Name: Experiencia Docente en Inglés	**Requisites:** Third year in Education and Modern Languages
Course Code: FD-0540	**Co-requisites**: None
Credits: 6	**Term**: II 2022
Hours: 18 **Classwork:** 4 **Out of Class Work:** 14 **Modality**: Low-virtual	**Type:** Core Module
Level: Third year	**Prof:** Verónica García Castro, PhD. **Email address:** veronica.garciacastro@ucr.ac.cr **Office hours**: Wednesdays 11:00am to 12:00pm & 1:00pm-2:00pm

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.

III. Methodology

This is a face-to-face module where students must attend the class on the established schedule. Students are also required to do the assigned readings in advance and to comply with assignments.

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

- Dialogue & group discussions.
- Collaborative & individual work.
- Oral presentations.
- Research.
- Talks.
- Reflective practice.
- Supervised teaching in a high-school.

IV. 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. Due to different approaches to the school year by institutions, changes to the following evaluation might take place to suit the current situation of each institution.

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

I. Lesson Plans 20%

Students must submit each lesson plan one week ahead to their supervisors to receive feedback prior implementing the lesson plan in their class. Each student must have a minimum of 10 lesson plans. If the student teaches more than 10 classes, those lesson plans have to submitted as well and calculated in the 20%.

II. Class Observation 20%

The Class Observations consist on an observation of relevant elements in the pre-service teachers class. Each supervisor is responsible of observing the class and providing feedback. The rubric, which can be modified by the supervisors to suit their context, is available in Moodle.

III. 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 20%

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.

Reflective Journal 30%

Students have to keep a reflective journal of four different teaching sessions and write a reflective journal entry for each session (7.5% 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 materials and/or feedback provided, amongst others) in every entry and reflect upon it. Each entry must have a minimum of 800 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 one entry. Students must search for, include, and discuss at least two academic articles 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 five different reflections in their journal; otherwise they will receive a 0. Rubrics for the reflective journal are available on Moodle.

V. 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 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.

- Due to the current situation of each institution, supervisors ***can adapt and change the rubric for the teaching practicum to suit the needs of his/her classes, institution, and scenarios. Any changes made by the supervisor must be informed to students.***

All students are subject to "Reglamento Interno de Evaluación de la Universidad de Costa Rica" in online and face-to-face learning environments for the course and teaching practicum as well.

VI. 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

Ellis, R. (2015). Learner Errors and Error Analysis. In *The Study of Second Language Acquisition* (2nd ed) pp. 45-66. Oxford: Oxford University Press.

Ellis, R. (2015). Understanding Second Language Acquisition 2nd Ed. (pp. 25-36). Oxford, UK: Oxford University Press.

García-Castro, V., & O'Reilly, J. (2022). Foreign Language Anxiety and Online Engagement During the COVID-19 Pandemic: A Comparison Between EMI and FMI University Students. English Teaching & Learning. https://doi.org/10.1007/s42321-022-00120-x

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.

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

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

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

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

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

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

Suzuki, S., Yasuda, T., Hanzawa, K., &Kormos,J.(2022). How does creativity affect
secondlanguagespeech production? The moderatingroleofspeakingtask type. TESOL
Quarterly. https://doi.org/10.1002/tesq.3104

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

Gill, V. (2007). *The Ten Students You'll Meet in Your Classroom* California: Corwin
Press.

H. Douglas Brown (2000) *Principles of Language Learning and Teaching*. New York:
Longman.

H. Douglas Brown (2004) *Language Assessment: Principles and Classroom Practices.*
New York: Longman.

Fichtner, F. & Chapman, K. (2011). The Cultural Identities of Foreign Language
Teachers. L2 Journal, 3(1), pp. 116-140. doi: 10.5070/L2319072

Jeremy Harmer (2005) *How to Teach English.* New York: Longman.

Lindberg, J., Kelley, D. & Swick, A. (2005). *Common-Sense Classroom
Management for Middle and High School Teachers* California: Corwin Press.

Park, Y., & Warschauer, M. (2016). Reading Instruction in a Technological Age. In
Chen, Dronjic & Helms-Park (Ed.) *Reading in a Second Language.* London:
Routledge,

Partin, R. (2009). *Practical Strategies, Management Techniques, and Reproducibles
for New and Experienced Teachers.* [Ebook Central] Retrieved from
https://ebookcentral- proquest-com.ezproxy.sibdi.ucr.ac.cr/lib/sibdilibro-
ebooks/reader.action?docID=469789

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.

VII. CHRONOGRAM

Week	Academic Activities	Readings
Week 1 August 17th	Introduction to the Module Practicum Procedures	
Week 2 August 24th	Reflective Practice	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 31st	Assessment	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 Sept. 7th	Assessment	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 5 Sept. 14th	Learner's Errors ***First Journal 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 6 Sept. 21st	Sitcoms and EFL Learners' Foreign Language Anxiety and Motivation for Learning	Valizadeh,M. (2022). Sitcoms and EFL Learners' Foreign Language Anxiety and Motivation for Learning. *Advances in Language and Literary,*

		*Studies,*13(2), pp. 33-41. doi.org/10.7575/aiac.alls.v.13n.2.p.33
Week 7 Sept. 28th	L2 Metaphoric Competence in English Teaching Synchronous Online Session **International Guest**	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 8 October 5th	Learning Difficulties and L2 Language Learning ***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 9 October 12th	Learning Difficulties and L2 Language Learning	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 19th	Learner's Individual Differences and Teaching **Oral Presentation** Group 1: L2 Motivation and Teaching	Dörnyei, Z., & Ryan, S. (2015). Motivation. In *The Psychology of the Language Learner Revisited*. (pp. 72- 105). New York: Routledge
Week 11 October 26th	Learner's Individual Differences and Teaching **Oral Presentation Group 2:** Willingness to Communicate (WTC) and Teaching	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 12 Nov. 1st	Learner's Individual Differences and Teaching	Dörnyei, Z., & Ryan, S. (2015). Personality. In *The Psychology of the Language Learner Revisited*. (pp. 15- 34). New York: Routledge

	Oral Presentation Group 3: Personality and L2 Teaching	
Week 12 Nov. 2nd	Learner's Individual Differences and Teaching

Oral Presentation Group 4: Foreign Language Anxiety and Teaching | García-Castro, V., & O'Reilly, J. (2022). Foreign Language Anxiety and Online Engagement During the COVID-19 Pandemic: A Comparison Between EMI and FMI University Students. English Teaching & Learning. https://doi.org/10.1007/s42321-022-00120-x

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 13** Nov. 9th | Learner's Individual Differences and Teaching

Oral Presentation Group 5: L2 Working Memory and Teaching | 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

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 14** Nov. 16th | Learner's Individual Differences and Teaching

Oral Presentation Group 6: L2 Dyslexia & Teaching | 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 15** Nov. 23rd | Learner's Individual Differences and Teaching

Oral Presentation Group 7: Age & Second Language Acquisition | Ellis, R. (2015). Understanding Second Language Acquisition 2nd Ed. (pp. 25-36). Oxford, UK: Oxford University Press |
Week 16 Nov 30th	Creativity in L2 Language Teaching & Learning	Suzuki, S., Yasuda, T., Hanzawa, K., &Kormos,J. (2022). How does creativity affect secondlanguagespeech production? The moderatingroleofspeakingtask type. TESOL Quarterly. https://doi.org/10.1002/tesq.3104
Week 17 Dec 7th	***Third Journal Submission**	
Week 18	Ampliación	

FACULTAD DE EDUCACIÓN
ESCUELA DE FORMACIÓN DOCENTE
DEPARTAMENTO DE EDUCACIÓN SECUNDARIA
CÁTEDRA ENSEÑANZA DEL INGLÉS

Lesson Plan Rubric*

School: Total Points: 50 Points   Obtained Points:_____

Teacher: Total Percentage: 1%   Obtained Percentage:_____

Level:

Aspects	Indicators	Points	Total	Comments
Administration Section	The administrative information of a lesson plan is present (e.g. name, institution, date, group, etc).	5 pts		
Objectives	The objectives of the lesson plan are a coherent reflection of MEP's program. The objective is well-written. The specific objectives aid achieving the main objective.	5 pts		
Elements of a lesson plan	The lesson plan includes all the necessary elements of a lesson plan (content, mediation strategies, materials, timing, interaction, etc.)	5 pts		
Mediation Strategies	The lesson plan includes a warm-up, a pre-task, a main-task and a post-task.	10 pts		
Cohesiveness and Coherence	The lesson plan is cohesive and coherent among its sections. The mediation strategies contribute to the achievement of the objective of the lesson plan.	15 pts		
Assessment	The lesson plan includes how students learning process will be assessed during the class. The lesson plan includes opportunities to provide students formative assessment.	10 pts		
Language Use	More than five language problems will not be tolerated. One point will be taken off for every language mistake after the 4th mistake.			

School: Total Points: 30 Points   Obtained Points:_____

Teacher: Total Percentage: 1%   Obtained Percentage:_____

Level:

1. Material Cohesiveness (18 pts).

Aspects	Indicators	Points	Total	Comments
Materials Cohesiveness	The material is consistent with the lesson plan, others.	5 pts		
Adequate linguistic skills.	The material is adequate with the students' linguistic level.	5 pts		
Adapted/Original materials.	The material has been successfully adapted or created originally. The material shows that it has been adapted.	5 pts		
Sources	If the material has been adapted, the source has been referenced.	3 pts		
Language Use	More than five language problems will not be tolerated. One point will be taken off for every language mistake after the 4th mistake.			

Aspects	Indicators	Points	Total	Comments
Heading	A heading is present in the material indicating what unit the material is about and the creator of the material	2 pts		
Instructions	Instructions are concise, clear, and linguistically adequate to the students' linguistic level.	5 pts		
Visual	The material is visually appealing for students.	5 pts		
Language Use	More than five language problems will not be tolerated. One point will be taken off for every language mistake after the 4th mistake.			

2. Presentation (12 pts).

Aspects	Indicators	Points	Total	Comments
Heading	A heading is present in the material indicating what unit the material is about and the creator of the material	2 pts		
Instructions	Instructions are concise, clear, and linguistically adequate to the students' linguistic level.	5 pts		
Visual	The material is visually appealing for students.	5 pts		
Language Use	More than five language problems will not be tolerated. One point will be taken off for every language mistake after the 4th mistake.			

Class Observation Rubric*

School: Total Points: 40 Points   Obtained Points:_____

Teacher: Total Percentage: 2%   Obtained Percentage:_____

Level:

1. Formative Feedback.

I. What I liked about the class:

II. What I think can be improved in this class:

2. Summative Feedback

Criteria	Teaching Descriptors			
	Very good (4)	**Good (3)**	**Average (2)**	**Poor (1)**
Materials preparation and selection ☐ N/A	☐ Very practical, appropriate, well-presented, clear and neat materials. Extremely creative, original and experimental in approach.	☐ Practical, appropriate, well-presented, clear and neat materials. Creative, original and experimental in approach.	☐ Not very practical, appropriate, well-presented, clear and neat materials.	☐ Impractical, inappropriate, unclear or less than neat materials. Lacking in creativity, originality or experimentation.
Use of language for the level ☐ N/A	☐ Language used and presented is consistently at the right level for the students.	☐ Language used and presented is generally at the right level for the students.	☐ Language used and presented is sometimes at the right level for the students.	☐ Language used and presented is often not at the right level for the students.
Rapport, presence and attitude ☐ N/A	☐ A very friendly, enjoyable and relaxed atmosphere. A very appropriate, professional presence and attitude conducive to stimulating a very positive learning environment.	☐ A friendly, enjoyable and relaxed atmosphere. An appropriate, professional presence and attitude conducive to stimulating a very positive learning environment.	☐ A somewhat friendly, enjoyable and relaxed atmosphere. A reasonably appropriate, professional presence and attitude conducive to stimulating a very positive learning environment.	☐ An inappropriate atmosphere, lacking in friendliness or enjoyment. A slightly inappropriate, professional presence or attitude which is less conductive to stimulating a positive learning environment.
Teacher talk ☐ N/A	☐ Just the necessary amount of TTT when giving examples, instructions and content presentations. Always allows an appropriate amount of time for students to respond.	☐ An appropriate amount of TTT when giving examples, instructions and content presentations. Usually allows an appropriate amount of time for students to respond.	☐ A tendency to take over at times, when giving examples, instructions and content presentations. Occasionally allows an appropriate amount of time for students to respond	☐ Quite a lot of excess of TTT when giving examples, instructions and content presentations. Does not always allow an appropriate amount of time for students to respond.
Classroom management ☐ N/A	☐ Excellent eye contact. Always uses short and simple instructions. An excellent variety of interaction patterns (pair/group work). Excellent grouping techniques. Equal attention is always paid to all students. Excellent monitoring of students' pair or group work. Excellent discipline control.	☐ Good eye contact and instructions. A good variety of interaction patterns used. Good grouping techniques. Equal attention is usually paid to all students. Good monitoring of students' pair or group work. Good discipline control.	☐ Limited eye contact. Instructions are somewhat wordy and confusing. A limited variety of interaction patterns. Equal attention is rarely paid to all students. There isn't much monitoring of Students' pair or group work. Some problems with discipline control.	☐ Poor eye contact. Instructions are too wordy and confusing. A lack of interaction patterns used, and unequal attention paid to students. (Almost) no monitoring of students' pair or group work. Very little discipline control.

Cohesiveness ☐ N/A	☐ Very cohesively staged lesson, which flowed very well from one stage to the next	☐ Well-staged lesson, which flowed well from one stage to the next.	☐ Lesson staged fairly cohesively. Some stages flowed well while others did not.	☐ Lacking in cohesion, with stages which did not flow well from one to the next.
Instructions ☐ N/A	☐ Very clear, concise language at the right level for the students. Very effective checking of understanding of instructions. Very effective modelling when necessary.	☐ Clear, concise language at the right level for the students. Good checking of understanding of instructions. Some Modelling when necessary.	☐ Somewhat clear, concise language at the right level for the students. Checking of understanding of instructions needs to be improved. Very little modelling of instructions when necessary.	☐ Unclear, inconcise language that is often at a level which is inappropriate for the students. No checking of understanding of instructions. No modelling when necessary.
Pace ☐ N/A	☐ Very appropriate and steady pace that allows students to process and practice the information while making good use of time.	☐ Good and steady pace allows students to process and practice the information while making good use of time.	☐ Fairly appropriate or unvaried pace (slow or fast) that sometimes prevents students from processing and practicing the information. Sometimes pace interferes with making good use of time.	☐ Inappropriate or pace (too fast or too slow), that prevents students from processing and practicing the information. Pace interferes with making good use of time.
Elicitation ☐ N/A	☐ Very effective and appropriate elicitation techniques.	☐ Good and appropriate elicitation techniques.	☐ Elicitation techniques are not very effective.	☐ Ineffective or inappropriate elicitation techniques.
Correction ☐ N/A	☐ Excellent at encouraging appropriate self-correction and peer-correction. Very confident and appropriate correction of students. Uses a wide variety of correction techniques.	☐ Good at encouraging appropriate self-correction and peer-correction. Confident and appropriate correction of students. Good variety of correction techniques.	☐ Encourages self-correction and peer-correction, but only occasionally. Reasonably confident and appropriate correction of students. Limited variety of correction techniques.	☐ Lacking ability to encourage appropriate self-correction and peer-correction. Lacking in confidence when correcting and often does so at inappropriate times. No variety of correction techniques.

Facultad de Educación
Escuela de Formación Docente
Departamento de Educación Secundaria
Cátedra Enseñanza del Inglés – Sede Rodrigo Facio
FD-0540 Experiencia Docente en Inglés
II-2022

Oral Presentation Rubric*

Name: _____   Total Points: 65 Points   Obtained Points:_____

Total Percentage: 20%   Obtained Percentage:_____

Aspects	Criteria	Points	Total	Comments
Content Information of the Presentation	*It includes a thorough explanation of the topic at hand. All group members present the topic showing having done research and being well-prepared (e.g., not only reading slides but using them as support)*	30 pts		
Academic Sources	*It includes at least five academic sources. Three academic sources on the individual difference and two academic sources on how to assess it. The sources are updated and relevant.*	5 pts		
Visual Aids	*The presentation includes visual aids which help the presenters explain the topic better. Slides are visually appealing without including long quotes.*	5 pts		
Extension of the Presentation	*The presentation lasts at least 60 minutes (+-10%). The extension of the presentation is cohesive with the relevance of the information presented.*	5 pts		
Peer-Evaluation (see below)	*This is an average of the results the other group members provide in the peer evaluation about each individual performance.*	20 pts		

Peer Evaluation Form (It will be provided to group members via Google Forms)

Statement	Completely Disagree (0 pts)	Somewhat Disagree (1 pt)	Neither Agree Nor Disagree (2 pts)	Somewhat Agree (3 pts)	Completely Agree (4 pts)
My peer participated in group discussions and in group organization.					
My peer contributed to the fullest in the achievement of the task.					
My peer equally contributed to the development of the task.					
My peer contributed with useful ideas and insight in the preparation of the task.					
My peer was responseful to messages, emails, and overall group communication					

Facultad de Educación
Escuela de Formación Docente
Departamento de Educación Secundaria
Cátedra Enseñanza del Inglés – Sede Rodrigo Facio
FD-0540 Experiencia Docente en Inglés
II-2022

Reflective Journal Rubric*

Name:　　　　　　　　Total Points: 70 Points　　　　Obtained Points:_____

Total Percentage: 5%　　　　Obtained Percentage:

Aspects	Criteria	Points	Total	Comments
Reflection Teaching Practices	*It includes a reflection upon their teaching practices (what went well, what could have been improved).*	15 pts		
Class Management (if applicable)	*It includes a reflection on classroom management and how to conduct it. If it's not applicable, include that it isn't.*	5 pts		
Subject Knowledge	*It includes a reflection on whether subject knowledge has been an issue or not (e.g. what aspects have been needed in terms of English and in terms of teaching theory).*	5 pts		
Material Design	*It includes a reflection on material selection/creating. Evidence is included.*	10 pts		
Feelings towards teaching/ self-identity as an English Teacher	*It includes the feelings toward teaching/ self-identity as an English Teacher (e.g. how you feel as an English Teacher, how you would feel with a different population).*	10 pts		
Evidence	*It includes some evidence of what is mentioned in the journal.*	10 pts		
Word Count	*It includes a word count of 800 words to 1200 words (+-10%, meaning that you could have 720 words as a minimum and 1320 words as a maximum).*	5 pts		
Academic Article	*It includes an accurate reference to an academic article of a related topic.*	5 pts		
Self-Portrait/Collage	*It includes a 'self-portrait' (a self-portrait is not a drawing or picture of yourself but a visual representation of your teaching journal entry).*	5 pts		