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

Course: *Práctica Pedagógica en Educación Básica Primaria*
Code: LB 935
Pre-requisite: LI723 Curriculum design
               LI715 Professional development
Course hours: 5 in-class hours – 10+ hours of autonomous work
Credits   5

Schoology course: Shared in class

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 in our context.
- 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. (have in mind new school's policies regarding quarantine).

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

- 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.

Learning outcomes

- Use L1 and L2 with high proficiency level as a communicative resource in social, academic and professionals settings.
- Use English language at a level of C1 when producing written texts, delivering lessons and/or participating in discussions.
- Identify economic, cognitive, linguistic, affective and sociocultural factors of student´s community in order to plan teaching activities that respond to social needs.
- Apply bilingual education principles and a variety of English teaching approaches, methods and techniques in lesson planning, material design, assessment and classroom execution.

- Plan and implement context-coherent lessons that blend language, functions and themes, in which learners use English as a medium to learn (or reinforce) content of other subjects.
- Use appropriate, conscious and relevant classroom management techniques.
- Apply critical thinking skills for identifying, discussing and analyzing phenomena related to students' language learning and classroom management.
- Use appropriate ICT's to design material and facilitate interaction in the classroom.
- Structure teaching skills through observation, self-reflection and peer/facilitator's feedback from class observations.
- Incorporate environmental sustainability actions when carrying out tasks related to the teaching practicum.
- Demonstrate ethical and politically responsible actions and discourse in his/her role of educator during the teaching practicum.

Resultados de aprendizaje Licenciatura en Bilingüismo	Learning outcomes of Pedagogical practicum in Elementary School	Evaluation Pedagogical practicum in Elementary School
1. Utiliza el español y el inglés con altos niveles de suficiencia en el ámbito social, académico y profesional, y con consciencia intercultural relacional, funcional y crítica.	Use L1 and L2 with high proficiency level as a communicative resource in social, academic and professional's settings. Use English language at a level of C1 when producing written texts, delivering lessons and/or participating in discussions. Identify economic, cognitive, linguistic, affective and sociocultural factors of student's community in order to plan teaching activities that respond to social needs.	Create rubrics for a better job (oral presentation, reflective essays, virtual sessions, podcast final product) oral presentations - rubric essays (based on class observations) Practitioners will adapt virtual material and virtual class sessions to students and school's needs (In-service teacher evaluation).

		It will be done in physical settings as well.
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.	Identify economic, cognitive, linguistic, affective and sociocultural factors of student´s community in order to plan teaching activities that respond to social needs. Understand and promote the principles of intercultural bilingual communication. Use appropriate, conscious and relevant classroom management techniques.	Lesson plan and reflection Feedback after class observation Expanding feedback after reflection Explain and compare student's own culture with some others.

		Feedback of class observations and class discussions.
3. Incorpora reflexivamente y con criterio pedagógico el uso de las TIC en el desarrollo de procesos educativos.	Use appropriate ICT's to design material and facilitate interaction in the classroom.	In-service teacher's report, Class observation and feedback from facilitator Use of ICTs during pandemic for the delivering of classes
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.	Shape teaching skills through observation, self-reflection and peer/facilitator's feedback from class observation. Plan and implement context-coherent lessons that blend language, functions and themes, in which learners use English as a medium to learn (or reinforce) content of other subjects. Apply critical thinking skills for identifying, discussing	Self-reflection Feedback from facilitator In-service teacher's observation and peer observation. Check of lesson plan, activities and reflection (feedback). Also through class discussions.

	and analyzing phenomena related to students' language learning and classroom management.	
5. Construye, gestiona e implementa propuestas estratégicas de trabajo en su campo profesional fundamentadas en principios disciplinares, pedagógicos, investigativos e interculturales como resultado del trabajo colaborativo en el que hace uso de sus fortalezas, habilidades propias y del colectivo.	Demonstrate ethical and politically responsible actions and discourse in his/her role of educator during the teaching practicum. Design and implement pedagogical strategies and materials based on disciplinary, pedagogical and researchable principles in his/her field, as a result of cooperative work not only with his/her partners but also with in-service teachers at schools.	In-service teacher's report Lesson plan and reflection Class observation and Feedback

6. Participa en espacios y actividades institucionales, curriculares y extracurriculares en los que se apropia y desarrolla su dimensión ética, socio política, corporal y espiritual en pro de la construcción de un Ethos democrático, político y en derechos humanos.	Participates in program's activities to share experiences with future practitioners (the way we did it this semester) *Charla experiencias significativas*	Participation of activities such as English day at Schools (second semester). Participation of institutional events carried out by the English area.
7. Apropia criterios de sostenibilidad ambiental en la vida profesional y cotidiana.	Incorporate environmental sustainability actions when carrying out tasks related to the teaching practicum.	

Thematic Units

Themes	Resource
Teaching English to young learners. Developing principles, from principles to practice, implementing task based learning, literacy development and the importance of reflective teaching.	Emery, E. & Rich, S. (2015). Teaching English to Young Learners. Chapters 3, 4, 5 and 6. English Language Teacher Development Series. TESOL
Working with young language learners	Haliwell, S. (1992). Teaching English in the primary classroom. Chapter 1. Longman group.
Learning words	Cameron, L. (2001). Teaching Languages to Young Learners. Cambridge University Press.
Estándares básicos de competencias	Ministerio de Educación Nacional. (2006).

DBAs and Mallas de Aprendizaje DBAs and Mallas de Aprendizaje	Formar en Lenguas Extranjeras El reto: Estándares Básicos de Competencias en Lenguas Extranjeras: inglés. MEN 2016. Mallas de aprendizaje de inglés para transición a quinto de primaria.
How to Plan a Virtual Classroom Lesson Coronavirus and Teaching from Home: Ten Ways to Engage and Instruct Students Remotely	https://www.vedamo.com/knowledge/plan-virtual-classroom-lesson/
Assessment of young learners Check: reading of assessment of virtual classes Young LL adapted to what we are facing in Colombia	Shaaban, K. (2005). Assessment of Young Learners. V.43, N.1. English Teaching Forum.
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). Teaching by Principles: An interactive approach to

Check: how to deal with discipline in the virtual classroom Pre-service teachers can assist schools during COVID-19	language pedagogy 2nd edition. 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: chapter 6 Recycling language, 9 Listening activities: something different, Using classroom language/Repetition drills. Materials design and its use	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 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.*

Flipped learning:

Stage 1

During this stage, 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, standards, and DBAs (MEN, 2017) for EFL, material design and implementation, virtual class sessions, among others.   The practitioners will:

- Practitioners will attend virtual and physical class sessions (synchronic ones will be recorded) and will plan virtual and physical classes and/or activities for young learners. They will also perform and share practical teaching activities in all skills and sub-skills based on theoretical input.
- ***keep a digital resource folder (portfolio) with lesson plans, and written reflections.*** Practitioners must upload their videos (classes sessions and activities) in a folder created by professors on Google Drive.
- build ground rules for classroom sessions and the teaching practicum.
- work individually, in pairs, and in groups.
- observe and analyze videos of previous pre-service teachers.
- observe and analyze classes in real scenarios – based on platform or digital resources used by schools and/or in-service teachers.
- write reflective reports of classes observed.
- participate on oral presentations.
- Read and sign the corresponding minutes provided by UTP's Practicum's Office

Stage 2

During quarantine pre-service teachers will plan classes (virtual and physical)to be shared with students in synchronous sessions or at schools (different platforms will be used according to schools requirements Meets, Zooms, Google Classroom or teams, WhatsApp, etc). Pre-service teachers are expected to teach English (in L2) 3 hours a week and let students practice English at home by themselves. Pre-service teachers will use the lesson plan formats designed for the current situation and will reflect upon planning, flexibility in terms of teaching, how to reach to most students and the role of teachers during this pandemic. During quarantine, pre-service teachers will have virtual classes with facilitators to keep discussing about the content proposed in the program, changes due to actual situations, new proposals, in-service teacher's methodology, among others. Virtual classes will be in the following way:

1. Synchronic and physical class sessions with students at schools' schedule.
2. Planning, designing, and grading.
3. Synchronic and physical meetings with facilitators to get some feedback
4. Each day we have class with UTP's facilitator's, he/she will contact pre-service teachers in other to arrange the conditions for the virtual or physical sessions. We will keep using the platform Schoology to keep track of content, assignments, activities, etc. Monitors will contact pre-service teachers to let them know about everything involved during the practicum.

Important:

During quarantine pre-service teachers must upload planners per class to the corresponding portfolio created for this purpose. Important: Remember to reflect upon each class. Pre-service teachers will receive some feedback from UTP's facilitator through virtual or physical sessions (small groups with same difficulties), videos, WhatsApp meetings, and phone calls if necessary. Each pre-service teacher will talk to his/her group's in-service teacher to come to an agreement in terms of time, day of classes with students at schools,Physical classes at schools, synchronous and/or asynchronous classes, content from DBAs, indicadores de logro, extra class-work activities, among others. Each practitioner will adapt his/her teaching tools to school policies and in-service teacher's way of teaching regarding ICTs, physical or virtual classes during Covid -19, etc.

The pre-service teachers are expected to:

- present tasks on time.
- collaborate and share ideas.
- plan lessons and give feedback to each other. (peer observation)
- give feedback on each other's teaching. (peer observation)
- write reflections based on their own teaching and share them with their facilitators.
- 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 facilitator 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*
- Follow guidelines during the pandemic time. These guidelines were developed during quarantine last term and they might be upgraded based on new schools and/or UTP policies.
- Plan virtual class sessions to be carried out with students through synchronous meetings.
- Design, prepare, analyze and implement activities to be shared with students during synchronous and physical class meetings.

Lesson Planning

- During quarantine, the lesson plan format was modified. Pre-service teachers should plan their class activities following the proper guidelines and lesson plan formats designed for this particular purpose and having in mind schools policies regarding "alternancia académica"

- The class must be planned to take, as a point of reference, the standards on EFL and DBAs 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. (remember to link the content suggested by in-service teachers with content and modules of DBAS - report this information to your facilitator)
- 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. It applies also during quarantine; pre-service teachers are expected to keep all their lesson plans with its support in the corresponding folders. UTP's facilitator will give pre-service teachers some feedback to keep improving in-put session as well as explanation of content and activities based on DBAs proposed by MEN.

Students without ARL cannot start their teaching practicum. 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 to Comité Curricular to solve the inconvenience.

Course Evaluation

Reports, assignments, quizzes, reflections, portfolios, etc. Will not be graded after due dates.

First partial evaluation (30%)

- Oral presentation (10%)
- In and out of class work, forum entries based on readings, live sessions, quizzes and reflective essay based on in-service teacher's observation and/or previous practitioners videos. (10%)

- First term exam (10%) based on content previously discussed in class.

Second partial evaluation (20%)

-Portfolio (first cut): Planning and **reflecting** (10%)

-Written reflective report (5%): It will be done based on pre-service teacher's experiences planning and execution of virtual classes. (based on own or other's experiences – peer observation).

- In and out of class work, assignments, quizzes, class participation (5%)

Last partial evaluation (50%)

5% in-service teacher's assessment
20% (10%portfolio last cut: lesson plan, reflection, videos, material and final grades of students – 10% pre-service teacher's class observation and reflection of class observed)
25% Reflective task podcast (follow rubric)

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.*

New proposal to have in mind during quarantine:

GUIDELINE FOR VIRTUAL ACTIVITIES

Important: Remember to wear GTP's uniforms to record virtual classes (virtual input)
Gain Attention Learners from schools should receive an appropriate input from pre-service teachers e.g. a video or a Power Point presentation with audio, etc. Remember the importance of gaining attention from students. (colorful material, good energy from teachers, role plays, puppets, songs, etc)
Activate prior Knowledge Pre-service teacher should choose the appropriate topics and activities considering the suggested curriculum. Pre-service teachers should activate students 'prior knowledge, explain the new content, provide some practical activities, examples, exercises to then ask them to work by themselves. Teachers also must plan some practical activities for students to practice at home.
Present content: Through videos, power point presentations with audio, use of images, etc. Remember also to provide guidance. (show students some examples on what is expected from them to do at home)
Practice: Ask students to practice at home. They should be able to work by themselves. They do not need their parents help, neither to translate information. If students have difficulties, ask them to watch the videos (input) one more time.
Organization Your virtual activities should be clearly organized into different steps: input, explanation of activities to do at home, activities for students to work by themselves.
Language accuracy **The use of English is mandatory. Remember that we are English teachers not Spanish teachers!!!** Have in mind your student's age, English level, background knowledge, to plan your activities. Use facial gestures, intonation, body language, images, real objects, cut-out figures, drawings, diagrams, etc; to explain the meaning of new words and/or to explain what is expected from them. Videos should not contain major errors. Be careful with pronunciation, stress and intonation. Audio must be clear. Use only authentic meaningful language 😉

Daily lesson plan format for virtual activities (with explanations)

Have in mind that you must teach three hours per week. It means that you must design activities for the class time assigned. It is required to plan a class for each session.

Name of practitioner:

Grade:

Date:

Main aim based on DBAs: (no panic here…It will be the same depending on the module). The idea is to have the aim clear as it is the one your students need to reach.

Content from DBAs: (the one you will focus on this class. It has to be from suggested curriculum)

Aim for this session:

Students previous knowledge: (student´s prior knowledge required for this class)

Present Content: (input)

Practical activity to let students know what they must do at home by themselves: (input: provide guidance and examples of what is expected from them)

Practical activities for students to do at home: (copies, PDF files, Word files, etc.)

Reflection

Each lesson plan should include some reflections. How? Simple 😊
Choose one of the questions bellow and answer it. Only one per lesson plan. Recommendation: answer different questions in each planner. Example: answer question 1 in lesson plan 1, then answer question 2 in lesson plan 2 and so on.

Questions for reflections:

Answer these questions based on your student's realities (which is not as bad as some other cases in our country)

1. What can teachers from the 21st century do to teach during adverse circumstances?

2. What does it imply for teachers?

3. What should you do to face economic inequalities in education? (we are talking about you as a teacher…do not blame anyone here)

4. How should teachers make education more flexible?

5. Are teachers in Colombia using the right technology for virtual classes? Provide your arguments.

6. How should teachers handle situations with conflicted parents during virtual classes?

7. How can teachers take advantage of parents' role during virtual classes?

8. How should teachers deal with students' distractions during virtual classes?

9. Do you consider that the national government's bilingualism plan for primary education is appropriate considering the suggested curriculum and the experience that you have had during this semester of pedagogical teaching practicum?
The following questions should be answered (all of them) after the 5th week of teaching virtual synchronous classes:

1. What went well in your virtual class session?
2. What did not go well in your virtual class session?
3. What would you do different next time?

Lesson plan format for physical classes at schools

GENERAL PLANNING INFORMATION	
INSTITUTION:	**Branch:**
NAME OF PRACTITIONER:	
GRADE & GROUP: _____ **NUMBER OF LEARNERS:** _____ **AVERAGE AGE OF LEARNERS:** _____	
TIME OF CLASS:	

GENERAL AIM: (from suggested curriculum. Check the aims of "*alcance y secuencia*" chart for the corresponding module)

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Performance indicators (from Suggested Curriculum)		
Knowing	**Doing**	**Being**

Suggested Content (from Suggested Curriculum):

Lesson Plan

Date of class: _____ **Class number:** ___ **Module´s number:** ___ **Module's name:** _____

Aim for the class session: At the end of the lesson the learners will be able to…

Materials:

Articulation with students' prior knowledge or previous lessons:

DAY/STAGE/ ACTIVITY/TIME	PROCEDURE (Description of Activities)	COMMENTS
*		

Assessment paths (from Suggested Curriculum)

EXTRA-CLASS WORK, ANNOUNCEMENTS, THINGS TO CONSIDER:

Observations:

REFLECTION

What went well and how do you know it?

What didn't go well and how do you know it?

What would you do different next time?

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