UNIVERSIDAD TECNOLOGICA DE PEREIRA

FACULTAD DE BELLAS ARTES Y HUMANDIADES

LICENCIATURA EN BILINGÜISMO CON ÉNFASIS EN INGLÉS

ELT PROFESSIONAL DEVELOPMENT COURSE

Code: LI715 G1 Tuesdays 3-7 P.M.

LI715 G2 Tuesdays 7-11 A.M.

LI715 G3 Fridays 7-11 A.M.

Type of course: Theoretical

Prerequisite: Applied Linguistics

Semester: 2024-1

Number of Credits: 4

In-class time: 4 hours a week

Autonomous work: 8 hours a week

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GROUP 1: Classroom Link: https://classroom.google.com/c/NjE2OTkzMjE0NTYy?cjc=lsfsleu

GROUP 2: Classroom Link: https://classroom.google.com/c/NjE2OTQ5MTkzNTg5?cjc=wizpaw4

GROUP 3: Classroom Link: https://classroom.google.com/c/Njl4NTc0MzMxNjcz?cjc=2ibsb4y

Important note: This program was designed by PhD Nora Lucia Marulanda Angel and PhD (c) John Fredy López Burgos. It has been created to fit into the new trends of ELT and different teaching styles.Latest version was carried out by MD Duván Cardona Gallego, MD Laura Norela Alfonso Bermudez and PhD (c) John Fredy López Burgos.

"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 en Bilingüismo con énfasis en Inglés. 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 Transition 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 pre-service teachers required 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.

Objectives

Train professionals in bilingual settings to perform as English Teachers; who are capable of utilizing disciplinary knowledge and integrating ICTs to communicate in multidisciplinary teams and who are able to adapt to changing contexts and to commit to ongoing education.

Train teachers with a critical sense capable of comprehending, analyzing, evaluating and implementing linguistic and educational policies at local, national and international levels.

Competences

CGP 1: Use the communicative competence in English and Spanish to achieve social, professional, academic, and evaluative goals in an iterative manner as part of their professional development

CGP 4: Develop digital literacy to perform in social, academic, professional settings in their daily lives.

CGP 5: Apply research knowledge and interdisciplinary epistemological traditions in the educational field of bilingual education with curricular administrative, didactic, methodological, and evaluative purposes.

CGP 6: Use research, disciplinary, pedagogical, and technological knowledge that allows pre-service teachers to select, create, implement and evaluate resources and activities to support linguistic and cultural teaching and learning processes of their own as well as their students and in face to face, hybrid and virtual settings.

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:	**Product/Instrument**
RAP1: Usa el inglés y el español con un nivel de competencia C1.	RAA 1 Use English and Spanish with high proficiency levels when submitting pedagogical reflections, essays, written/oral products. RAA 2 Synthetize main ideas, key concepts, essential words through graphic organizers.	Self-reflection presentation #1 Oral presentation #2 Oral presentation #3 Oral Presentation #4 Flow map Mind Map Conceptual map
RAP 2: Planea, ejecuta y evalúa experiencias de enseñanza y aprendizaje para la educación bilingüe con el propósito de responder a necesidades de diversos contextos educativos.	RAA 3 Plan and implement in a flexible and creative way learning and teaching activities to foster appropriate bilingual settings to respond to cognitive, communicative, assessment, sociocultural, and sustainable needs of a variety of educational contexts when planning and reflecting on their practicums. RAA 4 Reflect critically about lessons identifying areas of successful implementation and aspects that can be ameliorated.	Poster Activity: connecting learning 21st century skills and the suggested curriculum. First reflective lesson on Practicum I Second reflective lesson on Practicum I
RAP 3: Emplea su literacidad digital en el desarrollo de procesos educativos, académicos e investigativos.	RAA 5 Utilize digital literacy to present graphic organizers and written products in	Conceptual map Flow map

	creative ways to demonstrate understanding of pedagogical English teaching principals.	Mind Map Design Task of Project First reflective lesson on Practicum I Second reflective lesson on Practicum I
RAP 5: Exhibe comportamientos fundamentados en valores éticos, cívicos e interculturales en su rol como licenciado en bilingüismo.	RAA 6 Use theoretical insights to support key considerations and pedagogical principles related to the process of teaching and learning English as a foreign language respecting authors and providing credits for taken ideas.	Lesson observation and description report Self-reflection presentation #1 Oral presentation #2 Oral presentation #3

Methodology

Each week there will be a mixture of professor-led sessions, reflective discussion activities related to readings and other types of input suggested in the references and those that you may access. Also, students will design practical activity sessions involving specific topics from the syllabus. Students will be encouraged to develop, share and critique worksheets, poster sessions, and readings. Through classroom observations, specific written assignments, or tasks, students will demonstrate their 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 focusing on developing teaching skills.

Assessment

Throughout this course, teachers in development will be assessed, including group work and individual performance. Theoretical and practical tasks and assignments will be carried out. Written reports on classroom observations or other assignments must be completed. These will be graded using analytic rubrics that encompass dimensions such as content knowledge, practical application, grammar, vocabulary, and pronunciation. Due dates will be programmed according to the development of the whole course.

EVALUATION	PRODUCTS	CRITERIA	COMPETENCIES

FIRST TERM 30%	Oral task (Self-Reflection as a learner) 35% Class observation (Video-clip and written reflection) 35% In and out classwork (participations, readings, conceptual maps, guiding questions) 30%	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 40%	First reflective session on Practicum I 30% Class presentations (Assigned readings) 30% Conceptual map design and/ or note-taking 30% In and out classwork (participations, readings, conceptual maps, guiding questions) 10%	Achievement based on language accuracy and fluency. Thoughtful critical comments Listening and speaking lesson design (grammar and vocabulary)	Autonomy Self-Reflection and self-evaluation skills Awareness Articulation of theoretical concepts with classroom practice
THIRD TERM 30%	Second reflective session on Practicum I 60% In and out classwork (participations, readings, conceptual maps, guiding questions, self and co-evaluation) 40%	Reading and writing lesson: Test, task, and rubric design Project-based components	Autonomy Awareness Self-Reflection and self-evaluation strategies

Professional Awareness

As pre-service teachers, they are expected to have a high degree of professionalism.

A professional teacher ….

- Arrives punctually for input sessions and attends 100% of the course

- Calls in or mails to inform the professor 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 professor'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 professor's, colleagues' and students' suggestions and put them into practice

- Is able to assess his / her strengths and things to objectively improve

- Participates fully in input sessions

- Takes notes and remains quiet when observing colleagues

TENTATIVE CALENDAR

	TOPICS	PRODUCTS AND/OR TASKS	READINGS
Week 1:	Program Presentation	Syllabus	Highlight competences to be developed throughout the course.
	Professional Development definition	Discussion: Understanding the concept of Professional Development (teachers' learning)	Richards and Farrell (2005). The Nature of Teacher Education, Chapter 1.
	The Context of Learning in the 21st Century Skills every child needs to have (video): https://www.youtube.com/watch?v=z_1Zv_ECy0g	Conceptual map	Trilling, B. & Fadel, C. (2009) 21st Century skills for learning. Chapter 3. *"Learning & Innovation Skills"*

Week 2:	Guiding questions for self-reflection	Self-reflection guidelines	Harmer, J. (2007) The Practice of English language Learning Ch 5 "Describing learners"
	Describing learners	Self-reflection presentation #1	
Week 3:	Children learning a foreign language	Guiding questions	Cameron, L. (2001) Teaching Languages to Young Learners Ch 1 "Children Learning a Foreign Language"
	Language learning strategies	Supporting second language children's content learning and language development. Oral presentation #2	Oxford, R. Teaching English as a Second or Foreign Language. In Celce-Murcia. (2004).
Week 4:	The user/learner's competences	Guiding questions	Scrivener (2005). Learning Teaching .Ch 5. Classroom Management.
	* The teachers' competences: Classroom management: giving instructions, eliciting information	Oral presentation #3	Council of Europe. (2018). Common European Framework of Reference for Languages. Ch 5 "The User/Learner Competences"
Week 5:	Classroom management: giving instructions, eliciting information	Guiding questions	Harmer (2007). Managing for success. Ch 9
	The Colombian context of ELT BLRs & Suggested curriculum	Analyze suggested curriculum and learning aims	Exploring the BLR's and Suggested Curriculum.
		Poster Activity: connecting learning 21st century skills and the suggested curriculum.	Council of Europe. (2018). Common European Framework of

			Reference for Languages. Ch 4 "The User/Learner Competences" (Only to consult)
Week 6:	Teaching vocabulary and grammar	Discussions, reading activities, guiding questions Graphic Organizer (Horizontal Flowchart)	Painter, A. (2017). Teaching young learners. Ch 7 "Teaching Vocabulary & Grammar" Lazaraton, A. Teaching English as a Second or Foreign Language. In Celce-Murcia. (2004).
Week 7:	Guidelines for observation report Sample Lesson analysis	Lesson observation and description report First reflective lesson on Practicum I	Practicum video Lesson and Guidelines for observation Report
Week 8:	Guidelines for observation report Sample Lesson analysis	Lesson observation and description report First reflective lesson on Practicum I	Practicum video Lesson and Guidelines for observation Report
Week 9:	Listening and Speaking	Discussions, reading activities, workshops	Harmer (2007). Teaching speaking. Ch 20. Harmer (2007).Teaching Listening. Ch 18.
Week 10:	Reading and writing	Guiding questions: Aural Comprehension	Ediger, A. Teaching Children Literacy Skills in a Second Language. In M. Celce-Murcia (2004). Kroll,B. Considerations for Teaching an ESL/EFL Writing Course. In M. Celce-Murcia (2004).
Week 11:	Material design (Product focusing on skills) - ICT	Guiding Questions Sample Material Creation	Eshet-Alkalai, Y. (2004). Digital Literacy: A Conceptual Framework for Survival Skills in the Digital Era. *Journal of Educational Multimedia and Hypermedia 13(1),93-106*
Week 12:	Guidelines for observation report	Lesson observation and description report	Practicum video Lesson and Guidelines for observation Report

	Sample Lesson - Materials analysis	Second reflective lesson on Practicum I	
Week 13	Guidelines for observation report Sample Lesson - Materials analysis	Lesson observation and description report Second reflective lesson on Practicum I	Practicum video Lesson and Guidelines for observation Report
Week 14:	Supporting learning	Guiding questions Graphic organizer	Hawkins, B. Supporting second language children's content learning and language development in k-5. In M. Celce-Murcia (2004). Eyring, J. Experiential and negotiated Language Learning. In Celce-Murcia (2004).
Week 15:	Teacher wellbeing	Group dynamic	Damásio et al. (2013). Meaning in life, psychological well-being and quality of life in teachers.
Week 16:	Assessment	Guiding Questions Oral Presentation #4	Cameron, L. (2001) Teaching Languages to Young Learners Ch 10 "Assessment and Language learning" Giles, A. (2018) The assessment practices of emergent bilinguals: Supporting English language learners. International Multilingual Research Journal, 12:1, 62-64,

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Trilling, B. & Fadel, C. (2009). *21st century skills: Learning for life in our times*. San Francisco:

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Web sites

Dr. Laura A. Jana (2018). Skills Every Child Will Need to Succeed in the 21st century. Retrieved from:

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