



UNIVERSIDAD TECNOLÓGICA DE PEREIRA
FACULTAD DE BELLAS ARTES Y HUMANIDADES
LICENCIATURA EN LENGUA INGLESA

Asignatura:	Desarrollo Profesional Docente
Código:	LI715
Intensidad:	4 horas semanales
Pre-requisito:	LI623
Créditos:	4

A teacher is a compass that activates the magnets of curiosity, knowledge, and wisdom in the pupils. Ever Garrison

Who dares to teach must never cease to learn. John Cotton Dana

Rationale

The Ministry of Education has proposed as an urgent need nationwide, the improvement of the quality of the teaching of English in Colombia. This process has been developed with the participation of universities who run programs in Licenciatura en lengua inglesa. It was inspired in the document "*La Revolución Educativa 2002-2006*" which states the linguistic policies towards the teaching of English as a foreign language as one of the critical issues to impact quality in the primary and secondary school levels. Within the framework of the project ***Bilingüismo en Colombia 2019***, the MEN aims at a Colombian young population who should communicate in English within the same international standards being used by all non-native speakers of English. Also it aims to contextualize our country in the global world that has gradually emerged. This will contribute to an improved environment with better opportunities for our citizens

Based on the above reflections, the **Professional Development Course** seeks to develop and strengthen the pedagogical and linguistic competences that teachers to be require in order to continue in their process of not only acquiring the language but also gaining awareness of the processes that take place when they are exposed to preparing for practical sessions, as well as the practicum. Moreover, it includes the theoretical framework that he or she is exposed in this course as well as in the rest of the curricula.

Teaching competences to be developed:

Developing professional competences involves prospective EFL teachers, to explore the ways in which learners are disposed to learn and the purposes of which they are learning English in Colombia's context today. They need also to recognize and take account of their own individual preferences and predispositions as tutors and facilitators.

The active participation in **The Professional Development Course** is designed to enable us to successfully:

1. Understand appropriate concepts and terminology to describe form and meaning in language and language use and apply this understanding to planning and teaching language skills and specific language items, and to developing fluency and accuracy

2. Extend my knowledge and awareness of those aspects of language which are relevant to my professional practice (B1-B2)
3. Develop awareness and critical skills and a sense of self-direction
4. extend my understanding of the context in which learners are learning EFL and of the principles underlying language learning and teaching
5. extend my familiarity with the resources and materials for English language teaching and develop my ability to use, evaluate and, where appropriate, adapt or create classroom materials using information & communication technology (ICT's)
6. Consolidate my planning and my practical classroom skills
7. Reflect critically on the events I observe related to EFL learning and teaching processes
8. Identify learner needs and monitor and evaluate learner progress
9. Identify needs and opportunities for further development as teachers to be, especially for the practicum
10. Extend my knowledge and understanding of language required for our professional role and improve my ability to use English generally and for classroom purposes (B1-B2). Also the use of adequate terminology related to ELT will be improved

Methodology

Each week there will be a mixture of input sessions, reflective discussion activities related to this input and to prepared readings from the references suggested and those that you access. Also, we will be involved in practical activity sessions prepared by the Ss, involving specific topics from the syllabus. Participants will be encouraged to develop, share and critique their own lesson plans, activities and materials and/or readings. Through classroom observation, specific written assignments or tasks, the teachers to be will demonstrate the awareness, achievement and improvement of teaching skills. Attendance, Participation, Collaborative learning, and commitment to work are essential parts of the learning process, especially in a course focusing on developing teaching skills.

Assessment

Throughout this course, teachers to be are assessed, including group work and individual performance. Theoretical & Practical tasks and assignments and a final evaluation will be considered. Written reports on classroom's observations or other assignments must be completed. These will be graded based on a global scale of achievement with international standards: Discourse management, grammar, vocabulary, pronunciation, stress and intonation will be important in Accuracy, Range and flexibility, Pronunciation, and Audience awareness. Due dates are programmed according to the development of the whole course.

Criteria

**Evaluation
Competencies**

Products

<p>30%</p>	<p>Practical activities involving oral, and teaching skills; Written & Oral reports based on readings & Classroom Observations</p>	<p>Achievement based on language accuracy and fluency. Thoughtful critical comments</p>	<p>Autonomy Self-Reflection and self-evaluation strategies Articulation of theoretical concepts with classroom practice</p>
<p>30%</p>	<p>Practical activities involving oral, and teaching skills; Written & Oral reports based on readings & Classroom Observations</p>	<p>Achievement based on language accuracy and fluency. Thoughtful critical comments Language (Grammar & Vocabulary) Effective Classroom Management strategies</p>	<p>Autonomy Self Reflection and self-evaluation strategies Articulation of theoretical concepts with classroom practice</p>
<p>40%</p>	<p>Final Tasks: A Written reflection based on the theoretical issues (1) Self-evaluation questionnaire (2) 20% Teaching of a 8-10minute Activity 20%</p>	<p>Thoughtful critical comments using ELT terminology Include references Include written LP 2 References from recommended bibliography</p>	<p>Autonomy Self Reflection and self-evaluation strategies Post Lesson self-evaluation Articulation of theoretical concepts with classroom practice</p>

General assessment Criteria for Oral Discourse (Taken & adapted from ICALT Course & the CEFR)

Accuracy:

Can communicate with reasonable accuracy and control. There may be a number of errors, but these do not seriously impede effective communication.

Range and Flexibility

Generally clear, though clarity may be reduced when attempting to convey more complex ideas. Adequate, though limited repertoire of vocabulary and a restricted range of more complex structures. Has a fairly good range of simple language, but lacks flexibility and displays lexical limitations.

Pronunciation

Pronunciation is generally clear enough to be understood, with reasonable control of basic stress and intonation patterns. An adequate model for teaching purposes.

Audience awareness

Can convey key points with some confidence, though organisation may be flawed. Able to maintain listener's interest without excessive hesitation, though pauses may be needed for planning and / or repair.

General assessment Criteria for Written Discourse

Language accuracy and language awareness

Good control of lexis and grammar. There may be some errors of language but these do not greatly impair meaning or understanding. The learner shows a satisfactory understanding of concepts and knowledge used to describe language.

Range and Flexibility

Can convey information and ideas with reasonable precision, though clarity may be reduced when attempting to convey more complex ideas. Adequate, though limited repertoire of vocabulary and a restricted range of more complex structures. Has a fairly good range of simple language, but lacks flexibility and displays lexical limitations.

Organization and content

The writing is adequately organized and coherent. Task requirements are adequately fulfilled although there may be some difficulty in expressing more complex points. A reasonable range of reading sources that inform the writing has been adequately understood by the learner.

Audience awareness

Some of the writing might require greater concentration from the intended reader but overall it achieves its intended purpose for the specified audience.

Observing other teachers

We will observe a minimum of 2 lessons during the course.

Observing your peers or other teachers is an opportunity to reflect on and learn about both your own teaching and that of others. "Being in the classroom as an observer opens up a range of experiences and processes which can become part of the raw material of a teacher's professional growth." (Wajnryb, 1992.)

I should always approach these observations with a clear purpose in mind and in order to help with this we shall provide specific observation focus tasks. The course will require you to gather data while observing and then you will need to reflect on the data you have and evaluate it in terms of **your own professional development(in a written report)**

. You will find that most observations are in three stages:

Pre observation

- Arrange a mutually convenient time with a colleague (Observations could be done at ILEX or at a school where you have previously contacted. For observations at ILEX or at the Licenciatura Program you HAVE TO FOLLOW AGREEMENTS
- If possible discuss the lesson with the teacher
- Read the appropriate observation task and do the task suggested on it

The observation

- Gather the data as indicated on the observation task

Contents

1. Background of ELT

- 1.1. Concepts and terminology used in English language teaching Language used by teachers and learners
- 1.2. Competence Based Curriculum
- 1.3. The Communicative Competence
- 1.4. The Colombian Context
 - Estándares Básicos de Competencias en Lengua Inglesa

2. The background to teaching and learning

- 2.1. The context of English language learning
- 2.2. Learning theory
- 2.3. Learner development and motivation
- 2.4. Implementing teaching programmes to meet the needs of learners
- 2.5. Language Awareness

3. Materials & Resources

- 3.1. Resources and materials
- 3.2. Evaluating and selecting resources and materials
- 3.3. Effective use of teaching aids, technical support and self- access materials
 - ICT´s
 - The internet
 - The Web

4. Planning and management of teaching and learning

- 4.1. Planning for teaching
- 4.2. Classroom management
- 4.3. Teacher and learner language
 - Language to empower learners

5. The Teaching of the 4 skills

- What is Listening Comprehension?
- Speaking Skill
- How are Reading & Writing learned?
- The Cultural Component

RESOURCES

- Articles from the suggested bibliography for critical reflection and discussion
- Worksheets or handouts either provided by the teacher or photocopied by the student a Resources from the Roa Martinez Library or Internet

Portfolio Each participant should have a systematized file or portfolio, with all the material required in this course. The candidate should always bring it to class.

Additional Resources

Your open attitude and readiness to interact with others empowering yourself and the group with a good use of the language & thoughtful comments

- Creativity and resourcefulness
- Willingness to search for new sources of English language either with authentic material from films, videos, CDs, texts, etc from the library, internet, etc or adapted material from your own library or your teachers colleagues
- A Good monolingual dictionary and grammar book
- Learning Journal

We advise you to keep a learning journal during the course. You can write down your reflections on what has gone on in the course and how you feel about it. It should help you to put things in focus and to keep in touch with your own individual development as the course progresses. Journals will not be assessed in any way and can remain entirely private. There will be times when you feel neither the need nor the inclination to write very much.

Most reports on journal writing on teacher education programs stress the benefits for the trainee teachers.

"Writing up my journal has made me realize that writing about certain issues and forcing myself to reflect and bring them out in the open, has helped me to clarify them. It gets you to think about and express consciously, things that are unconsciously going on in your mind whilst you are learning how to become a teacher."

Barkhuizen - cited in Richards, 1998

As a guideline, your journal entries might include comments on the following:

- things that you learn from yourself, course experiences, peers
- implications for your own teaching and self-development
- changes in your attitudes / beliefs
- personal theorising about teaching
- insights into classroom management issues
- flashes of understanding
- what is easy / takes time for you to follow
- things you agree/disagree with, which you would like to consider further in conversation with peers, with the help of books, etc.

- frustrations you experience and their causes

Professional Awareness

As teachers to be we are expected to have a degree of professionalism. Please read these notes carefully and make sure you have a professional attitude during the course.

A professional teacher...

- Arrives punctually for input sessions and attends 100% of the course.
- Calls in or mail to inform tutor of lateness or illness
- Is independent and manages time adequately
- Is prepared to experiment in the classroom and learn from mistakes
- Understands that the tutor's role is to guide and support trainees but not to spoon-feed you or plan lessons for you
- Is able to take on board tutors' and colleagues' and students suggestions and put them into practice
- Is able to assess his / her strengths and weaknesses objectively
- Participates fully in input sessions
- Takes notes and remains quiet when observing colleagues

Criteria and suggestions on how to write assignments

Planning

Plan your assignment carefully

Remember

- Brainstorm your ideas
- Organize your ideas
- Plan your paragraphs

Drafting

Write a first draft of your assignment. Remember this is a first draft and you can make changes later. Use the notes you have made above and include references to your reading.

Editing

Now you need to look at your writing critically. At this stage it is a good idea to show the writing to your peers, especially if there is somebody on your course who you work closely with.

There are three main areas that you need to consider:

1. Organization

Have I included headings for the different sections? Have I paragraphed my writing appropriately?

Is my writing coherent and easy to understand? Have I respected the word limit?

2. Content

Have I answered all parts of the task or assignment? Have I included evidence for the points you have made?

Do the points I have made refer to the areas mentioned in the task guidelines?

Have I included references to your reading? (**at least 3 references**) Am I sure I have answered **ALL** parts of the task?

3. Language

Have I spelled words correctly? Do I need to check any spellings in a dictionary?

Have I used correct punctuation?

Have I used a wide range of vocabulary?

Have I used a mixture of shorter and more complex sentences? Have I linked the ideas appropriately?

Is everything I have written clear for the reader or will some things confuse the reader?

Have I written in a fairly formal style?

Finally, am I confident that I have addressed **all** the assessment criteria?

Writing

Having analyzed your draft critically - it is time to type your assignment.

- Type your assignment (hand-written is **NOT** acceptable)
- Use 12 point font size (and preferably universal or Arial font)
- Use **double spacing**
- Leave an **extra line between paragraphs**
- Use **sub headings** within your writing to guide the reader
- Type your **name** on each page
- Insert **page numbers**
- Make sure your **references** section is complete and follows the **standard** laid out in this unit
- Make sure your **appendices** are complete and **labelled** clearly
- Include a **word count** at the end of the assignment before the references section
- Send the task to the course email with your name on subject
- Confirm always the arrival of mails & feedback

Assessment criteria for written assignments. General

1. Complete the assignment as detailed in the Assignment outline
2. Present the assignment in language which is sufficiently clear, accurate and easy to read
3. Show knowledge and understanding of relevant theory and principles contained in the professional development course syllabus
4. Draw on this knowledge and understanding to evaluate your own strengths or things to improve as an English teacher to be, and to draw up justified plans for your own continuing development as ELT practitioners
5. Present assignments and reports with professional appearance

Core Course Text

Cameron, L. 2001 **Teaching Languages to Young Learners**. CUP. Common European Framework of Reference for Languages: Learning, teaching, assessment (2003) CUP.

Formar en Lenguas Extranjeras El reto: Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés. Ministerio de Educación Nacional 2006

Gower, Philips & Walters (1995) **Teaching Practice Handbook**. Macmillan Heinemann.

Harmer, J (2009) **How to Teach English**. Pearson Education Limited. Light brown, P. & Spada,

N. (1993) **How Languages are Learned**. OUP.

Richards, Jack C & Lockhart, Ch (1994) **Reflective Teaching in Second Language Classrooms**

Spratt Mary, Pulverness Alan, Williams Melanie (2005) **The TKT Teaching Knowledge Test**. CUP

Tanner, R & Green, C. (1998). **Tasks for Teacher Education**. Longman.

Ur, Penny (2003) **A Course in Language Teaching** Practice and Theory. CUP.

Wajnryb, Ruth **Classroom Observation Tasks**. CUP 2004 <http://www.teachingenglish.org.uk>
Several useful and interesting articles at this site.

BIBLIOGRAPHY

Brown, H. D. 2001. **Teaching by Principles: An interactive approach to Language Pedagogy** (second edition). Longman.

Brown, H. D. (2000). **Principles of language Learning and Teaching** (fourth edition). Longman.

Celce-Murcia Marianne, Brinton Donna M, Goodwin Janet M (2004)

Teaching Pronunciation.

CUP

ICELT Course BC Bogotá based on the ICELT syllabus

Larsen-Freeman, D (2000) **Techniques and Principles in Language Teaching**.

Oxford University Press Thornbury, Scott (1997) **About Language** Tasks for Teachers of English CUP

Nunan, D. 1991 **Language Teaching Methodology**. Longman.

The beginning should be slow and accurate, rightly understood and immediately tested. Unless the first layer is firm, nothing should be built on it; for the whole structure will be developed from the foundations. All parts should be bound together so that one flows out of the other, and later units include earlier ones. Whatever precedes forms a step to what follows and the last step should be traceable to the first by a clear chain of connection."

Comenius (summarised by Mackey 1965, 205)