



UNIVERSIDAD TECNOLÓGICA DE PEREIRA FACULTAD
DE BELLAS ARTES Y HUMANIDADES
Departamento de Humanidades e Idiomas
Licenciatura en Bilingüismo con Énfasis en Inglés



Course:	<i>Práctica Pedagógica en Educación Básica Primaria</i>
Code:	LB 935
Pre-requisite:	LI723 Curriculum design LI715 Professional development
Course hours:	5 in-class hours – 10+ hours of autonomous work
Credits	5
Blog:	http://practicapd.blogspot.com/

Rationale

The course of the teaching practice is oriented to guide the student teacher through an actual teaching experience in a real scenario to understand the full scope of the teacher's role. This course is focused on developing strategies for the improvement of professional teaching skills in the program of *Licenciatura en bilingüismo con énfasis en inglés*, guiding pre-service teachers to teach effectively in the Colombian school system.

The knowledge to which students of this course 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 courses 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. (Mahbubeh and Nikoopour, 2013)

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).” [sic]

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 in which 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.

Linguistic Competences

Listening:

- Listen to and grasp key points from audio and video lectures in the field of ELT.
- Summarize in a paraphrased form what is heard from live discussions and audiovisual input.

- Follow the essentials of lectures, talks and reports and other forms of academic/professional presentation which are propositionally and linguistically complex.
- 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.
- Employ an extensive vocabulary of common and specialized lexemes to construct propositionally and linguistically complex sentences on concrete and abstract themes in his/her field of specialization.
- Formulate questions that clarify or qualify the content and affective intent of speakers' messages.
- Produce extended speech that is coherent and structured when addressing audiences and expressing viewpoints.
- Read different types of texts with a satisfactory level of fluency, accuracy and intonation.
- Understand lengthy, complex texts on a wide variety of topics (personal, academic, professional) where author's arguments and ideas can be inferred.
- Understand in detail a wide range of lengthy, complex texts related to the social, academic or professional life.
- Show a relatively high degree of grammatical control without mistakes which may lead to misunderstanding.
- Can expand and support points of view at some length with subsidiary points, reasons and relevant examples in written reports and forum entries.
- Can use a variety of linking words efficiently to mark clearly the relationships between ideas.

Thematic units:

Themes	Resource
Reflective Teaching: Reflective Practice	Farrell, T. (2013). Reflective Teaching. Chapters 2 and 3. English Language Teacher Development Series. TESOL
Working with young language learners	Haliwell, S. (1992). Teaching English in the primary classroom. Chapter 1. Longman group.
Estándares básicos de competencias	Ministerio de Educación Nacional. (2006). Formar en Lenguas Extranjeras El reto: Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés.
Assessment of young learners	Shaaban, K. (2005). Assessment of Young Learners. V.43, N.1. English Teaching Forum.

	Cameron, L and McKay, P. (2015). Bringing creative teaching into the young learner classroom. Oxford
Learning words	Cameron, L. (2001). <u>Teaching Languages to Young Learners</u> . Cambridge University Press.
Giving and checking instructions	Moon, J. (2005). Children Learning English: a guidebook for English language teachers. Macmillan books for teachers. Course's blog
Making ESL learning fun for pre-school children	Moon, J. (2005). Children Learning English: a guidebook for English language teachers. Macmillan books for teachers. Course's blog
The use of L1 in the language classroom	Moon, J. (2005). Children Learning English: a guidebook for English language teachers. Macmillan books for teachers. Course's blog
Using flashcards in the classroom	Haliwell, S. (1992). Teaching English in the primary classroom. Chapter 3. Longman group.
Classroom management: Keeping Discipline in the classroom	Brown, H. D. (2001). <u>Teaching by Principles: An interactive approach to language pedagogy 2nd edition</u> . Longman. Moon, J. (2005). Children Learning English: a guidebook for English language teachers. Macmillan books for teachers. Sulish, M. (2004). Keeping Discipline in the Classroom. English Teaching Forum, 32-36.
Bringing creative teaching into the young learner classroom: chapters 6 Recycling language, 9 Listening activities: something different, 10 Meeting written English, 14 Using your hands, 17 Supportive assessment activities, 23 Using technology. Using classroom language/Repetition drills.	Cameron, L and McKay, P. (2015). Bringing creative teaching into the young learner classroom. Oxford Moon, J. (2005). Children Learning English: a guidebook for English language teachers. Macmillan books for teachers. Course's blog
Materials design and its use	Course's blog
Being realistic	Haliwell, S. (1992). Teaching English in the primary classroom. Chapter 3. Longman group.
Using songs in the EFL primary classroom	Cameron, L and McKay, P. (2015). Bringing creative teaching into the young learner classroom. Oxford and Course's blog.

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 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 (First four weeks)

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 and analyze videos of actual pre-service teachers.
- observe and analyze classes in real scenarios (In-service teacher in assigned group and as self-reflection as a teacher assistant).
- write reflective reports of classes observed.
- participate on oral presentations.

Stage 2 (remaining weeks of semester)

During this stage, the practitioners will teach three hours per week in schools where the program has an agreement. The practitioners will be observed by the course facilitator during some of their teaching practices and will receive feedback and suggestions aimed at improving 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 pre-service 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 requested or should be kept in the portfolio. (No lesson plan – no grade)

Important: The actual teaching practicum will be done this way: two classes of one hour and a half each. One of them should be covered during the session assigned with three hours of campus' classes and a second class will be taught any other day you agreed with in-service teacher (explanations will be given in class). For some sessions scheduled with two hours, the whole group will meet on campus to reflect upon the experiences and expand on the needs they have observed. Some weeks the two-hour-class session will be used to share feedback from class' observations.

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 on each other's teaching.
- write reflections on their own teaching and 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.
- Follow our *protocolo and lineamientos*

Lesson Planning

- The formal lesson plan must be based on models suggested by the Curriculum Design Course. Use the lesson plan format suggested in the 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 experience of trainees (pre-service teachers), a portfolio must be kept, 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 experiences encountered throughout the semester. All materials should be arranged in the portfolio.

Students without ARL cannot start their teaching practicum. Once classes at schools have already started, pre-service teachers have to report at schools and start classes. Pre-service teachers will be expelled from their practicum at school if they miss three classes. Please check the document "*Protocolo Prácticas*".

* In case of in-service teacher's strike, professors from the course will report this incident at a Comité Curricular meeting to solve the inconvenient.

Course Evaluation

Reports, assignments, quizzes, reflections, portfolios, etc. Won't be graded after due dates.

First partial evaluation (30%)

-Oral presentation (10%)

- Forum entries based on readings and live sessions & quizzes and class activities (10%)
- First term exam (10%) based on content previously discussed in class.

Second partial evaluation (20%)

- Portfolio (first cut): Planning, reflection and in-class products (10%)
- Observation's report of class observed (5%)
- Written reflective report of class observations (own group: classroom management) (5%)

Last partial evaluation (50%)

-Actual teaching conducted at school: A rubric will be used considering the following categories: in-service teacher report (It refers to "evaluación del docente titular de la IE" according to the document "Protocolo Prácticas"), pre-service teacher self-reflection of class observed and professor's observation (according to apply what is written in the document "Protocolo Prácticas" professor's observation refers to "visita de seguimiento del docente"). **(20%)**

-Portfolio with signed lesson plans (5%), written reflections of each class (10%), grades report (2%), samples of students' work (1%), assessment instruments (2%). (final cut) **(20%)**

- *Final cut of video clips collected along the practicum (5%) (Theoretical principles in practice must be evidenced: write a formal document supporting it (a form will be used)*
- Oral or written academic report based on content, classroom management, use of L2 and others **(5%)**

Important: Videos submitted with portfolios will be used in classes only for academic purposes.

UTP's practitioners should follow Acuerdo 38 de 2017 UTP. Practitioners of licenciatura en Bilingüismo con Énfasis en Inglés of UTP should also follow the document Protocolo Prácticas.

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- Different sources gathered from : <http://eric.ed.gov/?q=reflective+teaching+&pg=4> such as Reflective Teaching, Managing the Language Classroom and Teaching English to Young Learners.
- Cameron, L and McKay, P. (2015). Bringing creative teaching into the young learner classroom. Oxford

