

**PROGRAMA DE LA ASIGNATURA:** DIDACTICA ESPECIAL Y RESIDENCIA I

**CARRERA/S:** PROFESORADO EN INGLÉS

**AÑO DE CURSADO:** 4° año

**ORDENANZA/S PLAN DE ESTUDIOS:** 430/2009

**AÑO LECTIVO:** 2023

**RÉGIMEN DE CURSADA:**

**ANUAL**

1° CUATRIMESTRE

2° CUATRIMESTRE

X

*(Marcar con una X la opción correspondiente)*

**CARGA HORARIA:** 7 hs. semanales

**DEPARTAMENTO:** LINGÜÍSTICA

**ÁREA:** LINGÜÍSTICA APLICADA

**ORIENTACIÓN:** DIDÁCTICA DE LAS LENGUAS EXTRANJERAS

**EQUIPO DE CÁTEDRA:**

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## 1. METHODOLOGY

### Course Dynamics

The new or introductory content will be presented either before attending face-to-face lessons in a Flipped Classroom fashion or in class following a Guided-Discovery/ Problem Solving approach. This means there will be instances in which concepts will be explained in different formats (videos, podcasts, live or pre-recorded PowerPoint presentations, research assignments and reading material). In addition, students will carry out a task or find solutions to a given situation in order to discover, on their own, how theory works. This type of class activity will be carried out individually, in pairs or in groups depending on the given task. The rationale behind this way of working is centering the student at the core of the teaching and learning process by providing opportunities for them to participate actively in class discussions, give their opinion, make connections to the materials provided, develop collaboration and critical thinking skills and gain independence. It is in this way that teachers become facilitators and guides for learners to build up knowledge. Moreover, this type of work maximises classroom time to clear out doubts or to work on practical ideas, as putting theory into practice is a common aspect of this subject that always causes trouble to trainees.

### Theoretical Assignments

Periodically, student teachers will carry out assignments after completing a particular topic or unit of work. The reason behind implementing this type of work lies in the idea that learners will be given the opportunity to review and consolidate what they have studied in class. Moreover, it will provide trainees

with feedback that will help them check their understanding and progress. The type of assessment will be formative and/or summative depending on the purpose of each particular piece of work. The type of assignment will vary depending on the objectives set, which are the ones that will, for example, foster critical thinking skills, putting a particular theory into practice or the development of some learning or teaching techniques. The assignments will be carried out individually, in pairs or in groups. Apart from this, pre-service teachers will be exposed to different tools, for instance, they will work with the arts, technology or more traditional options.

## Reflective Practice

Pre-service teachers will carry out a yearly project with the format of a diary on PEDCO. They will reflect not only on their academic progress, including their teaching practice, but also on their personal growth as future teachers. It will trigger new questions, thoughts and potential actions that might lead to changes in attitudes or viewpoints. In order to aid trainees' self-explored experience in this project, *Johari's window model*<sup>1</sup> for reflection will be provided. This tool will help examine aspects of student teachers' selves that they may have kept hidden or they may not be fully aware of, so they can later explore them in more depth.

Before starting the practicum, trainees will discuss the benefits of implementing *Gibbs' reflective cycle*<sup>2</sup> during their teaching practice. This model fosters the evaluation and analysis of one's own practice so as to lead to potential actions. It is important to highlight that pre-service teachers will not be simply analysing their teaching experience, but they will also be thinking about how to modify or approach particular aspects of their practice in a different way. The cycle component of this model is key to understanding that the act of reflecting is a process. Once trainees are delivering their lessons, they will be given some guiding questions that might help them reflect on their practice and keep a record of their lessons.

## Teaching Practice

Trainees will do their teaching practice at primary schools. They will cover between 8 and 10 lessons depending on the trainee's needs. There could be some exceptions in case trainees need some more time to fulfil the requirements expected for the teaching practice.

## Lesson Observations

Prior to their actual teaching, student teachers will have a period of observations in the courses they have been assigned. The purpose of these observations is for trainees:

- a) to have some previous contact with the group of learners they will teach

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<sup>1</sup> A figure of this model is included in the "annex" section.

<sup>2</sup> A figure of this model is included in the "annex" section.

- b) to identify the learners' level of English
- c) to anticipate possible problems
- d) to analyse the type of work students are accustomed to doing
- e) to consider classroom organization and teacher's management of the group.

In order to achieve this, trainees are given different observation tasks that have to be reported once their teaching practice is over.

### **Practicum**

During the observation time, trainees will design a teaching sequence including a timeline and a final project for their corresponding course. Once trainees have completed the required number of observations and have agreed with their trainers about their teaching sequence, the teaching practice starts. The student teachers will teach twice a week.

During the following three/four weeks trainees will be in charge of the lessons. They will write their own lesson plans and the trainers will correct them. Two lesson plans will be handed in every Monday, the week before those scheduled lessons. This will help guarantee that there is enough time for the trainers to analyse their productions together with the trainees, and for trainees to re-write them if necessary. Each lesson plan must include:

- the handouts required for that lesson;
- if necessary, the script of listening activities; reading texts and link to audio-visual material;
- the description of visual materials (posters, PPT presentations, etc.); and
- if needed, a copy of the textbook page to be followed.

After writing the first six/ eight lesson plans, trainees are expected to write their last two on their own, that is, there is no correction on the part of the trainers.

### **Student Teacher Assessment**

Student teachers need to pass the two different components (planning and teaching) of their teaching practice in order to fulfil one of the requirements of the subject. Trainees' development is evaluated by means of continuous assessment, that is, they are observed throughout their teaching practice and a final mark is given considering the overall process.

Different aspects are taken into account, both during the preparation of the plans and when teaching.

#### **A. Preparation and Lesson Plans:**

1. general format and balance of activities
2. timing
3. clarity and specification of objectives
4. clarity of specification of procedures
5. suitability of aids, materials and methods for the class and its level

6. anticipation of learners' difficulties.

**A lesson plan will be awarded a passing mark:**

- when there is a clear delineated context for the lesson
- when the activities are well graded and relevant for the context
- when it presents variety as regards organization

**Note: A maximum of 5 (five) serious language mistakes will be accepted per lesson plan, more mistakes will imply that the lesson plan is awarded a "below standard". Should a trainee go over that limit, s/he will have to hand in one extra lesson plan per failed original version. For a trainee to pass the teaching practice s/he will be allowed to fail no more than 4 (four) lesson plans.**

**During the lessons, trainees' serious mistakes in oral performance will also be taken into account. A maximum of 6 (six) serious language mistakes will be accepted per lesson. Should a trainee go over that limit, one extra lesson will be added to her/his teaching practice.**

**B. The Lesson:**

1. General class management
2. Introduction and presentation techniques
3. Questioning techniques
4. Practice techniques
5. Communicative interaction techniques
6. Ability to foster & integrate the four skills
7. Use of teaching aids
8. Sensitivity to learners
9. Treatment of errors
10. Ability to adapt and extemporise

**C. Language:**

1. Knowledge of and ability to handle linguistic matters
2. Quality and quantity of teacher talk
3. Accuracy and appropriateness in the delivery of messages

**Note: Should a trainee make a mistake that implies their teaching point in the lesson plan or while teaching the lesson, they will automatically fail the course.**

## 2. AIMS & OBJECTIVES

### AIMS

Throughout the course, the teaching team will:

- provide student teachers with methodological theories of the field of teaching and learning an FL,

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- offer learners instances to put theory into practice by means of assignments, projects, lesson planning and the teaching practice,
- provide suitable conditions (microteaching, material design and the teaching practice) for trainees to learn by doing,
- facilitate the analysis of different pedagogical approaches for students to find their own teaching style,
- propose opportunities in which students will engage in class discussions so they can apply critical thinking skills,
- furnish preservice teachers with opportunities to be actively aware of what and how they learn,
- favour instances for trainee teachers to value cultural differences as well as respect social diversity,
- offer learners online international opportunities to exchange viewpoints on different methodologies,
- bring cultural experiences into the classroom that favour students gaining knowledge through social participation and collaboration.

### OBJECTIVES

By the end of the course, students will be able to:

- establish connections across the materials and topics selected in each unit and across the whole syllabus by means of different assignments, tasks and projects,
- design materials suitable for teaching an FL to children,
- demonstrate the significant value of individual differences in child development in designing lessons,
- apply pedagogical concepts and educational theories from the field of language teaching to the design of lesson plans,
- reflect on their own learning process as well as their practice in order to improve their teaching techniques by means of a yearly project and post-teaching practice task.

### 3. CONTENIDOS SEGÚN EL PLAN DE ESTUDIOS ORDENANZA 430/2009

#### Contenidos Teóricos:

- adquisición de una lengua extranjera en la infancia y su relación con el desarrollo lingüístico, emocional, físico y cognitivo
- modelos de enseñanza de una lengua extranjera
- desarrollo de las macro-habilidades lingüísticas
- planificación de clase
- evaluación
- instrumentos para asistir en la reflexión sobre la práctica docente

#### Contenidos Prácticos:

- estrategias y actividades para el desarrollo de las distintas habilidades

- selección y diseño de actividades
- recursos didácticos

#### 4. CONTENIDOS ANALÍTICOS

***Unit 1: What does teaching English as a Foreign Language mean? What elements do teachers need to take into account for teaching?***

- a. Learning and teaching processes: Language learning & language teaching.
- b. Terminology differences: approaches, methods, procedures and techniques
- c. Traditional language teaching model: the PPP (Presentation, Practice and Production) model and Jeremy Harmer's alternative method: ESA (Engage-Study-Active)
- d. The Communicative Approach
- e. Techniques for introducing vocabulary and structures
- f. Inductive vs. Deductive Approach
- g. Guided Discovery strategies for inferring the rules of the language (meaning, form & use)

***Unit 2: How is lesson planning helpful for teachers?***

- a. Strategies for designing lesson plans
- b. Children characteristics and their impact on designing lessons
- c. SMART (Specific, Measurable, Attainable, Relevant & Time-bound) Objectives: well-defined learning objectives
- d. The Revised Bloom's Taxonomy: objectives & critical thinking skills
- e. Types of activities:
  1. Byrne's Accuracy and fluency activities
  2. Littlewood's pre- communicative and communicative activities
  3. Ellis' mechanical, contextualized and communicative practice
  4. Rivers and Temperley's skill-getting and skill-using processes

***Unit 3: How can teachers improve students' development of language skills? Why is it important to integrate the four macro skills?***

#### **A. Speaking**

- a. Characteristics of spoken language
- b. Differences between reproductive and creative speaking
- c. Development of Transactional and Interactional Speaking
- d. Activities to enhance speaking in the EFL lesson

#### **B. Listening**

- a. Characteristics of listening
- b. Strategies for listening: Top-down & Bottom-up approaches
- c. Features of a listening lesson: pre-, while- and post-listening stages

### C. Writing

- a. Characteristics of writing
- b. Differences between spoken and written discourse
- c. Strategies for writing: process & product approaches
- d. Activities to enhance writing in the EFL lesson:
  - Written practice
  - Creative writing

### D. Reading

- a. Characteristics of reading:
  - The reading process
  - Intensive vs extensive reading
- b. Strategies for reading:
  - Top-down & Bottom-up approaches
  - Interactive & Integrative approaches
- c. Features of a reading lesson: pre-, while- and post-reading stages

### E. Integration of Skills

- a. Benefits of integration of skills and its characteristics
- b. Strategies for developing these skills:
  - Segregated and integrated approaches
- c. Purposes for integrating the skills:
  - Reinforcement vs the Naturalistic way
- d. Models that facilitate the integration of skills:
  - Content-based instruction: Content and language integrated learning (CLIL)
  - Task-based Language Teaching
  - Project-based instruction

### ***Unit 4: Why understanding how children learn is fundamental for teachers? What is the impact of developmental stage theories & language development on designing lessons?***

- a. Piaget's Constructivism, Vygotsky's social cognitive development, *Scaffolding* and Bruner's discovery learning
- b. Halliday's theory of language development and the seven language functions of a child

### ***Unit 5: How can teachers care about & profit from their students' differences in learning?***

- a. The effects of learning an FL on the brain



- b. Preferred ways of learning: Learning Styles
- c. Different intellectual competencies: Gardner's theory of multiple intelligences
- d. Diverse scenarios for teaching: the mixed ability class, heterogeneous class and differentiation

**Unit 6: *How can teachers bring cultural aspects and Comprehensive Sexuality Education (CSE) to life in the EFL classroom?***

- a. The role of culture in language teaching
- b. Different types of societies: ethnocentric, multicultural & pluricultural
- c. Culture vs culture
- d. Breaking down stereotypes: gender, identity & cultural prejudices
- e. Comprehensive Sexuality Education components<sup>3</sup>:
  - Taking care of one's own body & health
  - Valuing affectivity
  - Guaranteeing gender equality
  - Respecting diversity
  - Enforcing one's own rights

**Unit 7: Can we agree to disagree with the latest teaching methods? Why? Why not?**

- a. Rethinking the 3 Ps Model - Penny Ur's view
- b. The Post-Communicative Approach - Penny Ur's assessment on this methodology
- c. The role of teaching grammar - Ellis' research on the subject
- d. Kumaravadivelu's Postmethod Pedagogy

## 6. CRITERIOS DE EVALUACIÓN Y CONDICIONES DE ACREDITACIÓN

There are two possible ways for students to pass the course. The requirements they need to comply with are the following ones:

### Cursada

- 70 % of attendance to regularly-scheduled classes.
- Two term exams or their corresponding make-ups with a passing mark of 4 (four),
- 70% of all practical assignments (oral and written) passed with a minimum mark of 4 (four) and,
- Their teaching practice with a passing mark of 4 (four).

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<sup>3</sup> The components are my own translation of the ones in the N° 26.150 national law.



### Promoción

- 80% of attendance to regularly-scheduled classes.
- Two term exams with a passing mark of 7 (seven),
- 80% of all practical assignments (oral and written) with a passing mark and,
- Their teaching practice with a passing mark of 7 (seven).

The two term exams consist in analysing a unit taken from a coursebook designed for teaching English to children in the light of the theory studied. The questions included in the tests will not seek factual information; instead, they will promote answers in which student teachers will see how theoretical concepts are applied. In other words, how theory works in context.

***Note: The marks of the mid-term tests will be awarded considering both the content of the answers as well as the accuracy of the language used by the trainees. A maximum of 5 (five) serious language mistakes will be accepted. Should a student fail the teaching practice or the theoretical module, they will have to do the whole course again.***

### Final Exam

In final exam students will be given a unit from a textbook for primary school students for them to analyse in terms of the contents and theory studied along the course. They will have a maximum of 30-45 minutes to study the material on their own and take down notes to have them as a guide during the presentation of their analysis.

## 7. DISTRIBUCIÓN HORARIA (CLASES Y HORARIOS DE CONSULTA)

### LESSONS

Mondays from 8 to 10 hrs.  
 Wednesdays from 8 to 10 hrs.  
 Thursdays from 8 to 11 hrs.

### COACHING LESSONS

Paola: Tuesdays from 11 to 12 hrs.  
 Leticia: Fridays from 10 to 11 hrs.

## 8. CRONOGRAMA TENTATIVO

March	April	May	June	July	August	September	October	November
Unit 1	Unit 2 & Unit 3			Recess	Unit 4 Trainees' Observation Period	Unit 5 Trainees' Teaching Practice Period	Unit 6	Unit 7

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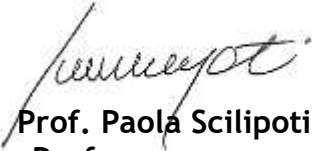


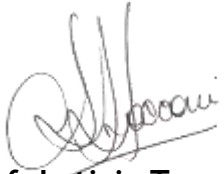
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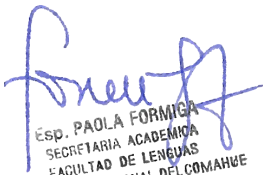
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10. ANEX

Figures

Johari's window<sup>4</sup>



Gibbs' reflective cycle<sup>5</sup>



<sup>4</sup> Taken from Thompson, C. (2022). *Reflective practice for professional development: A guide for teachers*. Routledge.

<sup>5</sup> Taken from Thompson, C. (2022). *Reflective practice for professional development: A guide for teachers*. Routledge