1. **INFORMACIÓN BÁSICA**

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| 1.1. Facultad | Educación y Ciencias Humanas | 1.2. Programa | Licenciatura en Lenguas Extranjeras con Énfasis en inglés. | | |
| 1.3. Área | Second Language Curriculum, Pedagogy and Research | 1.4. Curso | Foreign Language Teaching in Practice II (Práctica de campo I) | | |
| 1.5. Código | 212350 | 1.6. Créditos | 3 | | |
| 1.6.1. HDD | 48 | 1.6.2. HTI | 48 | 1.7. Año de actualización | 2020 |

1. **JUSTIFICACIÓN**

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| The course of Foreign Language Teaching Practice II, is offered in the seventh semester to equip student-teachers with the necessary knowledge and tools for language planning and teaching they will face in the production and teaching cycle. This course caters for student’s development of professional competences such as the understanding and application of theories of language teaching and learning, latest language teaching trends, and the importance of the inter-cultural component in language teaching and learning. Besides, the comprehension and evaluation of national policies that guide foreign language teaching, according to learners’ needs in their regions, and the evaluation and selection of technological resources in the language teaching and learning process will be addressed as well. |

1. **PROPÓSITOS DE FORMACIÓN**

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| The course of Foreign Language Teaching Practice II, provides students with the necessary knowledge of the theory of teaching and learning of English as a foreign language and national policies about bilingualism to prepare them for their teaching practice.  **Course Goal.** On the completion of this course, students will be able to demonstrate an understanding of the principles that guide the teaching and learning process at the primary level. |

1. **COMPETENCIAS ESPECIFICAS Y TRANSVERSALES**

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| By the end of this course, students will be able to   * Demonstrate and understanding of the cognitive, socio-cultural, and socio-cognitive principles that guide the teaching and learning processes. * Follow the guiding principles of TBL, PBL, CLIL and GBA in the design of units and lessons. * Recognizes interculturality as an essential element of language teaching and learning and includes cultural elements in their units and lessons. * Demonstrate and understanding of the principles and structure of the English suggested curriculum. * Follows the backward design steps for planning units and lessons * Use technological resources in their units and lessons appropriate to their learners needs. * Designs assessment and evaluation tools. * Work collaboratively through the latest networking tools. |

1. **LEARNING OUTCOMES**

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| By the end of the course, students will:   * Identify and includes essential elements for communicative use of language within lessons. * Apply the backward design process in the design of English language teaching unit plans in primary and secondary levels. * Design tasks for the development of meaningful learning experiences within units and lessons in primary and secondary levels. * Plan units and lessons to develop effective language learning in very young, young, and adult learners. * Develops assessment tools and their corresponding evaluation criteria for the lessons designed. |

1. **COURSE CONTENT**

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| Unit 1   * Meaningful language teaching and learning (contexts for communication) * Backward design (Units and lessons) * Standardized Language Teaching and the Suggested English Curriculum   Unit 2   * Latest trends in Language teaching: Task based learning; Project Based learning, CLIL, Genre-based approach.   Unit 3   * Planning according to learners’ characteristics, needs, national bilingualism program and standards-based assessment and evaluation. |

1. **ESTRATEGIAS METODOLÓGICAS**

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| The sessions will follow a learner-centered approach in which both the students and the teacher will have a voice to create a synergic teaching and learning environment. Some strategies will include: Guided readings   * Projects. * Collaborative work (unit and lesson designs). * Microteaching and co-teaching sessions. * Reflections. * Workshops. * Discussions. * Reports. |

1. **ACTIVIDADES Y PRÁCTICAS**

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| * Microteaching sessions. These sessions require task design and development of materials to perform the tasks. * Co-teaching sessions (It requires class observation, unit and lesson plan design based on learner’s characteristics, development of materials and reflection after the co-teaching experience * Field trip (observations, interviews, interview analysis, documentary analysis, narrative and report) * Presentation at the Student Research Conference (Production of digital content to support presentations (5 minutes) of co-teaching experiences |

1. **CRITERIOS DE EVALUACIÓN PARA EL DESARROLLO DE COMPETENCIAS**

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| Assessment of student learning will include unit plans, lesson plans, microteaching and co-teaching activities, projects products. Each assessment tool has its corresponding Evaluation tool in the form of rubrics. Assessment for learning will take place during class work through observation and ongoing feedback. Three written tests will take place at the end of each term.  Outcome: All students will receive a grade ranging from 1.0-5.0. |

1. **BIBLIOGRAFÍA**

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| Clementi, D & Terrel, L. (2014) Keys to planning for learning. ACTFL 2017.  Curtain, H. & Dalberg, C. (2010) *Languages and Children: Making the Match*, New Languages for Young Learners, Grades K-8. Pearson. https://www.actfl.org/publications/books-and-brochures/the-keys-planning-learning  Council of Europe (2001). *Common European Framework of Reference for Languages: learning, teaching, assessment*. Cambridge: Cambridge University Press.  MEN (2016). *Suggested English curriculum structure*. Bogotá, Colombia. MEN: Author.  MEN (2016). *Appendix 15. Pedagogical Principles and Guidelines*. Bogotá, Colombia. MEN: Author. |
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