



**UNIVERSIDAD TECNOLÓGICA DE PEREIRA  
FACULTAD DE BELLAS ARTES Y HUMANIDADES  
LICENCIATURA EN BILINGÜISMO CON ÉNFASIS  
EN INGLÉS**



**Professional Development Course**

**Code:** LI 1715

**Prerequisite:** Applied Linguistics

**Credits:** 4

**Second Semester 2018**

**Group:** 2

**Length of Course:** 64 hrs:

**In-class Hours per Week:** 4 hrs in class sessions

**Autonomous Work:** 8 hours out of class work (minimum)

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***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***

**Welcome to the course!**

Welcome to the Bilingual 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.

## 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 de la Enseñanza de la Lengua Inglesa. It was inspired in the document “*La Revolución Educativa 2002-2006*” which states the linguistic policies towards the teaching of the English 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 wants to have a Colombian young population who can 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. The MEN has carried out several projects for the teaching of the English language in Colombia. From 2010 to 2014, the “Programa de Fortalecimiento al Desarrollo en Lenguas Extranjeras (PFDCLE) contributed by training 9.500 teachers in language and methodology. In addition, the bilingualism law (ley 1651 de 2013) and the support and advisory given to 65 secretarias de educación were some of the achievements of the PFDCLE. Currently, the MEN provides English language teachers and schools with the **Basic Learning Rights (BLRs) and the suggested English Curriculum**, which focus on grades Transition to 5<sup>th</sup> and 6<sup>th</sup> to 11<sup>th</sup> of the Colombian Public Education System. This proposal will serve as a guide for Education authorities and schools, and will contribute to achieve the goals of the program Colombia Bilingüe.

Based on the data presented above, the **Professional Development Course** aims to develop and strengthen the pedagogical and linguistic competences that teachers to be require to face the challenges of the Colombian context. In addition, participants will gain awareness of situations, procedures and useful tips for their teaching practicum. The course program includes the theoretical framework the participant is exposed to throughout the semester as well as in the rest of the curricula.

## 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 lead 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.
- To foster participants’ autonomy through the selection of one aspect related to the participants’ needs or interest.
- To promote the constant reflection on updated information in the field of Bilingual ELT.

## Teaching competences to be developed:

Developing professional competences involves prospective Bilingual (Spanish-English) 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 participants to successfully:

1. Understand appropriate concepts and terminology to describe form and meaning in language and language use in order to apply this understanding to planning and teaching language skills and specific language items, as well as to develop fluency and accuracy.
2. Extend my knowledge and awareness of those aspects of language which are relevant to my professional practice (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 another language (English) 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 Bilingual (Spanish-English) learning and teaching processes
8. Identify learners' needs, monitor, and evaluate learners' 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 (B2).
11. Observe real and contextualized lessons in order to identify factors involved in language learning and teaching, which will enable participants to reflect, analyze and propose alternatives for improvement.
12. Use the ICT's as a way to develop autonomy and collaborative work.

## **Methodology**

Each week there will be a mixture of input sessions and reflective discussion activities. Participants must prepare readings from the reference list suggested and those that they access to complement information. Some topics will require participants to look for the information in the library or online. Skills to summarize, argue your point, propose, etc. will be needed when reading the texts. Also, we will be involved in practical activity sessions prepared by the students, including 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 and 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 focused 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 observations or other assignments must be elaborated. 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.

**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.

<b>Evaluation</b>	<b>Course Content, process and language</b>
<b>30%</b>	Oral task (Self-reflection as a learner) <b>33.3%</b>  Class observation (Video clip and Written reflection) <b>33.3%</b>  Practical session one (Teaching listening) <b>33.4%</b>
<b>30%</b>	Class presentations (Assigned readings) <b>33.3%</b>  Practical session two (Teaching speaking) <b>33.3%</b>  Practical session three (Teaching reading and writing) <b>33.4%</b>
<b>40%</b>	Final practical session (integrating the four skills) <b>50%</b>  -Final Exam: A written <b>Test</b> to assess language proficiency and theory studied <b>50%</b>
<b>Total 100%</b>	

### **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 organization 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

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.)

You should always approach these observations with a clear purpose in mind and, in order to help with this, you shall have specific observation focus tasks. The course will require you to gather data about **teaching and learning 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)**.

## Course Contents

### 1. The Colombian context of ELT and Bilingual Education: Developing bilingual and 21<sup>st</sup> century skills

- 1.1 Learning and innovation skills
- 1.2 Career and life skills
- 1.3 Teaching and learning in Colombia: Needs analysis, curricular foundations, framework (SC)
- 1.4 Early Childhood: Guía 10

### 2. The context of language learning

- 2.1 Describing learners
- 2.2 Learners' autonomy
- 2.3 Children and Bilingual (English-Spanish) learning
- 2.4 Supporting second language children's content learning and language development
- 2.5 The context of language use (The Common European Framework of Reference for Languages)
- 2.6 The user/learner's competences (The Common European Framework of Reference for Languages)

### 3. Teaching and Facilitation

- 3.1 Teaching language skills
- 3.2 Designing tasks & activities
- 3.3 Content-based language teaching
- 3.4 Literature as content for ESL/EFL
- 3.5 Project-based learning
- 3.6 Problem-based learning
- 3.7 Teaching listening
- 3.8 Lesson design

### 4. Classroom Management

- 4.1 Classroom management: the teacher as a model; classroom layout, giving instructions; the use of the question; elicitation techniques; giving feedback
- 4.2 Teacher and learner language

### 5. The Teaching of the 4 skills

- 5.1 What is Listening Comprehension?
- 5.2 Oral Production Skills
- 5.3 Developing academic literacy: teaching reading, writing and content instruction

### 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 professors and colleagues

### 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. CONFIRMS received mails
- 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 weaknesses objectively
- participates fully in input sessions
- takes notes and remains quiet when observing colleagues

## Criteria and suggestions on how to write assignments (Follow the writing process steps)

### Planning

Plan your assignment carefully

### Remember

- Expose yourself to reading specialized input in ELT
- Brainstorm for key points & ideas; make sure these ideas follow L2 syntax
- 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?

#### 4. 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 Times New Roman 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



**Note: Students must use the criteria listed below as reference for oral and written work. Assignments will be evaluated based on these rubrics.**

### 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 SKILL	SOCIOLINGUISTIC SKILLS
LEVEL 4 (B2)	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.	Effectively employ linguistic and non-linguistic techniques in order to initiate, maintain, intervene in, take and yield "the floor" and end conversations.	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.
	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 interviewer or interviewee, fluently expanding and developing points of discussion.  Negotiate transactions and solutions to problems and conflicts	Respond, with a high degree of appropriateness, to and supra-segmental cues in order to make subtle adjustments in one's discourse

## 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>Relate what is happening in the text to their own knowledge of the world.</p>	<p>Show a deep understanding of a text by giving a summary of it in their own words and in a condensed form.</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>Offer conclusions from facts presented in the text.</p>
						<p>Make mind maps to show a general understanding of the content, and organization of the information in the text.</p>	

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

	COMUNICATIVE COMPETENCE				CRITICAL WRITING	
	LINGUISTIC					
	GENERAL LINGUISTIC	GRAMMAR	PRAGMATIC	SOCIOLINGUISTIC	REPORTS AND ESSAYS	WRITING STRATEGIES
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

Adams, Lei, Rojas & Shefelbine (2010) **CALL: Content Area Language and Literacy for Academic Success in Middle and High School**. California Reading and Literature Project.

Adams, Lei, Rojas & Shefelbine (2010) **RESULTS: Academic Language and Literacy Instruction K-6**. California Reading and Literature Project.

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

Celce-Murcia, M (2001) **Teaching English as a second or Foreign language**

Common European Framework of Reference for Languages: Learning, teaching, assessment (2003) CUP.

Harmer, J (2004) **The Practice of English Language Teaching**. Pearson Education limited.

MEN. (2016). Pedagogical Principles and Guidelines Suggested English Curriculum- Transition to 5<sup>th</sup> grade

MEN. (2016). Suggested English Curriculum Structure –Transition to 5<sup>th</sup> grade

MEN. (2016). Pedagogical Principles and Guidelines Suggested English Curriculum- 6<sup>th</sup>- 11<sup>th</sup>

MEN. (2016). Suggested Curriculum Structure- 6<sup>th</sup>- 11<sup>th</sup>

Pinter, A (2006) **Teaching Young Language Learners**. Oxford University Press

Trilling, B & Fadel, C (2009) **21<sup>st</sup> Century Skills: Learning for Life in our Times**

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

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

Online resources: Northern Illinois University, Faculty Development and Instructional Design Center [facdev@niu.edu](mailto:facdev@niu.edu), [www.niu.edu/facdev](http://www.niu.edu/facdev)

Several useful and interesting articles at these sites. <http://www.teachingenglish.org.uk>  
<http://americanenglish.state.gov>

## BIBLIOGRAPHY

- British Council. (2002). *A Course based on the ICELT syllabus*. Bogotá: BC.
- Brown, H. D. 2001. *Teaching by Principles: An interactive approach to Language Pedagogy (second edition)*. New York: Longman.
- Brown, H. D. (2000). *Principles of language Learning and Teaching* (fourth edition). New York: Longman.
- Celce-Murcia M., Brinton D. M. & Goodwin J. M. (2004) *Teaching Pronunciation*. Cambridge: CUP
- Formar en Lenguas Extranjeras El reto: Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés. Ministerio de Educación Nacional 2006
- Larsen-Freeman, D. (2000). *Techniques and Principles in Language Teaching*. Oxford: OUP.
- Nunan, D. (1991). *Language Teaching Methodology*. New York: Prentice-Hall
- Thornbury, S. (1997). *About Language Tasks for Teachers of English*. Cambridge: CUP.
- Trilling, B., Fadel, C.(2009). 21st century skills. Learning for life in our times. San Francisco, Jossey-Bass.
- Ur, Penny (2003) **A Course in Language Teaching** Practice and Theory. CUP.
- Wajnryb, Ruth **Classroom Observation Tasks**. CUP 2004
- SCRIVENER, J. (2005). Learning teaching. Macmillan editors
- Northern Illinois University, Faculty Development and Instructional Design Center

"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

	TOPICS	PRODUCTS AND TASKS	READINGS
<b>Week 1</b>  Feb 5-9	<ul style="list-style-type: none"> <li>• 21<sup>st</sup> Century skills and role of Education</li> <li>• The Colombian context of ELT: Developing bilingual and 21<sup>st</sup> century skills</li> </ul>	Poster session  Self-reflection Oral Activity	<ul style="list-style-type: none"> <li>• <b>Trilling, B. &amp; Fedal, C. (2009) 21<sup>st</sup> Century skills for learning. Chapters 3 &amp; 5</b>  <i>3. "Learning &amp; Innovation Skills"</i>  <i>5. "Career &amp; Life Skills"</i></li> <li>• <b>Suggested Curriculum: Pedagogical principles Ch 2, 3 and 4</b></li> </ul>
<b>Week 2</b>  Feb 12-16	<ul style="list-style-type: none"> <li>• Describing learners</li> <li>• Learners' autonomy</li> <li>• Children and EFL learning</li> <li>• Supporting second language children's content learning and language development</li> </ul>	Virtual Class Observation: Motivation, autonomy  Guidelines for Observation Report  Lesson Analysis activity  Virtual Class Observation: ELL Children	<ul style="list-style-type: none"> <li>• <b>Harmer, J. (2004) The Practice of English language Learning Ch 5</b>  <i>"Describing Learners"</i></li> <li>• <b>Harmer, J. (2009). How to teach English. Ch 1</b>  <i>"How to be a good teacher"</i></li> <li>• <b>Harmer, J.(2004) The Practice of English Language Teaching. Ch 23</b>  <i>"Learner Autonomy: Learning to Learn"</i></li> <li>• <b>Cameron, L. (2001) Teaching Languages to Young Learners Ch 1</b>  <i>"Children Learning a Foreign Language"</i></li> <li>• <b>Hawkins, B. In Celce-Murcia. (2004). Teaching English as a Second or Foreign Language</b>  <i>"Supporting Second Language Children's Content Learning and Language Development"</i></li> </ul>

<p><b>Week 3</b> Feb 19-23</p>	<ul style="list-style-type: none"> <li>• Language learning styles and strategies</li> <li>• The context of language use</li> <li>• The user/learner's competences</li> </ul>	<p><b>Observation Report Due</b></p> <p>Oral presentations</p> <p>Design graphic organizers</p>	<ul style="list-style-type: none"> <li>• <b>Oxford, R. In Celce-Murcia. (2004). Teaching English as a Second or Foreign Language. "Language Learning Styles &amp; Strategies"</b></li> <li>• <b>Council of Europe. (2001). Common European Framework of Reference for Languages. Ch 4 "Language Use &amp; Language User/Learner"</b></li> <li>• <b>Council of Europe. (2001). Common European Framework of Reference for Languages. Ch 5 "The User/Learner Competences"</b></li> </ul>
<p><b>Week 4</b> Feb 26-Mar 2</p>	<ul style="list-style-type: none"> <li>• Teaching language skills</li> <li>• Designing tasks &amp; activities</li> <li>• Content-based language teaching and Literature as content for ESL/EFL</li> </ul>	<p>Sample Lesson analysis</p> <p>Guidelines for Practical Session One (Teaching listening)</p>	<ul style="list-style-type: none"> <li>• <b>Harmer, J. (2004) The Practice of English Language Learning Ch 16 "Teaching Language Skills"</b></li> <li>• <b>Cameron, L. (2001). Teaching Languages to Young Learners Ch 2 "Language Learning Through Tasks &amp; Activities"</b></li> <li>• <b>Snow, M. In Celce-Murcia. (2004). Teaching English as a Second or Foreign Language. "Content-based Language Teaching and Literature as Content for ESL/EFL"</b></li> </ul>



<b>Week 5</b> Mar 5 - 9	<ul style="list-style-type: none"> <li>•</li> </ul>	Complete graphic organizer	<ul style="list-style-type: none"> <li>• <b>Eyring, J. In Celce-Murcia. (2004). Teaching English as a Second or Foreign Language. "Experiential &amp; Negotiated Language Learning"</b></li> <li>• <b>Northern Illinois University, Faculty Development and Instructional Design Center</b></li> </ul>
<b>Week 6</b> Mar 12- 16	<ul style="list-style-type: none"> <li>• Teaching listening</li> <li>• Grammar</li> <li>• Vocabulary</li> <li>• Lesson design</li> </ul>	<b>Practical session one:</b> Lesson planning	<ul style="list-style-type: none"> <li>• <b>Morley, J. In Celce-Murcia. (2004). Teaching English as a Second or Foreign Language. "Aural Comprehension Instruction: Principles &amp; Practices"</b></li> <li>• <b>Cameron, L. (2001). Teaching Languages to Young Learners Ch 5 "Learning Grammar"</b></li> <li>• <b>Painter, A. (2017). Teaching young learners. Ch 7 "Teaching Vocabulary &amp; Grammar"</b></li> <li>• <b>Adams, Lei, Rojas &amp; Shefelbine (2010) RESULTS: Academic Language and Literacy Instruction K-6. California Reading and Literature Project.</b></li> <li>• <b>CALL. Content Area Language and Literacy. California Reading and Literature Project</b></li> </ul>
<b>Week 7</b> Mar 19 - 23	<ul style="list-style-type: none"> <li>• Scaffolding, ZPD, assimilation</li> </ul>	<b>Practical session one:</b> Lesson delivery	<ul style="list-style-type: none"> <li>• <b>Cameron, L. (2001) Teaching Languages to Young Learners</b></li> </ul>

			<b>Ch 1</b> <i>"Children Learning a Foreign Language"</i>
<b>Week 8</b> Mar 26-30	<ul style="list-style-type: none"> <li>Classroom Management</li> <li>Giving instructions</li> <li>Eliciting information: asking questions.</li> <li>Grouping techniques and classroom layout.</li> <li>Comprehensible input</li> </ul>	Group discussions  Analyzing classroom management video clips	<ul style="list-style-type: none"> <li><b>Scrivener, J. (2005) Learning Teaching. Ch 5</b>  <i>"Classroom Management"</i></li> </ul>
<b>Week 9</b> Abr 2-6	<ul style="list-style-type: none"> <li>Teaching speaking</li> <li>Project-based learning</li> <li>Problem-based learning</li> </ul>	Analyzing video lessons: teaching speaking  <b>Practical Session Two:</b> Lesson Planning	<ul style="list-style-type: none"> <li><b>Lazaraton, A. In Celce-Murcia. (2004). Teaching English as a Second or Foreign Language.</b>  <i>"Teaching Oral Skills"</i></li> </ul>
<b>Week 10</b> Abr 9-13		<b>Practical session two:</b> Lesson Delivery	
<b>Week 11</b> Abr 16-20		<b>Practical session two:</b> Lesson Delivery	
<b>Week 12</b> Abr 23-27	<ul style="list-style-type: none"> <li>Content area and academic literacy</li> </ul>	Video lesson analysis	<ul style="list-style-type: none"> <li><b>CALL. Content Area Language and Literacy. California Reading and Literature Project Ch 4,5,6,7</b>  4. <i>Text &amp; Task Analysis</i>  5. <i>Before Reading</i>  6. <i>During Reading</i>  7. <i>After Reading</i></li> </ul>
<b>Week 13</b> Abr 30-May 4	<ul style="list-style-type: none"> <li>Teaching reading and writing: Lesson planning</li> </ul>	<b>Practical session three:</b> Lesson planning	
<b>Week 14</b> May 7-11	<ul style="list-style-type: none"> <li>Teaching reading and writing:</li> </ul>	<b>Practical session three:</b> Lesson Delivery	

<p><b>Week 15</b> May 14-18</p>	<ul style="list-style-type: none"> <li>Integrating the four skills</li> </ul>	<p><b>Practical session four: Integrating the four language skills.</b></p>	<ul style="list-style-type: none"> <li>Adams, Lei, Rojas &amp; Shefelbine (2010) <b>RESULTS: Academic Language and Literacy Instruction K-6.</b> California Reading and Literature Project <b>Ch 2,3,4</b></li> <li><i>2.Literacy Framewrok</i></li> <li><i>3.Academic English Language Development</i></li> <li><i>4. Text &amp; Task Analysis</i></li> </ul>
<p><b>Week 16</b> 21-25</p>	<ul style="list-style-type: none"> <li>Final written test</li> </ul>	<p><b>Written Test to Assess Language and Theory Studied.</b></p>	<ul style="list-style-type: none"> <li><b>Trilling, B. &amp; Fedal, C. (2009) 21<sup>st</sup> Century skills for learning. Ch 3 &amp; 5</b></li> <li><i>3. "Learning &amp; Innovation Skills"</i></li> <li><i>5. "Career &amp; Life Skills"</i></li> <li><b>Harmer, J. The practice English Language Teaching. Ch 23</b> <i>"Learning Autonomy: Learning to Learn"</i></li> <li><b>CRLP's CALL (Content Academic Language Literacy) for academic success in middle high school</b></li> <li><b>Results ( Academic Language and Literacy Instruction K-6) Supporting the implementation of core state standards</b></li> </ul>

