

PRÁCTICA PEDAGÓGICA EN EDUCACIÓN SECUNDARIA Y MEDIA

This document has the course syllabus and relevant information for the teaching practicum in high school.



Facultad Bellas Artes
y Humanidades



Licenciatura en Bilingüismo
con Énfasis en Inglés



PRÁCTICA PEDAGÓGICA EN EDUCACIÓN SECUNDARIA Y MEDIA SYLLABUS

Course:	Práctica Pedagógica en Educación Secundaria y Media
Code:	LB026
Credits:	6
Workload:	4 hours for live sessions and 14 hours of autonomous work.

1. General Description

Colombia and the coffee region demand competent teachers for facing the challenges found in state and private schools, especially in the area of English learning and teaching, in order to meet the goals established by the National Ministry of Education. Limited resources, learners' attitudes towards language learning, amount of students in class, limited conditions, among others, are some of the issues pre-service English teachers are likely to sort out. Therefore, the educational context of Pereira (Risaralda) requires teachers equipped with knowledge and skills in language, pedagogy and research in order to propose alternatives that facilitate the development of a context-sensitive methodology for the teaching of English. Each institution will require the practitioners to display interpersonal skills, communication skills, leadership, ethics, flexibility, and others.

The policies for English teaching in Colombian schools are regulated by the program *Colombia Bilingüe 2014-2018*. This program has the purpose of developing communicative competences in English in primary and highschools in Colombia though some areas, which includes the reform of Teacher Education programs (*Resolución 18583 de 2017*) and the development and implementation of the *Suggested Curriculum for English Learning* and *Basic Learning Rights*. These are the basis for the design of a syllabus in English Teaching Practicum that guides the development of a professional profile of pre-service teachers that can articulate theoretical foundations explored throughout the specialized courses with actual needs and conditions of the schools where professional practice will take place.

The *Teaching Practicum in secondary education* course will count with the guidance of a tutor, who will provide feedback on the practitioners' performance and will help (re)define their teaching skills. Reflection upon classroom scenarios will be oriented during Grand and Individual Meetings and through a peer-coaching project.



2. Objectives

- ✓ To design lessons aligned with national education standards and English communicative competence.
- ✓ To promote team-work among participants so as to strengthen contemporary practices in ELT.
- ✓ To promote constant reflection among practitioners so they adjust their practices to learners' interests and needs.
- ✓ To align planning, teaching, assessment and material design with the aims proposed by the Ministry of Education.
- ✓ To observe, reflect and propose alternatives to innovate or face different classroom issues based on theoretical foundations.
- ✓ To refine teaching techniques and strategies through constant reflection upon teaching practices.

3. General Competences to be developed in the course

- ✓ Use current methodologies for the teaching of English.
- ✓ Manage language teaching through a coherent lesson planning.
- ✓ Integrate language skills in English lessons.
- ✓ Reflect critically upon language and classroom management issues, finding alternatives to solve them.
- ✓ Manage classroom environment effectively.

4. Specific Competences

- ✓ Learn and apply principles of task-based and content-based teaching.
- ✓ Plan a syllabus and lesson plans which are coherent and blend language, function and content.
- ✓ Plan and implement lessons in which learners use English as a medium to learn (or reinforce) contents in other subjects.
- ✓ Develop critical thinking skills by identifying, discussing and proposing solutions for issues related to students' language learning and classroom management.
- ✓ Use classroom management techniques.
- ✓ Select, adapt and design material for ELT, taking into account the target population.
- ✓ Develop skills to adapt and design challenging tasks, based on theory provided and taking advantage of ICT's.
- ✓ Become familiar with linguistic competences and standards used in ELT.
- ✓ Develop teaching skills through the constant discussion, observation and analysis of theory.
- ✓ Extend knowledge and awareness of important linguistic aspects needed as teachers/learners.



5. Methodology

The *Práctica Pedagógica en Educación Secundaria y Media* course is designed on the basis of Content-based approach, particularly with a content-driven emphasis. The practitioners will develop pedagogical and linguistic competences that will expand their knowledge and awareness of English Language Teaching principles. There will be Grand meetings (the whole group). In this case, all the practitioners will get together and reflect upon issues which are relevant for the whole group. The Grand meetings will be input sessions in which the practitioners share experiences with the whole group and reflect critically on theory and their practicum. Furthermore, workshops, debates, oral interactions, reports, etc. will be implemented.

There will be also Grade meetings with the course tutor in some of the three-hour sessions, the course tutor and the practitioners will hold discussions regarding the specific grades they are teaching. Written evidence will be collected. Ideally, the pre-service teachers will bring their portfolios in which lesson plans, tasks, and materials of classes taught and to be taught will be analyzed with the purpose of reflecting and providing feedback that enables them to guide realistic and successful lessons. In addition, practitioners will share issues experienced in the classroom which affect the proper development of the class, as well as the aspects that go well. The constant reflection on theory and practice will lead practitioners to find alternatives to improve the teaching-learning process in the course they guide. Cooperative learning will be also promoted by sharing ideas, strategies, etc. they have used throughout the course. The course will also include classroom observations. Each practitioner will be observed at least once.

Schoology platform will be used in the course in order to generate discussions, to share information, and to promote autonomy as well as collaborative learning. Finally, documents in English and Spanish will be prepared by practitioners as a way to continue the development of CALP in both L1 and L2.



6. Assessment criteria

Practitioners' work and performance are assessed individually and in group. The assessment includes reflections expressed in written and oral tasks that involve theory and practice. Some tasks are assessed in the grade, grand meetings or extra class and require that practitioners work cooperatively and use the ICT's. The planning framework for each term will be also graded based on the coherence among the aspects required in it. Written reflection papers, based on issues found in the lessons guided, will be graded according to the criteria adapted from the CEFRL for C1 and the pedagogical aspects required for the report. Practitioners' portfolio will be also considered in the grade meetings as part of the formative assessment. There will be a final talk in which practitioners' work in the school will be shared. The observations will be also graded and they will enable participants to reflect on their process in order to make decisions that positively affect the lessons guided in the schools.

Language proficiency will be also considered in each of the aspects above mentioned for a language user whose proficiency level is C1 (see language competences).

Type	Percentage	Tasks	Description	Submission
REFLECTIVE PAPERS 30%	15%	First reflective paper	Written reflective paper based on observation conducted to the in-service teacher and the context. Reflection will focus on teaching/learning challenges identified so that intervention proposals are given, supported by relevant theory.	Week 6
	15%	Final reflective paper	Written reflective paper based on journals, first paper's proposals, students' achievements and peer coaching feedback.	Week 17
PORTFOLIO 20%	10%	Portfolio administration (cut 1)	Systematic kit of documents and products of the practicum: Journals, grading records, lesson plans, worksheets, attendance checklists, samples of students' progress, among others, with cut for the first weeks. A protocol and a rubric will be used.	Week 7
	10%	Portfolio administration (cut 2)		Week 17



ATTENDANCE 10%	5%	Attendance report 1	Format filled in by school staff to control practitioner's attendance and punctuality.	Week 7
	5%	Attendance report 2		Week 17
	20%	Classroom Observation	In situ or video-recorded observation(s) of a class guided by the practitioner. A protocol and a rubric will be used.	It can take place at any time during the semester
	10%	Peer coaching implementation	Peer tutoring, observation and feedback during the practicum. Evidence of this process (formats) will be considered for assessment.	Week 12
	10%	In-service teacher assessment	Evaluation format filled in by in-service teacher about practitioner's performance.	Week 16

7. Materials

1. Practitioners' lesson plans
2. Practitioner's online Portfolio
3. Basic Learning Rights: English and Suggested Curriculum for English
4. School's key documents
5. Formats

8. References

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