

UNIVERSIDAD DE COSTA RICA
Maestría Profesional en la Enseñanza del Inglés como Lengua Extranjera
PF-0311 Práctica Profesional

Proposed Course Syllabus

Name: Professional Practicum	Pre-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
36 total hours 6 synchronous hours: seminar, teaching, and feedback 30 asynchronous hours: planning, design, research, and academic writing	Classification: Open to students admitted to the MA/TEFL Program
	Modality: virtual

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 engage in 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, and
- 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. develop a positive attitude toward feedback,
14. develop a critical, reflective attitude toward their own lessons and their peers',
15. apply appropriate self-monitoring strategies for their own language use, and
16. carry out a course evaluation focused on one relevant aspect (goals and objectives, materials, assessment procedures and instruments, student achievement, or teaching performance).

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, including both general educational platforms and **technological resources for the teaching of English, e.g., pronunciation websites, among others (See related bibliography.)**
- 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 their teaching and learning accordingly; they will also assign their students asynchronous class tasks for an additional hour of instruction and out-of-class work. During each synchronous session, one of the team members will lead the class while the other team member(s) provide(s) support as assistant teachers. Planning, materials preparation, and course evaluation will require organized, careful work as the responsibility of the whole team. 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 carry out the final graduation project (*Trabajo Final de Investigación Aplicada*, TFIA II) based on the guidelines provided and demonstrating correct application of research and academic writing principles.

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. Feedback will concern aspects such as teaching performance, classroom management, design and use of materials, and formal aspects of the lesson plan, as well as the student-teachers' language use issues and areas of improvement. If warranted (language taught incorrectly), supervisors may intervene briefly by using a variety of feedback and instructional techniques with different levels of assertiveness and directness during 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 or Telegram may be used to support synchronous and asynchronous activities.

exempted from any duty. **If you have to remind a team member about a task he or she has not completed as expected, do so through a formal email. Other means of communication are not valid for complaints.**

10. Students must copy all members of the group whenever they email the instructor.

VII. Description of Assessment Tasks

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

1. Starting in Week 1, each teaching session as well as the corresponding lesson plan and materials will be evaluated.
2. Planning **must be 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 receives 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) must**
 - a. **help monitor the group,**
 - b. **assist learners during work in breakout rooms,**
 - c. **take notes of students' mistakes to help the lead teacher give feedback and to use them as possible evidence for the research project (Have the list ready in case the supervisor requests it.),**
 - d. **model strategies and conversations with the lead teacher,**
 - e. **look up words when needed,**
 - f. **promptly start collecting evidence for the final graduation project (TFIA II), and**
 - g. **perform other similar tasks.**
5. All team members must be ready to take over the role of the lead teacher should any technical difficulties arise.
6. The observer will hold a feedback session after each class. All team members must be present.
7. **The lesson plan and materials** must be uploaded to the corresponding folder in Google Drive so that the observer has access to them in due time.

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) and function(s) during the lesson, lesson plan #, abbreviations used, etc.
8. 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
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By October 28, 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 and generate a class discussion on the teaching or learning issues related to those techniques. The students will choose the most suitable guidelines from the ones offered by the author 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 presenter will analyze implications, implementation issues, advantages, or others as useful.

D. Peer observation (individual work, 10%)

Each student will observe one classmate (see Teaching and Observation Schedule), based on an instrument of his or her own creation and focused on an issue of their interest. Students will write a report 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** evaluating an aspect of the ESP course designed. The research involves a study on one the following areas: goals and objectives, materials, assessment procedures and instruments, student achievement, or teaching.

The report **must** include the main components of a research study, namely:

- Introduction (not labeled as such in the report but headed by the title of the study according to APA,) including the purpose of the study, the main research question, and sub questions
- Review of the Literature
- Methodology (evidence must be collected starting in Week 2 or as early as possible)
- Results and Discussion
- Conclusions, recommendations, limitations
- References
- Appendices

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 comprueban 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 defense, the master's office sends the needed documents to SEP. Before graduation, 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 digitally

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

Only one copy per team submitted to SEP as a graduation requirement

Each team must present **a thoroughly revised portfolio** including the following:

1. Preliminary pages **strictly** following all SEP regulations (See their website.)
2. Introduction (not labeled as such but headed by the title of the study according to APA)
3. Chapter I: Needs Analysis
4. Chapter II: Syllabus Design
5. Chapter III: Practicum Research
6. Conclusions and Recommendations
7. References
8. Appendices: data collection instruments; **revised lesson plans and materials**

Portfolios not adhering to SEP's regulations will be returned for correction.

Very important for the final Portfolio Submission to SEP

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 the Master's program in digital format, accompanied by the form *Revisión de Formato* that the MA/TEFL Program Director will give you. The Director of the Master's program will check your Portfolio **twice** to verify that the format corrections were made.
4. Once the Master's program Director approves your Portfolio, continue with the procedures to request your graduation. You will receive detailed instructions in due time.
5. You have **30 days** (*días naturales*) after the defense to present the final TFIA portfolio. (See article 49 above.)

VIII. Bibliography

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Tentative Course Schedule II-2026

Date	Activities	Assignments for following week
Week 1 Aug. 11	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 it to next Seminar.
Week 2 Aug. 18	• Guidelines for the final graduation project (TFIA II), RQs, data collection plan • Class discussion: Emerging issues from the first day of the practicum. • Peer observation instruments	Readings: • A Practicum in TESOL: Professional Development through Teaching Practice (Crookes) • Literature Reviews (The Writing Center, UNC at Chapel Hill) • Chapter 3: Non-Reciprocal Tasks, Comprehension and Second Language Acquisition (Ellis) Submit RQs for TFIA II and data collection plan.

Week 3 Aug. 25	• Research questions for TFIA II and data collection plan • Class discussion: The literature review • Class discussion: Ellis, chapter 3 • Peer observations begin.	Readings: • Chapter 4: Focus on Form (Ellis) • Vocabulary learning strategies (Nation) • Readings for Classroom Management Techniques – Presentation 1 (TBA)
Week 4 Sep. 1	• Class discussion: Ellis, chapter 4 • Class discussion: The goals of vocabulary learning • CMT Presentation 1: (15 min. max.) • Observation report 1 (10-12 min.) • Teaching tip 1 (10 min.)	Readings: • Guidelines for the evaluation of language education (Alderson) • Chapter 5: Preparing Learners to Perform Tasks (Ellis) • Readings for Classroom Management Techniques – Presentation 2 (TBA) Start working on literature review and methodology 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. 8	• Class discussion: Evaluating strengths and weaknesses of the ESP course • Class discussion: Ellis, chapter 5 • CMT Presentation 2 (15 min. max.) • Observation report 2 (10-12 min.) • Teaching tip 2 (10 min.)	Readings: • Readings for Classroom Management Techniques – Presentation 3 (TBA) Collect evidence for research study. Prepare midterm course evaluation to obtain information about the strengths and weaknesses of your ESP course.

Week 6 Sep. 15 Holiday: Independence Day		
Week 7 Sep. 22	● CMT Presentation 3 (15 min. max.) ● Observation report 3 (10-12 min.) ● Teaching tip 3 (10 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: ● 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 8 Sept. 29	● CMT Presentation 4 (15 min. max.) ● Observation report 4 (10–12 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: ● Readings for Classroom Management Techniques – Presentation 5 (TBA) Collect evidence for research study.

Week 9 Oct. 6	● CMT Presentation 5 (15 min. max.) ● Observation report 5 (10-12 min.) ● Teaching tip 5 (10 min.) ● Class discussion: Emerging and persisting classroom issues; data collection update	Readings: ● Readings for Classroom Management Techniques – Presentation 6 (TBA) Collect evidence for research study.
Week 10 Oct. 13	● CMT Presentation 6 (15 min. max.) ● Observation report 6 (10-12 min.) ● Teaching tip 6 (10 min.) ● Class discussion: Emerging and persisting classroom issues; data collection update	Readings: ● Readings for Classroom Management Techniques – Presentation 7 (TBA) Work on review of the literature and methodology for TFIA II.
Week 11 Oct. 20	Submit review of the literature and methodology for TFIA II for formative feedback. ● Class discussion: Emerging and persisting classroom issues; data collection update ● CMT Presentation 7 (15 min. max.) ● Observation report 7 (10-12 min.) ● Teaching tip 7 (10 min.)	Readings: ● Readings for Classroom Management Techniques – Presentation 8 (TBA) Collect evidence for research study.
Week 12 Oct. 27	● Class discussion: Emerging and persisting classroom issues; data collection update ● CMT Presentation 8 (15 min. max.) ● Observation report 8 (10-12 min.) ● Teaching tip 8 (10 min.)	Collect evidence for research study. Collect evidence of students' final performance.

Week 13 Nov. 3	- Team #1 presents research in progress: RQs and findings (digital presentation helpful) - Team #2 presents research in progress: RQs and findings (digital presentation helpful) - Team #3 presents research in progress: RQs and findings (digital presentation helpful)	Collect evidence for research study. Collect evidence of students' final performance.
Week 14 Nov. 10	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)	Collect evidence for research study. Collect evidence of students' final performance. Work on your research study.
Week 15 Nov. 17	No Seminar class.	Work on your research study.
	Last day of class in your ESP course (final assessment with ESP students, data collection for research study)	
Week 16 Nov. 24	No Seminar class: ESP students' graduation, 5:00 p.m.	Work on TFIA, part II
Wednesday, Dec. 3	Final grades	
Monday, Jan. 11, 2027	Ss hand in TFIA, Part II (digital format, one editable and one pdf).	
Monday, Feb. 8, 2027	Students receive TFIA, Part II with feedback from instructor.	
Monday, Feb. 22, 2027	Ss hand in corrected copies of TFIA part II to instructor for verification of corrections.	
Tentative: Monday, March 15, 2027	- Students receive TFIA, Part II with feedback from instructor and approval to send to readers <u>if corrections are satisfactory</u>. - Once students receive approval, they submit the document to the Master's program (editable copy in Word or odt + PDF copy, for readers).	

TBA	Students receive TFIA with feedback from readers and have approximately two weeks to make corrections.
TBA	Students submit TFIA with corrections to Master's program for submission to Examination Committee prior to defense.
TBA	TFIA II presentations (submit final revised copy 10-15 days before defense) These dates depend on SEP's schedule and approval.
TBA	Correct and prepare Portfolio. See guidelines above. <u>You must meet the 30-day deadline after the defense date</u> to submit your final Portfolio to the Master's Program. See guidelines above. The program director will check your Portfolio <u>twice to verify compliance</u>.