UNIVERSIDAD DE COSTA RICA
Maestría Profesional en la Enseñanza del Inglés como Lengua Extranjera
PF-0311 Práctica Profesional II – 2021
R. Zúñiga Coudin
Student consultation: Monday, Wednesday, Friday 2 – 4 p.m.; Tuesday 2 – 3 p.m.

Proposed Course Syllabus

Name: Practicum	Requisites: PF-0301, PF-0302, PF-0303, PF-0305, PF-0312, PF-0318, PF-0309
Code: PF-0311	Co-requisites: None
Credits: 12	Cycle: IV
In-class work: 2 hours Teaching: 3 hours Planning and research: 3 hours Out-of-class work: 20 hours	Classification: Open to students admitted to the MA/TEFL Program
	Modality: 100% online

I.   Description

The English for Specific Purposes (ESP) Practicum is the final required course in the Master's Program in Teaching English as a Foreign Language. It is a 12-credit course with eight lessons per week: two for the seminar, three for planning and research, and three lessons for teaching. This course seeks to help the students do reflective teaching and continue learning about their strengths and areas for improvement as teachers. The course will be run 100% virtually through the institutional platform *Mediación Virtual*.

II.   General objectives

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

   A. demonstrate their expertise in teaching an English for Specific Purposes course at the University of Costa Rica
   B. conduct a formal research study in their ESP group
   C. follow a professional and reflective approach to teaching

III.   Specific objectives

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

   1. demonstrate understanding of basic concepts from the field of second language teaching and their relation to their practicum,

2. use effective planning skills on a micro and macro basis,
3. apply appropriate teaching/learning strategies and techniques with their students,
4. develop suitable learning materials,
5. apply a variety of different teaching approaches, techniques, and activities, as suitable, during the practicum
6. develop a variety of appropriate assessment instruments,
7. set realistic goals and objectives with their students,
8. help their ESP students develop into autonomous learners,
9. evaluate the lessons taught by their peers,
10. evaluate their ESP students,
11. give their ESP students appropriate feedback,
12. develop a positive attitude toward team teaching,
13. demonstrate critical thinking skills through a well written, original, logically constructed review of the literature on a specific topic related to a major need from the needs analysis phase, and
14. demonstrate reflective teaching on a relevant aspect from the practicum experience through a well written, original, evidence-based reflection.

IV.   Contents

The seminar, the practicum and the feedback sessions include topics from the following list, as well as from the assigned readings, for discussion and reflection and/or for actual practice, as corresponds:

- Task-based Language Teaching and Learning (TBLT)
- Other approaches as suitable, e.g. Cooperative Learning
- Lesson planning
- Giving instructions
- Classroom management
- Methodology
- Learning strategy training and assessment
- Teaching techniques
- Teaching the macro and micro skills
- Error correction and feedback
- Evaluation
- Peer observations
- Online teaching
- Other pedagogical issues (transitions, brain-compatible activities, teacher talk, etc.)

V.   Methodology

Student teachers, working in teams, will be responsible for teaching the ESP course designed the previous semester. They will give their ESP group two hours of synchronous language training per week and monitor the teaching and learning accordingly. While the teaching itself will be done individually, planning, materials

preparation, and course evaluation will require organized, careful teamwork. In this way, the teaching performance will be individually assessed, and the group of learners will be offered a unified, well-organized ESP course with coherent weekly lessons. For this purpose, teams must choose the most convenient means of meeting virtually to plan, obtain feedback, and keep each other informed about the development of the course. As part of their individual responsibilities, students must prepare Seminar presentations, observation reports, and other required activities. Additionally, each team must conduct a research study consisting of a literature review focused on a major need emerging from the needs analysis and of a critical reflection on the teaching experience in the ESP course.

Supervisors from the Master's Program will conduct observations of each student teacher's classes on a permanent basis and give feedback to the group immediately following the lesson. During the seminar, the instructor and the student teachers will further discuss feedback from the classroom observations and, in addition, explore specific topics beneficial for their professional development.

The course will be run 100% virtually through the institutional platform *Mediación Virtual,* with official communication taking place through the platform as well as institutional email. Synchronous activities will take place on the online videoconferencing platform Zoom, and a variety of other digital learning tools, including GoogleDocs, Google Classroom, and WhatsApp will be used to support synchronous and asynchronous activities.

VI.   Evaluation

Practicum ……………… 75%	▪ Teamwork (lesson plans) (15%) ▪ Individual work (teaching) (60%)
Seminar ……………… 25%	▪ 1 Presentation of classroom management techniques (CMT) (10%) ▪ 1 Teaching tip (5%) ▪ 1 Peer observation (10%)

Special notes
1. No late assignments will be accepted.
2. **Assignments that do not comply with the required APA format and with correct English grammar and punctuation will not be accepted.**
3. In the Seminar, active student participation is expected. Finishing lesson planning during the Seminar sessions shows lack of preparation, in addition to

being a lack of respect toward classmates and the instructor. You must prepare all materials ahead of time.

4. The following scale will be used to grade language use <u>during your teaching session</u> after the grade has been calculated:

> - 0.50 point: one to three errors
> - 1.00 point: four to six errors
> - 1.50 points: seven to nine errors
> - 2.00 points: more than ten language errors,
>   errors in subject matter being taught, and
>   recurrent errors

5. A grade of zero will be given to anyone who does not show up for the teaching session.
6. After the grade has been calculated, up to <u>two full points</u> will be deducted if a student teacher arrives late, shows inappropriate or disrespectful behavior during class or during feedback sessions.
7. Students' work must be entirely their own. Plagiarism, in any of its forms (copying from sources, copying the work of a classmate or self-plagiarism), is a serious academic offense and will be harshly penalized, according to university regulations.

VII. Description of Assessment Tasks

A. Practicum (team and individual work, 75%)

1. Starting on week 1, each teaching session as well as the corresponding lesson plan and materials will be evaluated.
2. Planning is done as a group, but teaching is individual (see Teaching Schedule). All team members receive the same grade on planning and materials; only the person in charge of the teaching session gets two grades.
3. The student teacher in charge is responsible for teaching all phases of the lesson, giving feedback to students, answering students' questions, explaining the material, and checking homework, among other tasks.
4. **The assistant teacher(s) can help monitor the group, provide assistance to learners during work in breakout rooms, take notes of students' mistakes to help the leading teacher, model strategies and conversations with the leading teacher, look up words when needed, and other similar tasks. The assistant teacher(s) must promptly start collecting data for the research study.**
5. The observer will hold a feedback session after each class. All team members must be present.

6. **One complete copy of the lesson plan** is required for each session. The observer will keep it for evaluation purposes.

   The lesson plan must include the following components:
   a. heading
   b. unit goal
   c. general objective for the lesson
   d. specific objectives for the lesson (including all formal assessment)
   e. procedures for each task phase, including the warm-up, and the list of materials (handouts and materials numbered consecutively)
   f. an **answer key** for all tasks
   g. QR codes are allowed when suitable for playing games; however, pre, main, and post tasks require material that is easy to read and follow.
   h. macro skills
   i. language: **key language for each task** and **useful language for general classroom interaction** during tasks (vocabulary, expressions, grammatical and phonetic features)
   j. strategies (to effectively accomplish tasks and to monitor learning)
   k. time allotted for each task
   l. Others: teacher in charge, assistant(s), lesson plan #, abbreviations used, etc.

7. Student teachers must keep an organized spreadsheet with their students' names and grades, including

First last name	Second last name	Given Name	Grade for each assignment	Final Grade in UCR format

> **By October 30, please send the course instructor the student roster, with full names, indicating who meets the requirements for the certificate.**

B. Classroom management techniques (CMT) (individual presentation, 10%)

The techniques have been selected from the following source: Jim Scrivener's *Classroom management techniques.* Each student will present the assigned CMT <u>and generate a class discussion on the teaching or learning issues related to those techniques</u>. The students will choose the most suitable guidelines from the ones offered by the author(s) and present them engagingly.

C. Teaching tips (individual work, 5%)

Each student will share one teaching tip on any classroom-related aspect that has proved to be successful during the ESP course. Another possibility is to present

teaching tips from Penny Ur's *100 Teaching Tips* book. Other teams are encouraged to use the tips in their classes. The team will analyze implications, implementation issues, advantages, or others as useful.

D. Peer observation (individual work, 10%)

Each student will observe one classmate (See Teaching Schedule), based on an instrument of his or her own creation and focused on an issue of their interest. Students will <u>write a report</u> about the results of their observations and orally present them to the class.

E. Trabajo Final de Investigación Aplicada (TFIA, part II, teamwork)

TFIA part II consists of **a research report** exploring relevant literature related to a major need emerging from the needs analysis phase and engaging in a critical, evidence-based reflection about the teaching experience in the ESP course based on the research question.

The report **<u>must</u>** include these components:

- Introduction (not labeled as such in the report, according to APA) with purpose of the study, central research question, and sub questions
- Review of the Literature
- Evidence-based reflection
- Conclusions
- References
- Appendix

Each group must defend TFIA part II before an examination committee. The defense is a requirement to complete the program and will be assessed as Approved or Not Approved, based on *Reglamento General del SEP*, as indicated below:

ARTÍCULO 49. Defensa oral del trabajo final de graduación
Previo a la presentación del trabajo final de graduación, el estudiante o la estudiante debe contar con la aprobación de su comité asesor y entregar al decanato del SEP los documentos que comprueben que ha cumplido con todos los requisitos académicos, administrativos y financieros, **por lo menos quince días hábiles antes de la fecha de la presentación**. **La presentación del trabajo final de graduación no recibe calificación numérica; se declara simplemente aprobada o reprobada.** A propuesta de alguna de las personas que conforman el tribunal, sus miembros, **mediante votación secreta**, decidirán si se le otorga mención de honor; para ello se requiere el voto favorable de todos los miembros del tribunal. Una vez aprobado el trabajo final de graduación por parte del tribunal examinador, **el estudiante deberá entregar las copias finales al decanato del SEP, a más tardar 30 días naturales, después de realizada la defensa oral**. **Esta versión final deberá integrar las observaciones que el tribunal examinador señale durante la defensa oral**. El número de copias por entregar y su formato (físico, digital o ambos), será el que establezca el decanato del SEP. Cuando un trabajo final de graduación y su defensa oral sean reprobados, el tribunal examinador definirá una segunda y última fecha para una nueva defensa. Una segunda reprobación implica la separación del programa. [emphasis ours]

Note: Before the <u>defense</u>, the master's office sends the needed documents to SEP. Before <u>graduation,</u> the student is responsible for providing SEP with all needed documents.

To be eligible for the Honor Roll: GPA 9.0 or above and TFIA with an honorable mention

ARTÍCULO 52. Graduación de honor
La graduación de honor se obtiene con un promedio ponderado de 9,0 o superior y una tesis o trabajo final de investigación aplicada con mención de honor, además de los requisitos establecidos en la normativa universitaria atinente a la materia.

> ### F. Teaching portfolio (TFIA part I and part II) to be submitted to SEP (in professional binding or *empaste de lujo*)

Due date: No later than 30 days (*días naturales*) after oral defense.

Only <u>one</u> copy per team submitted to SEP as a graduation requirement

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Each team must present **a thoroughly revised portfolio** including the following:
1. Preliminary pages **<u>strictly</u>** following all SEP regulations (See their website.)
2. Introduction (not labeled as such according to APA)
3. Chapter I: Needs Analysis
4. Chapter II: Syllabus Design
5. Chapter III: Literature Review and Critical Reflection
6. Conclusions and Recommendations
7. References
8. Appendices: data collection instruments; revised lesson plans and materials

<u>Portfolios not adhering to SEP's regulations will be returned for correction</u>.
<u>Very important for the final Portfolio Submission to SEP</u>

1. You must incorporate the Tribunal's corrections to your TFIA.

2. You must send the final corrected version by email to your Professor for verification.

3. You must submit the Portfolio to SEP (**<u>without binding it</u>**), accompanied by the form *Revisión de Formato* that the MA/TEFL Program Director will give you. It takes **<u>SEP at least four days to approve your Portfolio</u>**. SEP will check your Portfolio **twice** to verify the corrections were made.

4. Once SEP approves your Portfolio, you bind it (professional binding or *empaste de lujo*) and bring it to the office of the Master's Program for the corresponding signatures.

5. You have **30 days** (*días naturales*) after the defense to present the final, professionally bound TFIA back to SEP. (See article 49 above.)

VIII. Bibliography

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Tentative Course Schedule

Date	Activities	Assignments	
Week 1 Aug. 17	Introduction to the course: ▪ Course syllabus ▪ Teaching schedule and peer-observation schedule ▪ Student teacher evaluation form ▪ Guidelines for virtual lessons ▪ Guidelines and rubric for peer observation ▪ Rubric for Classroom Management Techniques ▪ Rubric for Teaching Tips ▪ Guidelines for feedback sessions	**Prepare peer observation instrument and bring to next Seminar.**	
Week 2 Aug. 24	▪ Guidelines for the research report (TFIA II), RQs ▪ Class discussion: Emerging issues from the first day of the practicum. ▪ Peer observation instruments	**Work on RQs (TFIA Part II) and bring to next Seminar.** **Readings:** ❖ Literature reviews (The Writing Center, UNC at Chapel Hill) ❖ Chapter 3: Non-Reciprocal Tasks, Comprehension and Second Language Acquisition (Ellis)	

Week 3 Aug. 31	▪ Research questions for TFIA II ▪ Class discussion: The literature review ▪ Class discussion: Ellis, chapter 3 (30-minute maximum) ▪ Peer observations begin.	**Start reading for Review of Literature.** **Readings:** ❖ Chapter 4: Focus on Form (Ellis) ❖ Vocabulary learning strategies (Nation) ❖ Readings for Classroom Management Techniques – Presentation 1 (TBA)
Week 4 Sep. 7	▪ Class discussion: Ellis, chapter 4 (30-minute maximum) ▪ Class discussion: The goals of vocabulary learning (15 min.) ▪ **CMT Presentation # 1:** (20-minute max.) ▪ **Teaching tip 1** (10 min.) ▪ **Observation report # 1 (10-15 min.)**	**Readings:** ▪ Chapter 5: Preparing Learners to Perform Tasks (Ellis) ▪ Guidelines for the evaluation of language education (Alderson) ❖ Readings for Classroom Management Techniques – Presentation 2 (TBA) **Start writing Review of the Literature for TFIA II.** **Collect evidence for your research study based on RQs:** audio/video recordings, copies of written tasks (quizzes, tasks, journals, portfolios, emails, etc.
Week 5 Sep. 14	▪ Class discussion: Ellis, chapter 5 (30-minute maximum) ▪ **Teaching tip 2** (10 min.) ▪ **CMT Presentation # 2** (20-minute max.) ▪ **Observation report # 2** (10-15 min.) **If time allows:** Teams share two to three important issues from their own teaching practice for discussion	❖ Readings for Classroom Management Techniques – Presentation 3 (TBA) **Collect evidence for research study.** Prepare midterm course evaluation to obtain information about the strengths and weakness of your ESP course.

	(challenges, success stories, problem-solution, new understandings, etc.).	
Week 6 Sep. 21	▪ **Teaching tip 3** (10 min.) ▪ **CMT Presentation # 3** (20-minute max.) ▪ **Observation report #3** (10 – 15 min.) ▪ Class reflection: Teams share two to three important issues from their own teaching practice for discussion (challenges, success stories, problem-solution, new understandings, etc.).	❖ Readings for Classroom Management Techniques – Presentation 4 (TBA) **Collect evidence for research study.** Administer the course evaluation, analyze the results and make course adjustments, if necessary (no written report needed). Then present the results, orally, in the Seminar.
Week 7 Sep. 28	▪ **CMT Presentation # 4** (20-minute max.) ▪ **Observation report #4** (10 – 15 min.) ▪ **Teaching tip 4** (10 min.) **Class reflection.** Share with the class the results of your course evaluation: what Ss' reaction toward the course has been like so far, what has worked well, what type of adjustments, if any, you have made or need to make, and their justification (digital presentation helpful).	❖ Readings for Classroom Management Techniques – Presentation 5 (TBA) **Collect evidence for research study.**

Week 8 Oct. 5	▪ **Teaching tip 5** (10 min.) ▪ **Observation report # 5** (10-15 min.) ▪ **CMT Presentation # 5** (20-minute max.)	**Collect evidence for research study.** ❖ Readings for Classroom Management Techniques – Presentation 6 (TBA)
Week 9 Oct. 12	**Semana de la Desconexión Tecnológica**	**Work on Review of the Literature for TFIA II.**
Week 10 Oct. 19	**Submit Review of the Literature for TFIA II.** ▪ **Teaching tip 6** (10 min.) ▪ **Observation report # 6** (10-15 min.) ▪ **CMT Presentation # 6** (20-minute max.)	**Start working on reflection for TFIA II.** **Collect evidence for research study.** ❖ Readings for Classroom Management Techniques – Presentation 7 (TBA)
Week 11 Oct. 26	▪ **Teaching tip 7** (10 min.) ▪ **Observation report 7** (10-15 min.) ▪ **CMT Presentation 7** (20-minute max.)	**Collect evidence for research study.** Collect evidence of students' final performance.
Week 12 Nov. 2	▪ Team #1 presents research in progress: RQs and findings (LR) (digital presentation helpful)	**Collect evidence for research study.** Collect evidence of students' final performance.

Week 13 Nov. 9	▪ Team #2 presents research in progress: RQs and findings (LR) (digital presentation helpful)	**Collect evidence for research study.** Collect evidence of students' final performance.
Week 14 Nov. 16	▪ Team #3 presents research in progress: RQs and findings (LR) (digital presentation helpful) **Class Reflection:** Each team shares the most successful and unsuccessful experience (task, technique, event, tip, comment, explanation of material, skill, feedback provision, etc). ▪ **Last day of supervision (final assessment with ESP students)**	**Work on your research study.**
Week 15 Nov. 23	No Seminar class. ▪ Last day of class in your ESP course	**Work on your research study.**
Week 16 Nov. 30	No Seminar class: Work on TFIA, part II	
Tuesday, Dec. 7	▪ Final grades	
Monday, Jan. 10, 2022	▪ Ss hand in TFIA, Part II (digital format, one editable and one pdf).	
Monday, Jan. 31, 2022	▪ Students receive TFIA, Part II with feedback from instructor.	
Monday, Feb. 14, 2021	▪ Ss hand in corrected copies of TFIA part II **(editable copy in Word or odt + PDF copy, for readers)**.	
Tentative: Monday, February 28, 2022	▪ Students receive TFIA with feedback from readers and have approximately two weeks to make corrections.	
March 15 2022	▪ Students submit TFIA with corrections to Master's Program for submission to Examination Committee prior to defense.	
TBA	**TFIA II presentations (bring final revised copy 10-15 days before defense)** These dates depend on SEP's schedule and approval.	
TBA	Correct and prepare **Portfolio** (**without binding it**). See guidelines above. **You must meet the 30-day deadline after the defense date** to submit your final Portfolio at SEP. See guidelines above. SEP will check your Portfolio **twice to verify compliance.**	