



PROGRAMA DE LA ASIGNATURA: *DIDÁCTICA ESPECIAL Y RESIDENCIA II*

CARRERA/S: PROFESORADO EN INGLÉS

AÑO DE CURSADO: 2023

ORDENANZA/S PLAN DE ESTUDIOS: 430/2009

AÑO LECTIVO: 2023

RÉGIMEN DE CURSADA:

ANUAL

1º CUATRIMESTRE

2º CUATRIMESTRE

X

(Marcar con una X la opción correspondiente)

CARGA HORARIA SEMANAL: 7 hs. semanales

CARGA HORARIA ANUAL: 224 hs.

DEPARTAMENTO: LINGÜÍSTICA

ÁREA: LINGÜÍSTICA APLICADA

ORIENTACIÓN: DIDÁCTICA DE LAS LENGUAS

Equipo de cátedra y supervisores de prácticas:

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1. RATIONALE

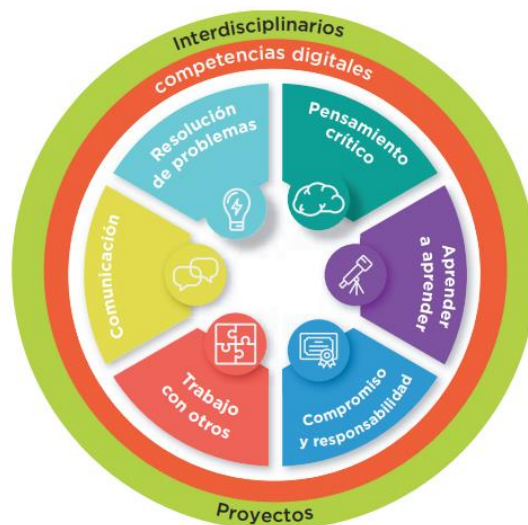
Didáctica Especial y Residencia II is a year-long subject in the fifth year of the Teacher Training Course at Facultad de Lenguas, Universidad Nacional del Comahue. This subject is the last formal stage of instruction devoted to English language teacher training in this curriculum, which was preceded by two other special Didactics courses: *Taller de Didáctica Especial* in third year and *Didáctica Especial y Residencia I* in fourth year. As well as in previous courses, in *Didáctica Especial y Residencia II* the intention is to guide the teachers-to-be to discover their professional-selves (Dörnyei, 2013) and provide materials and activities through which they can become reflexive, autonomous and critical teachers, so as to inspire them to become transformative intellectuals (Kumaravadivelu, 2003) and continue their teacher development throughout their life. This course aims at empowering students by providing new opportunities to reflect upon and deeply analyse theory and situations in relation to teaching mainly secondary school students and adults, always bearing in mind that theory can be applied to more than one age group most of the times.

The course is organised into two parts, the theoretical module which is devoted to discussing and analysing the theory of the topics stated in the faculty's curriculum for the Teacher Training Course. In this module, the organisation of the topics throughout the syllabus has been arranged taking into account the moment during the term the students



will carry out their teaching practice, with the intention to provide trainees with further tools to implement in their lessons. The second part is the practicum, in which the second period of the teaching practice in the curriculum will take place in secondary or tertiary level.

The theoretical foundations of this course revolve around the components of the National Framework of Learning Integration¹ proposed by the Federal Education Council in 2016. This framework holds the belief that in order for learning to take place, the development of the whole person needs to be taken into account, and it is through the development of each individual's own capacities that they will acquire meta-cognitive awareness and the necessary learning strategies that will scaffold their learning.



National Framework of Integrative Learning: towards the development of competences

This course aims at providing opportunities for teachers-to-be and their students to develop in many capacities, such as, cognitive, socio-affective, aesthetic-artistic, physical, as well as digital and sociocultural competences. All the competences proposed in this framework will be developed throughout the course, not only by discussing specific topics that the curriculum requires, but also by helping students analyse, relate and derive implications for teaching that encompass the development of one or more competences.

¹ *Marco Nacional de Integración de los Aprendizajes: hacia el desarrollo de capacidades. Secundario Federal 2030. 2016. Plan Estrategia Nacional "Argentina Enseña y Aprende" Res. CFE 185/16. Consejo Federal de Educación.*



The current syllabus is an attempt to help learners develop the necessary skills, attitudes, knowledge and autonomy to be able to theorise on their own practice, making changes and decisions based on their experiential and theoretical knowledge by taking into account the parameters of particularity, practicality, and possibility (Kumaravadivelu, 2003).

2. AIMS

To provide the necessary conditions for learners to:

- Become reflective practitioners of their own practice, the teaching-learning situation, the materials they use, the syllabus and curriculum.
- Reflect upon their views on language and learning that underlie their own practice.
- Know a variety of teaching methods and approaches so that they can choose from what best suits their educational context.
- Use their digital literacy skills to show their understanding and analysis of theoretical content and its implications for teaching.
- Think of language as a means for communication and to develop their intercultural competence.
- Carry out collaborative work to foster openness, encourage empathy and respect for other people's points of view.
- Understand and acquire theory to support their own practice.
- Become transformative intellectuals who are aware of the influence they can have on the education of citizens.
- Take responsibility for their development as professional teachers.

2.1. OBJECTIVES OF THE THEORETICAL MODULE

To aid learners to:

- Consider specific learning characteristics of teenagers and adults to decide upon the type of materials, methodology and techniques that best suit their communicative needs.
- Identify the teaching method, approach and technique that best suits each teaching context, while discovering their own teaching style.
- Use and teach learning strategies to promote learning autonomy.
- Take into account the factors that have a key role in the storage of information in our brains.
- Understand the different competences that are necessary to develop communicative competence.
- Gather information about learning and learner needs in order to design a suitable syllabus for every course.
- Critically analyse the different types of evaluation and assessment so as to decide which gives them the best report on students' performance, the coursebook, syllabus, curriculum and the teacher's own practice.



- Acquire tools and procedures to become researchers of their own practice.
- Identify the types of syllabus according to the approach and view of language.

2.2. OBJECTIVES OF THE TEACHING PRACTICE

Trainees will be expected to:

- Design activities that promote and maintain their students' motivation
- Design lesson plans that reflect good understanding and use of the theoretical aspects discussed throughout the Didactics courses.
- be aware as to discrepancies between the intended purpose of the activities they design and the real outcome.
- Decide upon the teaching method and techniques they will implement and make changes based on what their students need.
- Be capable of stating the goals and objectives that are suitable for each unique teaching-learning context.
- Make accurate choices as regards the type of evaluation and assessment they will implement for their courses and what to do after obtaining that data.

Once the teaching practice has been completed, trainees' performance should exhibit:

- Good overall management skills to carry out the activities in the lesson plan, make themselves understood and generate an organised work atmosphere.
- Good time management throughout the lesson, during the activities and during transitions as well.
- Clear explanation of instructions for procedures during the lesson and teaching points.
- Awareness of incidental situations that may come up during the lesson in which there needs to be teacher intervention.
- The use of activities that serve the purpose previously planned to reach the desired objective of the lesson/syllabus.
- Clear organisation of the stages of a lesson.
- Good monitoring skills of teacher talk and use of language.
- Autonomy to develop lesson plans without supervision that lead to the aims and objectives of the lesson.

3. CONTENTS AS STATED IN ORD. 430/2009

Contenidos teóricos:

- adquisición de una lengua extranjera en la adolescencia y adultez
- diseño curricular y planificación anual
- el currículo centrado en el alumno



- análisis de necesidades
- cursos de inglés con propósitos específicos
- la lectura comprensiva como objetivo en la escuela media
- evaluación
- reflexión crítica e investigación en acción

Contenidos prácticos:

- estrategias y técnicas para el desarrollo de las distintas habilidades determinadas por el tipo de curso
- selección y diseño de materiales para las distintas modalidades y especialidades
- diseño de pruebas y exámenes
- diseño de instrumentos de recolección de datos

4. LIST OF CONTENTS - THEORETICAL MODULE

Unit 1: Educational frameworks in the Postmethod era

- a. Learner-centred psychological principles: teaching adolescents a foreign language
- b. The adult across the stages of adulthood
- c. New approaches in our country: National Framework of Learning Integration: towards the development of capacities
- d. A macro strategic framework for language teaching
- e. Teachers' roles in the postmethod framework

Digital competence: Working with reels to represent the learner-centred psychological principles in different situations.

Sociocultural competence: The educational context for our region.

UNIT 2: Keeping learners and teachers engaged through memorable learning situations

- a. Motivation: student and teacher motivation. Towards a desired future L2-self
- b. Maslow's hierarchy of needs. Understanding what triggers motivation.
- c. Learner autonomy: Learning to learn - Identification and development of language learning strategies.
- d. Learning to work cooperatively: social learning strategies
- e. Planning memorable lessons. Memory, emotion and cognitive depth

Digital competence: Designing your teacher vision board.

Training students to use learning strategies that fit every special need.



Sociocultural competence: The role of English in our country, finding the trigger to motivate Argentinian students.

UNIT 3: Communication to improve critical cultural awareness

- a. Teaching English for communication
- b. Linguistic competence: Focus on Form, Focus on Forms and Focus on Meaning (proactive and reactive): consciousness-raising, gap-noticing activities
- c. Sociolinguistic competence: a focus on appropriateness
- d. Discourse competence
- e. Strategic competence. Development of communication strategies
- f. Intercultural competence: making and understanding meaning

**Digital competence: Using virtual classrooms and platforms to develop communicative competence.
Connecting with other educational contexts to share teaching experiences.**

Sociocultural competence: The English language in secondary school courses in our region.

UNIT 4 - Evaluation and alternative assessment

- a. Aims of evaluation: summative, formative and illuminative
- b. Evaluation and testing. Types of tests
- c. Continuous assessment: alternative assessments
- d. Evaluating the coursebook
- e. Illuminative evaluation: The teacher as researcher - Approaches to classroom investigation in teaching - Action Research

Digital competence: Creating online tests and assessment tasks.

Sociocultural competence: Coursebook analysis of the components of communicative competence.

UNIT 5: Needs Analysis and types of courses

- a. Identification of learner needs
- b. Identification of learning needs
- c. Types of courses: GPE and ESP courses
- d. Classification of ESP courses
- e. The song as authentic text
- f. Developing the reading skill in ESP courses



Digital competence: Using apps or collaborative online webs to identify learner and learning needs.

Sociocultural competence: Cultural issues revolving around the contents of each course.

UNIT 6: Syllabus design

- a. Values and beliefs underneath our practice: Synthetic and analytic approaches- Product and process syllabuses
- b. Setting goals and objectives. Backward design.
- c. Selection and organisation of contents. Types of syllabuses (grammatical, functional, notional, situational, content, etc.)
- d. Valid curriculums at present: introducing ESI (CSE)

Digital competence: Using technology for a lesson following Backward design.

Sociocultural competence: Sociocultural analysis of contents in the curriculum in your province.

5. METHODOLOGY

5.1. THEORETICAL MODULE:

During the theoretical module the learners will become the centre of the lesson since they will be asked to reflect, analyse, examine and think critically about the relationship between the theory discussed in class and what happens in actual teaching-learning situations. These exchanges of ideas and reflections are of paramount importance towards discovering each learner's future teacher self and accomplishing the desired aims of the course.

The materials proposed for both theoretical and practical lessons include: reading articles, papers, chapters by different reference authors; authentic materials as well as ones designed by the Didactics team members, videos, shorts, clips, reels, apps, movies/TV series/Ted talks, flashcards and posters in digital or paper format, audio files, interviews, videoconferences, among others. The materials chosen intend to activate learners' schemata and provide data for analysis so that learners can reflect upon and derive implications for teaching from the theory.

The theoretical module will also work in conjunction with the teaching practice since learners are required to develop and work on a teaching portfolio in which they will be asked to analyse their own practice in the light of the theory discussed in class, put theory into practice by designing different tasks and also by researching specific topics identified as problematic in the teaching-learning situation.



The tasks proposed during the course (assignments, term exams, portfolio, presentations, etc.) will encourage learners to adopt different points of view, take part in role-plays and simulations, participate in individual, group and pair work activities and also collaborative group tasks. The purpose for the variety of interaction modes proposed also has the aim of letting teachers-to-be experience them for later use in their actual practice as course teachers. In addition to that, the tasks will also contemplate the development of each competence in the National Framework of Learning Integration and the Macrostrategic Framework (Kumaravadivelu, 2003) with a strong emphasis on the development of digital competence and intercultural competence related to every unit in the syllabus. The focus on these two competences aims at helping learners become skillful material developers by using effective means of communication to design better student-oriented environments (Eshet-Alkalai, 2004), and these means, in turn, will also allow them to zoom in on intercultural issues to reflect upon.

5.2. PRACTICUM

The observation period will take between 2 (two) to 3 (three) weeks, depending on the number of lessons per week the course assigned has, and the teaching practice will be carried out in pairs who will give a minimum of 6 (six) to a maximum of 8 (eight) lessons.

5.2.1. TYPE OF COURSE

The trainees will be assigned a course either in state secondary schools, private secondary schools or even the first year at Facultad de Lenguas, according to how many courses are needed and/or we get permission from those institutions.

5.2.2. LESSON OBSERVATIONS

Before starting the teaching practice all trainees need to complete an observation period. This period contemplates observing a minimum of 4 (four) lessons before trainees start teaching. For this period student-teachers need to complete an observation guide so as to gather information to use in the design of the lesson plans and write a report.

After observing a minimum of 2 (two) lessons, trainees have to hand in a timeline showing:

- the organisation of the teaching points assigned by the course teacher
- the topic the trainees will use to present those teaching points that binds the lessons
- the expected outcome after having experienced this instruction period.



Trainees will also have to start designing their lesson plans bearing in mind the information they were able to gather during the observations, the theoretical aspects discussed in previous Didactics courses and the contents that they will be discussing in the theoretical module during the present course. These lesson plans will be handed in a week before they give the lessons for supervision.

The objectives of this observation period are:

- a) Gathering information about students' level of English, their interests and needs, strengths and weaknesses.
- b) Getting to know the students' classroom routines and regulations of the institution.
- c) Anticipating possible problems and thinking about possible strategies to tackle them.
- d) Learning about the types of activities the students are accustomed to doing to start designing their lesson plans.

5.2.3. PRACTICUM

Once the observation period is completed, trainees will start their teaching practice in pairs for a minimum of 6 (six) lessons. Each pair of students will work together to design the lesson plans and also to share half the lesson they have to give.

The lesson plans should be handed in every Monday before the trainees give their lessons. We believe that mastering the skills to design good lesson plans is a process, so once a lesson plan is supervised, the trainees have to analyse the feedback and make the necessary adjustments to improve whatever aspect that was not correct or clear in the plan and hand it in for supervision again.

Trainees are expected to hand in the lesson plan together with: the handouts for the lesson, a copy of the coursebook (if they use one), the link to videos or presentations they will use during the lesson (or a description of them), a description of the props or flashcards they will use and the script or lyrics of spoken texts they use.

Depending on the final number of lessons the trainees have to give they will need to hand in a minimum of 1 (one) lesson plan not supervised before the lesson, or more lesson plans if they have to give more than 6 (six) lessons. Those lesson plans that were not supervised in advance will also be considered for assessment of the teaching practice and the supervisors will provide feedback about both the lesson plan design and its implementation after the lesson is given.

5.2.4. TRAINEES' TASKS

Trainees will be required to do the following tasks:

- a. Interview the course teacher and head of the institution where they will do the teaching practice.



- b. Observe lessons following a guide and hand in a report with their findings.
- c. Plan the organisation of the teaching points assigned by the course teacher and hand it in before starting the lesson plans.
- d. Choose the material that is appropriate and motivating for the level and age of their students, whether they use a coursebook or create their own material.
- e. Make use of technology to create appealing materials for the lessons and –if possible– to encourage students to use technology to show their work as well.
- f. Design their lessons based on careful analysis of the course, needs, skills and abilities the students need to develop.
- g. Make reasoned decisions as regards the methodology, approach and techniques that are needed in each specific teaching context.
- h. Design lesson plans that include a variety of interaction patterns, that allow for cooperation and encourage students to think critically.
- i. Hand in a copy of the lesson plan to the course teacher and another one to the supervisor before the lesson starts.
- j. Include activities in the lesson plans that promote a variety of interaction modes.
- k. Select or write texts for listening and reading comprehension.
- l. Grade students' written work and assess their performance in class.
- m. Reflect on their teaching practice, which will be formalised in an action research project towards the end of the course.

6. EVALUATION

6.1. REQUIREMENTS TO PASS THE COURSE:

- 1) In order to pass the course ("CURSADA") the students have to comply with:
 - a) two mid-term examinations or their corresponding make-ups - pass mark: 4 (four). The marks for the term exams will represent how well students have been able to develop and analyse the theory and also their correct use of the language to express their ideas. Up to 5 (five) serious language mistakes will be accepted to pass the exam.
 - b) 70% of all practical assignments (oral and written) passed with a minimum mark of 4 (four).
 - c) Teaching practice: Pass mark: 4 (four).
 - ☐ To pass the Lesson planning stage: The design and organisation of the lesson plan will be taken into account, as well as the correct use of the language. Up to 3 (three) serious language mistakes are accepted for each lesson plan, over that limit the plan will be failed and will have to make up for it with an extra lesson plan. If more than 3 (three) lesson plans are failed, the trainees will not pass the teaching practice.
 - ☐ To pass the Teaching stage: trainees are allowed to have up to 6 (six) serious mistakes per lesson, if they go over that limit, they will have to give one more lesson



as part of their teaching practice. If a trainee undergoes the same situation more than twice, he/she will not pass the teaching practice.

d) Make-up period of the teaching practice:

In the case a trainee needs more than the minimum number of lessons -6 (six)- he/she will be able to continue to make up and improve on the aspects of classroom management, lesson planning and/or language use for a maximum of 4 (four) lessons, even when their partner doesn't need to continue because he/she was able to reach the requirements to pass this instance. If the trainee doesn't pass the practicum, he/she will need to take the whole course again.

2) PROMOCIÓN:

In order for students to apply for "promoción" they need to fulfil the following requirements for both the theoretical module and the teaching practice:

- a) Two mid-term examinations: pass mark: 7 (seven)
- b) 80% of passed practical assignments (oral & written)
- c) Teaching practice: pass mark: 7 (seven)
- d) Hand in and explain their teaching portfolio.

This teaching portfolio will be used from the beginning of the teaching practice until the end of the year. Trainees can choose whether to use a digital or a paper format. It consists of a compilation of:

- Teacher's vision board
- Questionnaire to gather students' interests and needs
- The lesson plans designed for the teaching practice
- Guided self-assessment reflections on the lesson plans and classroom management based on theory
- Design of a test and marking scheme
- Analysis of activities used for continuous assessment during the teaching practice
- Action Research Project, based on the teaching practice experience
- Choice of personal best lesson plan and lesson

3) FINAL EXAM:

This final assessment instance is composed of TWO PARTS:

- a) At home, trainees will prepare a topic they think has not yet been answered during the three Didactics courses they have had and find as many relationships with other topics from the syllabus as they can. The students need to establish a minimum of 5 relationships that they will need to explain and support during the final oral examination. It is important that during the 15-minute presentation the relationships

among the topics are well developed and explained. For example, students can choose from the following topics:

- How to integrate students with special needs in whole-class activities
- How to deal with gender issues respecting everyone's points of view

b) At the final exam, student teachers will be asked to: 1) give a 15-minute presentation of their topic and 2) hand in and explain their teaching portfolio.

This teaching portfolio will be used from the beginning of the teaching practice until the end of the year. Trainees can choose whether to use a digital or a paper format. It consists of a compilation of:

- Teacher's vision board
- Questionnaire to gather students' interests and needs
- The lesson plans designed for the teaching practice
- Guided self-assessment reflections on the lesson plans and classroom management based on theory
- Design of a test and marking scheme
- Analysis of activities used for continuous assessment during the teaching practice
- Action Research Project, based on the teaching practice experience
- Choice of personal best lesson plan and lesson

7. TIMETABLES

LESSONS: Mondays from 11 to 1 p.m.
Tuesdays from 8 to 10 a.m.
Thursdays from 11 to 2 p.m.

8. TENTATIVE SCHEDULE

This is the schedule we will try to keep for the theoretical module and practicum:

	March	April	May	June	July	August	September	October	November
THEORETICAL MODULE	Unit 1	Unit 2	Unit 3	Recess	Unit 4	Unit 5	Unit 6		
PRACTICUM	Observation period	TEACHING PRACTICE		Recess	ARP & teaching practice portfolio assessment				



9. BIBLIOGRAPHY

Unit 1

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