Name: Experiencia Docente en Inglés	**Requisites:** Third year in Education and Modern Languages
Course Code: FD-0540	**Co-requisites**: None
Credits: 4	**Term**: II 2020
Hours: 9 **Classwork:** 4 **Out of Class** Work: 5 **Modality**: Virtual	**Type:** Core Module
Level: Third year	**Prof:** Verónica García Castro, Ph.D **Email address:** veronica.garciacastro@ucr.ac.cr **Office hours**:. Mondays from 11am to 12md and Wednesdays from 11 am to 12 md.

I. Module Description

This module is for third year students who are proficient in the English language and who have strong pedagogical and methodological knowledge of English Teaching. It includes two main components: a theoretical seminar and a practicum. In the seminar, students will discuss, analyze, and reflect upon topics related to English teaching, classroom management, assessment, feedback practices, amongst others. The practicum consists of supervised teaching sessions in a high-school. Students, as pre-service teachers, will teach a group of students and they will carry out all the obligations of an in-service teacher. The seminar and the practicum complement each other and are mandatory components of the module.

II.   Learning Outcomes

General Learning Outcome: Analyse diverse practical and theoretical teaching elements to enrich teaching practices in English as a foreign language.

Specific Learning Outcomes:

Knowledge

To offer TESOL pre-service teachers theoretical and practical knowledge for them to understand:

- Reflective Practices when teaching English as a Foreign Language.
- L2 Metaphoric Competence in English Teaching.
- Language Assessment when teaching English as a Foreign Language.
- Learners' Errors in English as a Foreign Language.
- Learning Difficulties when teaching and learning English as a Foreign Language.
- Learners' Individual Differences when teaching and learning English as a Foreign Language.

Skills

- Apply different assessment techniques when teaching English as a foreign language.
- Reflect upon English teaching practices.
- Evaluate learners and teachers' concerns regarding students' anxiety, willingness to communicate, personality, and motivation.
- Adapt available teaching materials when teaching English as a foreign language.
- Design synchronous and asynchronous teaching lessons.
- Design exams and conduct evaluation appropriately.
- Integrate the teaching of L2 language skills and L2 culture.
- Develop specific strategies to improve L2 teaching.

Attitudes & Values

- To value the role of individual differences in English Teaching.
- To develop an ethical attitude towards reflective practice.

IV. Methodology

This is an online module consisting of synchronous and asynchronous lessons. Students are expected to attend the synchronous lessons and to do the assigned synchronous and asynchronous work. Students are also required to do the assigned readings in advance and to comply with assignments.

Two online talks with international researchers and two online talks with national researchers will enrich this module. The talks will be related to the module's content and students are expected to attend all of them.

The module's official learning platform will be the University's virtual learning platform-MOODLE. The official means of communication is the institutional email account. Questions and doubts can be addressed to the lecturer's institutional email account from Monday to Friday from 8:00am to 4:00pm.

Methodological Strategies

- Online synchronous and asynchronous dialogues & group's discussions.
- Online synchronous and asynchronous collaborative & individual work.
- Online synchronous oral presentations.
- Online asynchronous research.
- Online synchronous talks.
- Online asynchronous reflective practice.
- Online synchronous and asynchronous supervised teaching in a high-school

V. Assessment

The assessment has two main components: the teaching practicum (50%) and the theoretical module (50%). Students must achieve a minimum of 35% in each component in order to pass the module.

The 50% corresponding to the teaching practicum is assessed as follows:

Self-Assessment Guides (or similar) 20%

They refer to a teaching log where pre-service teachers indicate the work assigned to their students. It must include 10 lesson plans and 10 different entries (one entry per lesson taught).

Qualitative Report/Students' Learning Portfolio (or similar) 20%

It consists of formative feedback that pre-service teachers must provide to their students after each lesson taught. It must include ten different entries with individual feedback given to each student in 10 different lessons.

Original Teaching materials 10%

Pre-service teachers must create and/or adapt 10 teaching materials (one per each lesson taught). They have to be in accordance with the lesson's learning outcomes and topics.

The 50% corresponding to the theoretical module is assessed as follows:

Oral Presentation 10%

In groups*, students are required to create a presentation on a topic related to learners' individual differences and how to assess them. Students must include at least five academic sources in their presentation (e.g. three articles on the individual difference and two articles on how to assess it) of current research that can inform their teaching practices. Students must include the readings assigned on the topic in their presentation. Presentations which do not include at least five academic references will receive a 0. The presentation is expected to last 60 minutes. Peer evaluation will be applied. Rubrics for the presentation are available on Moodle.

*Groups and topics will be randomly allocated on the first day of class.

Conceptual Map 5%

In groups, students are required to create a detailed conceptual map on the topic of language assessment. The map must include at least 15 entry points based on the ideas and concepts from the readings assigned for this topic. Conceptual maps that do not have at least 15 different entry points will receive a 0. Rubrics for the conceptual map are available on Moodle.

Word Cloud   5%

In groups, students are required to create a detailed word cloud on either learners' errors or students' engagement. The word cloud must have at least 40 different words related to the readings assigned for the topic.

Reflective Journal 30%

Students have to keep a reflective journal of six different teaching sessions and write a reflective journal entry for each session (5% for each entry). Students are required to reflect upon their teaching practices (e.g. what went well, what could have been improved), class management (if applicable), subject knowledge, material design (if applicable), feedback provided, and feelings towards teaching/self-identity as an English teacher. It is mandatory to include real evidence (e.g. picture of a GTA and/or feedback provided, a screenshot of a synchronous session, amongst others) in every entry and reflect upon it. Each entry must have a minimum of 1200 words and a

maximum of 1500 words. A first journal submission will be handed in with one entry, a second submission with two entries, and the last journal submission with three entries.

Students must search for, include, and discuss at least one academic article related to the entry's topic. For instance, if the student is reflecting on a listening lesson, they have to search for an academic article about listening skills/teaching listening and integrate it within their reflection.

Students must include a self-portrait photograph in each entry, and explain it, when reflecting upon their feelings towards the lesson taught and/or themselves as English teachers in that lesson. Self-portraits **do not have to** include a picture of the pre-service teacher, it can be a photograph that reflects the student's feelings towards the lesson (e.g. a book used to create the lesson, a flower that was on the student's workplace, biscuits' packaging, amongst others).

Students must have a total of six different reflections in their journal; otherwise they will receive a 0. Rubrics for the reflective journal are available on Moodle.

VI. NOTES

In regards to the Teaching Practicum:

- Pre-service teachers have to design a lesson plan for each teaching session and send it to the supervisor *prior* to the class for feedback. They have to arrive early to every online class, if applicable, and provide the supervisor with any material needed for the lesson (e.g. handouts, rubrics).
- Pre-service teachers are to help the supervisor with assessment and marking.
- Pre-service teachers must provide individual feedback to their students.
- Pre-service teachers must use their UCR email account to communicate with their students and their supervisor.

All students are subject to "Reglamento Interno de Evaluación de la Universidad de Costa Rica."

The synchronous sessions for the module will be conducted by the online platform Zoom

VII. References

Bachman & Palmer (2019). Preparing Effective Instructions. In *Language Assessment in Practice* (3rd ed). pp. 383-393. Oxford: Oxford University Press.

Baddeley, A. (2015) Working memory in second language learning. In Zhisheng, W., Morta, M. & McNeil, A. (Eds). *Working memory and second language acquisition and processing: Theories, research and commentaries*. (pp. 17-28) Bristol, UK: Multilingual Matters

Brunfaut, T., & Clapham, C. (2013). Assessment and Testing. In Routledge Encyclopedia of Language Teaching and Learning. (2nd ed.), pp. 52-58. London: Routledge..

Dörnyei, Z., & Ryan, S. (2015). *The Psychology of the Language Learner Revisited*. New York: Routledge

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Hyungshim,J., Johnmarshall, R., & Edward, L. (2010). Engaging Students in Learning Activities: It Is Not Autonomy Support or Structure but Autonomy Support and Structure. *Journal of Educational Psychology*, 102(3), pp. 588-600.

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Kormos, J. (2017). *The Second Language Learning Processes of Students with Specific Learning Difficulties*. London: Routledge

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Mann, Steve (2017).Reflective Practice in English Language Teaching.London : Routledge

Nikoopour, J., & Zoghi, A. (2014). Analyzing EFL Learners' Errors: The Plausibility of Teachers' Feedbacks and Students' Uptakes. *Journal of Language Teaching and Research,* 5(1), pp.226-233. doi:10.4304/jltr.5.1.226-233

O'Reilly, D., & Marsden, E. (2020). Eliciting and measuring L2 metaphoric competence: Three decades on from Low (1988). *Applied Linguistics*. https://doi.org/10.1093/applin/amz066

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Pérez-Castillejo, Susana (2019). The Role of Foreign Language Anxiety on L2 Utterance Fluency during a Final Exam. *Language Testing*, 36(3) 327–345. doi.org/10.1177/0265532218777783

Popovaa, A., & Edirisingha, P. (2010) How can podcasts support engaging students in learning activities? *Procedia Social and Behavioral Sciences 2*, pp. 5034–5038. doi:10.1016/j.sbspro.2010.03.816

Thomas S.C. Farrell & Brennand Kennedy (2019) Reflective practice framework for TESOL teachers: one teacher's reflective journey, Reflective Practice, 20:1, 1-12, DOI: 10.1080/14623943.2018.1539657

Additional References

Coombe et al. (2007). *A Practical Guide to Assessing English Language Learners*. Michigan: The University of Michigan Press

Dema, O., & Moeller, A. (2012). Teaching culture in the 21st century language classroom. Faculty Publications

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Scrivener, J. (2012). *Classroom Management Techniques*. . Cambridge: Cambridge University Press.

Sprick, R. (2006). *Discipline in the Secondary Classroom* California: Jossey-Bass.

Ur, P. (2012) A Course in English Language Teaching. New York: Longman.

VIII. CHRONOGRAM

Week	Academic Activities	Readings
Week 1 August 12th	Introduction to the Module Practicum Procedures L2 Language Learning. Synchronous Session	
Week 2 August 19th	Reflective Practice Synchronous session via Zoom	Mann, Steve (2017).Reflective Practice in English Language Teaching.London : Routledge (Chapter 2) Thomas S.C. Farrell & Brennand Kennedy (2019) Reflective practice framework for TESOL teachers: one teacher's reflective journey, Reflective Practice, 20:1, 1-12, DOI: 10.1080/14623943.2018.1539657
Week 3 August 26th	Language Assessment Asynchronous session	Bachman & Palmer (2019). Preparing Effective Instructions. In *Language Assessment in Practice* (3rd ed). pp. 383-393. Oxford: Oxford University Press. Bachman & Palmer (2019). Identifying, allocating, and managing resources. In *Language Assessment in Practice* (3rd ed). pp. 411-427. Oxford: Oxford University Press Brunfaut, T., & Clapham, C. (2013). Assessment and Testing. In Routledge Encyclopedia of Language Teaching and Learning. (2nd ed.), pp. 52-58. London: Routledge..
Week 4 September 2nd	Learners' Errors Asynchronous session ***Conceptual map submission**	Ellis, R. (2015). Learner Errors and Error Analysis. In *The Study of Second Language Acquisition* (2nd ed) pp. 45-66. Oxford: Oxford University Press. Nikoopour, J., & Zoghi, A. (2014). Analyzing EFL Learners' Errors: The Plausibility of Teachers' Feedbacks and Students' Uptakes. *Journal of Language Teaching and Research,* 5(1), pp.226-233. doi:10.4304/jltr.5.1.226-233

Week 5 September 9th	**Talk:** L2 Metaphoric Competence in English Teaching **Guest speaker**: Dr. David O'Reilly- University of York, UK. Synchronous Session via Zoom	O'Reilly, D., & Marsden, E. (2020). Eliciting and measuring L2 metaphoric competence: Three decades on from Low (1988). *Applied Linguistics*. https://doi.org/10.1093/applin/amz066
Week 6 September 16th	Students' Engagement Asynchronous session ***First Journal Submission**	Hyungshim,J., Johnmarshall, R., & Edward, L. (2010). Engaging Students in Learning Activities: It Is Not Autonomy Support or Structure but Autonomy Support and Structure. *Journal of Educational Psychology*, 102(3), pp. 588-600. Popovaa, A., & Edirisingha, P. (2010) How can podcasts support engaging students in learning activities? *Procedia Social and Behavioral Sciences 2*, pp. 5034–5038. doi:10.1016/j.sbspro.2010.03.816
Week 7 September 23rd	**Talk**: Applying Grammar Teaching in the L2 Classroom **Guest Speaker**: Dr. Jelena O'Reilly – University of York, UK. Synchronous Session via Zoom ***word cloud submission**	
Week 8 September 30th	**Talk:** Using eye-tracking to research vocabulary learning in the L2 classroom. **Speaker:** Dr. Verónica García-Castro, University of Costa Rica Synchronous Session via Zoom	
Week 9 October 7th	Learning Difficulties and L2 Language Learning Asynchronous session ***second journal submission**	Kormos, J. (2017). The Identification of Specific Learning Difficulties in Another Language. In *The Second Language Learning Processes of Students with Specific Learning Difficulties* (pp. 26-45). London: Routledge Kormos, J. (2017). Teaching Languages to Students with Specific Learning Difficulties. In *The Second Language Learning Processes of Students with Specific Learning Difficulties* (pp. 111-

		136). London: Routledge
Week 10 October 14th	Learners' Individual Differences and Teaching **Oral Presentation:** L2 Motivation & Teaching Synchronous Session via Zoom	Dörnyei, Z., & Ryan, S. (2015). Motivation. In *The Psychology of the Language Learner Revisited*. (pp. 72-105). New York: Routledge
Week 11 October 21st	**Talk**: Ideal L2 Teacher Selves **Speaker**: Carlos Murillo Miranda. University of Nottingham, UK & University of Costa Rica. Synchronous Session via Zoom	
Week 12 October 28th	Learners' Individual Differences and Teaching **Oral Presentation**: L2 Willingness To Communicate (WTC) & Teaching Synchronous Session via Zoom	Pawlak, M. & Mystkowska-Wiertelak, A. (2015). Investigating the dynamic nature of L2 willingness to communicate. *System,* 50, pp. 1-9. Öz, H., & Bursah, N. (2018). The Relationship between L2 Motivational Self-system and Willingness to Communicate in Learning English as a Foreign Language. *Journal of Language and Linguistic Studies*, 14(4),pp 01-11
Week 13 November 4th	Learners' Individual Differences and Teaching **Oral Presentation:** Personality and L2 Teaching Synchronous Session via Zoom	Dörnyei, Z., & Ryan, S. (2015). Personality. In *The Psychology of the Language Learner Revisited*. (pp. 15-34). New York: Routledge
Week 14 November 11th	Learners' Individual Differences and Teaching **Oral Presentation**: Foreign Language Anxiety (FLA) & Teaching Synchronous Session via Zoom	Pérez-Castillejo, Susana (2019). The Role of Foreign Language Anxiety on L2 Utterance Fluency during a Final Exam. *Language Testing*, 36(3) 327–345. doi.org/10.1177/0265532218777783
Week 15 November 18th	Learners' Individual Differences and Teaching	Baddeley, A. (2015) Working memory in second language learning. In Zhisheng, W., Morta, M. & McNeil, A.

	Oral Presentation: L2 Working Memory & Teaching Synchronous Session via Zoom	(Eds). *Working memory and second language acquisition and processing: Theories, research and commentaries.*(pp. 17-28) Bristol, UK: Multilingual Matters Juffs, A., & Harrington, M. (2011). Aspects of Working memory in L2 Learning. Language Teaching, 44(2), pp. pp. 137-166. doi.org/10.1017/S0261444810000509
Week 16 November 25th	Learners' Individual Differences and Teaching **Oral Presentation**: L2 Dyslexia & Teaching Synchronous Session via Zoom	Kosak-Babuder, M., Kormos, J., Ratajczak, M., Pizorn, K. (2019). The Effect of Read-aloud Assistance on the Text Comprehension of Dyslexic and Non-dyslexic English Language Learners. *Language Testing,* 36(1), p. 51-75. doi.org/10.1177/0265532218756946
Week 17 December 2nd	Final Exams ***Last journal submission**	
Week 18 December 9th	Final Results	
December 16th	Ampliación	