



Licenciatura en lengua Inglesa

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

Asignatura:	Práctica Pedagógica Dirigida (L2)
Código:	LI955
Intensidad:	5 horas semanales
Pre-requisito:	LI734-LI723
Créditos:	5

Rationale

The subject of teaching practice is oriented to consolidate processes that will be represented in the implementation of approaches for future language teachers. The subject of the teaching practice is a learning space where pre-service teachers will value proposals for the educational sector. This subject is focused on developing strategies for the improvement of the professional skills of the *Licenciatura* students.

The knowledge that students from this subject have been exposed throughout the *Licenciatura* program will be the main theoretical foundation for this course, as: language teaching issues from the seminar in Applied Linguistics, language teaching approaches and methodologies in the subject of Professional Development, and designing and organizing language courses from Curriculum Design, as well as some topics discussed in some other subjects which provided the academic support for the future teachers. Finally, the course will also provide the necessary input required for the practicum.

The most important element of this course is self-reflection. In order to understand what reflection in teaching is and what reflective teachers do, we must be clear about its meaning.

The simple meaning of reflection is stepping back on one's actions or thoughts. It is a kind of self examination to judge whether things have been done in an appropriate and realistic way and to go further and make meaning of one's actions.

During this semester, there will be a teaching practice component that will be guided by a reflective approach where practitioners will raise awareness of issues related to their teaching and to students' learning.

"Reflective practice requires a commitment from practitioners, a commitment towards change, towards understanding, and most importantly, a commitment towards continuous self-development. If practitioners are willing to invest time, effort and resources in this type of training, reflective practice can indeed be an effective mean for professional growth. Reflective teaching is not simply doing what you are being told to do. The practitioner should really dig and investigate the "why" something is wrong to make intelligent changes to teaching procedures (Quesada, 2005)."

General Competences:

The course will empower the pre-service teachers to:

- Develop a sense of social responsibility while experiencing being an English language teacher in a primary public school in our Colombian context.
- Develop awareness and critical skills, a sense of self-reflection that will lead to a professional growth.
- Extend understanding of the context in which learners are learning EFL and of principles underlying language learning and teaching.

- Identify needs of public school contexts and plan pedagogical interventions based on that knowledge: observing school policies and classroom management, planning and teaching classes based on school needs and national standards.

Specific Competences

- Utilize classroom management skills to empower teaching and learning processes.
- Design, implement, and evaluate lesson plans with language aims, activities, materials, and strategies for evaluation based on specific characteristics of the context where students are teaching.
- Design and adequately implement teaching materials during their teaching practices.
- (re)consider attitudes, beliefs, experiences, and expectations in an educational environment in the light of theoretical concepts about teaching and learning
- English.
- Gain experience in ELT while reflecting upon teacher and student needs, goals, strengths and aspects to improve.

Methodology

This course incorporates elements of different pedagogical models such as:

Content-based Approach: Learners develop communicative skills (listening, reading, speaking, and writing) and are aware of structural items of the language through the exposure to theoretical input based on language teaching and reflection.

Students will participate in activities such as: workshops, interviews, class discussions and debates (collaborative activities), summarizing, note taking, extracting key information, etc. More importantly, students will prepare classes for their teaching sessions using this approach.

Humanistic Approach: The basis of the Humanistic Approach is *shifting the focus in education from teaching to learning, so that the teacher is no longer the focal point in class but someone who facilitates the process of education*. By means of reading assignments, classroom discussion and written tasks, students incorporate skills and concepts presented in the course into individual processes of intellectual, emotional, and spiritual growth that empower them to make positive, meaningful contributions to society. In-class and out-of class activities aim to present the English in ways that promote student's affective engagement with the language, respond to their needs and interests, and maximize opportunities to use English to communicate information, feeling and ideas.

Critical Reflection: Critical Reflection helps students by creating new understanding, by making them conscious of the *social, political, professional, economic and ethical assumptions that support or constrain one's actions*. It allows students to learn from mistakes, examine actions, evaluate them, propose solutions, revise and plan continually. Critical reflection will be the basis of this course.

Socio-constructivism: Students complete graded in-class and out-of-class tasks, and select from a variety of optional, independent activities according to their interests, needs, and *individual learning styles*. *Work is evaluated taking into account students' assimilation of skills and concepts into diverse, personalized, individualized models of the English language and EFL pedagogy*.

Stage 1

During this stage, the practitioners will attend in-class sessions in order to discuss, observe, reflect upon, share, and implement ideas and principles for ELT. The

development of the class will frame the presentation of teaching concepts (based on needs), national policies and standards for EFL, and material design and implementation. The practitioners will:

- Perform and share practical teaching activities in all skills and sub-skills based on theoretical input.
- Keep a resource folder (portfolio) for materials, lesson plans, and written reflections.
- Build ground rules for classroom sessions and the teaching practicum.
- Work individually, in pairs, and in groups.
- Observe videos of actual pre-service teachers.
- Observe other practitioners from the Autonomous Teaching Practicum course (class execution) and school teachers (classroom atmosphere, resources, etc.).
- Write a reflective report on these last two observations.

Stage 2

During this stage, the practitioners will teach in schools where the program has the agreement. The practitioners will be observed by the course facilitator during some of their teaching practices and will receive feedback and suggestions in order to improve their teaching skills. The practitioner should submit his/her lesson plan at the beginning of the class and will receive some feedback from the facilitator that will be shared after class (if time) or during next class session. After each class, the preservice teachers will be expected to reflect on their teaching, and they should write down their thoughts. The document should be given to the course facilitator if they are asked to or should be kept in the portfolio. (No lesson plan – no grade)

The pre-service teachers are expected to:

- Present tasks on time.
- Collaborate and share ideas.
- Plan lessons and give feedback to each other.
- Give feedback to each other's teaching.
- Write reflections on their own teaching and to share them with their peers.
- Be active participants.
- Maintain a portfolio.
- follow our ground rules (as negotiated in the first session) in order to have a nice Class environment.
- participate in oral presentations about a theme or a topic provided by the teacher
- For the discussion of the day.
- Work in groups to discuss topics or assigned questions.
- Complete all reading assignments prior to class and be prepared to discuss them.

Lesson Planning

- The formal lesson plan must be based on model suggested by the Curriculum Design Course.
- The class must be planned taking, as a point of reference, the standards on EFL set by the Ministry of Education.
- The content for the lesson plan must be discussed with the in-service teacher at the school where the practicum will take place.
- A session for writing comments on the lesson, as it goes along, must be included in the lesson plan format.

Portfolio: In order to keep track of the whole process, students (trainees) must have a portfolio, which is a purposeful collection of student's work that exhibits the student's efforts, progress, and achievements in one or more areas of the course. The objective is

to gather evidence of the learning process and professional growth from the practicum and from class sessions, as well as to record the experience faced through the semester. All materials should be arranged in the portfolio.

Course Evaluation

First partial evaluation (20%)

- An oral presentation on theory assigned by the facilitator.
- Written reflective reports of two observations.
- Written reflective paper of feelings towards the coming teaching practicum.
- A test in which the content of the oral presentations, assigned readings and class sessions will be assessed.

In-class work (10%) First part of in class work (first seven weeks)

- Quizzes
- Class work activities
- Assignments

Second partial evaluation (25%)

- Actual teaching conducted at the school: planning, material design, and execution.
- Written reflective reports of own teaching practicum.
- A test in which assigned readings and class session discussions will be assessed.

Last partial evaluation (30%)

- Actual teaching conducted at school: planning, material design (portfolio) and execution of a classroom project.
- Written reflective reports of own teaching practicum.
- A test in which assigned readings will be assessed.
- Include a video to support evidence.

In-class work (15%) Second part of in class work (remaining weeks of semester)

- Quizzes
- Class work activities
- Assignments
- Self-evaluation

Bibliography:

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