. Analysis of videos related to healthy and unhealthy eating habits. 3. Class discussion. 4. Review of topics to be included in the Partial Oral & Listening I assessment.
6	Partial Assessment I: Oral & Listening	
7	<p>6. Expectation vs reality in Jobs and education</p> <p>6.1 Expectations When Starting a Job vs. Reality: Narrating Experiences Orally</p> <p>6.2 What Is Expected from Education vs. What Actually Happens</p> <p>6.3 Simple Answers to the Question: "What If...?"</p>	<ol style="list-style-type: none"> 1. Analysis of the Definition of an Expectation and What Often Becomes Reality. 2. Teacher Presentation on Job Examples Where Expectations Differ from Reality. 3. Answering the Question: "What If...?" 4. Class Discussion. <p>Reading. Oral Presentation #2.</p>
8	<p>7. Regrets</p> <p>7.1 Past actions we regret: Sharing experiences</p> <p>7.2 Adulthood regrets</p> <p>7.3 Imaginary situations in the past: Simple conversations</p>	<ol style="list-style-type: none"> 1. Analysis of the definition of regret. 2. Teacher's presentation on the main reasons why people express regrets. 3. Actions one wishes they had taken in the past. <p>Class discussion.</p>

Week	Contents	Teaching-learning activities
9	<p>8. Bucket list of dreams to fulfill</p> <p>8.1 Things we would like to do before we die: Oral descriptions</p> <p>8.2 What is truly important to do in life?</p> <p>8.3 Unfulfilled dreams: Discussion using basic structures</p>	<ol style="list-style-type: none"> 1. Review of the topic of regrets. 2. Teacher presentation on how to cope with unfulfilled dream expectations. 3. Class discussion. Discovery questions. Reading.
10	Partial Assessment II: Oral & Listening	
11	<p>9. Unusual countries on earth: The coldest country, The hottest country, the furthest country...</p> <p>9.1 Characteristics of different countries around the world: Simple oral presentations</p> <p>9.2 Countries that you must visit</p> <p>9.3 Places to visit in the short and long term</p>	<ol style="list-style-type: none"> 1. Analysis of the list of the most unusual places in the world. 2. Teacher presentation on the characteristics of various peculiar places around the world. 3. Plans to fulfill in the short and long term. Class discussion.
12	<p>10. Music Around the World: Evolution and Impact of Music</p> <p>10.1 Types of Music Around the World and Their Evolution: Basic Comparisons</p> <p>10.2 Impact of Music on Society</p> <p>10.3 Orally Narrating Stories of Famous Musicians</p>	<ol style="list-style-type: none"> 1. Introduction activity to the topic. 2. Analysis of the history of music, its evolution, and its impact on society. 3. Teacher presentation on types of music around the world and their evolution. 4. Elements of cause and effect. 5. Narrating stories about music artists. Class discussion. Reading. Oral Presentation #3.
13	<p>11. Basic Elements in Teaching: Planning I</p>	<ol style="list-style-type: none"> 1. Introduction activity to the topic. 2. Analysis of general and basic elements that should be considered in lesson planning.

Week	Contents	Teaching-learning activities
	11.1 Elements to Consider in Lesson Planning: Discussion 11.2 Simple Lesson Planning in Different Contexts I	3. Teacher presentation on how to plan a 40-minute lesson. Class discussion.
14	12.Differences in the Education System: Public vs. Private Education 12.1 Differences Between Both Systems: Discussion 12.2 Discussion of Improvement Strategies for Both Systems	1. Introduction activity to the topic. 2. Analysis of general and basic elements of both education systems. 3. Teacher presentation. Class discussion. Oral Presentation #4.
15	Evaluación Final Oral & escucha	

10. Rubrics

For the evaluation, the following rubrics are used:

Oral presentations - 40 points

For the oral presentations, the teacher will assign a topic to the students. Then, the students must deliver an oral presentation within the time specified by the teacher. The presentation must include an introduction, a development section, and a conclusion, as well as the use of visual aids for their exposition.

Criteria	5	3	1	0
Preparation	Well-prepared, which is evident in the presentation.	Somewhat prepared, but needed more practice.	Not prepared. It is evident that they did not practice.	Did not present

Content	The presentation has Introduction, development and conclusion	The presentation does not have Introduction, nor conclusion	The presentation does not have any of the parts stated	Did not present
Pronunciation	Communicates without pronunciation errors.	Makes 1 to 5 pronunciation errors.	Makes more than 5 pronunciation errors. Does not look at the audience or includes movements that distract them. Does not use visual aids.	Did not present
Body language	Maintains eye contact with the audience. Moves naturally to convey the message.	Most of the time, maintains eye contact with the audience and moves naturally to convey the message.	Makes more than 5 grammatical errors. Does not listen to or participate in classmates' presentations.	Did not present
Visual aids	Includes visual elements that	Visual elements are distracting	The presentation	Did not present

	enhance message delivery.	and do not help convey the message effectively.	lasts less than 4 minutes.	
Grammar	Communicates correctly 100% of the time. There are no grammatical errors in the speech.	The message is understandable; however, there are 1 to 5 grammatical errors.	Makes more than 5 pronunciation errors. Does not look at the audience or include movements that distract them. Does not use visual aids.	Did not present
Attentive Listening to classmates	Listens to and participates in classmates' presentations.	Listens to and participates in some of the classmates' presentations.	Makes more than 5 grammatical errors. Does not listen to or participate in classmates' presentations.	Did not present
Time limit	The presentation lasts between 5 and 7 minutes.	The presentation lasts less than 5 minutes.	The presentation lasts less than 4 minutes.	Did not present

Portfolio rubric evaluation

Total points: 20pts

Percentage:5%

Final grade

Student:

Instructions:

Criteria	4	3	2	1	Points
Cover Page	Includes all elements following APA format.	A required element is missing from the cover page.	Two elements are missing from the cover page presentation.	Three or more elements are missing from the cover page, and it does not follow APA format.	
Introduction	The portfolio's objective aligns with the contents requested by the teacher. The introduction reflects the learning achieved and explains the reasoning behind the	The portfolio's objective partially considers the studied content.	The portfolio's objective is not consistent with the contents or lessons studied.	The portfolio does not have a specific objective stated in the introduction.	

	structure of the evidence.				
Evidence	Includes all required evidence, demonstrating progress in the requested content.	Includes most of the requested evidence, but not all clearly demonstrate progress in the required content.	It includes some of the requested evidence, but they do not demonstrate progress in the contents.	It includes only one or none of the requested pieces of evidence and does not demonstrate progress in the contents.	
Organization	All content is correctly presented.	Some content lacks necessary presentation elements.	Two of the contents are not correctly presented.	Three or more of the contents are not correctly presented.	
Spelling	The portfolio is free of spelling errors.	Contains up to three spelling errors.	There are four to six spelling errors.	There are seven or more spelling errors.	

