

8)<http://www.ofertaeducativa.uson.mx/index.php/division-de-humanidades-y-bellas-artes/licenciatura-en-ensenanza-del-ingles/>

Undergraduate Areas of Study

See bachelor's degrees by campus:

Hermosillo

Cajeme

Nogales

Santa Ana

Caborca

Navojoa

Bachelor of Arts in English Language Teaching

DGP CODE: 223371

Typical time to degree: 8 semesters

Degree conferred: Bachelor of Arts in English Language Teaching

Campus where it is offered:

Hermosillo

Program coordinator:

Name: Dr. Nolvía Ana Cortez Román

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Office hours: Monday from 8 am to 2 pm and from 7 to 8 pm, Tuesday and Thursday from 9 am to noon and from 5 to 6 pm, Wednesday from 9 am to 2 pm and from 6 to 7 pm and Friday from 8 am to 2 pm and from 3 pm to 7 pm.

Related websites:

Department Website

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Division Website

## DESCRIPTION OF THE DEGREE PROGRAM

General Objective:

Educate professionals to teach English as a foreign language that in addition to expertise in their first language, reach an advanced level of comprehension and production, in both spoken and written English, and have the psycho-pedagogical, linguistic and sociocultural knowledge that enable the planning, design, implementation and evaluation of educational processes and programs for learning English at the level of primary, secondary and higher education.

Educate professionals to teach English as a foreign language with a basic education in one of three areas of specialization related to the teaching of English as a foreign language described as follows: bilingual education, the use of information and communication technology for teaching a foreign language or English for special purposes. This specialized education will open up new opportunities for professional development which will link to other professional areas where the knowledge of English and its teaching are paramount.

Specific Objectives:

Provide students with the necessary knowledge to achieve complete proficiency in comprehension and production of both English and Spanish. Similarly provide the cultural, political and social knowledge to understand the contexts where both Spanish and English are developed and used, allowing them to reach full command of both languages as well as contrasting abilities in both linguistic and cultural aspects.

Provide students with the theoretical and practical elements related to the foreign language learning process, in its pedagogical and linguistic aspects. The aim is for students to learn and apply different techniques and methodological and pedagogical approaches to teaching/learning English as a foreign language and be able to evaluate and apply them to the concrete reality of their professional activity, to resolve specific problems in the field.

Train students to design study plans and educational materials for specialized curricular programs for teaching English as a foreign language. Students should have the ability to design study plans as well as educational material for teaching English according to specific realities and needs and to be able to assess the results objectively and critically.

Introduce them to research activities on the teaching of English as a foreign language. Students may in this way participate in research projects, both in the area of teaching/learning English as well as those of an interdisciplinary nature that require experience and knowledge of applied linguistics.

Students are trained in the use of information and communication technologies applied in education, in particular those used in systems for teaching English as a foreign language.

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Develop professionals in a specialized area that allows them to connect with alternative professional fields where the skills that they have acquired are paramount.

WHAT-CAN-YOU-DO-WITH-THIS-DEGREE?

Skills Acquired

Graduates will be proficient in the four basic skills in English, namely: reading and listening comprehension, written and oral expression.

Graduates will design and evaluate study plans as well as educational material for teaching English according to specific realities and needs and assess the results objectively and critically.

Graduates will conduct, coordinate and/or facilitate processes for teaching-learning English as a second language.

See More

- They will apply the most recent methods, pedagogical approaches and techniques for teaching English as a foreign language by solving the main problems associated with teaching and learning English.
- They will design, implement and evaluate criteria, mechanisms and tools for evaluating the teaching-learning processes for English as a foreign language.
- They will participate in research projects, both in the area for acquiring and teaching English and in those of an interdisciplinary nature that require experience and knowledge of applied linguistics.
- They will solve problems related to the professional field in diverse and varied contexts (formal and informal education systems, presence or lack of resources, etc.).
- They will be able to link to other professional fields where the knowledge of English is paramount.

Professional fields

Teaching of English for special purposes:

- They will be familiar with the fields of Content-based instruction (CBI) English for Special Purposes (ESP), for the context of the state of Sonora and they will know the importance of the needs analysis as a fundamental part in the development of plans of study in these areas.
- They will be familiar with the fields of English for Occupational Purposes (EOP) and English for Academic Purposes (EAP).
- They will be able to identify the context and emerging need for tailor-made courses for students in academic and vocational contexts.

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- They will analyze the research in the fields of EOP and EAP and the impact that this research has in the context of teaching English as a foreign language in Mexico and other countries.
- They will identify the elements concerning curricular design and needs analysis in ESP.

Bilingual Education:

- They will know the concepts and theories related to the definition, measurement and development of bilingualism, as well as cultural, social and historical influences in the learning of a second language.
- They will be familiar with the terminology used in the field of bilingual education and will know the main teaching models of bilingual education, their characteristics and effectiveness for linguistic and cognitive development and will be able to reflexively use the models, methodologies and materials currently used in local institutions that promote Bilingual Education programs.
- They will learn methodologies, learning strategies, techniques and assessment processes appropriate to the content of the subject and to the bilingual classroom.
- They will learn the theoretical and practical aspects of the reading and writing processes in bilingual contexts.
- They will analyze didactic materials and develop the ability to prepare teaching aids for Bilingual Education programs.
- They will use dramatic art in the classroom.
- They will know the theoretical principles that lead to the inclusion of role-play using literature and the curriculum in general.
- They will design alternative ways of evaluating the student's own comprehension process and participation in Bilingual Education programs.

New Information and Communication Technologies for teaching foreign languages:

- They will know the main factors, variables, and tools related to the use of information and communications technologies in the teaching-learning processes of English as a foreign language.
- They will implement Internet-based technologies for the systematic design of English as a Foreign Language courses.
- They will design multimedia products for teaching English as a foreign language with an emphasis on production techniques and programming tools.
- They will develop skills that will enable them to provide online tutoring.

Estimated current salaries >>

PROGRAM OF STUDIES

Learn more about this program downloading the course list and the curriculum map of its plan of studies.

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Course list

Curriculum map

RPS\_0097 (FILEminimizer)

HOW TO ENROLL IN THIS DEGREE PROGRAM

RPS\_9962 (FILEminimizer)

Entrance requirements

The general requirements to enter an undergraduate program at the University of Sonora are the following:

Request enrollment at the Department of Academic Services in accordance with the terms of the respective announcement.

Submit a complete high school diploma.

Submit a certified birth certificate.

Take an admissions test and be accepted according to the terms and conditions of the respective announcement.

The other requirements established pursuant to Article 22 of the current Academic Regulations.

For more information, visit our Admissions page

Requirements for admission

Skills

Have an upper-intermediate level of English, in other words, the applicant must handle the four basic linguistic skills in English, namely: reading and listening comprehension, writing and oral expression. The level will be determined by means of an English proficiency test.

Aptitudes

Have effective communication skills.

Be motivated, creative and proactive with a critical perspective on the issues studied in applied linguistics, in order to develop their linguistic, communicative and pedagogical skills and in this way be able to successfully foray into the field of teaching a foreign language.

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#### Attitudes

Strong interest in attaining in-depth proficiency in this language.

Interest in reading and culture.

Sensitivity toward problems learning a foreign language so that students may understand and develop techniques and methodologies to improve the learning and teaching of the target language.

#### GRADUATION REQUIREMENTS

Requirements for graduation or degree candidacy:

Having completed 100% of the credits in the program.

Comply with the University's Social Service, pursuant to the respective regulations.

Requirements for the degree candidate procedure

Graduation requirements:

Pass 100% of the study plan of the corresponding program.

Complete the University's Social Service.

Satisfy the specific requirements for the selected degree option. See: Graduation options and requirements

Obtain a score of at least 320 points in the TOEFL (ITP) test or 14 points in the TOEFL (IBT) test or validate one of the equivalent options approved by the Academic Board.

#### HOW MUCH DOES IT COST TO STUDY THIS DEGREE?

Applicant registration fee

The applicant registration fee to study at the University of Sonora is published every year along with the new student admission announcement. See last year's information: registration fees

Enrollment and tuition fees

Students, when enrolling in one of the undergraduate or graduate degree programs, must pay all the corresponding fees according to the current minimum salary in the city of Hermosillo, pursuant to the Fee Regulation. See last year's information: fees and discounts per course



<b>LEVEL</b>	UNDERGRADUATE			
<b>PROGRAM:</b>	BACHELOR OF ENGLISH LANGUAGE TEACHING	<b>PLAN:</b>	2043	
<b>MAJOR:</b>		<b>TRACK:</b>		

Code	Course	Type	Credits	Class Hours	Lab Hours.	Category	Req. Credits	Prerequisites
0119	SPORTS AND CULTURAL ACTIVITIES	REQ	4	0	4	C	0	
0120	STRATEGIES FOR LEARNING TO LEARN	REQ	3	0	3	C	0	
0121	CHARACTERISTICS OF SOCIETY TODAY	REQ	3	0	3	C	0	
0123	NEW INFORM. AND COMM. TECHNOL	REQ	3	0	3	C	0	
0124	PROFESSIONAL DEVELOPMENT AND ETHICS	REQ	3	0	3	C	0	
8060	GENERAL INTRO TO LANGUAGE STUDIES	REQ	8	3	2	B	0	
8061	INTRODUCTION TO LINGUISTIC STRUCTURES	REQ	8	3	2	B	0	
8062	COMMUNICATION SKILLS IN ENGLISH WORKSHOP	REQ	5	0	5	B	0	
8063	EDUCATIONAL PSYCHOLOGY	REQ	9	4	1	B	0	
8065	CULTURE AND LANGUAGE I	REQ	6	3	0	B	0	
8064	ENGLISH I	REQ	15	5	5	B	0	Prereq: 8062
8066	SPANISH I	REQ	8	3	2	B	0	
8067	LINGUISTIC CURRENTS FOR L2/FL TEACHING	REQ	8	3	2	B	0	Prereq: 8060 and 8061
8069	CULTURE AND LANGUAGE II	REQ	6	3	0	B	0	Prereq: 8065
8072	L1/L2/FL ACQUISITION/LEARNING THEORIES	REQ	9	4	1	B	0	Prereq: 8063
8068	ENGLISH II	REQ	15	5	5	B	0	Prereq: 8064
8070	SPANISH II	REQ	8	3	2	B	0	Prereq: 8066
8071	LINGUISTICS APPLIED TO FL LANGUAGE TEACHING	REQ	8	3	2	B	0	Prereq: 8067
8115	INTRODUCTION TO TEACHING	REQ	7	2	3	P	0	
8074	ENGLISH III	REQ	15	5	5	B	0	Prereq: 8068
8075	INTRO. TO NORTH AMERICAN LITERATURE	REQ	8	4	0	B	0	Prereq: 8068
8076	ERROR ANALYSIS I (PHONET. AND PHONOLOG)	REQ	7	2	3	P	0	Prereq: 8071
8077	ENGLISH TEACHING METHODS	REQ	8	3	2	P	0	Prereq: 8072
8079	EDUCATIONAL MATERIALS AND RESOURCES I	REQ	6	2	2	P	0	
8080	ENGLISH IV	REQ	15	5	5	B	0	Prereq: 8074
8081	INTRO. TO BRITISH LITERATURE	REQ	8	4	0	B	0	Prereq: 8068
8083	ERROR ANALYSIS II: MORPHOSYNTAX	REQ	7	2	3	P	0	Prereq: 8071
8084	DESIGNING PLANS AND PROGRAMS	REQ	7	2	3	P	0	Prereq: 8077
8085	EDUCATIONAL MATERIALS AND RESOURCES II	REQ	7	2	3	P	0	Prereq: 8079
8116	TEACHING I	REQ	7	2	3	P	0	Prereq: 8072 and 8115

Type: REQ=REQUIRED ELE=GENERAL ELECTIVES SPE=SPECIAL ELECTIVES

Category: C=COMMON, B=BASIC, P=PROFESSIONAL, I=INTEGRATED, S=SPECIALIZED

COMMENTS: STUDENTS MUST COMPLETE A MINIMUM OF 360 CREDITS CONSISTING OF 320 CREDIT HOURS REQUIRED COURSES AND 40 CREDIT HOURS ELECTIVES TO GRADUATE FROM THE BACHELOR OF ARTS IN ENGLISH TEACHING PROGRAM



LEVEL:		UNDERGRADUATE							
PROGRAM:		BACHELOR OF ARTS IN ENGLISH TEACHING				PLAN:		2043	
MAJOR:		TRACK:							
8087	ACADEMIC ENGLISH	REQ	7	2	3	P	0	Prereq: 8080	
8088	SOCIO. APPLIED TO EFL TEACH	REQ	8	3	2	P	0	Prereq: 8071	
8089	ASS. OF THE TEACHING- LEARNING PROCESS	REQ	6	2	2	P	0	Prereq: 8084	
8091	RESEARCH AND INNOV. PROJ. WORKSHOP I	REQ	6	2	2	I	0		
8117	INTEGRATION SEMINAR	REQ	10	5	0	I	0	Prereq: 8069 and 8071 and 8077 and 8079	
8086	SOCIAL SERVICE	REQ	10	0	10	I	0		
8092	EXAM DESIGN	REQ	9	4	1	P	0	Prereq: 8089	
8094	RESEARCH AND INNOV. PROJ. WORKSHOP II	REQ	6	2	2	I	0	Prereq: 8091	
8095	INTERNSHIP	REQ	15	0	15	I	0		
8097	FOUND. OF BILINGUALISM AND BILING. EDUCATION	ELE	10	3	4	E	0	Prereq: 8087	
8098	TEACHING BASIC CONCEPTS IN BILING. EDUCATION	ELE	10	3	4	E	0	Prereq: 8087	
8099	CHILDREN'S AND YOUNG ADULT LITERATURE	ELE	10	3	4	E	0	Prereq: 8087	
8103	CONTENT BASED INSTRUC. FOR L2 AND FL	ELE	10	3	4	E	0	Prereq: 8087	
8104	INTRO. TO ENGLISH FOR SPECIFIC PURPOSES	ELE	10	3	4	E	0	Prereq: 8087	
8105	INTRO. TO ENGLISH FOR ACADEMIC PURPOSES	ELE	10	3	4	E	0	Prereq: 8087	
8109	COMP. APPLICATION FOR EDU. AND TEFL	ELE	10	3	4	E	0	Prereq: 8085	
8110	DISTRIBUTED LEARNING COURSE DESIGN	ELE	10	3	4	E	0	Prereq: 8085	
8111	INSTRUCTIONAL TECHNOLOGY DESIGN	ELE	10	3	4	E	0	Prereq: 8085	
8118	TEACHING II	REQ	8	3	2	P	0	Prereq: 8116	
8096	RESEARCH AND INNOV. PROJ. WORKSHOP III	REQ	4	0	4	I	0	Prereq: 8094	
8100	READING AND WRITING FOR BILING. EDUCATION	ELE	10	3	4	E	0	Prereq: 8087	
8101	TEACHING ENGLISH FOR PRESCHOOL EDUCATION	ELE	10	3	4	E	0	Prereq: 8087	
8102	THEATER IN THE CLASSROOM	ELE	10	3	4	E	0	Prereq: 8087	
8106	CURR. TRENDS IN ENGLISH FOR SPECIFIC PURPOSES	ELE	10	3	4	E	0	Prereq: 8087	
8107	CURRICULAR DESIGN IN ENGLISH FOR SPECIFIC PURPOSES	ELE	10	3	4	E	0	Prereq: 8087	
8108	COURSE DESIGN IN ENGLISH FOR SPE. AND ACA. PURPOSES	ELE	10	3	4	E	0	Prereq: 8087	
8112	MULTIMEDIA APPLICATIONS IN TEACHING	ELE	10	3	4	E	0	Prereq: 8085	
8113	E TUTORING	ELE	10	3	4	E	0	Prereq: 8085	
8114	CURR. TRENDS IN ICT IN FL TEACHING	ELE	10	3	4	E	0	Prereq: 8085	
0081	SCIENTIFIC RESEARCH INTERNSHIP	ELE	10	0	10	0	0		
0660	PERFORMANCE IN EXTERNAL ASSESSMENT (CENEVAL)	ELE	10	0	10	0	0		

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TO GRADUATE FROM THE BACHELOR OF ARTS IN ENGLISH TEACHING PROGRAM