UNIVERSIDAD TECNOLOGICA DE PEREIRA

FACULTAD DE BELLAS ARTES Y HUMANDIADES

LICENCITURA EN BILIGUISMO CON ENFASIS EN INGLÉS

ELT PROFESSIONAL DEVELOPMENT COURSE

Code: Group 2 (LI1715)

Prerequisite: Applied Linguistics

Semester: 2021-02

Number of Credits: 4

Timetable: Thursdays 2:00pm-4:00pm Synchronous sessions. 4:00pm- 6:00 autonomous work.

Length of Course: 64 hrs in class sessions

Out of Class Work: 4 hrs of complementary time (minimum)

Professors: Carlos Andrés Mejia, Humberto Uchima Tasamá & Angela Velásquez.

Important note: This program was originally designed by Professor Maria Clemencia Gonzales G and has also been revised by the Dr Nora Marulanda, Prof. Humberto Uchima and Prof Duvan Cardona. We have adapted some of its parts to fit into the new trends of ELT and to my own Teaching Style.

"Strategies for teacher development often involve documenting different kinds of teaching practices; reflective analysis of teaching practices, examining beliefs, values, and principles; conversation with peers on core issues; and collaborating with peers on classroom projects. However, although many things can be learned about teaching through self-observation and critical reflection, many cannot, such as subject-matter knowledge, pedagogical expertise, and understanding of curriculum and materials. Professional development, therefore, should go beyond personal and individual reflection. For example, it can include exploration of new trends and theories in language teaching; familiarization with developments in subject-matter knowledge such as pedagogical grammar, composition theory, or genre theory; and critical examination of the way schools and language programs are organized and managed." (Richards & Farrell, 2005, p. 4)

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 often.

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 nonnative 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 Transtion to 5th and 6th   to 11th   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.

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.

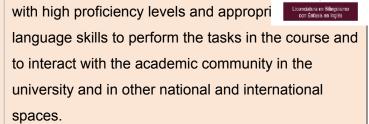| Learning Outcomes relationship	
Learning Outcomes Licenciatura en Bilingüismo	**Learning Outcomes course related:** By the end of the semester, the students will be able to:

1. Utiliza el español y el [a]ltos niveles de suficiencia en el ámbito social, académico y profesional, y con consciencia intercultural relacional, funcional y crítica.	1. Use English (B2 level) a[nd] with high proficiency levels and appropri[ate] language skills to perform the tasks in the course and to interact with the academic community in the university and in other national and international spaces.
2. Planea e implementa, de forma flexible y creativa, actividades de enseñanza y aprendizaje que generan 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, socioculturales y económicas de diversos contextos educativos/los educandos.	2. To acknowledge and foster the use of different professional development strategies such as webinars, observations and attending ELT events.
	3. Plan lessons individually or collaboratively integrating the technological tools available according to the realities of the Colombian students. The plans follow a defined procedure and the national and institutional guidelines for teaching English.
	4. To provide input and opportunities for participants to plan, design and adapt tasks based on learners' context needs and interests that incorporate ICT tools.
3. Incorpora reflexivamente y con criterio pedagógico el uso de las TIC en el desarrollo de procesos educativos.	5. To discuss and reflect on 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 leads participants to make accurate decisions that positively impact their learning process.

Methodology

Each week there will be a mixture of input sessions, reflective discussion activities related to this input and to prepare readings or other types of input from the references suggested and those that you access. Also, we will be involved in practical activity sessions prepared by the participants, involving specific topics from the syllabus. Students will be encouraged to develop, share and critique worksheets, poster sessions, and readings. Through classroom observation, specific written assignments or tasks, the teachers to be will demonstrate the awareness, achievement and improvement of teaching skills. There will be several video conferences with teachers and academics were students will be invited to interact with different perspectives of

the global ELT scenario. Attendance, participation, collaborative d commitment to work are essential parts of the learning process, especial ocusing on developing teaching skills.

Assessment

Throughout this course, teachers in development will be assessed, including group work and individual performance. Theoretical & Practical tasks and assignments and a final evaluation will be considered. Written reports on classroom´s observations or other assignments must be completed. 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.

EVALUATION	PRODUCTS	CRITERIA	COMPETENCIES
FIRST TERM 30%	1-Oral task (Self-reflection as a learner) (15%) 2- Written reflection. (15%) 1 (learning)	Achievement based on language accuracy and fluency. Thoughtful critical comments	Autonomy Self-Reflection and self-evaluation skills Awareness Articulation of theoretical concepts with classroom practice
SECOND TERM 30%	1. Designing a learning guide 1 (15%) 2.Poster Session (assigned readings) (15%)	Achievement based on language accuracy and fluency. Thoughtful critical comments Language (Grammar & Vocabulary)	Autonomy Self-Reflection and self-evaluation skills Awareness Articulation of theoretical concepts with classroom practice

RM 40%	1- Practical teaching activity 1 (20%)	Listening and speaking.	Autonomy Awareness
	2- Final Task based on the theoretical issues and practice (20%).	In the final exam, a reading and writing learning guide.	Self-Reflection and self-evaluation strategies Post Lesson self-evaluation Articulation of theoretical concepts with classroom practice

Professional Awareness

As teachers to be, they are expected to have a degree of professionalism.

A professional teacher ….

🖱 arrives punctually for input sessions and attends 100% of the course

🖱 calls in or mails to inform the tutor of lateness or illness.

🖱 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 things to improve objectively

🖱 participates fully in input sessions

🖱 takes notes and remains quiet when observing colleagues

TENTATIVE CALENDAR

	TOPICS	PRODUCTS AND TASKS	READINGS
Week 1:	Program Presentation Professional Development definition	"Getting to know ourselves" Activity Syllabus	Highlight competences to be developed throughout the course. Richards and Farell (2005). What is Professional Development?

	The Context of English Language Learning	Understanding the concept of Professional Development	Raise aw... importance of paying ca... emotional intelligence Identify learners' needs and interests.
Week 2:	Describing learners Children learning a foreign language. The Colombian context of ELT	Oral task guidelines	Harmer, J. (2015) The Practice of English language Learning Ch 5 "Being learners" Cameron, L. (2001) Teaching Languages to Young Learners Ch 1 "Children Learning a Foreign Language" **Professor Presentation.** **Suggested reading** Oxford University Press. (2020) Learner Autonomy. https://oupeltglobalblog.com/2013/01/29/learner-autonomy/
Week 3:	Language learning strategies The context of language use The user/learner's competences Approaches and methods The Learner: motivation and autonomy	<mark>Self-reflection presentations</mark>	Council of Europe. (2018). Common European Framework of Reference for Languages. Ch 4 "Language Use & Language User/Learner" Council of Europe. (2018). Common European Framework of Reference for Languages. Ch 5 "The User/Learner Competences"
Week 4:	Communicative competence. BLRs & Suggested curriculum The teacher	Analyze suggested curriculum and learning aims Common European Framework and	Exploring the BLR's and Suggested Curriculum. **Assign readings Week 5**

	Sample Lesson analysis	Communicative competence.	
Week 5:	Teaching: Grammar Vocabulary	<mark>Written reflection due date</mark> <mark>Designing a learning guide:</mark> <mark>Draft and feedback (Teaching vocabulary)</mark> **Drafting.**	Planning a lesson- Jack Richards (2012) – Ubaque- Casalles (2020) Harmer, J. (2015) The Practice of English language Learning Ch 14 " Teaching vocabulary" Pinter, A. (2017). Teaching young learners. Ch 7 "Teaching Vocabulary & Grammar"
Week 6: Asynchronous class	Learning guide: Teaching grammar and vocabulary	<mark>Designing a learning guide:</mark> <mark>Draft and feedback (Teaching vocabulary)</mark> **Final draft.**	Harmer, J. (2015) The Practice of English language Learning Ch 13 " Teaching Grammar"
Week 7:	Task-Based learning	Task purpose, demands and support.	Cameron, L. (2001). Teaching Languages to Young Learners Ch 2 "Language Learning Through Tasks & Activities
Week 8:	Teaching pronunciation Asking questions	<mark>Poster session</mark> Elicitation & asking questions Bloom's taxonomy	Harmer (2015). Teaching pronunciation. Scrivener (2005). Teaching phonology. Ur (2001). Teaching pronunciation. BBC. Asking questions: referential and display questions. Usmani, Ayouni, Samad &Fitriani (2018)Teachers' elicitation: inviting others to speak.
Week 9: **2 weeks**	Teaching listening and speaking (2 weeks). Teaching Listening and speaking: beliefs, challenges, strategies and procedures	<mark>Teaching Listening</mark>	Harmer (2015). Ch 18 How to teach listening.
Week 10:			

	Design Practical session one: (Teaching Speaking & listening)	Teaching Speaking Designing the task and lesson for the practical session according to the target population Presenting the practical session for feedback	Harmer (2015).Ch 20 H ...aking. Pakula (2019) Teaching speaking.
Week 11:		Practical session one: Lesson Delivery (Teaching Speaking & Listening)	
Week 12:	Teaching reading and writing (2 weeks)	Teaching Reading	Mora (2012) La literacidad y el aprendizaje de Lenguas. Harmer (2015).Teaching reading.
Week 13:	Writing	Teaching writing	Harmer (2015). Teaching writing.
Week 14:	Reflection of the course.	Self-assessment	Closure of the course. Reflection.
Week 15: Exam week	Final task	Focused on the process developed. Design a learning guide based on reading and writing. KWL	

References

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Harmer, J. (2015). The Practice of English Language Teaching. Pearson Education limited.

Jack C. Richards, Thomas S. C. Farrell. Planning your Teaching. Publisher: Cambridge University Press.

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Richards, J. C., & Farrell, T. S. C. (2005). Professional development for language teachers: Strategies for

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Trilling, B., Fadel, C.(2009). 21st century skills. Learning for life in our times. San Francisco, Jossey-Bass.

Ubaque-Casallas, D. F., & Aguirre-Garzón, E. (2020). Re-Signifying Teacher Epistemologies Through Lesson

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Ur, Penny (2003) A Course in Language Teaching Practice and Theory. CUP.

Scrivener, J. (2005).*Learning Teaching*. Macmillan editors

Digital Resources created by the Professors of the course.

https://drive.google.com/drive/folders/1pOpDxcIb4WtxeJRQp4XZwC3dPdNW2krs?usp=sharing