

|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

1. 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 as 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, 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 (Resolución 18583).

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.

2. General and specific competences:

2.1. General:

- Recognize the role of the English teacher as a social agent who is able to implement innovative practices that contribute to the educational progress of the community.
- Apply appropriate classroom management techniques based on the analysis of particular needs of actual behavioral problems.
- Reflect on and implement tasks that guide to successful teaching practices regarding specific contexts.

2.2. Specific:

- Identify and develop citizenship competences that teachers require for participating in educational scenarios.
- Develop effective communication skills that facilitate interaction in educational settings.
- Assume a critical position towards cognitive and behavioral needs in learning settings in order to propose action plans.
- Select from a repertoire of classroom management techniques depending on learners' behaviors and school conditions.
- Analyze, design, and implement tasks that take into account learners' needs.
- Recognize and reflect on theory as a source of knowledge that can be supported or refuted depending on the surrounding realities of the Colombian context.
- Design classes that follow a task-based approach.

3. Content units and tentative course schedule:

Content Units	Materials	Tentative dates
1. Being a teacher in the XXI century in Colombia: <ul style="list-style-type: none"> a. XXI century learning and skills. b. Identity, cognition, practicum and reflection in teacher learning. c. Being a teacher in Colombia 	<p>Chapter 1 ‘Learning and Past Future’ and chapter 2 ‘The Perfect Learning Storm’ in 21st Century Skills (Thrilling, B. and Fadel, C., 2009)</p> <p>Review (from the Professional Development course) Chapters 3 and 5.</p> <p>‘El maestro y los desafíos de la educación en el siglo XXI’ (De Zubiría, J.)</p> <p>Chapters 15 ‘Personal Practical Knowledge’, 16 ‘Language Teacher Cognition’, 17 ‘Teacher Identity’, 18 ‘The Novice Teacher Experience’ in Cambridge Guide to Second Language Teacher Education (Edited by Burns, A. and Richards, J.)</p>	<p>Weeks 1-3</p> <p>Week 4</p>
2. Teaching early childhood – teaching English in Colombia	<p>‘Marco general para la educación inicial’ in Sentido de la educación inicial by MEN.</p> <p>Basic Learning Rights and the Suggested Curriculum for Transition to 5th grade</p>	<p>Week 5-6</p>
3. TBLT	<p>‘Planning Lessons’ in Teaching English as a Second or Foreign Language (Gensen, L., 2001)</p> <p>Chapters 1 ‘What is Task Based-Language Teaching?’, 2 ‘A Framework for Task-Based Language Teaching’, and 7 ‘Assessing Task-Based Language Teaching in Task-based Language Teaching’ in Task-based Language Teaching (Nunan, D., 2004)</p>	<p>Weeks 6-10</p>

4. Classroom management	<p>Chapter 5 ‘Tool kit 1: Classroom Management’ in Learning Teaching (Scrivener, J. 2005)</p> <p>Teachers’ and students’ roles in the change of paradigm, Professional skills (body language/gestures and language empowerment), Positive discipline, Establishing ground rules, Lesson planning (activities pace, time management, giving instructions, classroom interaction, seating arrangement, using the board well), The use of English in class, Dealing with disruptive behavior: (<u>different updated resources</u>)</p>	Weeks 11-16
*Teaching Practicum:	<p>This course will include a strong component of actual teaching at a school the Licenciatura program has an institutional agreement with. It is important that you keep the following considerations in mind:</p> <ul style="list-style-type: none"> • 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. • Imperative to the course is following the ‘Reglamento de Práctica’. • In order to be able to get the ARL activated by the university, you need to be active into an EPS either as a beneficiario or titular. Having no EPS will have serious consequences to the course. • During the first weeks of the semester, you need to attend a talk about working risks (planned by the professor of the course) and also get the uniform (around \$25.000). 	

5. 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.

An LMS (Learning management system) 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.

6. 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
First Midterm: (30%) <ul style="list-style-type: none"> • Contrast/comparison + short reflection (10%): Students will make a contrast/comparison of the materials discussed in class and then write a short reflection based on the material and the discussions carried out during class time. • Oral interaction (10%): students will be assigned a topic relevant to the content unit. Instructions and grading criteria will be provided later 	<p>Week 3</p> <p>Week 4</p>

<p>in the course.</p> <ul style="list-style-type: none"> ● Video report (5%): Based on the readings and the discussion of the Marco General para la Educación Inicial and of the documents part of the suggested English curriculum, the students will record a video providing the insights of the material. ● Completion of observation format (5%): During the first two weeks of the teaching practicum, the students will conduct observations of the in-service teacher and the students of the group assigned to develop the teaching practicum. The result of the activity is a detailed observation format. 	<p>Week 6</p> <p>Week 7</p>
<p>Second Midterm: (15%)</p> <ul style="list-style-type: none"> ● Analysis of a lesson plan (5%): Students will make an analysis of a lesson plan based on the principles on lesson planning by Gensen (2001) and TBLT by Nunan (2004). ● Lesson plans following TBLT procedures – phase 1 (5%): Students 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. ● Reflection 1(5%): based on the tasks and the procedures designed and implemented at the school with the groups where the teaching practicum is being implemented, students will write a formal paper where reflective approximations to the TBLT procedures will be given. 	<p>Week 8-9</p> <p>Week 11</p> <p>Week 12</p>
<p>Final term (25%)</p> <ul style="list-style-type: none"> ● Lesson plans following TBLT procedures – phase 2 (5%): Students 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. ● Performance observation and reflection (15%): Students will make formal implementations of class in the group assigned. The implementation sessions will be either visited by the professor of the course Initiation to Teaching Practicum, or recorded by the monitor of the course or by the practitioner him/herself. The observations will be complemented by a face-to-face reflection between the ITP professor 	<p>Week 17</p> <p>Any week of teaching practicum</p>

<p>and the practitioner. The formats for this exercise will be shared later on in the semester.</p> <ul style="list-style-type: none"> • In-service teacher report (5%): A reflective format will be provided to and later on 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. 	Week 16
<p>Semaforización (30%): The language proficiency exam usually takes place during the first week of final exams. 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>	First week of final exams

7. References:

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- Carr, N. (2011). *Designing and Analyzing Language Tests*. Oxford: Oxford University Press.
- Coetzee, S. A., Van Niekerk, E. J., & Wydeman, J. L. (2008). *An educator's guide to effective classroom management*. Van Schaik Publishers
- Ellis, R. (2006). The methodology of task-based teaching. *Asian EFL Journal*, 8(3), 19-45.

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- Lackman, K. (N.D). Introduction to task-based learning. Retrived from <http://www.kenlackman.com/files/tblhandout10.pdf>
- Larsen-Freeman, D. (2000). *Techniques and Principles in Language Teaching*. Oxford University. Ch. 10
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- Nunan, D. (2004). *Task-based language teaching*. NY: Cambridge University Press.
- Pinter, A. (2015). *Teaching young language learners*. Oxford: Oxford University Press.
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- Scrivener, J. (1994). Learning teaching: a guidebook for English language teachers. *The teacher development series/Adrian Underhill*. Chapters 1, 2, 4, 15 and 17