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**Social Sciences and Humanities Center**  
**Bachelor's Degree in English Language Teaching**

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**OBJETIVE:**

To train graduates in English language teaching with a high ethical and humanistic sensibilities in their professional performance with skills and knowledge that allow them to contribute to solutions of educational and research problems within the context of the teaching of English as an additional language, with a focus in linguistics and information and communication technologies (ICTs) throughout the curriculum.

**APPLICANT PROFILE:**

- A vocation for teaching
- An interest in the learning of English as an additional language
- An openness to different cultures
- A willingness to interact socially with others
- The willingness to be a life-long learner
- Basic linguistic skills
- Concrete and abstract reasoning abilities
- The ability to analyze and synthesize information
- The ability to work in teams and individually

**ENROLLE PROFILE:**

Basic knowledge and skills in 1) the social sciences, 2) humanities, and 3) language.

**GRADUATE PROFILE:**

Skills

- To practice teaching of English in the different educational levels
- To use ICTs in English language teaching
- To design syllabi and curricula for English language teaching
- To devise didactic materials and to use tools that facilitate the teaching and learning of English
- To apply strategies for self-regulated learning
- To communicate clearly, fluently, and effectively in the English language
- To analyze and transfer information in English
- To properly apply the linguistic components of English
- To assess educational processes in English language teaching
- To investigate problems of teaching and linguistics of the English language

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- To carry out educational interventions in the teaching and learning of the English language
- To manage statistical software
- To produce research reports in English

Knowledge

- Applied linguistics in English teaching
- Language components and systems of English
- Models and pedagogical components in English language teaching
- Educational technology in English language teaching
- Models and components of student assessment
- Theories and curriculum models in English language teaching
- Educational theories
- Metalanguage in English language teaching
- Research and intervention approaches and methodologies
- Learning styles and processes
- Assessment tools and techniques
- Styles and formats of publishing in English
- Statistical software

Attitudes

- Service
- Availability for collegiate work
- Open to diverse, cultural, social, and ideological contexts
- Reflexive, critical, and self-critical assessments
- Open to constructive criticism
- Propositional
- Leadership
- Life-long learner

Values

- Autonomy and social responsibility
- Pluralism
- Humanism
- Quality

**FIELD OF EMPLOYMENT:**

The undergraduate degree English language teaching prepares graduates to work in the following areas: public and private education institutions of upper and upper intermediate

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levels. Graduates also choose course electives based on curricular stands in the areas of English teaching: basic education and teaching English in the business sector.

**DURATION:**

Eight semesters

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<b>First Semester</b>	<b>T</b>	<b>P</b>	<b>C</b>	<b>Center</b>	<b>Department</b>
Communicative Skills in English I	1	5	7	Social and Humanities	Language
Verbal Expression and Body Language	0	4	4	Social and Humanities	Communications
Phonetics in English	3	1	7	Social and Humanities	Language
Spanish Grammar	4	0	8	Arts and Culture	Arts & Culture
Teaching approaches and English Lesson Planning	5	0	10	Social and Humanities	Language
Introduction to Education	3	0	6	Social and Humanities	Education
Class Observation	1	3	5	Social and Humanities	Language

<b>Second Semester</b>	<b>T</b>	<b>P</b>	<b>C</b>	<b>Center</b>	<b>Department</b>
Communicative Skills in English II	1	4	6	Social and Humanities	Language
Development of Creative Thinking Skills	2	1	5	Social and Humanities	Education
Linguistics	4	0	8	Social and Humanities	Language
English Grammar Analysis	5	0	10	Social and Humanities	Language
Teaching of Linguistics Systems	6	0	12	Social and Humanities	Language
Teaching Workshop I	0	6	6	Social and Humanities	Language

<b>Third Semester</b>	<b>T</b>	<b>P</b>	<b>C</b>	<b>Center</b>	<b>Department</b>
<b>Compulsory semester electives: Writing, Advanced Reading Comprehension, and oral expression</b>	3	2	8	Social and Humanities	Language
Development of Analytical-Critical Reading Skills	2	1	5	Social and Humanities	Education
Sociolinguistics	3	0	6	Social and Humanities	Language
Teaching of English Skills	6	0	12	Social and Humanities	Language
Models and Methodology of Education	3	2	8	Social and Humanities	Education
Teaching Workshop II	0	6	6	Social and Humanities	Language

<b>Fourth Semester</b>	<b>T</b>	<b>P</b>	<b>C</b>	<b>Center</b>	<b>Department</b>
<b>Compulsory semester electives: Writing, Advanced</b>	3	2	8	Social and Humanities	Language

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<b>Reading Comprehension, and oral expression</b>					
Psycholinguistics	3	0	6	Social and Humanities	Language
English Literature I	3	0	6	Social and Humanities	Language
Development of Materials for the Teaching of English	2	2	6	Social and Humanities	Language
Theory and Management of Groups in Schools	1	2	4	Social and Humanities	Psychology
Curricular Design	4	0	8	Social and Humanities	Education
Teaching Experience in English	3	2	8	Social and Humanities	Language

<b>Fifth Semester</b>	<b>T</b>	<b>P</b>	<b>C</b>	<b>Center</b>	<b>Department</b>
<b>Compulsory semester electives: Writing, Advanced Reading Comprehension, and oral expression</b>	3	2	8	Social and Humanities	Language
Discourse Analysis	3	0	6	Social and Humanities	Language
English Literature II	3	0	6	Social and Humanities	Language
Evaluation of English Teaching	5	0	10	Social and Humanities	Language
Syllabus Design for Teaching English	3	0	6	Social and Humanities	Language
Group Practicum	0	12	12	Social and Humanities	Language

<b>Sixth Semester</b>	<b>T</b>	<b>P</b>	<b>C</b>	<b>Center</b>	<b>Department</b>
Applied Linguistics	4	0	8	Social and Humanities	Language
Professional Ethics	2	2	6	Social and Humanities	Philosophy
Educational Investigation I	3	1	7	Social and Humanities	Education
Teaching Practicum	0	12	12	Social and Humanities	Language
<b>Professional Elective (open modality) in area I or II</b>	4	0	8	Social and Humanities	

<b>Seventh Semester</b>	<b>T</b>	<b>P</b>	<b>C</b>	<b>Center</b>	<b>Department</b>
Academic Writing	3	2	8	Social and Humanities	Language
Educational Investigation II	4	2	10	Social and Humanities	Education
Professional Practice I	0	15	15	Social and Humanities	Language
<b>Professional Elective (open modality) in area I or II</b>	4	0	8	Social and Humanities	

<b>Eight Semester</b>	<b>T</b>	<b>P</b>	<b>C</b>	<b>Center</b>	<b>Department</b>
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Integrative Research Seminar	0	15	15	Social and Humanities	Language
Professional Practice II	0	15	15	Social and Humanities	Language
<b>Professional Elective (open modality) in area I or II</b>	4	0	8	Social and Humanities	

**Professional electives in open modality**

- **Area I:** Teaching English at a K-9 level
- **Area II:** Teaching English for the business sector

**Institutional Programs**

- Professional Internship
- Community Service
- Tutorship
- Mobility and Academic Exchange
- Foreign Languages
- Humanistic Education

**Degree Requirements**

The undergraduate must adhere to the provisions of Chapter XIV of the technical degree, upper technical degree, and undergraduate degree, Article 156 of the General Teaching Regulations that states the following:

"Once all of the subjects and requirements indicated in the curriculum of the technical degree, upper technical degree, and undergraduate degree levels have been fulfilled, the undergraduate may request the issuance of his or her degree in the Admissions, in order to comply with the following elements:

1. To have fulfilled the requirements of social service, humanistic subjects, professional internship, and foreign language as defined in the respective institutional programs;
2. To verify that there are no outstanding debts with the *Universidad Autónoma de Aguascalientes*;
3. To have covered the quota established in the plan of taxation for obtaining a title; y
4. To have taken an exit exam.

In addition to the previously listed requirements the undergraduate must obtain an official TOEFL score of 580.

It should be noted that due to their professional profile, graduates of this degree are exempt from accrediting the Program for the Promotion of Foreign Languages (PFLE).

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Approved by the honorable university council in ordinary session, celebrated the 15 of December of 2011.