PRÁCTICA PEDAGÓGICA EN EDUCACIÓN SECUNDARIA Y MEDIA

This document has the course program and relevant information for practitioners to start their practicum.

Universidad Tecnológica de Pereira
Facultad Bellas Artes y Humanidades

Licenciatura en Bilingüismo con Énfasis en Inglés

Course: Práctica Pedagógica en Educación Secundaria y Media (L2)
Code: LB026
Credits: 6

1. General Description

The current situation in Colombia and the region demands teachers who can face the challenges found in state and private institutions around the field of learning and teaching the English language in order to meet the goals established by the National Ministry of Education. Challenges such as lack of resources, learners' attitudes towards the target language, number of students in class, among others, are some of the issues English teachers are facing nowadays. The context of Pereira (Risaralda) requires English teachers equipped with strong competences in language, pedagogy and research in order to find significant alternatives that enable them to develop a context-sensitive methodology for the teaching of English. Each institution will require the practitioners to display specific professional skills, among which could be: interpersonal skills, communication skills, leadership skills and others. The effort made by Ministry of Education with projects such as *Bilingüismo en Colombia 2019, Programa de Fortalecimiento al Desarrollo en Lenguas Extranjeras 2010-2014* and the current National Bilingualism Project have evidenced the need of consolidating the language policy in the country, involving other sectors of society, and supporting education in primary and high school, among others. Thus, the program must consider and include the suggestions given by the MEN so that English Language teachers of the program contribute to the achievement of the aims proposed by the MEN for the years 2015-2025.

The *Teaching Practicum in secondary education* course is designed to help the practitioners strengthen their knowledge base in English language teaching (pedagogical knowledge, content knowledge, and pedagogical content knowledge). They will teach in real classroom scenarios by following current methodologies for the teaching of English. For this practicum, the course tutor will give constant feedback on the practitioners' professional development and will guide them to (re)define their teaching skills. Reflection upon classroom scenarios will be oriented during Grand and Individual Meetings and through a peer-coaching project (see Methodology below).

2. Objectives

- ✓ To design lessons aligned with national education standards and English communicative competence.
- ✓ To promote team-work among participants so as to strengthen contemporary practices in ELT.
- ✓ To promote constant reflection among practitioners so they adjust their practices to learners' interests and needs.
- ✓ To align planning, teaching, assessment, etc. with the aims proposed by the Mynistry of Education.
- ✓ To observe, reflect and propose alternatives to innovate or face different classroom issues based on theoretical foundations.
- ✓ To refine teaching techniques and strategies through constant reflection upon teaching practices.

3. General Competences to be developed in the course

- ✓ Use current methodologies for the teaching of English.
- ✓ Manage language teaching through a coherent lesson planning.
- ✓ Integrate language skills in English lessons.
- ✓ Reflect critically upon language and classroom management issues, finding alternatives to solve them.
- ✓ Manage classroom environment effectively.

4. Specific Competences

- ✓ Learn and apply principles of task-based and content-based teaching.
- ✓ Plan a syllabus and lesson plans which are coherent and blend language, function and content.
- ✓ Plan and implement lessons in which learners use English as a medium to learn (or reinforce) contents in other subjects.
- ✓ Develop critical thinking skills by identifying, discussing and proposing solutions for issues related to students' language learning and classroom management.
- ✓ Use classroom management techniques.
- ✓ Select, adapt and design material for ELT, taking into account the target population.
- ✓ Develop skills to adapt and design challenging tasks, based on theory provided and taking advantage of ICT's.
- ✓ Become familiar with linguistic competences and standards used in ELT.
- ✓ Develop teaching skills through the constant discussion, observation and analysis of theory.
- ✓ Extend knowledge and awareness of important linguistic aspects needed as teachers/learners.

5. Methodology

The *Práctica Pedagógica en Educación Secundaria y Media* course is designed on the basis of Content-based approach, particularly with a content-driven emphasis. The practitioners will develop pedagogical and linguistic competences that will expand their knowledge and awareness of English Language Teaching principles. There will be Grand meetings (the whole group). In this case, all the practitioners will get together and reflect upon issues which are relevant for the whole group. The Grand meetings will be input sessions in which the practitioners share experiences with the whole group and reflect critically on theory and their practicum. Furthermore, workshops, debates, oral interactions, reports, etc. will be implemented.

There will be also Grade meetings with the course tutor in some of the three-hour sessions, the course tutor and the practitioners will hold discussions regarding the specific grades they are teaching. Written evidence will be collected. Ideally, the pre-service teachers will bring their portfolios in which lesson plans, tasks, and materials of classes taught and to be taught will be analyzed with the purpose of reflecting and providing feedback that enables them to guide realistic and successful lessons. In addition, practitioners will share issues experienced in the classroom which affect the proper development of the class, as well as the aspects that go well. The constant reflection on theory and practice will lead practitioners to find alternatives to improve the teaching-learning process in the course they guide. Cooperative learning will be also promoted by sharing ideas, strategies, etc. they have used throughout the course. The course will also include classroom observations. Each practitioner will be observed at least once.

Schoology platform will be used in the course in order to generate discussions, to share information, and to promote autonomy as well as collaborative learning. Finally, documents in English and Spanish will be prepared by practitioners as a way to continue the development of CALP in both L1 and L2.

6. Contents

Content	Suggested readings
Practicum implications and protocols	Course syllabus, formats and protocols
Lesson planning	Suggestions and constraints
Peer coaching: Living the practicum collaboratively	Maley, A & Peachey, N. (2010) "Creativity in the English Language Classroom". British English
Portfolios: A tool for the practicum	Yin, M. (2014). Portfolio assessment in the classroom. In A. Kunnan (Ed.), The companion to language assessment, John Wiley & Sons, Inc., pp. 1-18.
Maximizing Learning in Large Classes	Shamim, F. et. Al. (2007). Maximing learning in large classes: issues and options. British Council. United Kingdom.

7. Assessment criteria

Practitioners' work and performance are assessed individually and in group. The assessment includes reflections expressed in written and oral tasks that involve theory and practice. Some tasks are assessed in the grade, grand meetings or extra class and require that practitioners work cooperatively and use the ICT's. The planning framework for each term will be also graded based on the coherence among the aspects required in it. Written reflection papers, based on issues found in the lessons guided, will be graded according to the criteria adapted from the CEFRL for C1 and the pedagogical aspects required for the report. Practitioners' portfolio will be also considered in the grade meetings as part of the formative assessment. There will be a final talk in which practitioners' work in the school will be shared. The observations will be also graded and they will enable participants to reflect on their process in order to make decisions that positively affect the lessons guided in the schools.

Language proficiency will be also considered in each of the aspects above mentioned for a language user whose proficiency level is C1 (see language competences).

Percentage	Activity	Description	Submission
10	Written report	Written paper based on journals	Week 5
15	Portfolio assessment 1	Systematic kit of documents and products of the practicum: Journals, grading record, lesson plans, worksheets, attendance checklist, samples of students' progress, among others. Protocol will be used.	Week 6
5	Attendance report 1	Format filled in by school staff to control practitioner's attendance and punctuality.	Weeks 2 to 7
20	Class Observation	In situ or video-recorded observation of a class guided by the practitioner. Protocol will be used.	Weeks 3 to 16
15	Portfolio assessment 2	Systematic kit of documents and products of the practicum: Journals, grading record, lesson plans, worksheets, peer coaching formats, attendance checklist, samples of students' progress, among others. Protocol will be used.	Week 16
5	Attendance report 2	Format filled in by school staff to control practitioner's attendance and punctuality.	Weeks 8 to 16
10	Peer coaching strategy	Peer tutoring, observation and feedback during the practicum. Written report will be collected.	Week 15
10	In-service teacher assessment	Evaluation format filled in by in-service teacher about practitioner's performance.	Week 16
10	Final reflection paper	Written paper based on journals and first written report	Week 17

8. Materials

1. Practitioners' lesson plans
2. Articles related to course topics (see *Contents* above)
3. Practitioner's online Portfolio
4. Standards for learning English (El Reto)
5. Online documents about Metohdology, curriculum and evaluation.
6. National Bilingualism Policies and related documents.

Educational Internet resources to learn how to create online tasks:

- www.eslvideo.com
- http://www.breakingnewsenglish.com/
- http://americanenglish.state.gov/
- https://voicethread.com/
- http://www.dvolver.com/moviemaker/make.html
- Google Docs
- http://www.textivate.com/
- http://vocaroo.com/
- http://www.screencast-o-matic.com/
- http://domo.goanimate.com/
- http://goanimate.com/
- Others suggested by the course teacher and participants.

9. References

- Coetzee, S., Van Niekerk, E., & Wydeman, J. (2008). An educator's guide to effective classroom management. Hatfield, South Africa. Van Schaik Publishers.
- Council of Europe (2001). The common European framework of reference for languages: learning, teaching and assessment. Cambridge: Cambridge University Press.
- Halliwell, S. (2006). Teaching English in the primary classroom. Longman, Pearson Education.
- Harmer J., (2011). The Practice of English Language Teaching. Pearson & Longman.
- Ministerio de Educación Nacional. (2006). Formar en Lenguas Extranjeras: El reto.
- Nunan D., (2004). Task-based Language Teaching. Cambridge University Press.
- Oxford R. (1990). Language Learning Strategies. What Every Teacher should know. Heinle & Heinle.
- Richards, J. & Rodgers, T. (1999). Approaches and methods in language teaching. Cambridge: Cambridge University Press.
- Scrivener, J. (2005).Learning teaching.Macmillan editors.
- Thornbury, S. (1997). About Language Tasks for Teachers of English. Cambridge: CUP.
- Teaching CLIL lessons: https://www.teachers.cambridgeesol.org/ts/teachingqualifications/clil
- New guide for the Teaching Practicum. MEN
- Shamim, F. et. Al. (2007). Maximing learning in large classes: issues and options. British Council. United Kingdom.
- Yin, M. (2014). Portfolio assessment in the classroom. In A. Kunnan (Ed.), The companion to language assessment, John Wiley & Sons, Inc., pp. 1-18.