Course:	Práctica Pedagógica en Educación Básica Primaria
Code:	LB 935
Pre-requisite:	LI723 Curriculum design
	LI715 Professional development
Type of course	Practical course
Course hours:	5 in-class hours – 10 hours of autonomous work
Credits	5
Professors:	Clara Inés Gonzalez Marín/Juan Sebastián Gómez
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Online Management System: Drive

1. Justification

The course of the pedagogical 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 BA *in Bilingualism with an Emphasis in English Language Teaching* program, 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 BA in Bilingualism 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. 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.

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)

2. Objectives of the Licenciatura Program

Objetivo 1: Formar licenciados en el campo del bilingüismo con competencia C1 en inglés y español, con capacidad de integrar los conocimientos disciplinares, pedagógicos e investigativos en sus prácticas educativas y con competencia intercultural y digital.

Objetivo 3: Generar espacios que contribuyan a la formación en ciudadanía para el siglo XXI, al desarrollo humano pleno, a la toma de posturas críticas y democráticas hacia problemáticas del contexto y el mundo, en el marco de la sostenibilidad ambiental.

3. Generic and professional competences of the Licenciatura Program

El licenciado en Bilingüismo con Énfasis en inglés será competente para:

1. Usar su competencia comunicativa en inglés y español para cumplir con propósitos sociales, profesionales y académicos y evaluarla iterativamente como parte de su desarrollo profesional.
2. Trabajar colaborativamente en equipos disciplinares, multidisciplinares e interdisciplinares con capacidad de adaptarse a diferentes contextos, aplicando valores de respeto por la diversidad.
3. Desarrollar la literacidad digital para desempeñarse en ámbitos sociales, académicos, profesionales y de la vida cotidiana.
4. Aplicar saberes, procesos de investigación y tradiciones epistemológicas interdisciplinares en su práctica educativa en el área de la educación bilingüe, con fines curriculares, administrativos, didácticos, metodológicos y evaluativos.
5. Emplear el conocimiento investigativo, disciplinar, pedagógico y tecnológico que permitan la selección, creación, implementación y evaluación de recursos y actividades para apoyar la enseñanza y el aprendizaje lingüístico y cultural, tanto propio como de sus estudiantes, en ambientes presenciales, híbridos y virtuales.
6. Asimilar los enfoques críticos, relacionales y funcionales de la interculturalidad que permitan al sujeto bilingüe cuestionar continuamente la cultura de su lengua materna (español) y de otras lenguas y visibilizar maneras distintas de saber, ser, hacer y vivir en una sociedad multicultural.
8. Mantener su compromiso como ciudadano del mundo para aportar a la sostenibilidad ambiental desde el entorno donde actúa.

4. Learning Outcomes (LO):

The following chart is divided into three columns. The column on the left specifies the LOs of the Licenciatura. The one in the middle, shows the LOs the course will explicitly contribute to develop (there may be some others to which the course may contribute indirectly); and on the right column, you will be able to see the way this course will assess the LOs mentioned.

BA in Bilingualism with an Emphasis in English Language Teaching Learning Results	Learning outcomes of the subject Pedagogical Teaching Practicum in Elementary School	Assessment of the subject's learning outcome
1. Usa el inglés y el español con un nivel de competencia C1	Use L1 and L2 with a C1 proficiency level.	Implementation of rubrics for the assessment of oral presentations, reflective essays, feedback sessions, and podcast final product.
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.	Plan and implement context-coherent lessons that blend language, functions and themes, in which he/she uses English as a medium to teach and reinforce content of other subjects. Reflect upon his/her teaching process with the purpose of improving his/her professional skills	Lesson plans and reflections. Feedback after class observation. Expanding feedback after reflection.
3. Emplea su literacidad digital en el desarrollo de procesos educativos,	Design and adapt material for the development of academic activities based on school and student's needs.	Use of ICT's to support his/her teaching experiences.

académicos e investigativos.		
5. Exhibe comportamientos fundamentados en valores éticos, cívicos e interculturales en su rol como licenciado en bilingüismo.	Understand and promote ethical, civic and intercultural principles to enhance democratic citizenship at educational institutions.	In-service teacher's evaluation. Class observation, feedback and reflection.

5. Content

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
Reflective teaching	González, C.I., Marín, N. & Caro, M. A. (2018). El rol de la reflexión en la práctica pedagógica: Percepciones de docentes de idiomas en Formación. Cuadernos de Lingüística Hispánica, (32), 217- 235. http://www.scielo.org.co/pdf/clin/n32/2346-1829-clin-32-217.pdf
Working with young language learners	Halliwell, 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 DBAs and Mallas de Aprendizaje	Ministerio de Educación Nacional. (2006). Formar en Lenguas Extranjeras El reto: Estándares Básicos de Competencias en Lenguas Extranjeras: inglés.

DBAs and Mallas de Aprendizaje	MEN 2016. Mallas de aprendizaje de inglés para transición a quinto de primaria.
Assessment of young learners	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 preschool 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	Halliwell, S. (1992). Teaching English in the primary classroom. Chapter 3. Longman group. Ulloa Salazar, G., & Díaz Larenas, C. (2018). Using an audiovisual materials-based teaching strategy to improve EFL young learners' understanding of instructions. *HOW, 25* (2), 91-112. https://doi.org/10.19183/ How.25.2.419
Classroom management; keeping discipline in the classroom	Brown, H. D. (2001). Teaching by Principles: An interactive approach to language pedagogy 2nd edition. Longman. Sulish, M. (2004). Keeping Discipline in the Classroom. English Teaching Forum, 32-36. Moon, J. (2005). Children Learning English: a guidebook for English language teachers. Macmillan books for teachers.
Bringing creative teaching into the young learner classroom: chapter 6 Recycling language, 9 Listening activities: something different, Using classroom language/Repetition	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

drills. Materials design and its use	Course's blog
Being realistic	Halliwell, S. (1992). Teaching English in the primary classroom. Chapter 3. Longman group.
Using songs in the EFL primary classroom – Gamification	Cameron, L and McKay, P. (2015). Bringing creative teaching into the young learner classroom. Oxford and Course's blog.

6. 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, feelings 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*

considering students' assimilation of skills and concepts into diverse, personalized, individualized models of the English language and EFL pedagogy.

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, among others. The practitioners will:

- Attend class sessions and will plan 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 their corresponding written reflections.*** Practitioners must upload their lesson plans, reflections and evidence in a folder created by professors on One 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
- Write reflective reports of classes observed.
- Participate in oral presentations.
- Read and sign the corresponding minutes provided by UTP's Practicum's Office

Stage 2

Pre-service teachers are expected to teach English (in L2) 3 hours a week in a public school selected by the Licenciatura in accordance with all the procedures and requirements of MEN and the University. Pre-service teachers will use the lesson plan format 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 in a real Colombia setting.

Students are expected to:

1. Planning, designing, teaching and grading in real Colombian scenarios.
2. Follow the GTP protocol and the PEI of the school where the teaching practicum will be conducted.
3. We will use One Drive to keep track of content, assignments, activities, 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)

- 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 Protocol and Guidelines.

- Follow school's guidelines and PEI.

- Design, prepare, analyze and implement activities to be shared with students during class meetings.

Lesson Planning: Pre-service teachers should plan their class activities following the proper guidelines and lesson plan formats designed for this particular purpose. 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 plan is included

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. Pre-service teachers are expected to keep all their lesson plans and their reflections in the corresponding folders. UTP's facilitator will give pre-service teachers some feedback to keep improving 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/ reach late three (3) 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.
* In case of a UTP student's strike, pre-service teachers will continue with school classes normally.

7. Course Evaluation

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

First term evaluation (30%)

- Oral presentation (10%)
- In and out of class work, forum entries based on readings, in-service teacher observation report and quizzes (10%)
- First term exam based on content previously discussed in class (10%)

Second term evaluation (20%)

- Portfolio (first cut): Planning and reflecting (10%)
- Written reflective essay (5%)
- In and out of class work, assignments, quizzes, class participation (5%)

Last term evaluation (50%)

- in-service teacher's assessment (5%)
- Portfolio last cut: lesson plan, reflection, class observation, and final grades of students (20%)
- Final Academic Report) (10%)
- Reflective podcast (15%)

    Important: Podcasts submitted by practitioners will be used in classes only for academic purposes and not to be published on Social media. UTP's practitioners should follow *Acuerdo 19 de 2019 UTP. Practitioners of licenciatura en Bilingüismo con Énfasis en Inglés of UTP should also follow the document Protocolo Prácticas.*

8. Bibliography:

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- Different sources gathered from:

  http://eric.ed.gov/?q=reflective+teaching+&pg=4 such as Reflective Teaching, Managing the Language Classroom and Teaching English to Young Learners.

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- Emery, E. & Rich, S. (2015). Teaching English to Young Learners. English Language Teacher Development Series. TESOL