

Universidad de Costa Rica
Sistema de Estudios de Posgrado
Maestría en la Enseñanza del Inglés como Lengua Extranjera
PF-0309 Diseño de Práctica Profesional
M.A. Xinia Rodríguez, office # 332 LE
I-2017

Course Syllabus

I. Description

Diseño de Práctica Profesional is a required six-credit course for the MA program in Teaching English as a Foreign Language. This class meets four hours per week during the first semester. The main goal of the course is to provide students with the necessary tools to help them design an English for Specific Purposes (ESP) course for a population at the University of Costa Rica (UCR). The main stages of this design (needs analysis, syllabus, sample lesson plans and materials, and assessment instruments) are carried out in this course while the implementation, supervision, and evaluation of the ESP course are carried out in the second semester in PF-0311 *Práctica Profesional*. In total, the process lasts from March 2017 to February 2018 when the final portfolio is approved by *Sistema de Estudios de Posgrado* (SEP).

II. General Objectives

The students will be able to:

1. make appropriate, informed decisions while designing an ESP course for a specific population, and
2. reflect on their work to grow professionally.

III. Specific Objectives

The students will be able to:

1. carry out a needs analysis of the target learning situation
2. set realistic goals that respond to the needs analysis
3. define the objectives of the ESP course
4. establish the content and methodology to accomplish the objectives
5. design materials to fit the teaching/learning situation
6. determine criteria to evaluate the achievement of the objectives, the course, and the student teacher's performance
7. reflect on the work done while designing the course
8. report current issues in language teaching

IV. Contents

1. Teamwork: Some useful hints
2. Reflective teaching
3. Introduction to course design
4. The fact-finding stage: Needs Analysis

6. Determining goals and objectives
7. Syllabus design
8. Materials development
9. Evaluation instruments and student feedback

V. Methodology

Students will work in teams designing an ESP course. The members of the groups are chosen by the instructor, and each team is responsible for

- a. carrying out a needs analysis on a target population within the main campus that requires English to work more efficiently,
- b. defining goals and objectives for the target population,
- c. deciding on the most appropriate content and materials to accomplish the objectives,
- d. designing sample materials, and
- e. designing evaluation instruments to determine to what extent the objectives were achieved and to measure students' progress and satisfaction.

VI. Assignments

Project #1: Needs Analysis (NA) 30%

The purpose of the NA is to gather relevant information to help you understand the specific lacks, needs, and wants of the students concerning the use of English. Close coordination with the contact person is required to carry out the NA. At this stage, the student teachers will

1. interview the potential candidates and their bosses / supervisors to determine expectations, needs and resources;
2. test the candidates to determine their language proficiency level;
3. design and administer instruments to determine the educational background, needs, wants and lacks of the target student population;
4. interview the target students to clarify information obtained from questionnaires;
5. gather authentic materials;
6. observe the target students at work, whenever possible, to take notes about the students' performance in tasks that require the use of English;
7. survey other stakeholders (clients, potential employers, etc.);
8. study literature and other sources to learn general aspects about the target population and the tasks involved; and
9. create a group and an individual student profile.

Project #2: Syllabus Design 20%

Based on the needs analysis, each team will design a detailed **task-based** syllabus, which will be used in the practicum during the second semester. This syllabus will include a description of the course, the course goals, the objectives, and the contents of the course organized in units (approximately three units). **Tasks, skills, strategies, language (structure, vocabulary) and time allotted** will be included within each unit.

Project #3: Lesson Plans and Materials Development 20%

Each student teacher will design two lesson plans and their corresponding materials for one of the units included in the syllabus (see example below). Because each student teacher will individually work on a different unit and the course will be team taught, **the other member(s) of the group should provide feedback on the materials** before they are submitted to the professor.

	Unit 1	Unit 2
Student A	Lesson 1 + materials Lesson 2 + materials	
Student B		Lesson 1 + materials Lesson 2 + materials

Project # 4: Assessment Instruments 15%

Each team will design three different assessment instruments to be used during the practicum. These instruments are intended to assess

- a) student performance (e.g. rubrics for task performance and if needed, peer assessment forms or student self-assessment forms),
- b) the ESP course designed, and
- c) the student teachers' performance.

Other Assignments and presentations (Bring digital and paper copies for feedback) 15%

Other assignments include the drafts and preliminary presentations of the following:

- a) the initial report about the target group;
- b) questionnaires and surveys;
- c) tasks for the language test and the rubrics;
- d) the needs analysis;
- e) goals, objectives, and contents;
- f) tasks and materials; and
- g) assessment instruments

Students are required to present the drafts of each stage of the process to obtain feedback and to reflect about the work done. Evidence of careful work must be shown.

VII. Evaluation

Needs Analysis	30 %
Part I: Surveys, interviews, observations (15%)	
Part II: Tests (15%)	
Syllabus Design.....	20 %
Lesson Plans and Materials Development.....	20 %
Assessment Instruments.....	15 %
Other assignments and presentations.....	15 %
Brief oral reports (10%)	
Assignments and corresponding in-class analysis (5%)	

VIII. Important Notes

1. Trabajo Final de Investigación Aplicada (TFIA) (Part I)

- a. At the end of the course, each team will give a formal 40-minute presentation of the complete course design (needs analysis, syllabus, materials, and assessment instruments). **This presentation as well as the design itself will be graded by the Master's Committee. Approval of Part I by the Committee is a requirement to enroll in PF-0311 Práctica Profesional.**
 - b. Part II of your TFIA (ESP Course Evaluation Report) will be presented at the end of the Practicum during the second semester (**in January**).
 - c. Parts I and II of your TFIA are known as the Portfolio. The teams will submit their Portfolio to SEP **in February to obtain approval**.
2. Students are advised to bring their laptops for all sessions involving group work because they will be asked to prepare drafts of the main assignments.
 3. Perfect attendance, active participation, critical thinking, respectful feedback, and evidence of conscientious reading of the materials assigned are expected from all students.
 4. Correct language use is required in all work done. 20% of every grade corresponds to this requirement. All work must follow APA guidelines.
5. **Academic Integrity:**
 - a) Students' work must be entirely their own. Plagiarism is a serious academic offense and will be harshly penalized based on UCR regulations.
 - b) Students must decide on the best strategy to make sure that all members of the team contribute equally to all assignments (a list of written responsibilities and organized written communication of deadlines and responsibilities is a must). No student will be exempted from any responsibility. If you have to remind a team member about a task he or she has not done, do so through a formal email.

IX. Bibliography

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Course Schedule

The course schedule may be adjusted by the professor, as needed.

Summary of Due Dates for Main Assignments	
March 27:	Initial report about the target group
April 24 :	Needs Analysis: Part I (NA)
May 15:	Needs Analysis: Part II (NA)
May 29:	Syllabus
June 19:	Lesson Plans and Materials Development
July 10:	Assessment
July 17:	Three copies of TFIA to be submitted at office 332 LE
July 24:	Presentation of Part I <i>Trabajo Final de Investigación Aplicada</i> (TFIA) Place: TBA
	Group # 1: 3:00 to 3:40 p.m.
	Group # 2: 4:00 to 4:40 p.m.
	Group # 3: 5:00 to 5:40 p.m.

Week	Date	Activities	Assignment
1	March 13	<p>NEEDS ANALYSIS</p> <p>Introduction to the course Target populations Teams Successful team teaching Needs Analysis</p> <p>Class discussion: Needs Analysis <i>Reading:</i> "Needs Analysis" (Hutchinson & Waters, p. 1)</p> <p><i>Reading:</i> "Needs Analysis" (Jordan, p. 12)</p>	<p>Make an appointment with your contact person and email students/stakeholders to:</p> <ol style="list-style-type: none"> Arrange <u>the date, time and mode of application</u> of the questionnaire to students. Schedule observations and informal interviews. Start informal observations and interviews with key stakeholders. Request and look for authentic materials. <p><i>Readings:</i> "Assessing Needs" (Graves, p. 23)</p> <p>"Designing a Survey instrument" (Brown, J. D., p. 48)</p> <p>"Designing a questionnaire" and "Needs analysis questionnaire for Cantonese learners" (Richards, p. 73)</p>

Week	Date	Activities	Assignment
2	March 20	<p>Workshop (team work):</p> <p>Needs analysis instruments:</p> <ol style="list-style-type: none"> a. Design of first draft of questionnaire b. Design of other data gathering instruments: observation forms, structured interviews, self-assessment forms, and others relevant for the assigned population 	<p>Collect authentic materials.</p> <p>Prepare an initial two-page report about the target group (<u>oral presentation and brief written report</u>): what the field is about, general tasks, professions your potential students have, general needs, and any other <u>relevant</u> information.</p> <p>Bring the first draft of the questionnaire and other data collection instruments to be administered, as part of the needs analysis (team). (oral presentation and written copy for submission)</p> <p><u>Individually</u>, bring two possible tasks to be used in your language test to diagnose the students' proficiency.</p> <p>Prepare the first draft of the rubrics to assess your students. (team)</p>
3	March 27	<p>Initial Report about Target Group due (oral and written)</p> <p>Workshop: Ss present <u>drafts</u> of the following material for peer and teacher feedback:</p> <ol style="list-style-type: none"> a. Questionnaire, observation checklist and other data gathering instruments b. tasks for language tests c. rubrics <p>Class discussion: Planning the language test</p>	<p>Administer your questionnaire to students. Conduct interviews.</p> <p>Prepare the final version of your language test and rubrics as well as the rationale behind the test for an oral class presentation. Bring copies of the test and rubrics for your classmates and instructor.</p> <p><i>Reading:</i> "The Syllabus" (Hutchinson & Waters, p. 82)</p>

Week	Date	Activities	Assignments
4	April 3	<p>Oral Presentations: Ss explain the rationale behind the tasks in the language tests and the rubrics chosen to evaluate the target population (Groups 1 to 3).</p> <p>Consultation on NA reports</p> <p>SYLLABUS DESIGN</p> <p>Class discussion: The Syllabus Elements in the syllabus</p> <p>Group work: Prepare a draft of your syllabus.</p>	<p><i>Reading:</i> "Designing Task-Based Language Courses" (Ellis, p. 98)</p> <p>Work on Needs Analysis (NA) Report.</p> <p>Administer your language test.</p> <p>Conduct interviews.</p>
	April 10	Holy Week (no class)	
5	April 17	<p>Class discussion: Designing Task-Based Language Courses</p> <p>Analysis of ESP tasks</p> <p>Wording of course goals and objectives</p> <p>Analysis of goals and objectives from previous ESP courses</p> <p>Group work: Set your course goals.</p>	<p>Schedule <u>follow-up interviews</u>.</p> <p>Hand in NA Report the following week.</p> <p><i>Reading:</i> "Goals and Objectives" (Brown, p. 117)</p>
6	April 24	<p>Need Analysis Project: Part I due</p> <p>Class discussion: Goals and Objectives</p> <p>Presentations: Needs Analysis (Groups 1, 2 and 3)</p>	<p><i>Reading:</i> "Formulating Goals and Objectives" (Graves, p. 154)</p> <p>Bring a draft of your course goals and objectives. (Bring copies).</p>
	May 1	Labor Day (no class)	

Week	Date	Activities	Assignments
7	May 8	Class discussion: Formulating Goals and Objectives Group work: Refine your course goals and objectives (peer feedback)	Bring a draft of your course contents divided by units including tasks, skills, language structures, vocabulary, and time allotted. Bring copies for your classmates.
8	May 15	Need Analysis Project: Part II due Oral Presentations of course contents Strategy training in ESP: Work on task analysis and the strategies needed for their successful completion	Work on syllabus project Include appropriate strategies in your course units.
9	May 22	Course methodology Task based lessons: Examples and guidelines "Components of TBL" (Willis) Oral presentations of syllabus projects (Groups 1, 2 and 3)	Prepare final version of syllabus report with the course goals, objectives, strategies, and contents for each unit. <i>Reading:</i> "Developing Materials" (Graves, p. 177) <i>Reading</i> "Original Texts as Authentic ESP Teaching Material – The Case of Philosophy" (Blagojevic, p. 201)
10	May 29	Syllabus Project due MATERIALS Class discussion: Developing Materials: Principles and use Group work: Analyze your samples of authentic materials	Each team member brings a relevant authentic source rich in input. <i>Reading:</i> "The Role of Materials" (Dudley-Evans & St. John, p. 215) Work on your materials project.

Week	Date	Activities	Assignments
11	June 5	<p>Class discussion: The role of materials; what to consider when designing activities and tasks</p> <p>Group work: Developing materials that match the target population profile</p>	<p>Work on your materials project.</p> <p><i>Reading:</i> "Designing Tasks for the Business English Classroom" (Evans, p. 223)</p>
12	June 12	<p>Class discussion: Designing Tasks for the Business English Classroom</p> <p>Group work: Designing different tasks for our target population</p> <p>Group work: Students prepare guidelines for evaluating materials.</p>	<p>Work on your materials project.</p> <p><i>Readings:</i> "Evaluation" (Hutchinson & Waters, p. 236)</p>
13	June 19	<p>Lesson Plans and Materials Development project due</p> <p>Presentations: (Groups 1, 2 and 3) -Each team presents materials for one lesson plan.</p>	<p>ASSESSMENT</p> <p><i>Readings:</i> "Approaches to Evaluation" (Richards, p. 249) "Designing an Assessment Plan" (Graves, p. 273)</p>
14	June 26	<p>Class discussion: Evaluating learner performance, Approaches to evaluation, Designing an assessment plan</p> <p>Assessing students with different proficiency levels</p>	<p>Work on Assessment Project (3 different assessment instruments per group)</p>
15	July 3	<p>Class discussion: Assessing your course</p> <p>Presentation of assessment projects (Groups 1, 2 and 3)</p>	<p>Work on assessment project.</p>
16	July 10	<p>Assessment Project due (office 332 LE) 3:00 to 4:00 p.m.</p>	<p>Work on your TFIA proposal.</p> <p>Prepare three copies of your TFIA proposal for the Master's Committee.</p>

	July 17	Students bring <u>three copies</u> of their TFIA (Part I) to Office 332. Final grades	
	July 24	TFIA Presentations: (Groups 1, 2 & 3)	Place: TBA