

SYLLABUS

Pedagogical and disciplinary knowledge for teaching practice

Secondary education level - English Area

1 General Data

Addressed to:	Secondary teachers of Basic Education - English Area
Duration:	64 hours
Modality:	Distance with a pedagogical helping desk.

2 Summary

This self-paced virtual course aims to **develop the pedagogical and disciplinary competencies of secondary school English teachers in Basic Education to enhance the delivery of the English as a foreign language teaching and learning process.**

To achieve this purpose, the course has been organized into two units. Unit I focuses on **general pedagogical knowledge aligned to the competency approach.** Unit II focuses on **pedagogical and disciplinary knowledge to foster the development of the communicative competencies in English as a foreign language in secondary level of Basic Education.**

Prioritized competencies from the Marco del Buen Desempeño Docente (MBDD)

The course allows the comprehension of knowledge that are framed in the following competency of MBDD

Competency 1	Knows and understands students' characteristics and contexts, the disciplinary content they teach, and a range of approaches and pedagogical processes to foster high-level capacities and promote their integral formation.
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3 Outcomes

By the end of the course:

Apply pedagogical and disciplinary knowledge in proposed situations related to their teaching practice in the area of English as a foreign language.

4 Course content

The structure of the contents of this course is as follows:

Course starts			
Unit	Sessions	Contents	Duration
Unit 1: General pedagogical knowledge to the teaching practice in secondary level in the English area.	Session 1: Social constructivism, cross-curricular approaches and the profile of the graduated in the teaching of English in secondary level.	1.1 Social constructivism 1.2 Cross-curricular approaches 1.3 The profile of the graduated 1.4 The communicative approach	15 hours
Unit 2: Pedagogical and disciplinary knowledge to foster the development of the communicative competencies of English as a foreign language.	Session 1: Strategies for the development of the competency “Communicates orally in English as a foreign language”.	1.1 Intensive and Extensive listening. 1.2 Strategies for before, during and after students’ oral interactions.	16 hours
	Session 2: Strategies for the development of the competencies “Reads different kinds of written texts” and “Writes different kinds of texts in English as a foreign language”.	2.1 Intensive and Extensive Reading. 2.2 Process writing, product writing, and genre-based writing for the development of the competency “Writes in English as a foreign language”. 2.3 Strategies for the development of the competencies for the comprehension and production of written texts.	16 hours
	Session 3: Strategies for teaching grammar and the role of feedback in the learning of English as a foreign language.	3.1 Teaching grammar inductively and deductively in context and communicatively. 3.2 Effective feedback and its role in the learning of English as a foreign language.	15 hours
Exit questionnaire	Questionnaire with 10 questions related to the content of the course.		1 hour
Satisfaction survey	5 questions		

5 Metodology

The course has been designed for learning in virtual environments. It proposes an active and participatory methodology. In addition, it aims to promote self-learning and the autonomy of the participants. During the course, teachers will carry out the following processes:

- **Reflection on the pedagogical practice:** in all session relevant aspects of the teaching case are analyzed to allow personal and collective reflection (other teachers, communitarian educators, wise people from the community), taking into consideration that the personal experience is part of the collective wisdom. This reflective analysis will let teachers respond to the case, according to their experience and prior knowledge.
- **Comprehension of knowledge:** as a result of the revision and analysis of theory input, this knowledge is contrasted with the teacher's prior knowledge to generate new learning.
- **Application in the practice:** based on the new learning, teachers select the best proposals to apply what they have learnt to improve their teaching practice, taking into account students' needs and the sociocultural context.

6 Evaluation

The evaluation has a formative approach and it is considered the systematic and permanent process during the course.

The following are applied:

- **Entrance evaluation:** it will contrast the level of knowledge and comprehension of what is developed in the course. A questionnaire will be applied at the beginning and at the end of the course.
- **Evaluation of the process (Self-evaluation):** during the development of every session, teachers will be able to verify their learning autonomously through the analysis and reflection of situations related to the pedagogical practice.
- **Exit questionnaire:** at the end of the course teachers will answer a 10-question test related to the topics developed in the course.

7 Resources

The course is composed of resources specially designed for the virtual modality. The medium is the SIFODS platform. Through it, all interactions among participants are carried out and access to activities, materials and resources is provided.

Participants have the following resources at their disposition:

- **Box of tools:** is a compilation of reading texts, audiovisual material, and complementary bibliography, among others.
- **Interactive videos:** audiovisual resources that allow to revise the content of the fascicles interactively.
- **Fascicles:** theoretical foundations, graphic organizers, case studies, and proposed activities according to the methodological sequence are considered here.

8 Course record

To receive the program approval certificate, it is necessary to complete all the activities and obtain a score equal to or higher than 12 in the exit questionnaire of each course.

The program certificate will accredit a total of 128 hours and will be issued virtually. It can be downloaded from the SIFODS platform.

10 References

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