

PRESENTACIÓN MICRODISEÑOS DEL PROGRAMA DE LICENCIATURA EN LENGUAS EXTRANJERAS CON ÉNFASIS EN INGLÉS

COURSE	CREDITS	SEMESTER	DESCRIPTION
ENGLISH COURSES			
Basic English I	7	I	This course offers the basic English language aspects, using a communicative approach and develop students! Communicative competence in relation to speaking, listening, reading and writing skills so that they will be able to express their own ideas and interact with others significantly and for real - life purposes. This is the threshold level course of this English Program and the content is basically de level A1, A2.1 and A2.2 of the Common European Framework.
Basic English II	7	II	This is a Basic English skill integrated course designed for students of the II semester of EFL Teacher Education Program and the aim for the course is to develop the students' communicative competence in the English language, basically the level A.2.2 and B.1. (Please Consult Common European Framework).
Pre-Intermediate English	7	III	This course offers a reinforcement and strengthen cultural, cognitive, and performance schemes on the students to use English more independently and for real purposes as well as to deepen their understanding of the social and cultural implications of the target language use. This course aims at fulfilling the Common European Framework of Reference for Languages requirements for level B1.
Intermediate English	7	IV	This course seeks to continue the development of the communicative competence in the English language at an intermediate level. The course is intended to expand the students' knowledge of structure and vocabulary so they can understand and produce more complex ideas in the target language. It is relevant to mention that the lleusco Test will be considered as a passing requirement at the end of this course. Therefore, students will be prepared for this challenge. Practice exams in the four skills will be administered towards taking this exam. This course aims at fulfilling the Common European Framework of Reference for Languages requirements for level B1.2 to B2
Upper-Intermediate English I	4	V	This course seeks to continue the development of the communicative competence in English at an upper-intermediate level. They should be able to identify common products, practices and viewpoints of various English speaking

			communities and discuss generalizations in cultural patterns and traditions about them. Students are also expected to become more skillful at using information and skills common to English and transferring them to other disciplines whenever possible. Finally, this course aims at fulfilling the Common European Framework requirements for level B2+.
Upper-Intermediate English II	4	VI	This course seeks to continue the development of the communicative competence in English at an upper-intermediate level. Students are expected to become more skillful at using information and skills common to English and transferring them to other disciplines whenever possible. Finally, this course aims at fulfilling the Common European Framework requirements for level B2+.
Advance English	4	VII	This is students' last English course in the teacher education program, students need to reflect on the kind of English learner they are, the way they learn, so that they can continue to learn English autonomously during the rest of their lives. The four fundamental skills are going to be deepened at this level. Also, students taking this course are also expected to perform well in national and international standardized exams. In fact, they will be taking the Ileusco Test as a course requirement towards the end of the semester. Finally, this course aims at fulfilling the Common European Framework requirements for level C1.
ENGLISH COMPLEMENTS			
Academic Writing	3	V	This course intends to raise students' awareness about writing as a process and at the same time to introduce them to the main types of academic texts they are expected to produce as part of their university courses. Writing reinforces grammatical structures, vocabulary, and general topics that language learners are required to deal with. The present course on Academic Writing constitutes a tool to provide students with some foundations, strategies, techniques, and a series of practical activities for the construction of written texts.
Critical & Creative Thinking	3	VI	This course is about extensive reading, reflection logs, text analysis and class debates and discussions about the critical response to the reading texts. The students will focus on self-interpretation of texts based on previous knowledge and newly acquired knowledge and research on the topic, stating bibliographic references. The student will bring logs to debates to enrich the discussion and will be trained on strategies and techniques to exercise their critical thinking skills.

Globalization & Language Teaching	3	VII	All over the world today there are millions of students, from very young learners to not so very young adults, studying the English language. This phenomenon has given rise to a multiplicity of questions regarding economic, political, ethical and historical considerations and ultimately the implications of such a trend for the teaching profession. Indeed, although the trend was predicted, it occurred at a much faster pace and to a greater extent. This course will give a brief overview of the more recent developments, look at the debate over terminology, and explore, in some detail, the implications for the goals and approaches in the language teaching profession worldwide.
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LINGUISTICS & LITERATURE

Phonetics & Phonology I	4	IV	English phonetics and phonology is an important and essential help to students of English because it explains, teaches and systematizes the English pronunciation in a normal and standard accent to people that need to learn, understand and teach the basic principles that regulate the general use of the phonemes of any language. We know that the linguistic progress of a foreign language student is directly in proportion to his true practice and oral production of the target language.
Literature in English I	4	VIII	This course is designed as an overview of United States literature from the colonial period to recent times. Through a series of works we shall consider the variety of this literature and the themes and forms by which writers have tried to depict the North American experience. Although the primary focus will be literary questions, familiarity with the social, political and intellectual history of the United States is always necessary. Taking this course will enable students to read and understand a great variety of works within several literary periods, as well as the relationships between the historical, political and social contexts of the time

DIDACTICS OF ENGLISH

Second Language Learning Theories.	4	V	The contents of this course are aimed at the professional formation of English language teachers who know, interpret, argue, and offer solutions to the different problems that emerge in a foreign language teaching-learning process, whether in a formal education or a non-formal education setting. Knowledge and the ability to discuss about language nature, learning nature, SLA theories, as well as outstanding teaching and learning methods constitute pivotal elements of the professional competence of foreign language teachers. Consequently, this course has an interdisciplinary scope,
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			for it resorts to the major achievements in the fields of linguistics, psychology, and sociology.
Principles of Language Teaching	4	VI	The contents of this course are aimed at the formation of English teachers to offer solutions to the problems that emerge in the process of learning the four linguistics skills (listening, speaking, reading, and writing). They need to develop skills and methodological strategies that facilitate the learning process of the four linguistic domains (listening, speaking, reading, writing) as well as of the language components (vocabulary and grammar), aimed at the use of the language for communicative purposes.
Course Design & Assessment	4	VII	Before facing a real context to teach English to secondary school pupils, it is important for students to know and explore the basic procedures and principles to course design, lesson planning, textbook analysis and evaluation, assessment and testing. A variety of relevant themes are incorporated in a theoretical, as well as a practical manner in such a way that students are empowered with basic knowledge and skills required for effective teaching of English.
Computer Assisted Language Learning	3	VI	This course seeks to give students a broad general view of computer-enhanced language learning. It will involve learners in exploring a variety of language learning environments, using and discussing existing and potential applications of computer technology in the language classroom, and creating projects to use and test knowledge gained through reading, discussion, and hands-on experience.
Reflecting Teaching	2	VIII	This course is intended to provide Foreign Language student-teachers with the basic principles and practical tools of Reflective Teaching (RT). They will be initially introduced to a wide diversity of concepts, rationales, models and research findings about RT. They will also have a field experience with different RT frameworks and tools in the context of their teaching practicum.

RESEARCH & SCIENTIFIC FIELDS			
Research Methodology	4	VI	This course covers a range of methods currently employed by educational research. Emphasis is given to the context of educational research with emphasis in the field of foreign language teaching and learning. A balanced and objective view of methods including formal experiments, introspective methods, ethnography and case studies are studied. The course will also examine the context of educational research, planning educational research, strategies for data collection techniques, as well as data analysis.

Research Seminar	4	VII	In this course, students will get familiar with the necessary theoretical principles and practical tools to conduct a diagnostic research project, in keeping with the research lines of the Faculty of Education and the EFL Teacher Education Program. In the light of the descriptive research design, students observe a school environment, identify a classroom critical incident and pose a research question which enables them to go deeply into the problem situation. In addition, students are encouraged to keep working on the research proposal through the action research design in the teaching practicum. By doing this, they may also meet one of the graduation requirements.
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ELECTIVE COURSES

ELECTIVE	CREDITS	REQUIREMENTS	DESCRIPTION
Academic Writing II	3	Academic Writing I	The Academic Writing II course intends to help students develop skills, strategies and knowledge required to succeed in university studies. At the end of this course learners will be able to: Write clear, well-structured expositions of complex subjects, underlining the relevant salient issues. Expand and support points of view at some length with subsidiary points, reasons, and relevant examples. Produce clear, smoothly flowing, complex reports, articles or essays which present a case, or give critical appreciation of proposals or literary works.
Action Research	3	Intermediate English/ Research Methodology	Participants will deal with strategies to identify problematic situations or issues considered to be worthy of investigation in order to bring about changes in practice. Data collection techniques and ways of analyzing and interpreting data in order to make decisions for innovation and problem solving within the language classroom, and reporting the findings are essential to the course.
Communication Theory	3	Intermediate English	This course provides solid understanding of communication as a process that goes beyond the mere verbal manifestation of a language. It focuses on the implications of both the verbal and non-verbal communication, as well as on other variables such as perception, listening, feedback, and the like. The main goal of this course is to raise students' awareness in terms of what

			communication implies, and consequently help them decide on the personal and professional communication style they want to develop.
Contrastive Grammar	3	Intermediate English/Gramática Española	This course is intended to provide the students with the basic theoretical principles and practical tools to make a contrastive analysis between the English and Spanish grammar systems. Broadly speaking, this content-based course has been conceptualized as a set of inclusion and synergistic relationships. In our instructional context, the concept “Comparative grammar” implies examining English grammar and Spanish Grammar in a concurrent way. Each one of these implies two kinds of analyses, a macro-linguistic or suprasegmental and a micro-linguistic or sentential.
English Teaching Didactics in Primary I	3	Intermediate English	This course provides students with solid theoretical elements that complement the pedagogic instruction received not only in his didactics and pedagogy classes, but also in all courses throughout the teaching program. Students will first gain insights on the local and national contextualization of the EFL teaching in primary schools. Then they will revisit different theories and methods of EFL learning and acquisition of children. And finally, students will bring the theory into the different stages of the teaching practicum such as planning, designing, and instruction.
English Teaching Didactics in Primary II	3	Intermediate English/ ETDP I	This course of English Teaching Didactics in Primary School 2 constitutes a real need in the local, regional, and national context. It offers a complementary formation to foreign language teacher in the primary school phase. This practical and theoretical course complements the concepts learned in English Teaching Didactics in Primary School 1, and emphasizes the study of updated literature in the area such as the Common European Framework and the Basic Standards for Foreign Languages-English, and some recent research studies on learning styles and strategies for children.
Francés 1-5	3		Study of French language through four skills; Parler, Ecrire, Ecouter et Lire. This is base in the common European Framework, to reach the B1 level. The topics are studied through activities, readings and exams.
Literary Criticism	3	Intermediate English/ Lit. in English I	This course offers a survey of Western literary theory and criticism with an emphasis on the most prominent theorists, texts, schools, and ideas. It is a course in the history of ideas—specifically, ideas

			related to the theory and criticism of literary texts. The course begins with a survey of major figures in the development of a critical theory of literature. The emphasis will be on the careful reading of primary theoretical texts, with attention as well to historical and social contexts. This study continues by surveying the major schools of 20th-and-21st-century literary criticism and theory, ranging from Russian formalism and structuralism to New Criticism and post-structuralism (including neoMarxism, gender and queer studies, psychoanalysis, deconstruction, phenomenology, narratology, hermeneutics, reader-response theory, race and ethnicity studies, post-colonial theory, and cultural studies), postcolonialism, new historicism, ethnicity and race studies. Accordingly, students will develop competences to critically analyze literary works (CEFR, 2018) as well as understand their philosophical and ideological background. To do so, the main backbone approach to be used is the critical literary approach, the language-based model, the critical literacy, new criticism, the story grammar approach (SGA), literature as content or culture model among others since it will provide the students with sharpen instruments to understand their own world through various literary texts.
Materials Design & Development	3	Intermediate English	This course seeks to develop students' ability to produce effective materials to support the teaching and learning of second or foreign languages. This will be achieved by emphasizing the importance of design processes for materials production, by investigating the potential of different resources to address specific learner needs, and by exploring the appropriacy of differing technologies for materials design and production.
Oral Expression I	3	Basic-English II	The course Oral Expression I aimed at students who are at A2-B1 level according to the CEF provides instruction and opportunities to strengthen skills associated with speaking and listening such as discourse conventions, delivery, persuasion and argumentation. The course also emphasizes conceptual frameworks, strategies and theories that can help students become aware of the nature of listening and speaking skills and therefore help them become competent language users and autonomous learners.

Oral Expression II	3	Upper-Intermediate English I	The course Oral Expression II, aimed at students who are at B1-B2 level according to the CEF, provides instruction and opportunities to strengthen skills associated with speaking and listening such as discourse conventions, delivery, persuasion and argumentation. The course also emphasizes conceptual frameworks, strategies and theories that can help students become aware of the nature of listening and speaking skills and therefore help them become competent language users and autonomous learners.
Pedagogic Grammar	3	Intermediate English	This course is designed to enhance understanding and awareness of the complexity of grammar teaching prevalent in the field of language pedagogy. In order to do this, it provides opportunities for students to examine and evaluate the adequacy and appropriacy of a range of approaches and theoretical assumptions to grammar teaching. Insights gained are then applied to the evaluation of teaching techniques, methods, and materials.
Phonetics & Phonology II	3	Phonetics & Phonology I	This elective course is aimed at students of the English Language Teacher Education Program that have passed their English Phonetics and Phonology I. This second course of English Phonetics and Phonology studies in depth the suprasegmental features of pronunciation; as the name implies, these are features of speech which generally apply to groups of segments, or phonemes. Such features are stress, word stress, sentence stress, intonation, rhythm and how sounds change in connected speech having as practice base the listening, reading and speaking skills.
Preparation for Standard Exams	3	Intermediate English	This course offers language students with an overview and practice on standardized language proficiency examinations that are commonly required as part of school and work application processes around the world. Students will be trained on techniques and strategies to tackle the different linguistic skills and components assessed in these exams. At the end of the course, students will be in the capacity to discern which language tests work better for his future professional endeavors, and the necessary techniques to apply when taking them.
Translation	3	Intermediate English/ Contrastive Grammar	Translation is a course aimed at providing students with learning experiences in the theory and practice of translation. Students will be

			required to deal reflectively and pragmatically with the basic theoretical foundations underlying the Translation Process.
Intercultural Competence in Language Teaching	3	Intermediate English/	The objective of this course is to provide prospective teachers with opportunities to examine the field of intercultural competence (hereinafter IC) within the framework of language teaching. Students will study some of the most important theories that inform this field as well as a number of significant research on the area. The course moves from theory to practice and from the personal to the applied; therefore, after studying a number of theories and suggested activities learners will be involved in microteaching sessions, in which they will design and deliver an intercultural lesson. Additionally, students will develop a small-scale study which enable them to observe and asses some lessons. This course is linked to other disciplines such as general pedagogy and educational psychology and philosophy which have an essential role within the field of language teacher preparation.