



PROGRAMA DE IDIOMAS

Subdirección General de
Idiomas

Dirección de Operaciones,
Calidad Académica y
Sistemas de Información

Language Center Goals & Objectives Plan 2020-2024

- Lograr que los alumnos al graduar de Licenciatura, cumplan con un perfil de egreso de B2 según el Marco Común Europeo de Referencia.

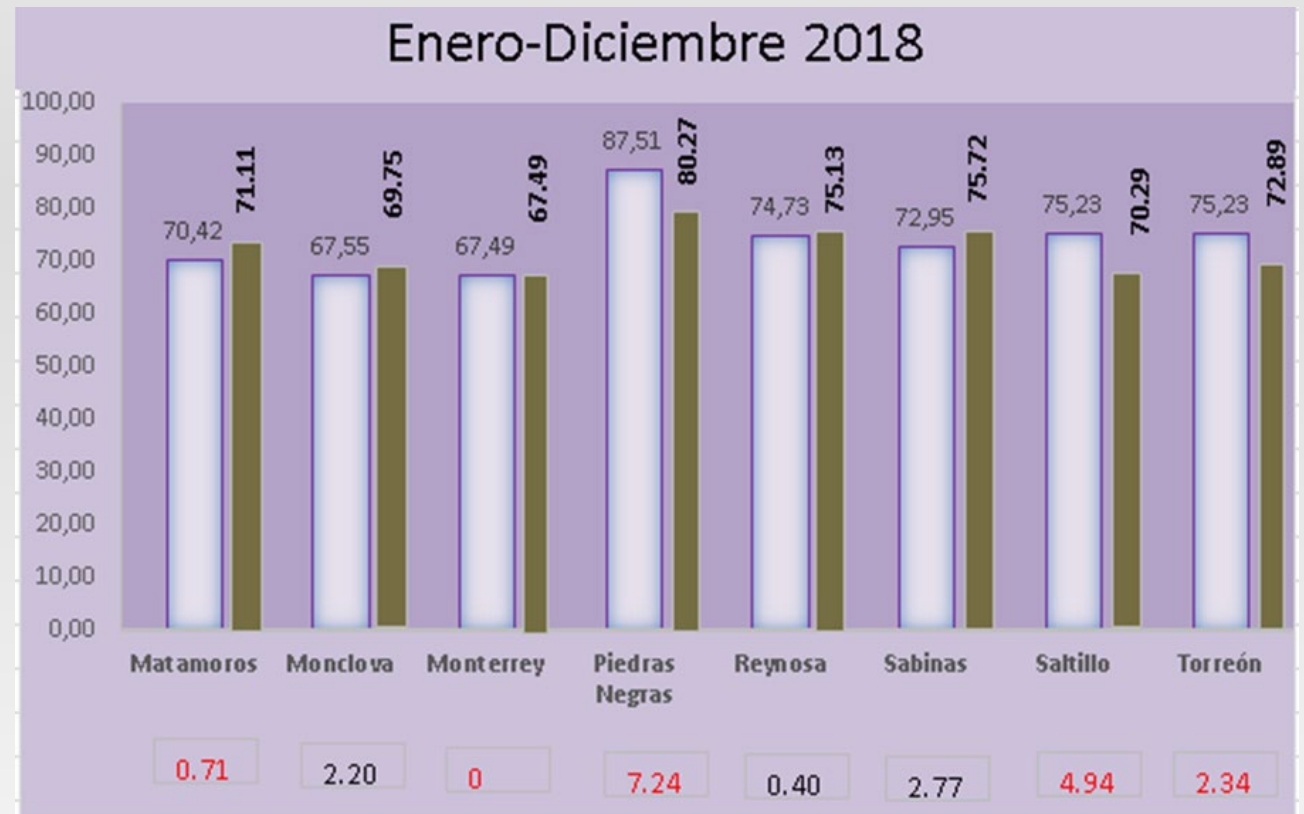
ANTECEDENTES: CENTRALIZADOS

Libro actual: Possible English & Resultados 2018-2019



ENERO-JUNIO 2018	
Matamoros	70.42
Monclova	67.55
Monterrey	67.49
Piedras Negras	87.51
Reynosa	74.73
Sabinas	72.95
Saltillo	75.23
Torreón	75.23

JULIO-DICIEMBRE 2018	
Matamoros	71.11
Monclova	69.75
Monterrey	67.49
Piedras Negras	80.27
Reynosa	75.13
Sabinas	75.72
Saltillo	70.29
Torreón	72.89



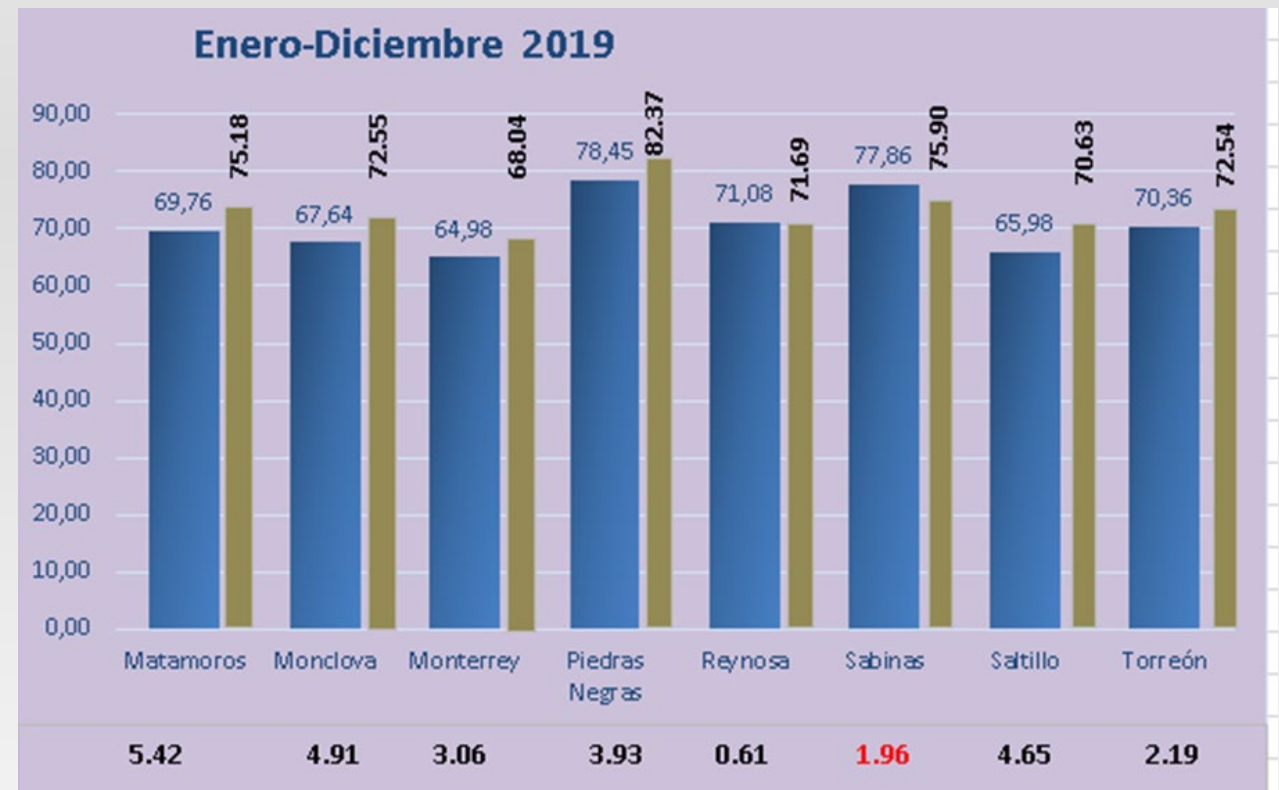
ANTECEDENTES: CENTRALIZADOS

Libro actual: Possible English & Resultados 2018-2019



ENERO-JUNIO 2019	
Matamoros	69.76
Monclova	67.64
Monterrey	64.98
Piedras Negras	78.45
Reynosa	71.08
Sabinas	77.86
Saltillo	65.98
Torreón	70.36

JULIO-DICIEMBRE 2019	
Matamoros	75.18
Monclova	72.55
Monterrey	68.04
Piedras Negras	82.37
Reynosa	71.69
Sabinas	75.90
Saltillo	70.63
Torreón	72.54



ANTECEDENTES: ELASH II 2018-2019

LISTENING

Puntos de corte (puntuaciones a escala) de la alineación con el MCE

Nivel MCE	Rango de puntuaciones a escala	
	Mín.	Máx.
A1	40	77
A2	78	127
B1	128	159
B2*	160	200

Error estándar de medición = ± 8 puntos

LANGUAGE USE AND INDIRECT WRITING

Puntos de corte (puntuaciones a escala) de la alineación con el MCE

Nivel MCE	Rango de puntuaciones a escala	
	Mín.	Máx.
A1	40	89
A2	90	119
B1	120	144
B2*	145	200

Error estándar de medición = ± 8 puntos

READING COMPREHENSION AND VOCABULARY

Puntos de corte (puntuaciones a escala) de la alineación con el MCE

Nivel MCE	Rango de puntuaciones a escala	
	Mín.	Máx.
A1	40	78
A2	79	95
B1	96	135
B2*	136	200

Error estándar de medición = ± 7 puntos

CAMPUS	Listening 2018	Listening 2019	Language use & indirect writing 2018	Language use & indirect writing 2019	Reading Comprehension & Vocabulary 2018	Reading Comprehension & Vocabulary 2019	Total Score 2018	Total Score 2019
Saltillo	129	109	116	106	115	111	120	108
Torreón	116	123	106	122	107	129	110	125
Monclova	116	123	106	122	107	129	110	125
Piedras Negras	104	133	126	141	121	131	129	135
Sabinas	111	113	102	110	102	104	105	109
Monterrey	142	115	128	107	127	110	132	111
Matamoros	115	113	104	114	98	115	106	114
Reynosa	169	120	143	137	139	136	151	131

CANTIDAD DE ALUMNO POR NIVEL / 2013 / 272 ALUMNOS

CAMPUS	NOVICE A1	BASIC A2	LOW INTERMEDIATE B1	HIGH INTERMEDIATE B2	ADVANCED 1 C1	ADVANCED 2 C2
Saltillo	0	2	58	37	8	1
Torreón	0	1	32	13	5	0
Monclova	0	0	11	6	4	0
Piedras Negras	0	0	11	9	2	0
Sabinas	0	0	11	4	1	0
Monterrey	0	1	9	8	1	1
Matamoros	0	0	14	3	2	0
Reynosa	0	0	10	6	1	0
TOTAL POR NIVEL	0	4	156	86	24	2

CANTIDAD DE ALUMNO POR NIVEL / 2014 / 220 ALUMNOS

CAMPUS	NOVICE A1	BASIC A2	LOW INTERMEDIATE B1	HIGH INTERMEDIATE B2	ADVANCED 1 C1	ADVANCED 2 C2
Saltillo	0	5	30	5	1	0
Torreón	0	7	24	3	1	0
Monclova	0	2	14	0	0	0
Piedras Negras	0	2	13	6	1	0
Sabinas	0	1	9	4	1	0
Monterrey	0	10	45	0	1	0
Matamoros	0	4	9	3	0	0
Reynosa	0	2	14	2	1	0
TOTAL POR NIVEL	0	33	158	23	6	0

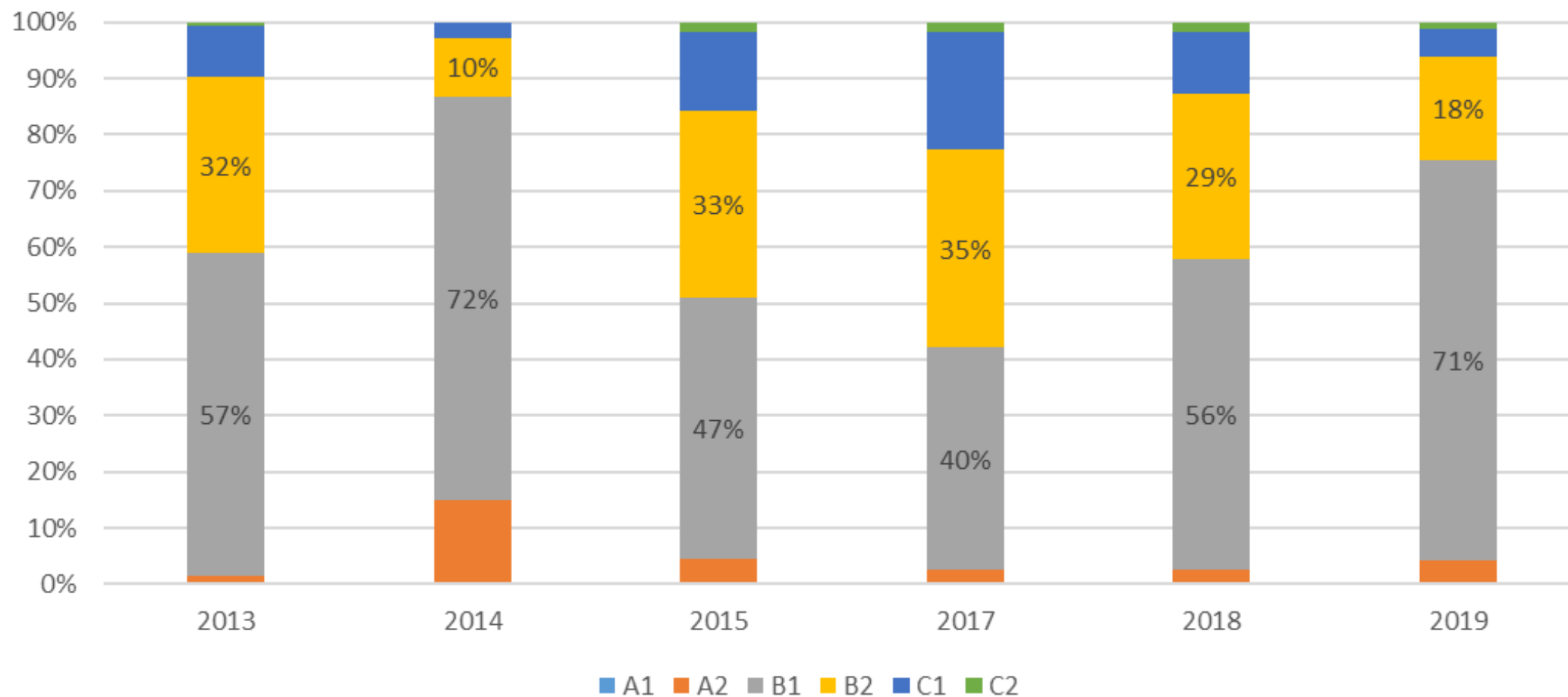
CANTIDAD DE ALUMNO POR NIVEL / 2015 / 243 ALUMNOS						
CAMPUS	NOVICE A1	BASIC A2	LOW INTERMEDIATE B1	HIGH INTERMEDIATE B2	ADVANCED 1 C1	ADVANCED 2 C2
Saltillo	0	2	63	30	10	1
Torreón	0	0	7	11	4	0
Monclova	0	4	9	7	1	0
Piedras Negras	0	3	13	2	4	0
Sabinas	0	0	4	6	6	0
Monterrey	0	0	2	10	7	1
Matamoros	0	0	4	13	0	2
Reynosa	0	2	11	2	2	0
TOTAL POR NIVEL	0	11	113	81	34	4

CANTIDAD DE ALUMNO POR NIVEL / 2017 / 278 ALUMNOS						
CAMPUS	NOVICE A1	BASIC A2	LOW INTERMEDIATE B1	HIGH INTERMEDIATE B2	ADVANCED 1 C1	ADVANCED 2 C2
Saltillo	0	4	57	32	21	2
Torreón	0	1	20	20	6	0
Monclova	0	1	8	19	12	0
Piedras Negras	0	0	5	13	15	1
Sabinas	0	0	3	4	3	1
Monterrey	0	0	3	3	0	0
Matamoros	0	0	10	4	0	0
Reynosa	0	1	4	3	1	1
TOTAL POR NIVEL	0	7	110	98	58	5

CANTIDAD DE ALUMNO POR NIVEL / 2018 / 245 ALUMNOS						
CAMPUS	NOVICE A1	BASIC A2	LOW INTERMEDIATE B1	HIGH INTERMEDIATE B2	ADVANCED 1 C1	ADVANCED 2 C2
Saltillo	0	0	70	22	8	1
Torreón	0	0	11	22	10	2
Monclova	0	4	22	8	0	0
Piedras Negras	0	0	13	10	4	0
Sabinas	0	2	6	2	0	0
Monterrey	0	0	2	3	2	0
Matamoros	0	0	11	2	0	0
Reynosa	0	0	1	3	3	1
TOTAL POR NIVEL	0	6	136	72	27	4

CANTIDAD DE ALUMNO POR NIVEL / 2019 / 240 ALUMNOS						
CAMPUS	NOVICE A1	BASIC A2	LOW INTERMEDIATE B1	HIGH INTERMEDIATE B2	ADVANCED 1 C1	ADVANCED 2 C2
Saltillo	0	2	73	7	1	0
Torreón	0	5	41	1	0	0
Monclova	0	1	20	11	5	1
Piedras Negras	0	0	12	13	3	2
Sabinas	0	0	8	3	0	0
Monterrey	0	1	5	3	0	0
Matamoros	0	1	9	3	1	0
Reynosa	0	0	3	3	2	0
TOTAL POR NIVEL	0	10	171	44	12	3

Resultados por niveles 2014 al 2019



ELASH II	TOEFL	MARCO COMUN EUROPEO DE REFERENCIA
NOVICE / BASIC (40-64)/(65-89)	40-66 = 310 (MIN) 67-79= 310-350 80-89= 351-390	A1 A2.1 A2.2
LOW INTERMEDIATE (90-125)	90-107= 391-450 108-125= 451-500	B1.1 B1.2
HIGH INTERMEDIATE (126-149)	126-136= 501-550 137-150= 551-600	B2.1 B2.2
ADVANCED (150-200)	151-164= 601-650 165-170= 651-670 171-200= 671-677 (MAX)	C1.1 C1.2 C2



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Idiomas

1

Alumnos

2

Docentes

3

Recursos

4

Operación
Académica

Programa de
Idiomas

ALUMNOS

- ❖ Perfil de ingreso & egreso de nivel según el MCER.
- ❖ Exámenes de Ubicación.
- ❖ Exámenes diagnóstico ya en el nivel asignado para identificar las áreas de oportunidad de cada alumno.
- ❖ Exámenes Centralizados a mitad y final del curso.
- ❖ Examen final de Egreso (TOEFL institucional)
- ❖ Comunicar el esquema de niveles del libro actual con el nuevo. No bajan de nivel.



Perfil de Ingreso & Egreso del MCER



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A1		
AREA	IN	OUT
LISTENING	RESULTS OF DIAGNOSTIC TEST	I can recognise familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.
READING		I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.
SPOKEN INTERACTION		I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.
SPOKEN PRODUCTION		I can use simple phrases and sentences to describe where I live and people I know.
WRITING		I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.

A2		
AREA	IN	OUT
LISTENING	I can recognise familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.
READING	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters
SPOKEN INTERACTION	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.
SPOKEN PRODUCTION	I can use simple phrases and sentences to describe where I live and people I know.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.
WRITING	I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.	I can write short, simple notes and messages relating to matters in areas of immediate needs. I can write a very simple personal letter, for example thanking someone for something.

Perfil de Ingreso & Egreso del MCER



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B1		
AREA	IN	OUT
LISTENING	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.
READING	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters	I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.
SPOKEN INTERACTION	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).
SPOKEN PRODUCTION	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.
WRITING	I can write short, simple notes and messages relating to matters in areas of immediate needs. I can write a very simple personal letter, for example thanking someone for something.	I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.

B2		
AREA	IN	OUT
LISTENING	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.	I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.
READING	I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.	I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.
SPOKEN INTERACTION	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.
SPOKEN PRODUCTION	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.	I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
WRITING	I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.	I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.

Perfil de Ingreso & Egreso del MCER

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C1-C1+		
AREA	IN	OUT
LISTENING	I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.	I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort.
READING	I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.	I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field.
SPOKEN INTERACTION	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.	I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skilfully to those of other speakers.
SPOKEN PRODUCTION	I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.
WRITING	I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.	I can express myself in clear, wellstructured text, expressing points of view at some length. I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues. I can select style appropriate to the reader in mind.

SPARKLE PLACEMENT TEST

ANGLODIGITAL
ACADEMIC DEVELOPMENT
ELT SERIES

Diagnostic test questions **B1**

Choose the correct answer a, b, c or d.

- A: Hi, John. It's me.
B: I'm sorry, I can't talk now. I'll have to _____.

 - call you again
 - call you back
 - call you over
 - call you in
- When Henry was young, he often _____ the car with his dad.

 - repairs
 - gets used to repairing
 - repaired
 - is repairing
- Remember to _____ the mobile phone's battery.

 - charge
 - load
 - fill
 - supply
- The situation is getting _____.

 - more and more bad
 - more and more worse
 - bad and worse
 - worse and worse
- Jack works for a computer _____.

 - company
 - facility
 - organisation
 - service

EQUIVALENCIA ENTRE LIBROS

POSSIBLE ENGLISH		
NIVEL	MCER	NOMBRE
1	A1	BEGINNERS
2	A1+	ELEMENTARY
3	A2	PREINTERMEDIATE
4	A2+	LOWER INTERMEDIATE
5	B1	INTERMEDIATE
6	B1+	UPPER INTERMEDIATE
7	B2	UPPER INTERMEDIATE+
8	B2+	ADVANCED
9	C1 +	ADVANCED +

PIONEER		
NIVEL	MCER	INGLÉS
1	A1.1	Beginners
2	A1.2	Elementary
3	A2	Pre-intermediate
4	B1.1	Intermediate
5	B1.2	Advanced 1
5	B2.1	
6	B2.2	Advanced 2
7	C1.1-C1.2	Proficiency

DOCENTES

- ❖ Capacitaciones de la Editorial para el nuevo libro.
- ❖ Capacitaciones en áreas de oportunidad. Según nivel del docente.
- ❖ Evaluaciones y supervisiones para asegurar la correcta implementación del sistema. Maestros contratados por Rectoría. (formato)
- ❖ Promover las capacitaciones en las Técnicas Didácticas (AC)

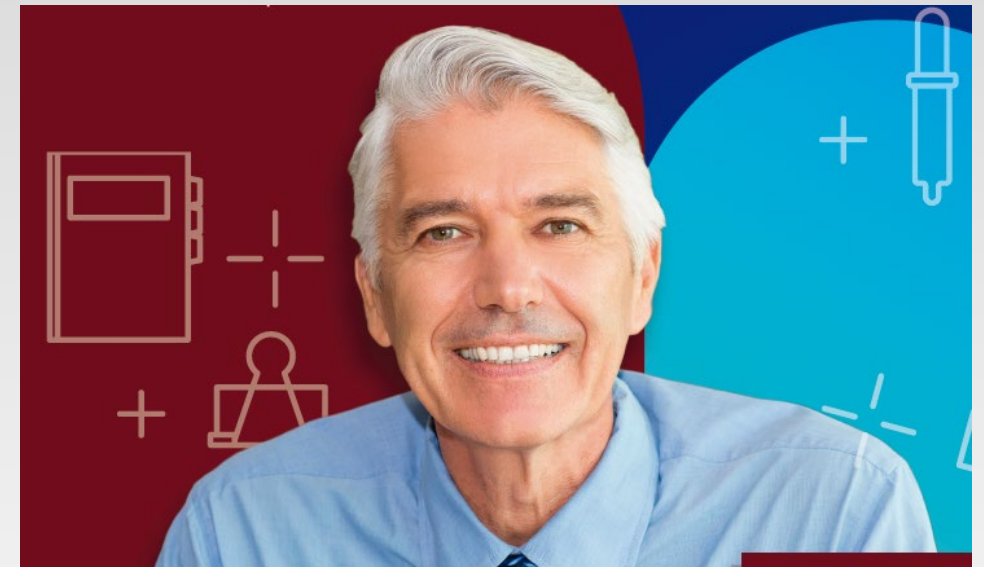


DOCENTE UANE

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❖ Perfil del Docente:

- Dominio del idioma que imparte, comprobado con el examen correspondiente.
- Obtener no menos de 550 puntos en el TOEFL.
- Que tenga experiencia docente o muestre habilidades para la docencia.
- Dominio del salón de clase para el aprendizaje efectivo.
- Creativo, dinámico, paciente, tolerante y con iniciativa.
- Adaptar sus metodologías para favorecer la experimentación, autonomía y flexibilidad del aprendizaje del alumno.
- Entusiasta de las nuevas tecnologías.



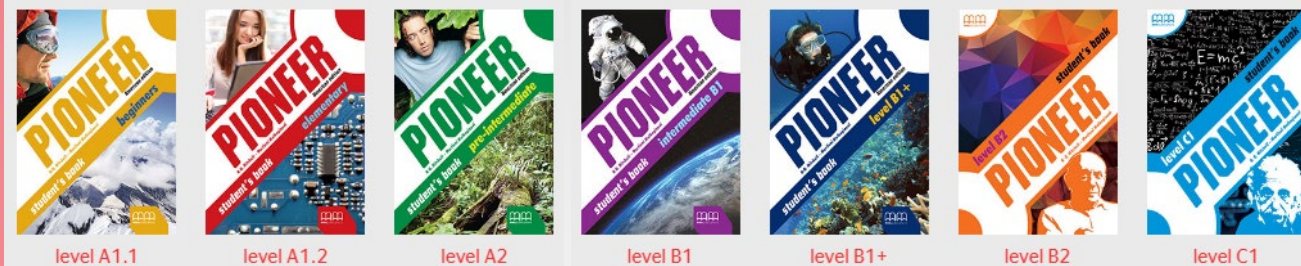
RECURSOS

❖ Libro: Pioneer

- Metodología: ELT (English Learning Teaching)
(Gramática - Vocabulario - Lectura - Conversación)
- Pedagogía basada en El Marco Común Europeo de Referencia (MCER).

Marco Común Europeo de referencia para las lenguas

Usuario Básico	A1 Acceso	A1-1 A1-2
	A2 Plataforma	A2-1 A2-2
Usuario Intermedio	B1 Umbral	B1-1 B1-2
	B2 Avanzado	B2-1 B2-2
Usuario Avanzado	C1 Dominio Operativo Eficaz	C1-1 C1-2
	C2 Maestría	C2-1 C2-2



Metodología Pioneer

¿Cómo?

1. Comunicación en clase

Las unidades están diseñadas para fomentar la comunicación entre estudiantes. De esta manera el estudiante puede inmediatamente poner en uso lo que acaba de aprender.

2. Aprendizaje en base a experiencia

Un alto contenido de temas han sido desarrollados para que los alumnos los encuentren relevantes a sus experiencias personales e intereses.

3. Aprendizaje Constructivo

A lo largo de la serie de Pioneer, los alumnos realizan tareas de las diferentes áreas del lenguaje: gramática, vocabulario, conversación y escritura; desarrollando las habilidades receptivas y de aprendizaje constructivo.

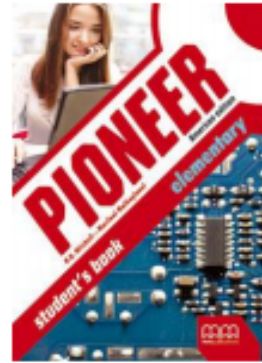
4. Aprendizaje autónomo y Autorrealización

Los alumnos podrán identificar sus áreas de oportunidad, fortalezas y evaluar su progreso general mediante los objetivos presentados en cada modulo y en la sección de repaso al final de este.

5. Flexibilidad según las necesidades de cada clase

Pioneer puede ser usado tanto en grupos grandes como pequeños. Los alumnos pueden realizar las actividades ya sea en pares, grupos o dependiendo de las necesidades particulares de los alumnos. Pioneer puede ser adaptado según la duración requerida de los cursos.





Comunicación: El alumno podrá compartir información, expresar ideas, actitudes y sentimientos de manera efectiva.

Contenido socio-cultural: Los alumnos conocerán situaciones reales para entender los patrones culturales relacionados con los estilos de vida, pasatiempos, ideas y tradiciones

Estrategias de aprendizaje: El alumno adquiere estrategias para planear y desarrollar las tareas dadas en un periodo de tiempo basado en objetivos realistas.

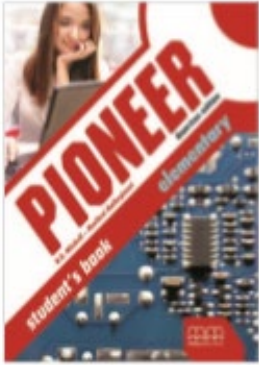
Conciencia Lingüística & Cultural: El programa da a los estudiantes herramientas lingüísticas y expresiones verbales y no verbales para comunicarse efectivamente dentro de situaciones culturales específicas.

Aprendizaje semipresencial:

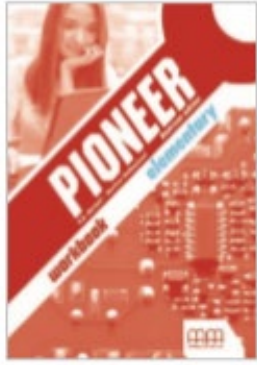
- Enseñanza en las aulas con libros de texto.
- Recurso multimedia para su uso en clase.
- Sistema de administración del aprendizaje para el autodidacta.



Components for students



Student's Book

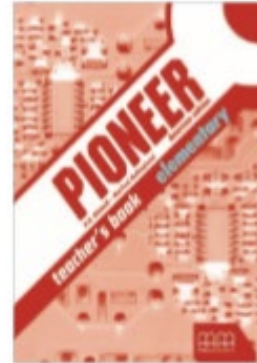


Full-colour Workbook



Pioneer Online Pack
(e-Workbook: online version of the Workbook with interactive activities, digital glossary, extra interactive activities, videos & video activities / Workbook print edition)

Components for teachers



Teacher's Book



Workbook key Booklet



Class CDs



Interactive Whiteboard Material with videos



Teacher's Resource CD/CD-ROM (Tests, Extra material, Video worksheets)



DVD including videos: Pioneer Clips and Pioneer on View



Online Tests



Turn your classroom into a motivating, interactive environment with whiteboard material.

OPERACIÓN ACADÉMICA

- ❖ Estandarización de las claves de idiomas.
- ❖ Esquema de evaluación del alumno para lograr el B2.
- ❖ Elaboración de un formato de evaluación al docente según el nuevo programa de Idiomas.
- ❖ Implementación de supervisores de docentes en los campus.
- ❖ Calificación mínima aprobatoria de 80.



ESTANDARIZACIÓN DE CLAVES DE IDIOMAS

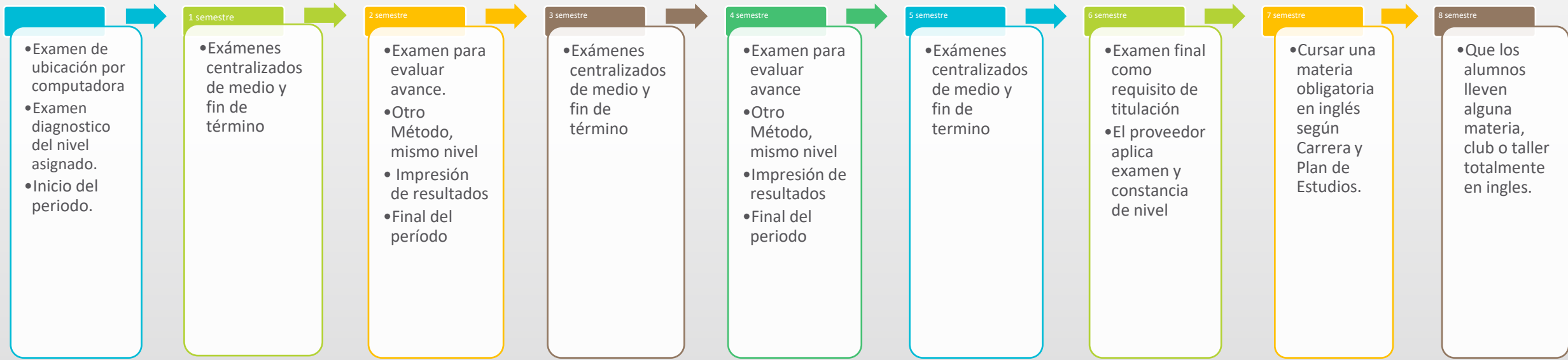
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INGLÉS LICENCIATURAS	INGLÉS BMB	INGLÉS BACH
IN-L-01	IN-BMB-01	IN-BACH-01
IN-L-02	IN-BMB-02	IN-BACH-02
IN-L-03	IN-BMB-03	IN-BACH-03
FRANCÉS LICENCIATURAS	FRANCÉS BMB	FRANCÉS BACH
FR-L-01	FR-BMB-01	FR-BACH-01
FR-L-02	FR-BMB-02	FR-BACH-02
FR-L-03	FR-BMB-03	FR-BACH-03
ALEMÁN LICENCIATURAS	ALEMÁN BMB	ALEMÁN BACH
AL-L-01	AL-BMB-01	AL-BACH-01
AL-L-02	AL-BMB-02	AL-BACH-02
AL-L-03	AL-BMB-03	AL-BACH-03

FORMULA	IDIOMA (Inglés, Francés, Alemán e Italiano)	AREA (LIC/BMB/BACH)	NIVEL (1 al 7)
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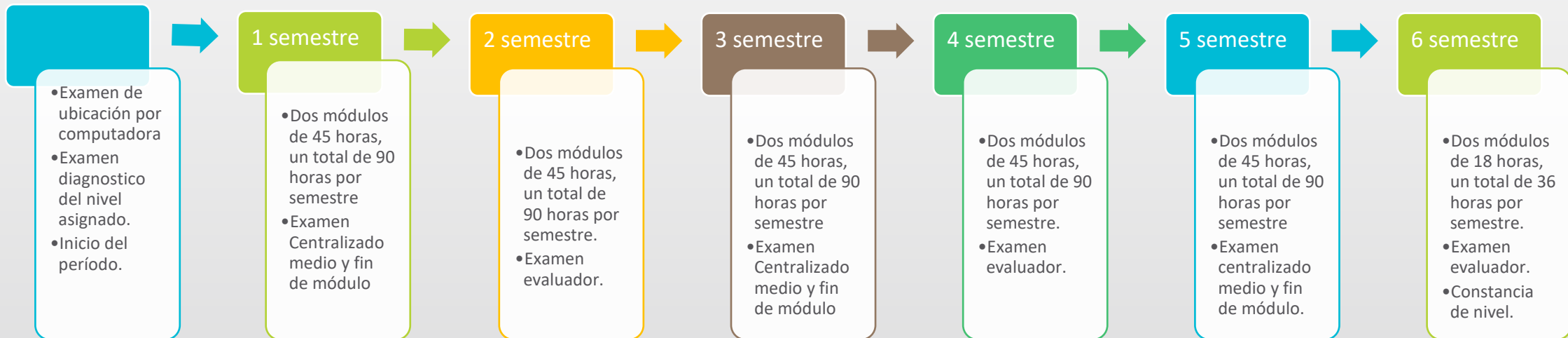
ASPECTOS A EVALUAR POR MODULO	PORCENTAJE
TAREAS	15%
TRABAJO EN CLASE	10%
EXÁMENES RÁPIDOS (QUIZES)	15%
PRESENTACIONES ORALES	20%
MIDTERM EXAM (CENTRALIZADO)	20%
FINAL EXAM (CENTRALIZADO)	20%

Licenciatura → B2 como nivel de egreso



- ❑ Hacer requisito de titulación obtener un B2 en la materia de inglés al finalizar los 6 semestres de idioma extranjero
- ❑ Hacer la calificación aprobatoria de ingles 80.
 - Esto con el propósito de asegurar el nivel B2 al finalizar los 6 semestres de Idioma Extranjero
- ❑ Una de las primeras estrategias a implementar es el seguimiento continuo, de inicio a fin, para esto, se propone:
 - Aplicación de exámenes de otra Editorial en 2°, 4° y 6° semestre por parte de Centro de Idiomas de cada Campus.
 - El examen de 6° semestre, será el requisito para titulación, el alumno deberá alcanzar un B2 para poder titularse, en caso de no lograrlo en el primer intento, lo podrá volver a presentar con costo para él.

BMB → B2 como nivel de egreso

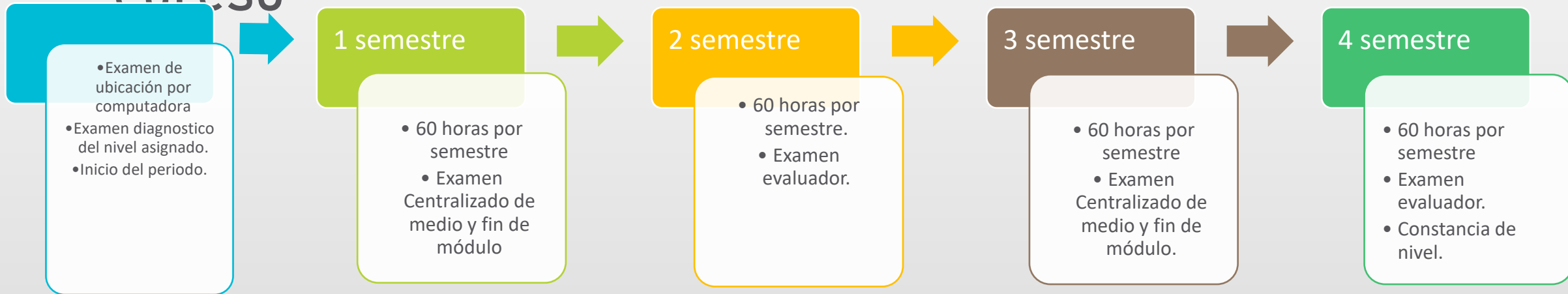


- ❑ Hacer requisito de titulación obtener un B2 en la materia de inglés al finalizar los 6 semestres de idioma extranjero
- ❑ Aplicar exámenes centralizados con la misma dinámica de Licenciatura,
 - Examen de medio termino al finalizar sus primeras 45 horas y de fin de término al finalizar el segundo módulo.
- ❑ Hacer obligatorio las clases de apoyo a los promedios menores de 80
 - Esto con el propósito de asegurar el nivel B2 al finalizar los 6 semestres de Idioma Extranjero.
- ❑ Una de las primeras estrategias a implementar es el seguimiento continuo, de inicio a fin, para esto, se propone:
 - Aplicación de exámenes de otra Editorial en 2°, 4° y 6° semestre por parte de Centro de Idiomas de cada Campus.
 - El examen de 6° semestre, será el requisito para titulación, el alumno deberá alcanzar un B2 para poder graduarse, En caso de no lograrlo en el primer intento, lo podrá presentar con costo para él.

Bachillerato 2 años



B1 como nivel de



- Hacer requisito de titulación obtener un B1 en la materia de inglés al finalizar los 6 semestres de idioma extranjero*
- Aplicar exámenes centralizados con la misma dinámica de Licenciatura,*
 - Examen de medio termino al finalizar sus primeras 30 horas y de fin de término al finalizar el módulo.
- Hacer obligatorio las clases de apoyo a los promedios menores de 80*
 - Esto con el propósito de asegurar el nivel B1 al finalizar los 6 semestres de Idioma Extranjero.
- Una de las primeras estrategias a implementar es el seguimiento continuo, de inicio a fin, para esto, se propone:*
 - Contratar un servicio externo para la aplicación de exámenes, resultados y entrega de constancias.
 - Aplicar exámenes en 2° y 4° semestre.
 - El examen de 4° semestre, será el requisito para titulación, el alumno deberá alcanzar un B1 para poder titularse, en caso de no lograrlo en el primer intento, el alumno tendrá una segunda oportunidad a los 15 días.