

UNIVERSIDAD TECNOLÓGICA DE PEREIRA  
FACULTAD DE BELLAS ARTES Y HUMANIDADES

**LI1715 G-1 ELT Professional Development Course**

**Prerequisite: Applied Linguistics**

**Group 1 First Semester 2018**

**4 credits Tuesday 8:00 – 12:00 Room 12- 509**

Length of Course: 64 hrs: 4 hrs in class sessions

Available complementary time: 4 hours out of class work (minimum)

Facilitator Teacher: Ma Clemencia González G

Profesora Titular UTP

BA.Modern Languages Universidad de los Andes

MA TESL, Northern Arizona University

Fulbright Scholar

ICELT Tutor University of Cambridge

Course E.mail: [pdceli@hotmail.com](mailto:pdceli@hotmail.com)

E.mail: [macle@utp.edu.co](mailto:macle@utp.edu.co) (personal)

**Schoology Access code: X3W8X-J2F2W**

**(I am best reached by E-mail.)**

**Office: 12- 409**

**Office Hours: (by previous appointment)**

*As we look ahead into the 21st century, leaders will be those who empower others.* – Bill Gates, co-founder of Microsoft

*Working, living, and learning in the 21<sup>st</sup> century will require an expanded set of skills, competencies, and flexibilities. We must prepare for a continuous learning and reskilling process throughout our lives and careers* Elliot Masie, CEO and chair, The Learning Consortium

*Education is the most powerful weapon, which you can use to change the world* Nelson Mandela, former President South Africa

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

## **Welcome to the course!**

Welcome to the ELT Professional Development Course. We hope that you have an engaging and stimulating time. In order to make things clearer for you during the course we have included some essential information in this program. Please read it carefully and keep it safely for the duration of the course, as you will need to refer to it often.

### **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 Teaching of English. 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. 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.

### **Course Objectives**

- To raise participants' awareness of the importance of assuming a responsible and ethical attitude towards the process of reflection and analysis of situations and documents studied throughout the course which leads participants to make accurate decisions that positively impact their learning process.
- To lead participants to assume the role of a teacher as a model in social and educational domains (Interaction with others as well as systematization of the information).
- To guide participants in the design of coherent planning that evidences the accurate inclusion of learning aims, procedures, material and strategies for learners to develop the communicative competence.
- To provide input and opportunities for participants to design and adapt tasks based on learners' context, needs and interests.
- To provide participants' with opportunities to observe, reflect and analyze real English classes that lead them to plan realistic lessons as well as to find possible solutions or alternatives to face different classroom issues.

### **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 me 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 in the English language
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 on line materials for English language teaching and develop my ability to use, evaluate and, where appropriate, adapt or create classroom materials using information & communication technologies (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's 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 both 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 or other type of input from the references suggested and those that you access. Also, we will be involved in practical activity sessions prepared by the participants, involving specific topics from the syllabus. Students will be encouraged to develop, share and critique worksheets, poster sessions, and 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

Evaluation	Products	Criteria	Competencies
<b>First Term</b>  <b>30%</b>	1-Oral interaction Task(12%)  2- Self-reflection questionnaire (6%)  3- Written report 1based on observation (12%) (learning)	Achievement based on language accuracy and fluency. Thoughtful critical comments	Autonomy Self-Reflection and self-evaluation skills Awareness Articulation of theoretical concepts with classroom practice
<b>Second Term</b>  <b>30%</b>	1.Poster session( 6%) 2-Practical teaching activity 1 (12%) 3- Practical teaching activity 2 (12%)	Achievement based on language accuracy and fluency. Thoughtful critical comments  Language (Grammar & Vocabulary) Effective Classroom Management strategies	Autonomy Self-Reflection and self-evaluation skills Awareness Articulation of theoretical concepts with classroom practice
<b>Third Term</b>  <b>40%</b>	1- Practical teaching activity (15% )  2-Written report 2 based on observation(10%)  3-A Written Test based on the theoretical issues and practice (15%)	Thoughtful critical comments using ELT terminology Include references  Include written LP Summarized Task description	Autonomy Awareness Self-Reflection and self-evaluation strategies Post Lesson self-evaluation Articulation of theoretical concepts with classroom practice

## **General assessment Criteria for Oral Discourse (Taken & adapted from ICELT Course & the CEFRL)**

### ***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.

### ***Organisation and content***

The writing is adequately organised 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**

I will observe **2 lessons in an EFL classroom (especially in elementary or secondary schools)** 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 the course shall provide specific observation focus tasks. The course will require you to gather data about **learning and teaching events** 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 Program you HAVE TO FOLLOW AGREEMENTS

- Read the appropriate observation task and do the task suggested on it

**The observation**

- Gather the data as indicated on the observation task guidelines

**Post observation**

- Write a short observation report form. It is a reflective paper that requires analysis not just a description of observed events
- Keep a copy of the report on your portfolio and/or a digitalized version

Remember that the teachers you observe are doing you a favour. So, when observing:

- Arrive on time and be courteous
- Enter and leave quietly and with the minimum of fuss
- Introduce yourself to the teacher and ask where you should sit
- If given the opportunity by the class teacher discuss lesson aims
- DO NOT** participate in the class (unless specifically asked to do so by the teacher)
- DO NOT** talk to students (unless specifically asked to do so by the teacher)

## Course Contents

### 1. Background of ELT & its impact in learning and teaching

- 1.1. Concepts and terminology used in English language teaching
- 1.2. Language awareness
- 1.3. Language used by teachers and learners
- 1.4. Some approaches & methods
  - 1.4.2 Task based approach, Project Based and Problem Based Learning
- 1.5 The Colombian Context; MEN
  - Estándares Básicos de Competencias en Lengua Inglesa
  - Suggested English Curriculum & Basic Learning Rights (2016-2017)**
  - 1.7 CLIL & theme based

### 2. Learning

- 2.1. The context of English language learning
- 2.2. Learner development and motivation
- 2.3. Autonomy
  - 2.5 Effective learning strategies
  - 2.6 The Common European Framework
    - 2.6.1 The communicative competence

### 3. Teaching and Facilitation

- Classroom Management
- Giving Feedback

- 3.1. Classroom management: the teacher as a model; classroom layout, giving instructions; the use of the question; elicitation techniques
- 3.2. Teacher and learner's language

#### 4. The Teaching of the 4 skills

- 5.1 ¿What is Listening Comprehension?
- 5.2 Oral Production Skill
- 5.3 ¿How are Reading & Writing implemented in the EFL classroom?
- 5.4 Continuous professional development

### RESOURCES

- Articles from the suggested bibliography for critical reflection and discussion
- Worksheets or handouts either provided by the teacher or photocopied by the student

Resources from the Roa Martinez Library or Internet   
Colombia Aprende Website

**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, 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
- Self- reflection questionnaires \*

Self-reflection questionnaires will be handed in 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. They get you to think about and express consciously, things that are unconsciously going on in your mind while you are learning how to become a teacher.

As a guideline, these reflections 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.

A professional teacher ....

- arrives punctually for input sessions and attends 100% of the course
- calls in or mails to inform tutor of lateness or illness.
- confirms the arrival of mails. Sends mails with full name on the document
- 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 things to improve 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**

- Expose yourself to reading specialized input in ELT
- Brainstorm for key points & ideas; make sure these ideas sound L2
- Organize your ideas and write an outline
- 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 from the articles discussed or recommended in class.

### **Editing**

Now you need to look at your writing critically. A good monolingual dictionary is an excellent tool. Make sure that the written discourse sounds L2. Go back to ELT articles to make sure academic terms are being used. At this stage it is a good idea to show the writing to one peer, especially if there is somebody who has good writing skills.

## **Checklist:**

**There are three main areas that you need to consider:**

### **1. Organization**

Have I included headings and subheadings for the different sections?

Have I paragraphed the writing appropriately?

Is the writing coherent and easy to understand?

Have I respected the word limit?

## 2. Content

Have I followed all parts of the task or assignment?

Have I included evidence for the points I have made?

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

Have I included references from the recommended bibliography? (**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 in the academic area and ELT terms?

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 re write your assignment.

- Type the 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
- Use **LETTER** sized paper
- 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 e.mail with your full name on document and subject
- Confirm always the arrival of mails & feedback

## Assessment criteria for written assignments.

### General

1. present the assignment in language which is sufficiently clear, accurate and easy to read
2. show knowledge and understanding of relevant theory and principles contained in the professional development course syllabus
3. 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
4. Present assignments and reports with professional appearance

## General criteria for the communicative competence

### Overall listening comprehension for B2 (independent users)

	OVERALL LISTENING COMPREHENSION	STRATEGIES TO ACHIEVE COMPREHENSION	PROCESSING SPOKEN INPUT	SOCIOLINGUISTIC AND PRAGMATICS
LEVEL 4 (B2)	Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme background noise, inadequate discourse structure and/or idiomatic usage influences the ability to understand.	Use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues*	Can understand recordings in standard dialect likely to be encountered in social, professional or academic life and identify speaker viewpoints and attitudes as well as the information content.	Identify instances of bias and prejudice in a spoken message.
	Can understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in a standard dialect, including technical discussions in his/her field of specialization.		Can follow a lecture or talk within his/her own field, provided the subject matter is familiar and the presentation straightforward and clearly structured.	Specify how bias and prejudice may affect the impact of a spoken Message
	Can follow extended speech and complex lines of argument provided the topic is reasonably familiar, and the direction of the talk is sign-posted by explicit markers.		Can keep up with an animated conversation between native speakers.	Demonstrate an awareness of personal, ideological, and emotional biases.

### Overall oral production for B2 (independent users)

	GENERAL ORAL PRODUCTION SKILLS	SPEAKING STRATEGIES	PRAGMATIC ORAL SKILLS	SOCIOLINGUISTIC SKILLS
LEVEL 4 (B2)	Employ an extensive vocabulary of common and specialized lexemes to construct propositionally and linguistically complex sentences on	Effectively employ linguistic and non-linguistic techniques in order to initiate, maintain, intervene in, take and	Deliver a lecture or talk within own field, provided the subject matter is familiar and the presentation straightforward and clearly structured.	Effectively use supra-segmental aspects of discourse (e.g. intonation, register, body language, etc.) to convey indirect messages.

	concrete and abstract themes in his/her field of specialization.	yield "the floor" and end conversations.		
	Formulate extended, continuous discourse employing complex lines of argument on familiar topics		Participate actively in an animated conversation with one or more native speakers.	
	Reproduce English phonemes, word stress, and intonation with a high degree of accuracy and without errors that interfere with communication.	Paraphrase one's own and other speakers messages	Participate fully in interviews, either as inter-viewer or interviewee, fluently expanding and developing points of discussion.	Respond, with a high degree of appropriateness, to verbal, non-verbal, and supra-segmental cues in order to make subtle adjustments in one's discourse.
			Negotiate transactions and solutions to problems and conflicts.	

#### Overall reading comprehension for B2 (independent users)

	PHONOLOGICAL READING	READING COMPREHENSION				CRITICAL READING	
	READING ALOUD	READING INSTRUCTIONS	OVERALL READING COMPREHENSION	READING CORRESPONDENCE	READING FOR INFORMATION	INFERENTIAL READING	READING STRATEGIES
LEVEL 4 (B2)	Read different types of texts with a satisfactory level of fluency, accuracy and intonation.	Understand complex instructions in his field.	<p>Show a satisfactory level of understanding of descriptive, narrative and argumentative texts related to personal and professional matters.</p>	<p>Read correspondence relating to his field of interest and readily grasp the essential meaning.</p>	<p>Obtain information, ideas and opinions from specialized sources within his field.</p>	<p>Recognize the author's biases.</p>	<p>Identify the main ideas in a text and restate them in their own words by using an outline.</p>
			<p>Read with a satisfactory level of understanding some authentic material from magazines, newspapers and the Internet related to the academic field and give oral presentations to the class.</p>			<p>Understand articles and reports concerned with contemporary problems in which the writers adopt particular viewpoints.</p>	<p>Relate what is happening in the text to their own knowledge of the world.</p> <p>Offer conclusions from facts presented in the text.</p>

							organization of the information in the text.
--	--	--	--	--	--	--	----------------------------------------------

**Overall written production for B2 (independent users)}**

	COMMUNICATIVE COMPETENCE				CRITICAL WRITING	
	LINGUISTIC				REPORTS AND ESSAYS	WRITING STRATEGIES
	GENERAL LINGUISTIC	GRAMMAR	PRAGMATIC	SOCIOLINGUISTIC		
LEVEL 4 (B2)	Can use a variety of linking words efficiently to mark clearly the relationships between ideas.	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding	Has a sufficient range of language to be able to give clear descriptions, express viewpoints and develop simple arguments	Can recognise a wide range of idiomatic expressions and colloquialisms and can use them when writing.	Can write an essay or report which develops an argument systematically with appropriate highlighting of significant points and relevant supporting detail	Can design simple and complex mindmaps to write different types of texts.

**Core Course Texts**

Cameron, L. (2001) Teaching Languages to Young Learners. CUP

Celce-Murcia (2001) Teaching English as a Second and Foreign Language. Boston Heinle & Heinle

California Reading and Literature Project (2010)

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

Harmer, J (2009) How to teach English. Pearson

Harmer, J (2011) The Practice of English Language Teaching. Pearson

Harmer, J (2012) Essential Teacher Knowledge. Pearson Education Limited

Suggested English Curriculum (2016) Suggested Curriculum Structure. Ministerio de Educacion. Colombia Bilingüe

Pinter, AM (2006) Teaching Young Language Learners. OUP

Suggested English Curriculum (2016) Pedagogical Principles and Guidelines Ministerio de Educacion. Colombia Bilingüe. (p. 24,25,26)

Trilling, B, Fadel. Ch (2009) 21<sup>st</sup> Century Skills Learning & Innovation Skills

Wajnryb, Ruth Classroom Observation Tasks. CUP 2004

<http://www.teachingenglish.org.uk> Several useful and interesting articles at this site.

## **BIBLIOGRAPHY**

Brown, J (2006) How to teach listening CUP

British Council. (2002). *A Course based on the ICALT syllabus*. Bogotá: BC

Edge J & Mann, S Innovations in pre-service education and training for English language teachers (2013) British Council Teaching English

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

Lightbrown, P. & Spada, N. (1993) How Languages are Learned. OUP

Richards, Jack C & Lockhart, (1994) Reflective Teaching in Second Language Classrooms. CUP

Thornbury, S. (1997). *About Language Tasks for Teachers of English*. Cambridge: CUP

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

Programa: Colombia Very well! (Página MENColombia Aprende)

<http://www.colombiaprende.edu.co/html/micrositios/1752/w3-article-343287.html>

Portal Colombia Aprende: Nuevo currículo sugerido de inglés y Derechos Básicos de Aprendizaje

TKTGlossary [https://www.teachers.cambridgeesol.org/ts/digitalAssets/110970\\_tkt\\_glossary\\_august\\_2009\\_final.pdf](https://www.teachers.cambridgeesol.org/ts/digitalAssets/110970_tkt_glossary_august_2009_final.pdf)

### Links Classroom Management:

Online resources:

<http://www.socialpsychology.org/rapport.htm>

Online resources:

<http://www.disciplinehelp.com/teacher/default.cfm>

"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)

## Tentative Course Calendar – February - June 2018

	Dates of input	Input & Autonomus Study	Practical Activity Sessions	Language Tasks	TOPICS	Classroom Observation Reports
<b>STAGE ONE</b>	February 6	- Program presentation Different ELT Methods 21 <sup>ST</sup> Century skills	<b>Guided teaching sessions by Facilitator</b>	<b>Students from this course should always be exposed to listening &amp; reading input in order to improve English</b>	Learning Learning skills in the 21 <sup>st</sup> century  Awareness Learning theories Learner-centeredness	<b>Observation 1</b>  Focus on learning & the learner
	February 13	-The <b>CEFR</b> L -Learner's Competences -Factors affecting Language learning	In class tasks based on previous guided activities		<b>TED Talks</b> <b>ELT podcasts</b> <b>Videos in You Tube related to Teaching</b>	The learner Autonomy Motivation
	February 20	The background to teaching and learning Project & Problem based approaches	<b>Task 1 Oral</b> <b>Reading and Oral Interaction</b>	<b>The CEFR</b> L The Communicative Competence		ELT methods its meaning and impact on ELT
	February 27	The <b>CEFR</b> L Learning	<b>Due: February 13</b> <b>Self-reflection Questionnaire</b> <b>Due February 17</b>			

<b>STAGE TWO</b>	March 6	<b>The teaching process</b>  <b>CLIL</b>  <b>SEC MEN Approaches &amp; methods 3 approaches</b> <b>TBL, PBL, ProBL)</b>	<b>Poster session</b> Pronunciation, Vocabulary, Grammar, Classroom Management <b>Due March 20</b>	<b>Students from this course should always be exposed to listening &amp; reading input in order to improve English</b>	Describing & teaching language	
	March 13	<b>Teaching Language</b>  <b>Classroom Management</b>	<b>Giving Instructions</b> <b>Opening a lesson</b> <b>Closing a lesson</b>	<b>TED Talks</b>  <b>ELT podcasts</b>	<b>Exploring challenging tasks for young learners</b>	
	March 20	<b>The CEFR Communicative Competence Ch. 5</b> <b>Task design</b>  <b>Reflecting on teaching practice</b>		<b>Videos in You Tube related to Teaching</b>		

<b>STAGE THREE</b>	April 3	<b>The Colombia Bilingual Project</b>	<b>Practical Session 1: Grammar &amp; Vocabulary Awareness</b>			
	April 10	<b>New suggested curriculum</b>	Presenting new Grammar & new Vocabulary	<b>Students from this course should always be exposed to listening &amp; reading input in order to improve English</b>	Listening and oral production skills	
	April 17	<b>Classroom Management 2 Classroom interaction</b>				
	April 24	<b>Giving feedback Younger and older learners</b>	<b>Practical Session 2</b>			
		Critical Reflection	Listening & oral production in the EFL classroom	TED Talks ELT podcasts		
			Managing error Discipline Mix ability learners	Videos in You Tube related to Teaching		
			<b>Due: April 24</b>			

<b>STAGE FOUR</b>	May 8	<b>The Teaching of the 4 skills</b>	<b>Practical Session 3</b>	<b>Students from this course should always be exposed to listening &amp; reading input in order to improve English</b>	Literacy skills Reading & writing	<b>Observation 2</b> <b>Focus on the teacher &amp; the lesson</b>
	May 15	<b>Listening</b>	<b>Integration of 4 skills focused on Reading &amp; writing</b>			
	May 22	<b>-Oral Production</b>	<b>Due: May 22</b>			
	May 29	<b>-Reading</b>				
		<b>-Writing</b>				
		<b>Final Course Test</b>	<b>May 29(negotiable)</b>	<b>TED Talks</b>	Critical Reflection	<b>Written Paper</b>
				<b>ELT podcasts</b>		<b>Report Due May 25 (sent on-line)</b>
				<b>Videos in You Tube related to Teaching</b>	Self-evaluation critical thinking skills and professional development	