

|Universidad Tecnológica de Pereira
Facultad de Bellas Artes y Humanidades
Licenciatura en Lengua en Bilingüismo con Énfasis en inglés

Course: Initiation to the Teaching Practicum

Course code: LB724

Pre-requisite: LI 623 Seminar in Applied Linguistics

Credits: 4

In-class time: 4 hours per week

Autonomous work: 8 hours per week

I. Rationale:

The course *Introduction to Teaching* responds to requirements set by national educational policies and to needs regarding the teaching competences of future English teachers in Colombia. Firstly, the Resolución 18583 of September 15th, 2017, by the Ministry of Education, establishes the necessity of pre-service teachers to develop specific competences to improve performance and to contribute to the level of education in the country. It states that students of teacher training programs should be competent in areas such as general foundations, subject matter knowledge, pedagogy and educational sciences, and didactics of the discipline. Accordingly, the course will serve threefold purposes as it is aimed at developing students' citizenship competences, pedagogy knowledge, and discipline knowledge by means of real early-teaching practices. They will give a broader insight and first-hand experience in the teaching of English in real scenarios; at the same time, they will contribute to fulfilling the MEN requirements regarding the fifty teaching practicum credits that the ELT program must provide to the future professionals. The early-teaching practices will be developed and concluded by extensive analysis of needs of the target population and context, planning and materials design, observation of in-service teachers and most important of all, reflection in and on the processes.

In addition to pedagogical growth, the course will also focus on consolidating future professionals' subject-matter knowledge and competences by fostering language development. This is expected to be achieved by means of content exposure and in- and out-of-class activities in which students' language abilities will be required, and by the implementation of a compulsory Proficiency Test in which students are expected to demonstrate B2 level according to the CEFRL. The test implementation is intended to raise awareness of the discipline knowledge of ELT professionals and to scaffold the language abilities required in the Acuerdo 15 of

May 5th, 2015 by the Consejo Superior – UTP. Thus, the main objective of the strategy is that students graduate having C1 language proficiency (Resolución18583).

In addition, the program is articulated with the courses LLI715 Professional Development, LB935 Teaching Practicum in Elementary School and LB036 Teaching Practicum in Secondary School in that this course will integrate instruction into key abilities and knowledge identified as gaps that pre-service teachers of the courses may have. Such abilities and knowledge have to do specifically, but not limited to, teacher cognition, classroom management, assessment in the language classroom, and task design and implementation.

II. Objectives of the course:

1. To provide introductory theoretical elements in lesson planning and planning based on tasks, and classroom management and to reflect on them in light of the students’ experience in the teaching practicum.
2. To provide tools for planning lessons that are pertinent and creative according to students’ needs and realities, theoretical references, and the national and institutional guidelines.
3. To promote collaborative work with colleagues and self and others’ observation as a way to diminish teaching barriers and to improve teaching practices.
4. To support ways in which ICTs as an element that enriches the language learning environment, can be included/can mediate instruction.
5. To promote reflection on the role of the English teacher as a social agent who is able to communicate effectively/assertively, with high language proficiency levels, and conduct ethical teaching practices.

III. Learning Outcomes – LOs

The following chart specifies on the right column the LOs the course will explicitly contribute to develop (there may be some others to which the course may contribute indirectly); and on the left column, the LOs of the course.

Learning Outcomes relationship	
Learning Outcomes Licenciatura en Bilingüismo	Learning Outcomes course related:
1. Utiliza el español y el inglés con altos niveles de suficiencia en el ámbito social, académico y	By the end of the semester, the students will be able to: 1. Use English (B2) and Spanish with high proficiency levels and appropriateness in all language skills to perform

profesional, y con consciencia intercultural relacional, funcional y crítica.	the tasks in the course and to interact with the academic community in the teaching practicum.
2. Planea e implementa, de forma flexible y creativa, actividades de enseñanza y aprendizaje que generen ambientes propicios para el desarrollo de procesos bilingües de los estudiantes, aplicando saberes generales y pedagógicos, las teorías de la lingüística aplicada y la didáctica de las lenguas, las políticas educativas y lingüísticas para responder a las necesidades cognitivas, lingüísticas, afectivas, socio-culturales y económicas de diversos contextos educativos/los educandos.	2. Define classroom management, give account of it as one of the most important elements that needs attention by novice teachers, identify the different aspects derived from it (giving instructions, for example), and prepare strategies that may help prevent unexpected situations in the classroom and reflect on their effectiveness.
	3. Plan lessons individually or collaboratively integrating the technological tools available according to the realities and needs of the population assigned for the teaching practicum. The plans follow a defined procedure and the national and institutional guidelines for teaching English.
	4. Integrate songs and/or storytelling in their classes effectively and efficiently and with appropriate procedures. Plan a whole task using a song or a story.
3. Incorpora reflexivamente y con criterio pedagógico el uso de las TIC en el desarrollo de procesos educativos.	5. Identify the strengths and weaknesses in their own and others' teaching practices by conducting self and others' systematic observation and by applying theoretical principles discussed in class.
	6. Take action over the aspects to be improved as a result of the observation, self and from the professor of the course, and the reflection of the classes implemented in the teaching practicum.
4. Analiza, diseña y adapta instrumentos y estrategias para evaluar y autoevaluar tanto el desarrollo bilingüe y bicultural de los estudiantes como su propia práctica educativa a fin de reflexionar y plantear acciones de mejora que promuevan su desarrollo profesional.	

IV. Content units and TENTATIVE schedule

Content Unit	Materials	Week	Big product
Workshop 1	The Role of Reflection in the Teaching Practicum.	2	Class activity Sept 10 th -8:00am.

1. An Introduction to the Teaching Practicum	<ul style="list-style-type: none"> Chapter 1 ‘Language Teachers as Language Learners’ in From Language Learner to Language Teacher: An Introduction to Teaching English as a Foreign Language (Snow, D, 2007). 	1-3	Semaforización mock test
2. Classroom management	<ul style="list-style-type: none"> Sánchez-Solarte, A. C. (2019). Classroom management and novice language teachers: Friend or foe? <i>HOW</i>, 26(1), 177-199. https://doi.org/10.19183/how.26.1.463 *Or Macías, D. F. (2018). Classroom management in foreign language education: An exploratory review. <i>Profile: Issues in Teachers’ Professional Development</i>, 20(1), 153-166. http://dx.doi.org/10.15446/profile.v20n1.60001 	3-6	Mini-class proposal + Teaching practicum diagnosis report (questions related to songs or storytelling)
Workshop 2	The Suggested English Curriculum and the Basic Learning Rights.	7	Class activity and workshop in Spanish.
3. Lesson planning + using songs and storytelling with young learners	<ul style="list-style-type: none"> Chapter 5 ‘Lesson Planning and classroom survival’ in From Language learner to Language Teacher: An Introduction to Teaching English as a Foreign Language (Snow, D, 2007, pp.66-71). *Or Gorman, M. (2019). Planning Lessons and Courses. British Council. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <ul style="list-style-type: none"> Millington, N. T. (2011). Using Songs Effectively to Teach English to Young Learners. <i>Language Education in Asia</i>, 2(1), 134-141. *OR Ellis, G & Brewster, J. 2014. Tell it Again! The Storytelling Handbook for Primary English Language Teachers. British Council. </div>	7-10	Compilation of lesson plans (teaching practicum)

	*The semester is short, and there is no time for discussing both using songs and stories in class. The recommendation is that the group decides the one they would like to discuss.		
4. Planning based on tasks	<ul style="list-style-type: none"> Chapters 2, 3, and 4 in ‘Methodology in Language Learning - T-kit’ by the Council of Europe. *Articulate with lesson planning. 	8-12	Compilation of lesson plans (last lesson plan/s) Performance Observation and reflection
5. Developing instructional rubrics	<ul style="list-style-type: none"> Developing and Using Instructional Rubrics by Educational Research Services – Focus On. 	13-16	Compilation of lesson plans (teaching practicum)
Workshop 3	La Educación en el Siglo XXI	15	Class activity in Spanish

V. Methodology

This syllabus is based on critical reflective, humanistic and socio constructivist pedagogical models inasmuch as ethics, reflection, analysis and students’ construction of their own teaching profile are the base of this course.

The course consists of 4 academic credits, which represents 12 hours for both guided and autonomous work. Four in-class hours per week will be used for 1) theoretical input, discussion and appropriation by means of teacher lectures, students’ presentations and guest speakers; 2) exercises of observation, reflection, analysis, simulations, planning, design and paper planning. The remaining 8 autonomous hours will be used for the teaching practicum, bibliographic search and exposure, observation of actual classes, material design, and paper composition.

Schoology will be used as a tool for synchronous and asynchronous communication, theoretical material access, class material sharing, assignment uploading, score management, journal entries and Q&A. It will also be used as a virtual mean to conduct the course lessons when face-to-face sessions are not possible due to external factors.

* During the **COVID-19 emergency**, all class activities, including the teaching practicum, will be mediated using Schoology, Google classroom, email, Google Meets, Zoom, and/or WhatsApp. Their use will depend on the needs and availability.

VI. Course assessment

Assessment in this course will be:

- Proficiency-based: Through the tasks assigned in this course, students must demonstrate what has been learned when being faced to real-life ELT scenarios as practitioners.
- Formative: Continuous feedback will be provided to classroom activities and tasks such as oral presentations, simulations, case analysis, practicum sessions, paper construction and lesson or material design by written and oral means. The feedback will not be quantifiable, but provided to contribute to learners' professional growth. This will be given by peers and the teacher. Constant reflection will be requested upon observation of actual cases, teacher-model sessions, peer-observations, lesson planning and implementation.
- Summative and continuous: The assigned products will be collected and assessed at different moments of the course. The following table includes the products and their weights.

Assessment of Content	Tentative Schedule
<p>First Midterm: (30%)</p> <ul style="list-style-type: none"> ● Mock test (5%): Students will complete an online mock for the semaforización exam (based on the FCE – first certificate exam). The results of the mock test will give students a clear idea of their current language proficiency (this information will provide tools for students to make adjustments to their LLPs in order to take actions of improvement or implement any plan of improvement). ● Mini-class proposal (15%): Students will be assigned a component of classroom management (for example, giving instructions) and will design a lesson plan in order to work on the classroom management element assigned; students will implement it in the Initiation to the Teaching Practicum course. ● Teaching practicum diagnosis report (10%): During week 4 or 5 of the 	<p>Week 1-4</p> <p>Week 3-7</p> <p>Week 4 or 5 (depending on</p>

<p>semester, practitioners will conduct a diagnosis activity of the group assigned for the teaching practicum. The diagnosis will focus on elements such as setting the ground with the in-service teacher and the students, identifying routines and materials available, procedures for conducting classes during COVID-19 emergency, etc.</p>	<p>the availability of the teaching practicum context)</p>
<p>Second Midterm: (25%)</p> <ul style="list-style-type: none"> ● Compilation of lesson plans (15%): Practitioners will design, implement, and reflect on lesson plans for the teaching practicum. They will receive feedback from the instructor, and the grade will come from the lesson plans revised. ● Various activities (10%): Several activities will be included under this category: quizzes, short papers, written/spoken exercises, formal analysis, activities related to the workshops, systematization of the practicum etc. This grade will include all the activities done in and/or out of class from the first to the last week of the semester. 	<p>First to last week of teaching practicum</p> <p>First to last week of the semester</p>
<p>Final term (20%)</p> <ul style="list-style-type: none"> ● Performance observation and reflection (15%): Practitioners will make formal implementations of class in the group assigned. The implementation sessions will be observed a/synchronously. The observations will be complemented by a reflection between the ITP professor and the practitioner. The formats for this exercise will be shared later on in the semester. The self-assessment is included here. ● In-service teacher report (5%): A reflective format will be provided to and later submitted by the in-service teacher of the grade where the practitioner developed the practicum in order to assess the performance in the classroom. The formats for this exercise will be shared later on in the semester. By the 10-12th hour of teaching practicum, there will be the first teacher's report (with no grade). 	<p>Due by week 17</p> <p>Can take place at any week of teaching practicum</p> <p>Week 16</p>
<p>Semaforización exam* (25%): The language proficiency exam or exercise</p>	<p>First days of final exams</p>

<p>usually takes place during the first days of final exams week. It tests your ability in the four language skills and in language use. It is designed and administered by a group of professors of the program who are led by the coordinators of the academic area English/Spanish. There would be no explicit inclusion of the proficiency test into the class (that is, practices of the test won't be given in class). Students are highly encouraged to practice independently and to conform study groups for this purpose.</p> <p>*The form and execution of the exam during the COVID-19 emergency will depend on the resources available from students, the professors, and the University. It can either be executed during one week or several, and it may take the form of a reflective exercise or a hard assessment instrument.</p> <p>NOTE: The professor of the course might decide to dedicate <u>5%</u> of the <u>25%</u> given to the semaforización exam for any strategy students use in order to improve their language proficiency: language learning projects, attendance to monitoring sessions throughout the semester, etc.</p>	<p>week</p>
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IMPORTANT INFORMATION

1. There are 2 very important documents to this course: (1) the Acuerdo 38 del CA UTP and (2) the teaching practicum protocol. The documents establish important regulations about the teaching practicum that need to be always taken into account throughout the semester.

2. The Initiation to the Teaching Practicum course has (obviously) a very strong component of teaching practicum. The university's regulations require you to fulfill paper work, so they can guarantee all your rights as a practitioner. This is why you need to be an affiliate member of the social security system (EPS). With this requirement, the university will activate your ARL affiliation. If the you don't have the ARL activated by the week the teaching practicum starts, a grade of 0 will be given to the teaching practicum diagnosis report or any other item that is tight to the teaching practicum. The student WILL conduct the diagnosis (or any other activity), but no credit will be given for the exercise.

3. The teaching practicum protocol establishes: 'Section 2 #16 – 'La inasistencia reiterada al 20% de la práctica, incluyendo sesiones presenciales y asesorías, ocasionará su pérdida (**ver reglamento estudiantil, capítulo 8,**

artículo 67 párrafo 3). Como medida de seguimiento a este punto, se solicitará a los practicantes el diligenciamiento continuo de la **bitácora de asistencia** (Acuerdo 38, Art. 14, Párrafo 3)'. In the course, this means that out of the total of class hours+ teaching practicum hours during the semester: approximately 64, you can only miss 12.8. If you reach this top, the professor of the course will proceed to apply the regulations established in the the Acuerdo 38 del CA UTP and the teaching practicum protocol.

4. No late work will be received during the semester except when the student provides a medical, university excuse, or technological failure. If you cannot submit a task because of a technological failure, you need to make the submission as soon as possible, attaching the format for work late submission with the necessary evidence. You also need to notify the professor of the failure and late submission by email as soon as you can.

5. You will be submitting your lesson plans for the teaching practicum every week. No submitting a lesson plan will count as an absence. You will be allowed to teach the class given that you send the lesson plan by e-mail or to Schoology (whatever case applies according to the group you are enrolled in).

6. You need to have time availability to execute the practicum. If you do any other activity while studying at university, it is your responsibility to make the necessary arrangements to do the teaching practicum at the schools or the required time. Depending on the grade and the school assigned, you will be required to complete between 25 and 30 hours of teaching practicum. By the end of week # 8 students must have completed 10 hours of teaching at the school.

VII. References:

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- Brown, S., Race, P., and Smith, B. (2005). *500 tips on assessment*, 2nd Ed. Routledge Falmer.
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- Loughran, J. (2010). *What Expert Teachers Do: Enhancing Professional Knowledge for Classroom Practice*. Routledge.
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- Riddell, D. (2014) *Teach EFL: A Complete Guide*. Hodder Education. Ch. 2 .
- Scrivener, J. (1994). Learning teaching: a guidebook for English language teachers. *The teacher development series/Adrian Underhill*. Chapters 1, 2, 4, 15 and 17.
- Snow, D. (2007). *From language learner to language teacher, an introduction to teaching English as a foreign language*. Teachers of English to Speakers of Other Languages Inc.

Digital Resources

<https://drive.google.com/drive/folders/18ed08EABwmmzVjCv4-Cs-7KPHbKMCMPZ?usp=sharing>