Asignatura:　　　　　Práctica Pedagógica Autonoma
Código:　　　　　　　LI016
Pre-requisite:　　　　 LI955
Créditos:　　　　　　　6
Intensidad horaria:　　2 horas semanales

I. General Description

The current situation in Colombia and the region demands facilitators who can face the challenges found in public and private institutions around the field of learning and teaching the English language in order to meet the goals established by the Ministry of Education. Challenges such as lack of resources, learners' attitudes towards the target language, amount of students in class, among others, are some of the issues English teachers are facing nowadays. The context of Pereira (Risaralda) requires facilitators equipped with strong competences in language, pedagogy and research in order to find significant alternatives that enable them to develop a context-sensitive methodology for the teaching of English. Each institution will require the practitioners to display specific professional skills, among which could be: interpersonal skills, communication skills, leadership skills and others. The effort made by Ministry of Education with projects such as *Bilingüismo en Colombia 2019, Programa de Fortalecimiento al Desarrollo en Lenguas Extranjeras 2010-2014* and the current National Project called *Colombia Very well!* have evidenced the need of consolidating the language policy in the country, involve other sectors of society, support education in primary and high school, among others. Thus, the English Language Program must consider and include the suggestions given by the MEN so that English Language teachers of the program contribute to the achievement of the aims proposed by the MEN for the years 2015-2025.

The Autonomous Teaching Practicum course is designed to help the course practitioners strengthen their knowledge base in English language teaching (pedagogical knowledge, content knowledge, and pedagogical content knowledge). They will teach in real classroom scenarios by following current methodologies for the teaching of English. For this practicum, the course tutor will give constant feedback on the practitioners' professional development and will guide them to (re)define their teaching skills. Reflection upon classroom scenarios will be oriented during Grade and Grand Meetings (see Methodology below). Finally, the practitioners will develop lessons which will focus students' learning of the language on functional and content-based aspects.

Objectives

- To assume a responsible and ethical attitude towards the process of reflection and analysis of situations and documents studied throughout the course which leads practitioners to make accurate decisions that positively impact their learning process.

- To design coherent planning that evidences the accurate inclusion of the standards and communicative competence.
- To promote team-work among participants so as to strengthen contemporary practices in ELT.
- To promote constant reflection among practitioners so they adjust their practices to learners' interests and needs.
- To design online tasks to foster learners' autonomy and collaborative.
- To aline planning, teaching, assessment, etc. with the aims proposed by the Mynistry of Education.
- To observe, reflect and propose alternatives to innovate or face different classroom issues based on theoretical foundations.

II. General Competences to be developed in the course

- Use current methodologies for the teaching of English.
- Manage language teaching through a coherent planning framework.
- Integrate language and subject matter for classes.
- Reflect critically upon language and classroom management issues, finding alternatives to solve them.
- Manage classroom environment effectively.
- Use ICT's to design tasks that foster learners' autonomy.

III. Specific Competences

- Learn and apply principles of task-based and content-based teaching.
- Plan a syllabus and lesson plans which are coherent and blend language, function and content.
- Plan and implement lessons in which learners use English as a medium to learn (or reinforce) contents in other subjects.
- Develop critical thinking skills by identifying, discussing and proposing solutions for issues related to students' language learning and classroom management.
- Use classroom management techniques.
- Select, adapt and design material for ELT, taking into account the target population.
- Develop skills to adapt and design challenging tasks, based on theory provided and taking advantage of ICT's.
- Become familiar with linguistic competences and standards used in ELT.
- Develop teaching skills through the constant discussion, observation and analysis of theory.
- Extend knowledge and awareness of important linguistic aspects needed as teachers/learners.

Competences to shape my professional profile:

1. Understand the importance of arriving on time to class as a model learners will follow.
2. Present my assignments the day they are required by the facilitator.
3. Respect others' opinions and refute their viewpoints politely and with strong arguments.
4. Be informed about the process followed in the course and make sure that the information obtained is accurate.
5. Be updated and present the tasks assigned for the day, in case I have missed the previous session.
6. Keep the portfolio well organized as a tool to interact with and extend my knowledge in ELT.
7. Be an active listener: listening to my classmates when they talk and participate or contributing once they have finished talking.
8. Reflect critically on my learning process in order to make assertive decisions that positively affect such process.
9. Cite the source where I took some ideas to design my tasks, lesson plans, etc.

IV. Methodology

The Autonomous Teaching Practicum Course is designed on the basis of Content-based approach, particularly with a content-driven emphasis. The practitioners will develop pedagogical and linguistic competences that will expand their knowledge and awareness of English Language Teaching. During the three-hour sessions, the course tutor and the practitioners will hold discussions regarding the specific grades they are teaching. This exercise will take place every week. Written evidence will be collected. Ideally, the pre-service teachers will bring their portfolios in which lesson plans, tasks, and materials of classes taught and to be taught will be analyzed with the purpose of reflecting and providing feedback that enables them to guide realistic and successful lessons. In addition, practitioners will share issues experienced in the classroom which affect the proper development of the class, as well as the aspects that go well. The constant reflection on theory and practice will lead practitioners to find alternatives to improve the teaching-learning process in the course they guide. Cooperative learning will be also promoted by sharing ideas, strategies, etc. they have used throughout the course. There will also be Grand meetings (the whole group). In this case, all the practitioners will get together and reflect upon issues which are relevant for the whole group. The Grand meetings will be input sessions in which the practitioners share experiences with the whole group and reflect critically on theory and their practicum.

Other aspects like workshops, debates, oral interactions, reports, etc. will be implemented. Some workshops will involve training in the use of ICTs, in which participants will strengthen their competences in how to design online tasks for the courses they guide in order to promote autonomy among learners. The ATP course will also include classroom observations. Each practitioner will be observed at least once.

At the beginning of the practicum, practitioners must bring the plan they have to implement the ICT's in and outside the school. Schoology platform will be used in the course in order to generate discussions, to share information, and to promote autonomy as well as collaborative learning. Finally, documents in English and Spanish will be prepared by practitioners as a way to develop CALP in both L1 and L2.

V. Contents

✓ The Colombian context: Standards, projects and policies.
1. Planning syllabuses according to current trends in language teaching
2. Assessment
3. Classroom management
4. Content and Language Integrated Learning – Content-based instruction
5. Information and communication technologies (Blended.Learning)

VI. Assessment

Practitioners' work and performance are assessed individually and in group. The assessment includes reflections expressed in written and oral tasks that involve theory and practice. Some tasks are assessed in the grade, grand meetings or extra class and require that practitioners

work cooperatively and use the ICT's. The planning framework for each term will be also graded based on the coherence among the aspects required in it. A written report based on issues found in the lessons guided will be graded according to the criteria adapted from the CEFRL for C1 and the pedagogical aspects required for the report. Practitioners' portfolio will be also considered in the grade meetings as part of the formative assessment. There will be a final project to assess practitioners' work in the school, which will evidence what learners from the public institutions achieved at the end of the process. The observations will be also graded and they will enable participants to reflect on their process in order to make decisions that positively affect the lessons guided in the schools.

Language proficiency will be also considered in each of the aspects above mentioned for a language user whose proficiency level is C1 (see language competences).

VII. Course Evaluation

Percentage	Activity
20%	Partial Evaluation # 1
10%	Phase one teaching practices and professional development: This exercise is done until the eighth week of the semester. Grade, Grand Meetings, and practitioner's responsibilities. (e.g. Send the course grades on time).
25%	Partial Evaluation # 2
10%	Phase two teaching practices and professional development: This exercise is done during the remainder of the semester. Grade, Grand Meetings, and practitioner's responsibilities. (e.g. Send the course grades on time).
35%	Final Partial Evaluation: Project report (20%) Observation Process (15%)-During the semester

VIII. Materials

1. Practitioners' lesson plans
2. Articles related to course topics (see *Contents* above)
3. Practitioner's Portfolio
4. Practitioners' blog /Schoology platform
5. Standards for learning English (El Reto)
6. Online documents about Metohdology, curriculum and evaluation.
7. Colombia *Very well!*

Educational Internet resources to learn how to create online tasks:

- www.eslvideo.com
- http://www.breakingnewsenglish.com/
- http://americanenglish.state.gov/

- https://voicethread.com/
- http://www.dvolver.com/moviemaker/make.html
- Google Docs
- http://www.textivate.com/
- http://vocaroo.com/
- http://www.screencast-o-matic.com/
- http://domo.goanimate.com/
- http://goanimate.com/
- Others suggested by the course teacher and participants.

IX Language Competences

	OVERALL LISTENING COMPREHENSION	STRATEGIES TO ACHIEVE COMPREHENSION	PROCESSING SPOKEN INPUT	SOCIOLINGUITIC AND PRAGMATICS
LEVEL 5 (C1)	Can understand enough to follow extended speech on abstract and complex topics beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar	Identify the cognitive and affective dimensions of a message.	Can understand most radio documentaries and most other recorded or broadcast audio material delivered in standard dialect and can identify the speaker's mood, tone etc.	Demonstrate awareness that one's knowledge, experience, and emotions affect listening.
		Formulate questions that clarify or qualify the speaker's content and affective intent.	Can understand a wide range of recorded and broadcast audio material, including some non-standard usage, and identify finer points of detail including implicit attitudes and relationships between speakers.	
	Can recognize a wide range of idiomatic expressions and colloquialisms, appreciating register shifts.	Paraphrase the speaker's messages	Can follow the essentials of lectures, talks and reports and other forms of academic/professional presentation which are propositionally and linguistically complex.	Use verbal and nonverbal behaviors that demonstrate willingness to listen to messages when variables such as setting, speaker, or topic may not be

	Can follow extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly.	Identify the types of verbal and nonverbal information.	Can follow specialised lectures and presentations employing a high degree of colloquialism, regional usage or unfamiliar terminology.	conducive to listening.
			Can easily follow complex interactions between third parties in group discussion and debate, even on abstract complex unfamiliar topics	

	GENERAL ORAL PRODUCTION SKILLS	SPEAKING STRATEGIES	PRAGMATIC ORAL SKILLS	SOCIOLINGUISTIC SKILLS
LEVEL 5 (C1)	Formulate, with a high degree of ease and accuracy, sentences employing the full range of grammatical structures associated with the English language	Formulate questions that clarify or qualify the content and affective intent of speakers' messages.	Participate spontaneously and cooperatively in extended conversations with native partners who do not modify their speech.	Employ, with a high degree of effectiveness, verbal and non-verbal techniques for convincing, persuading, and negotiating.
			Deliver lectures, talks, reports and other forms of academic / professional presentations which are propositionally and linguistically complex.	
	Formulate sentences employing a wide range of common lexves, specialized terms, idiomatic		Participate actively in conversations in which partners employ colloquialisms regional usage or	Contextualize and respond to cultural references embedded in colloquial and formal English discourse

expressions and colloquialisms. Reproduce English phonemes, word stress, and intonation with near-native accuracy		unfamiliar terminology.
		Use a wide range of language in an interview in order to solicit, check and confirm information, bring up new topics, and develop points of discussion.

	PHONOLOGICAL READING	READING COMPREHENSION				CRITICAL READING	
	READING ALOUD	READING INSTRUCTIONS	OVERALL READING COMPREHENSION	READING CORRESPONDENCE	READING FOR INFORMATION	INFERENCIAL READING	READING STRATEGIES
LEVEL 5 (C1)	Read general, literary and academic texts with a good level of fluency and accuracy.	Understand in detail lengthy, complex instructions on a procedure.	Understand lengthy, complex texts on a wide variety of topics (personal, academic, professional) where author's arguments and ideas can be infered.	Understand any correspondence given the occasional use of a dictionary.	Understand in detail a wide range of lengthy, complex texts related to the social, academic or professional life.	Recognize the author's biases.	Express agreement or disagreement with the author's ideas by arguing their own points of view.
						Relate what is happening in the text to their own knowledge of the world.	Explore likenesses and differences between texts to understand them better.
			Have a wide active vocabulary of				Use appropriate reading strategies such as SQ4R: Survey, Question, Read, Respond,

			reading and knowledge of frequent idiomatic expressions.				Review, Reflect.
						Offer conclusions from facts presented in the text.	Make mind maps, outlines and summaries to better understand both the content and the organization of the information in the text.

	COMUNICATIVE COMPETENCE				CRITICAL WRITING	
	LINGUISTIC					
	GENERAL LINGUISTIC	GRAMMAR	PRAGMATIC	SOCIOLINGUISTIC	REPORTS AND ESSAYS	WRITING STRATEGIES
LEVEL 5 (C1)	Can produce clear, well-structured texts, showing controlled use of organisational patterns, connectors and cohesive devices	Consistently maintains a high degree of grammatical accuracy; errors are rare and difficult to spot	Can select an appropriate formulation from a broad range of language to express themselves clearly, without having to restrict what they want to say	Appreciates some sociolinguistic and sociocultural implications of language used by native speakers and can write accordingly	Can write clear, well-structured expositions of complex subjects, underlining the relevant salient issues.	Can use different type of mindmaps, categories and taxonomies to write reports, essays and tesis.
					Can expand and support points of view at some length with subsidiary	Can emply critical thinking skills such as: analysis, arguemnet , classfication, summarizing

					points, reasons and relevant examples	

X. References

- Coetzee, S., Van Niekerk, E., & Wydeman, J. (2008). An educator's guide to effective classroom management. Hatfield, South Africa. Van Schaik Publishers.
- Council of Europe (2001). The common European framework of reference for languages: learning, teaching and assessment. Cambridge: Cambridge University Press.
- Halliwell, S. (2006). Teaching English in the primary classroom. Longman, Pearson Education.
- Harmer J., (2011). The Practice of English Language Teaching. Pearson & Longman.
- Ministerio de Educación Nacional. (2006). Formar en Lenguas Extranjeras: El reto.
- Nunan D., (2004). Task-based Language Teaching. Cambridge University Press.
- Richards, J. & Rodgers, T. (1999). Approaches and methods in language teaching. Cambridge: Cambridge University Press.
- Riddlle D. (2014). Teach EFL. McGraw-Hill Company.
- Thornbury, S. (1997). About Language Tasks for Teachers of English. Cambridge: CUP.
- SCRIVENER, J. (2005).Learning teaching.Macmillan editors.

Others:

- Bentley, Kay (2010). The TKT course CLIL Module. Cambridge University Press.
- Several useful and interesting articles at this site:
  Online: https://www.teachers.cambridgeesol.org/ts/teachingqualifications/clil
  Online: http://www.socialpsychology.org/rapport.htm
  Online: http://www.disciplinehelp.com/teacher/default.cfm