

A Guide to Practicum and Research for Foreign Languages Teacher Trainees in Cuba

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PREFACE

The Practicum and Research Discipline (PRD), the main comprehensive discipline for pre-service foreign language teacher education programs in Cuba, integrates the contents of different subjects and components of the curriculum, as well as their implementation in educational practice, so as to center attention on the formation and development of trainees' pedagogical professional performance. It has the purpose of facilitating the integration between theory and practice, consolidating knowledge and developing pedagogical professional skills.

This textbook is designed to support the PRD, so it is intended to accompany foreign language teacher trainees when completing different integrating tasks throughout their curriculum studies. It is also a tool for those teacher trainers, tutors and mentors who have to facilitate the accomplishment of practicum and research tasks along the five years of these programs of study. In addition, it may be used in professional development sessions or courses to provide orientations on curriculum goals, content, methods and forms of assessment related to pre-service language teacher education.

The book is structured into six chapters. Chapter 1 provides readers with the rationale for the PRD and encompasses the authors' reflections on the integration of theory and practice, the historical background of foreign language teacher education programs in Cuba, the main concepts related to the PRD, and the underlying foundations for its systematic, comprehensive, and interdisciplinary character. The rest of the chapters have been ordered for convenience of presentation according to the growing demands of the curriculum and are divided into two sections: one with orientations for trainees and another for teacher trainers and mentors.

Chapter 2 introduces 1st year trainees into their future professional life through motivating curricular and extracurricular tasks. Chapter 3 presents tasks for 2nd year trainees to explore the educative work and management of the teaching-learning process of the English subject in primary school. Tasks in Chapter 4 are intended for 3rd year to explore the nature of functions, tasks and qualities of foreign language teachers' professional performance and competence in junior

high schools. Chapter 5 presents 4th year trainees with tasks that emphasize on the management of the teaching-learning process in senior high schools to pave the way for trainees' better performance in the practicum schools and the university classroom. Finally, tasks in Chapter 6 involve 5th year trainees in making decisions, especially in their foreign language classroom, since they are fully responsible for the management of the educative process of learners from any subsystem in the Cuban National System of Education.

The different integrating tasks suggested in this book include guidelines to be carried out in the different formative contexts where trainees, teacher trainers and mentors interact: the university, the practicum schools, and the communities. The design of each task comprises its objective, content, timing, setting, teaching aids, procedures, variations, assessment procedures and key readings.

CHAPTER 1

UNDERSTANDING THE RATIONALE FOR PRACTICUM AND RESEARCH STUDIES

This first chapter is devoted to a theoretical framework of the main topics related to the professional formation of future foreign language teachers; that is, the basic theory needed for the education of trainees centered in the practicum as well as in their investigative preparation for their future professional life which is carried out as research studies in close relationship with their practicum.

This theoretical basis will be useful throughout university studies, for all the different disciplines of the curriculum. So, teacher trainers, mentors, and trainees will go over this chapter during the five academic years of university studies. However, the communicative and intellectual development of the trainees will facilitate that every new contact with the content of this will provide a different and deeper perspective of analysis.

It is necessary to start by highlighting **the important and leading role of the Practicum and Research Studies (PRS)** for initial foreign language teacher education. A close link between theory and practice is one of the fundamental principles of Cuban education. In the particular case of the formation of bachelors in education in different specialties, since the early years of the Revolution, the curricula of study have been based on a close relationship between the pedagogical university where future teachers are being educated and the institutions where they will develop their professional career after their graduation.

However, this process has had different characteristics and tendencies for more than four decades. One of the most important moments in the Cuban educational history was the foundation of Manuel Ascunce Domenech Pedagogical Detachment by Commander in Chief Fidel Castro in 1972. The educational opportunities given by the Revolution made it possible that hundreds of thousands of adolescents reached junior high education; however, the still new Revolution did not have enough teachers to educate this generation of teenagers. So, as it has happened in many other circumstances, a call was made to young people, and thousands of students who had

concluded their tenth grade, the last year of study in junior high education by then, volunteered and registered for pedagogical studies in different colleges throughout the country.

This educational program was characterized by a very tight relationship between the junior high schools and the pedagogical institution. Those future teachers worked full time in the secondary schools, where they were responsible of one or two groups of secondary pupils in one session and in the other, they attended their university studies in the pedagogical colleges. This was so since their first year of university studies up to their graduation after five years. However, the future English language teachers did not have the language proficiency they needed to manage the teaching-learning process. So, they had an intensive first year, and started their practicum in their second year of study. After their graduation, they completed their university studies in an added two-year period, in the modality of in-service teacher training course to become bachelors in education.

This new program of teacher education made it possible to graduate English teachers with higher levels of professional and communicative competences. It became a reference point for every educational program that is designed. However, the scientific development in general and of pedagogical sciences in particular did not allow for an effective research preparation. Besides, the topics selected for research work did not necessarily study situations related to English language teaching and learning (ELTL).

From that moment on, the successive curricula introduced in the field of teacher education were called Plans A, B, C, and D. In their implementation there have been evident fluctuations both, in the relevance of the practicum and educational research as well in their relationship. For instance, Plans A and B heavily emphasized theory over practice, while Plan C marked a turning point and made the first attempt to integrate academic studies with practicum and research. To do so, a proper amount of time was allotted to the practicum, giving it a similar relevance to the experience of the Pedagogical Detachment.

The objective and subjective socio-economical conditions of the country brought about new changes in Plan C that led to what is being known as 'Modified Plan C under conditions of universalization of Higher Pedagogical Education'. Its

implementation in foreign language teacher education was not completely successful. It affected, to some extent, the academic preparation of the future teachers, particularly their communicative skills.

From a dialectical perspective, the new Plan D that started in 2010 has synthesized and incorporated the best knowledge and experiences of more than four decades of teacher education and, in particular, of foreign language teachers. The most important and interesting feature has been the inclusion of a new discipline under the name of Practicum and Research Studies. Its nature has made it possible to establish it as the leading and comprehensive discipline of the curriculum because its object coincides with the teaching profession. It is present throughout the five years of the Foreign Language Teacher Education Program in Cuban universities. **This textbook is intended to support this discipline of study.** And, it will accompany teacher trainers and mentors, as well as trainees to facilitate the accomplishment of practicum and research tasks.

As the main comprehensive discipline, it integrates the contents of the rest of the disciplines and components of the curriculum, as well as its implementation in the educational practice, so as to center attention on the formation and development of students' pedagogical professional performance. Each of the subjects which build up this discipline has the purpose of facilitating close relations between theory and practice, consolidating knowledge and developing pedagogical professional skills.

In the same way, the discipline integrates academic studies, practicum, research, and university extension as the different components of the curriculum, which are considered the substantive processes during university studies of higher education in Cuba. These components should take into consideration the demands of the educational, instructive, and developmental dimensions of the curriculum in their design.

The contents in this discipline integrate theoretical, methodological, practical, and research areas of the curriculum, for each academic year of pedagogical studies. Thus, it is possible to gain insight into the very essence of the professional object of study, that is, the educational process in general and the

teaching-learning process of the foreign languages in particular, both from a developmental perspective.

The general conception of the practicum and research component is characterized by its systematic, comprehensive, interdisciplinary character, as well as by the problematic character of the relationship between theory and practice. This component is central to the curriculum for, as it has already been said, it integrates the rest of the components:

- The **academic** component provides the theoretical and methodological elements which allow the formation of habits for the planning, organization, execution, and assessment of the different teaching and learning activities, and the development of professional skills, both communicative and pedagogical. However, trainees' preparation for the management of the teaching-learning process should be based on the professional problems which they have to face in their practicum and social contexts.
- The **university extension** component contributes to the assumption of the social role of the university by means of the general comprehensive cultural education, in a dialectical relationship between the school and the society. In this way, the cultural formation of the future foreign language teachers is favored. In this interaction, the rest of the society also benefits from the contribution of the university students.

This discipline creates the basis for the solution of academic tasks with the aid of pedagogical and didactic orientations. It makes possible for the trainees to acquire knowledge and develop skills that they need to use in known or unknown situations. However, there might be circumstances when the solution of particular practicum tasks will be the starting point for theoretical development.

In general terms, these ideas may be true to the education of pedagogical professionals from any specialty, but the foreign language teacher education program has its own peculiarities. In this context foreign language teaching and learning (FLTL) is not an end in itself, but a means to a wider and more important goal: to contribute to the education of children, teenagers, youngsters,

and adults from the level of education in which the trainees will be developing their practicum or their future professional life; that is, to contribute to the education of a revolutionary human being, in the values shared by the Cuban society, with a general comprehensive culture, and with the educational level that allows them to behave according to the demands of the complex social, political, and economical context of contemporary times.

So, it has been considered of great importance to state, in a synthesized way, **what characterizes FLTL:**

- Its main goal is to form and develop **communicative competence in the foreign language**, with the complexity that, to do so, the linguistic communicative content is both, the aim and the means to manage this process.
- Language is the expression of a culture; so, while teaching and learning a foreign language the culture of the countries to which the language belongs is consciously or unconsciously acquired. This may contribute to reinforce the Cuban culture and identity and, at the same time, the interlinguistic and intercultural competences are fostered.

An important factor to consider in the education of foreign language teachers is to highlight the qualities that should characterize them. Hence, what follows is the analysis of **the components of the professional competences of foreign language teachers in the context of the Cuban Educational System nowadays.**

Different terms have been traditionally used to study and name the foreign language teachers' professional performance in isolation. These may encompass teacher's knowledge, habits, abilities, capacities, qualities, and values that they need to develop. They have been overcome by the term **competence**. The main reason which supports the use of this term is its comprehensive character and because it meets the scientific and methodological expectations of the professional model.

In the field of linguistic studies, the term competence came into use in the early fifties of the Twentieth Century and was introduced by North American linguist and politician Noam Chomsky, in contrast with the term **performance** to refer to

the process of communication. In the field of education the term was originated at the end of the seventies of the last century in British Columbia and expanded to the rest of Canada. It appeared as a result of the necessity to use a term in a curriculum to evaluate the mastery and performance of the different professions as objectively as possible.

In general terms, the first definitions about this concept appeared in the 70s and considered the competences as personal characteristics such as knowledge, habits, and attitudes which may produce adaptive results in meaningful environments.

De Vollmer (1996) highlights that, it is common to identify the competences with the qualities which should be developed or possessed, depending on the situation. They refer to knowledge, abilities, capacities, habits, attitudes and values among others.

In 2002, the Cuban psychologist González Maura provided a very outstanding approach that considers competences as a **psychological configuration** of the different factors already proposed by previous authors; that is, knowledge, capacities, habits, skills, and values. And in 2003, Tunnermann defined academic competence as a wide range of intellectual abilities indispensable to master any discipline of study.

In spite of the state of the art in reference to the use of the term competence, both at the international and national levels, the main term used in Cuba to denote what is socially expected from the future foreign language teacher (FLT) is **professional skills**. This is particularly the case of the Professional Model of the Cuban Foreign Language Teacher Education program.

In the same way, other words are used such as knowledge, habits, and values, and others related to the education of the personality. However, in the syllabus of the teaching-learning process of the foreign languages, the term competence is used, mainly to refer to **communicative competence**. This is also the one used in all the levels of the National System of Education when referring to the final aim of L1 and L2 learning. Under these circumstances, it has been decided to use the terms **professional competence** in general and **communicative competence** in particular to refer to the main objectives of the

education of the FLT. It is important to highlight the comprehensive and contextualized essence of the term competence.

In this proposal of professional competences, a special emphasis is given to communicative competence, because it is by means of communication, both in the foreign language and in the mother tongue, that the university professors manage the education of the future FLT, both from the didactic and the communicative perspectives.

The term communicative competence was introduced by Hymes (1972) in order to contrast the communicative point of view of language with that of Chomsky's theory of linguistic competence. However, Hymes reduced his conception when he considered communicative competence as the ability to use language as a means of communication in a given community. But since its origin, he stressed one of the essential elements of this concept, that is, its comprehensive character, by assuming that communicative competence is an integration of the grammatical, psycholinguistic, and socio-cultural systems. Thus, the term has been widely used, and, whenever used, it has become a controversial concept.

Then during the 80s, there was a tendency to define communicative competence as the functional efficiency in the use of language; the expression, interpretation, and negotiation of meaning which involves interaction of one or more persons from the same or different linguistic communities, or between a person and an oral or written text.

Richards (2001) defines communicative competence as the capacity to use the language appropriately for communication, depending on the spatial and temporal context, the roles of the participants, and the nature of the transaction which is produced.

Medina (2006) defines it as a **configuration** of linguistic and paralinguistic capacities, knowledge, habits, and skills which are manifested during the realization of a communicative act in the foreign language through its appropriate use in order to satisfy individual and group communicative needs. This author emphasizes that the communicative act should be carried out, taking into consideration linguistic, sociolinguistic, discourse, and strategic competences and making evident, both in content and form of the message, the

universal and national moral values. This definition includes the axiological dimension for the first time.

One of the most recent and useful definitions of communicative competence is that of Font (2006) who considers it as the performance of the subject in his verbal and non-verbal activity in real communicative situations, which involves the interaction between one or more persons, or between a person and an oral or written text, according to a given social context.

In one way or another, these definitions coincide in emphasizing its social and contextualized nature. However, each of them offers new dimensions which contribute to enrich its content and facilitate its understanding. The reasons provided up to here made it possible to assume the term **professional competence** to integrate the professional requirements of the FLT. The authors of this textbook recognize the theoretical and epistemological importance of new studies which account for the use of the term professional abilities for this purpose, but at this point in time, there is not any established construct that may satisfy the expectations which the term competence implies in the Cuban context.

Thus, in order to consider that teachers of English as a foreign language are competent in the present Cuban Educational System, they should form and develop the following **professional competences**:

- **Didactic competence**: This professional competence has the higher hierarchy for foreign language teachers. This implies that the rest of the competences are integrated to it. The philosophical, pedagogical, psychological and sociological foundations which the English language teachers should learn are applied in their professional performance through their didactic competence. In the same way, this competence makes use of the communicative competence from a professional perspective, and the same is true to research competence which the teachers may use to solve the educative problems they have to face in their professional lives. It is also by means of the didactic competence that teachers make use of their general comprehensive culture.

English teachers must master the Didactics of Foreign Language Teaching, using its content, not as recipes, but as a record of possibilities to apply according to the objective and subjective conditions under which they manage the teaching-learning process. So, they might master quantity of approaches, methods, techniques, and procedures from which to select the most effective ones for their English lessons. Being competent from the didactic viewpoint means to be able to **make decisions** for the management of the teaching-learning process, as well as being able to methodologically argue such decisions.

- **Communicative competence:**

English teachers must use a model in the English language as appropriate as possible. That is, as near as possible to a Standard English model. The future professionals must learn an integrated system of knowledge, capacities, habits, abilities, and values. These will be used during the special communicative act in real educational communicative situations in which they will be involved with one or more persons, in particular, with their learners and other foreign language teachers, both orally and in writing.

The English language is the main means used by the teachers for the management of the teaching-learning process. And, they will do this according to the individual and group possibilities and growing needs of the learners and according to their own potentialities. The complexity lies in the fact that, the foreign language constitutes the means but also the content of the subject they are teaching. And, in the case of the students of pedagogical sciences, the model formed and developed during their university studies, will be the one they will reproduce in their future professional life. And, more importantly still, the kind of communication for the management of the teaching-learning process of the foreign language must be characterized by its psycho-pedagogical affective essence.

Contents of Communicative Competence:

- **Linguistic:** accuracy in the articulation of sounds, stress, intonation, and rhythm; range of vocabulary, grammar, script and spelling rules.
- **Fluency:** logical organization of the message, to deal with information gap of real discourse, comprehend and use the language with a degree of ease without much hesitations, and with an appropriate speed.
- **Sociolinguistic:** knowing about the cultural norms, styles, and linguistic registers, comprehending and adapting the texts to the socio-cultural context of the communicative act, making evident the prevalence of cooperation and interaction, and distinguishing between the competences of comprehension and performance.
- **Strategic:** using verbal and nonverbal strategies to compensate for breakdowns in communication, using the appropriate means to start, maintain, finish up a given communicative act, and mastering the language that is needed to deploy different strategies.
- **Discourse:** producing written and oral texts of different genres in which cohesion and coherence are to be attained, and to be able to cope with authentic texts. This component of communicative competence is improving its importance in the last years for it is the one through which the rest can be manifested, used, and evaluated.
- **Professional pedagogical:** mastery of the linguistic contents and use of the appropriate technical terms to the specialty, gestures, verbal expressions, and any other necessary means to foster comprehension and communication in the learners; and mastery to use the language orally and in writing for other professional academic purposes such as writing scientific papers, giving presentations, etc.

The specific purpose for which the foreign language is learned in the case of teacher trainees is so relevant that, in a recent research, Rodríguez (2014) gave it the hierarchy of a principle, in the following terms:

Principle of the professional pedagogical character of the communicative competence of the English language teacher as one of the theoretical

foundations of the development of communicative competence from a professional pedagogical perspective, which dialectically orients the explanation and organization of its essential components. It integrates and guides the communicative preparation of foreign language teachers.

- **Philosophical competence:** The English teacher should master the Marxist-Leninist theory based on the conceptions about the more general laws of the natural and social processes, its dialectical categories, as well as the materialistic-dialectic theory about knowledge, and the idea that contradictions are the source of development. All these factors are the methodological support of the Cuban Educational System and its Educational Philosophy. Such a support will make them understand the Cuban and universal pedagogical traditions and thoughts, and make it possible to manage the teaching-learning process of the foreign language with a scientific approach, thus contributing to the formation of a scientific conception of the world in the learners.
- **Psychological competence:** The psychological support of our system of education is mainly based on the Historical-Cultural Approach of Vigotsky, which is based on the dialectic-materialistic theory, and its main contributions are centered in the Law of Double Formation, the Development of the Human Psyche and the Zone of Proximal Development and its meaning in the learning process of the foreign language. For example, imitating a linguistic model with the help of teachers, classmates, or a given teaching aid, they will be able to do it on their own, and thus become able to carry out communicative acts in the foreign language. The relationship between cognitive and affective-motivational aspects, the Theory of Verbal Activity, and between language and thought is also of paramount importance.
- **Pedagogical competence:** English teachers must be models of citizens who think, feel, and behave in accordance with the universal and Cuban values. Besides, they should assume the basic categories of Pedagogy as a science and the necessary relationships between these categories and the teaching-learning process of the foreign language, basically the dialectical relationship between formation and development. They should

also take into consideration the pedagogical principles for the management of the process and the fundamental laws of Cuban Pedagogy: the unity between education and instruction, between theory and practice, and between school and life.

- **Sociological competence:** FLT's should base the management of the teaching-learning process on the fact that, according to the society been constructed in our country, the educative aims are subordinated to the social interests and necessities; and the school, together with the rest of the social factors, has the responsibility to educate the new generations of citizens to defend the patriotic, humanistic, and socialist ideas, with a high degree of responsibility, solidarity, and faithfulness. It is important to emphasize that learning a foreign language contributes to the students' general comprehensive culture, and at the same time, enables them to competently communicate in the foreign language in any national or international context.
- **Linguistic competence:** This competence refers to the necessary mastery of the linguistic foundation the FLT's need in order to study, research, and develop linguistic analysis about the content of his profession, that is, English as a foreign language. Linguistic is the science that studies language. So, its object of study coincides with content of what the English teachers teach. As a science it has also its principles, laws, main categories, and methods of study which the FLT's should master and apply in the every day work.
- **Research competence:** The FLT's should manage the teaching-learning process based on a scientific approach. It means to constantly observe and evaluate the results of the process with a critical perspective, looking at both, their performance and that of their learners. While doing so, they should try to determine which factors might be hindering the expected results. Then, they must try to find didactic-methodological solutions to the problems. If the problems persist, they should have the ability to identify, determine, and formulate research problems of different hierarchies, and apply scientific methods of pedagogical, psychological, didactic, and linguistic nature to find scientific solutions. Then, they

should be able to present their scientific results orally and in writing according to the requirements of the scientific prose and socialize them with the scientific community.

- **Managerial competence:** Every profession has a **logical performance** and the pedagogical profession is not an exception. However, the humanistic character of our profession makes it more flexible and adaptable to the existing conditions. Therefore, FLT's must manage the process following these steps which are closely related:
 - a) **Diagnosing:** To observe the teaching-learning process of the foreign language taking into consideration the aims to be fulfilled, so as to characterize the learning process of the students, assess individual and group situations and determine regularities. To do so, the FLT's should take into account the results of the general integral diagnosis conducted by the head teacher and the rest of the staff. In addition to this, they have to deepen in the different factors which are peculiar to foreign language learning which may include: levels of formation and development of communicative competence in the mother tongue and the foreign language, verbal aptitudes, perceptive modalities, learning strategies, learning styles, multiple intelligences, comprehension processing model, and levels of motivation with emphasis in the intrinsic ones, and any other relevant information.
 - b) **Planning:** To formulate learning problems in the foreign language, in order to determine specific objectives and adjust them to the didactic and methodological existing principles. Then, teachers must select the language contents that might suit these objectives, in terms of communicative functions and the corresponding linguistic aspects of the language system. What must follow is the selection or elaboration of the teaching and learning tasks, that is, appropriate techniques and procedures, the selection, adaptation, or elaboration of the required teaching media, and possible techniques for evaluation. It is important to consider the approximate time to be allotted to each task, keeping in mind the motivational approach.

- c) **Organizing**: To order the different teaching-learning tasks according to their level of complexity, creating the conditions for their development, and distinguishing the tasks which may emphasize evaluation of the results. This step is of particular importance to conduct the learners throughout the different levels of assimilation.
- d) **Executing**: To provide orientations towards the objectives mainly to the different tasks and their corresponding procedures. An emphasis must be given to the necessary motivational approach, mainly towards the language contents and their cultural communicative values. This step consists in the realization of the series or system of tasks previously planned and organized, centered in the formation and development of the required communicative competence in the foreign language.
- e) **Evaluating**: To distribute the challenges according to the students' possibilities depending on their learning rhythm and styles. To score or grade the results of the learning process, and stimulate self-evaluation, and peer-evaluation. It is important to keep in mind the washback effect of evaluation. So, the English teachers should do their best to obtain positive effects. In the same way, they should take into considerations the official regulations existing in the General System of Education, those which regulate the level they are working with, and the specific ones of the foreign language syllabus.
- f) **Regulation**: To study the results of the evaluation so as to determine new learning problems and thus, formulate new hypothesis and determine which problems must be solved in methodological terms and which require the application of scientific research methods. This will help the teachers to determine his methodological or scientific research problems to be solved to obtain different academic and scientific degrees.
- **Technological competence**: Since its origin, the teaching and learning of foreign languages have been aided by the use of teaching aid. We are now living in an era of a new technological revolution, which has been

named with the term new information and communication technologies (ICT). Such a process has brought about the introduction of computers and mainly educative softwares in the teaching-learning process of foreign languages. So, the English teachers should be technologically competent, which means to use new results of the technological development to support the learning process and thus make it more effective, but without substituting the important role played by the teacher.

- **Artistic competence:** It is generally said that FLTs are quite similar to artists. It is so because of the means they have to use to be better understood in the foreign language classroom. Of course, this is to be done according to the possibilities and potentialities of every individual. These can be designated with the term ability and, among others, may comprise the following: to draw pictures on the chalkboard or over other materials, to sing songs in the classroom or outside the classroom, to act out dialogues which are to be dramatized, to recite poems, handle puppets, and others. It is important to highlight the possibility of these means to foster learners' motivation. Also, the FLTs should adapt these to learners' characteristics. Their use may be varied and intensive in primary or elementary education and should be gradually diminished in more advanced levels.

The content of this competence may be also related to the capacity of the foreign language teacher to appreciate the different art genres and employ their manifestation, that is, singing, dancing, theater, and painting to stimulate the learning process of the foreign language. To do so, both, the native culture as well as the culture of the people whose language is being studied, should be taken into consideration.

The content of this book, whose purpose is to contribute to the practicum and research formation, is structured mainly by means of **tasks**. So, it has been considered necessary to **theoretically approximate to the meaning of this term:**

In the Didactics of Foreign Language, the term task has the hierarchy of a basic concept. In language teaching it refers to an activity or action which is carried out as the result of processing or understanding language. It makes language teaching more communicative, since it provides a purpose for a classroom activity which goes beyond the practice of language for its own sake.

According to Nunan (1991), it is a special kind of technique and, in fact, may actually include more than one technique. This term is closely allied to communicative curricula. The common thread running through half a dozen definitions of task is its focus on the authentic use of language for communicative purpose beyond the language classroom.

Also of interest may be the considerations of Richards (1995) who states that a task is something that:

- *learners do or carry out using their existing language resources,*
- *has an outcome which is not simply linked to learning language, though language acquisition may occur*
- *involves a focus on meaning, and*
- *calls upon the learners use of communication strategies and interactional skills.*

Traditionally, the terms used to designate the means of interaction between the learners and the foreign language content where learning takes place are: **exercises, activities, techniques, and teaching activities**. However, with the purpose to emphasize learning, as contrasted to other terms which emphasize teaching, the term **learning task** might be used. So, in general terms, learning tasks are the means of interaction subject-object, that is, between the learners and the language content, under the guidance of the FLTs, for learning to take place. That is, focused on the learners to fulfil the aims of a given syllabus. It shares with the other terms mentioned before that they are structural units which organize not only language material but also the learners' actions and operations.

According to Nunan (1991), tasks should be thought of as a special kind of technique, and in fact, may actually include more than one technique. While, Breen's (1987) definition of task seems to capture its essence: "(...) any

structured language endeavor which has a particular objective, appropriate content, a specified working procedure, and a range of outcomes for those who undertake the task.”

Within the Cuban context, the ideas given by Silvestre and Zilberstein (2002) about the requirements of tasks in a developmental learning process can contribute to a better understanding of this important concept. According to these authors some characteristics need to be taken into account:

- ✓ Tasks should be varied: Different cognitive demands must be present to promote growth in students' cognitive effort; students' learning process is scaffolded so that they feel stimulated and motivated.
- ✓ Tasks should be adequate: Practice to learn the new content and to develop skills is favored; students are provided with appropriate assistance to help them accomplish the tasks; formative assessment is also carried out.
- ✓ Tasks should be differentiated in such a way that they can be completed by every student; they should take into account students' Zone of Proximal development, that is, the distance between the actual students' development level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more able peers.

However, the kind of teaching and learning tasks which will appear in this book are intended mainly for the practicum and research formation of the future FLT's. Under this condition, they should fulfill the following requirements:

- Although focused on the trainees they are both, **teaching and learning tasks**, because in the book one can find instructions for both trainees and for teacher trainers and mentors.
- The tasks have, mainly, a **pedagogical professional character** because they are aimed at contributing to the formation and development of professional academic and research competences.
- The tasks are varied and offer the possibilities to be adapted to the individual and group peculiarities or differences of the trainees and to the objective and subjective conditions of the context in which they will be developed.

- The adaptations to be made to the different tasks by the teacher trainers should guarantee meeting the communicative possibilities and needs of the trainees in the foreign language.
- The tasks should promote a communicative use of the foreign language, centered in the specific purposes for which the trainees form and develop their communicative competence, that is, for a pedagogical professional purpose.
- The elaboration and application of the tasks should guarantee that the trainees become protagonists of their own learning, both from the pedagogical as well as from the communicative standpoints.

As stated before, there is an intermingling in the use of terms to refer to what the learners do in the foreign language classroom. So, most of the factors referred under the concept of task might be true to *exercise* and *activity*. However, in the last years, the term **activity** has been used almost as widely as the term task. So, a brief reference is given to it.

According to Richards (1995) an activity may refer to virtually anything that **learners** actually **do** in the classroom. It may also be described as a task that has been selected to achieve a particular teaching-learning goal. It is central to an understanding of teaching. It influences both, how teachers conceptualize teaching as well as the ways they organize their lessons. For the planning and executions of foreign language lesson activities are very important because this is where ends for learning become integrated with means for learning. So, they are the **basic structural units** of planning and action in the classroom.

Richards (1995) offers a very useful taxonomy of activities to manage the teaching-learning process of the foreign language: presentation activities, practice activities, memorization activities, comprehension activities, application activities, strategy activities, affective activities, feedback activities, and assessment activities. He also considers that an activity may have the following dimensions: purpose, procedures, sequencing, complexity, resources, grouping, strategies, language timing, outcomes, and assessment.

In the different tasks that build up each of the following chapters, you can find the suggestions to assess the results of developing the tasks. However, in general terms, for the purposes of assessing the integration of PRS tasks, during the five years of our Foreign Language Teacher Education Program, teacher trainers, tutors, and mentors should take into account the following indicators:

- ✓ Preparation for the task
- ✓ Independence
- ✓ Coherence
- ✓ Group interaction
- ✓ Ability to collect data and process information
- ✓ Communicative skills and styles
- ✓ Presentation of solid arguments
- ✓ Development of professional abilities

As the development of communicative skills in the foreign language is central to the content of the discipline PRS, specific indicators are given to assess these skills.

These assessment criteria include students' spoken interaction, spoken production, and writing:

- ✓ **Spoken interaction** [*can interact easily with a degree of fluency and spontaneity during interaction and can take an active part in discussions with original ideas*]
- ✓ **Spoken production** [*can present a clear, appropriate, detailed and original answer to the tasks and can explain a viewpoint on the topic giving the advantages and disadvantages of the changes suggested*]; and ability to organize ideas to report orally
- ✓ **Writing** [*can be assessed in terms of content and task achievement; clarity and fluency of the message; appropriateness, accuracy and range of vocabulary and grammar; spelling and handwriting*]

And, in order to consider the professional pedagogical approach, the following indicators can be taken into account:

- ✓ Ability to determine pedagogical problems

- ✓ Ability to identify the teachers 'role while giving solution to problems existing at school
- ✓ Mastery of the content of the basic documents related to the pedagogical process in general and the teaching-learning process of the foreign language in particular.

The nature and complexity of the tasks for the practicum and research formation make it necessary to have an **interdisciplinary character, with a tendency to approximate to transdisciplinarity**. So, it has also been considered of great importance to briefly refer to these approaches and concepts.

In the last years, the topic related to interdisciplinarity has been one of the most studied, discussed, and controversial in the field of education. So, most of the FLTs know its importance and main characteristics. This topic had appeared in scientific publications of educational character since 1976, but got its highest point in the eighties, mainly in Spain. Then, from the nineties on, it has been considered by the educational reforms in the majority of the Latin American countries.

In the particular case of Cuba, an important step was taken when the Ministry of Education decided the organization of the teaching staff in departments which integrated specialists from the same knowledge area, as contrasted to the previous ones organized by independent specialties. Then, a more important step was taken with the determination of the principle of interdisciplinarity as an important requirement in the comprehensive formation of the new generations.

One of the main debated points in reference to interdisciplinarity is its subdivision into different levels. Although no agreement has been reached yet, there is a general tendency to accept three main levels: multidisciplinary, also known as pluridisciplinarity, interdisciplinarity, and transdisciplinarity.

Multidisciplinary is manifested in the study of a particular object through different disciplines at the same time. For example, a short story from an English speaking country can be analyzed in an Integrated English Practice lesson considering the contributions of other subjects such as Linguistic Study

and History of the Culture of the English Speaking Countries. Such an analysis makes it possible to deepen in the object of study and so develop a more comprehensive analysis. However, such an analysis is of a summative nature and so its contribution benefits only the discipline of study in which it has been carried out. That is, multidisciplinary does not go beyond the limits of the particular discipline. Its purpose is to enrich a given discipline of study with the contributions of others.

Interdisciplinarity is considered as a reaction against multidisciplinary, with the main purpose of eliminating fragmentation and division of knowledge. It has been considered as an analogical relation in the process of study of different subjects belonging to a particular discipline and as cooperation between two or more disciplines.

Some authors have limited interdisciplinarity to the cognitive areas, as an internal and conceptual integration of knowledge, which breaks the limits of the different disciplines to construct new and common axioms, in order to give a unique vision of a given sphere of knowledge. In general terms, it has been accepted by the specialized scientific community that interdisciplinarity is a new way of thinking and performing. In our particular case, it is important to highlight its didactic character as a method and give attention to its functional character in order to contribute to the cognitive and educative spheres of the students in the formative process.

Interdisciplinarity breaks the summative character of multidisciplinary because it goes beyond the limits of the related disciplines; it relates objectives, contents, methods, teaching aids and materials, and evaluation in an objective, conscious and planned way. The same as with multidisciplinary, interdisciplinarity requires the development of different disciplines; that is, it is not possible to apply an interdisciplinary approach without an effective development of disciplinarity.

The interdisciplinary character of teaching and learning is present almost always in our everyday educational activity. Suffice to say that in order to effectively manage professional tasks, the FLT's from the university need to use contents from such disciplines as: Integrated English Practice, Didactic of Foreign Language Teaching, Linguistic Studies, History of the English Speaking

Countries, General Didactics, Pedagogy, and Psychology, just to mention the essential ones.

Transdisciplinarity also goes beyond the limits of the different disciplines of study, and it is manifested in purposes that do not belong to any of the disciplines, but involves each of them to fulfill the purposes determined.

In the particular case of the formation of the future FLTs, it is possible to illustrate transdisciplinarity by means of the formation and development of professional performance. That is, none of the disciplines which take part in this process can guarantee this complex purpose by itself, for an effective interaction of the future professional with the object of his profession. This process demands an approach to transdisciplinarity because the limits among the different disciplines do not make it possible to analyze the professional object as a whole.

It is important to consider that the future FLTs should form and develop an interdisciplinary professional performance. This results from the systematic and progressive integration of knowledge, habits, and skills following the professional model of the university teachers, so that they can interact with their professional object in all its complexity.

The practicum and research formation of the future FLTs is carried out in **different formative contexts**, the main ones are: **the university**, **the practicum school**, and **the community**. Next, there is a synthesized reference to each of these scenarios and to each of the people who play important role in them.

University: The social institutions in charge of managing the educational formation of the trainees in which they receive the necessary pedagogical orientations for the execution and evaluation of their university studies.

In these institutions, an emphasis will be given to the formation and development of the communicative competence(s) in the foreign language(s), so as to use it as the content to teach during their practicum and future professional life, as well as the main means to manage such a process in the educational institutions from the different subsystems of the National System of

Education. In the same way, the necessary psycho-pedagogical formation will be given priority, trying to form and develop their pedagogical professional intentions.

The different disciplines of the academic components, as well as the different components of the curriculum will be in charge of providing the trainees with all the tools they need to be competent educators in foreign languages. The university setting plays an important role in the formation of a general comprehensive culture so as to become a competent professional as required by contemporary times. Of course, all these qualities, capacities, knowledge, habits, skills, and values, will be formed and developed in a close and systematic relationship with different educational institutions in which the trainees will carry out their practicum and research formation.

Practicum school: This is the term used in Cuba to designate the educational institutions from the different levels of education which have special conditions for the preparation of the future pedagogical professionals. The term micro-university has also been used as a cultured-bound concept understood by members of pedagogical universities and faculties, coined by the Ministry of General Education with the meaning of practicum schools. In the specific case of the formation of future FLTs, these institutions become more complicated than in the cases of the other pedagogical specialties. This is due to the fact that these trainees are prepared, during their pedagogical university studies, to work in any of the levels of the National System of Education; that is, starting from Elementary, through Junior and Senior High, including the Polytechnic one, and in special cases of advanced and talented trainees, up to Higher Pedagogical Education.

These institutions are selected according to their conditions and facilities to favor an effective formation of the future FLTs. Among these conditions, the following are highlighted:

- **Professional environment:** Positive psychological conditions evinced mainly by the interest of the teachers who work in these institutions to contribute to the comprehensive formation of the future FLTs, by means of the tutorial work.

- **Professional level of the teaching staff:** Scientific, pedagogical, and methodological preparation of the FLTs working in these institutions, scientific potentialities to carry out scientific research, upgrading interest and possibilities, quality and frequency of the scientific, methodological, cultural, and sport activities that they develop, and the relationship school-family-community.
- **Group characteristics:** Among the factors to consider, it is important to mention: levels of interest and motivation towards learning the foreign language, pupils' behavior, learning necessities and styles, independence, responsibility, and communicative relations.

Community: The different educational institutions belong to the context of particular communities. As it is well-known, the Cuban education is based on a social perspective. So, the trainees should characterize that community in order to know its influence upon the pupils they are educating as well as to positively influence this community.

It is also important to bear in mind that their pupils' families belong to that particular community. With this nucleus, important pedagogical and social relations are to be created. In the same way, the trainees should characterize the pupils' educative environment, so as to be able to know their potentialities and necessities to carry out an objective educative process, as well as to positively influence the family from the educative and cultural points of view.

The complexity of the different topics dealt with in this chapter demands the study of different sources which may throw light upon the essence of each of them. So, what follows is the suggestion of some of the main specialized literature where teacher trainers, mentors, and trainees can have their key readings on each of the topics.

The theoretical approximation given to the different topics dealt with in this chapter may be object of analysis in different moments throughout the majoring of the teacher trainees. So, teacher trainers and mentors should provide the trainees with the necessary orientations to deepen their studies

in other sources. Such orientations should be according to the trainees' necessities and possibilities. In particular, the level of communicative competence in the foreign language should be taken into consideration.

What follows is a list with possible new sources to deepen in the theory of the topics dealt with in this first chapter. However, there might be many other sources in the context where the trainees are developing their major. And, the rapid obsolescence of knowledge, characteristic of contemporary times, will make these suggested sources old very quickly while many others will appear. Due to the complexity of the contents, the suggested bibliography is listed under each of the main topics object of analysis:

Key readings on the professional formation of the teacher trainees:

Acosta, G. (2007). Metodología para la evaluación del desempeño del profesor de inglés en formación en la práctica pre-profesional: Tesis presentada en opción al grado científico de doctor en ciencias pedagógicas. Guantánamo, Cuba.

Dirección de formación y perfeccionamiento del personal pedagógico (2003). La Escuela como Microuniversidad en la Formación Integral de los Estudiantes de Carreras Pedagógicas: Ministerio de Educación. La Habana. Cuba.

González, M. (1997). La formación Universitaria de los docentes desde la escuela y para la escuela: Dirección de Formación y Perfeccionamiento del Personal Docente del Ministerio de Educación. Cuba.

Modelo del professional Plan Estudio D (2010): Ministerio de Educación Superior. Cuba.

Key readings on competences

Brown, G. et al (1996). Performance and Competence in Second Language Acquisition: Cambridge University Press. Printed in Great Britain.

Canale, M. & Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing: Applied Linguistics, volumen 1, No 1.

Font, S. (2006). Metodología para la asignatura Inglés en la secundaria básica desde una concepción problémica del enfoque comunicativo. Tesis en opción al grado científico de Doctor en Ciencias Pedagógicas: ISPEJV. La Habana.

Gonzalez, V. (1995). Psicología para educadores: Editorial Pueblo y Educación. La Habana. Cuba.

----- (2002). ¿Qué significa ser un profesional competente? Reflexiones desde una perspectiva psicológica: Revista Cubana de Educación Superior. Vol. XXII, No.1.

López, F. (2004). La Evaluación del Componente Laboral Investigativo en la Formación Inicial de los Profesionales de la Educación. Tesis presentada en opción al Título de Doctor en Ciencias Pedagógicas: Instituto Superior Pedagógico “José de la Luz y Caballero”, Holguín. Cuba.

Key readings on task

Richards, J. & Ch. Lockhart (1995). Reflective Teaching in Second Language Classroom: Cambridge University Press.

Zilberstein, J. & Silvestre, M. (2002). Hacia una Didáctica desarrolladora: Editorial Pueblo y Educación. La Habana.

Key Reddings on interdisciplinarity

Asencio, M. (1996). “Enfoque interdisciplinar en el diseño curricular”, en Cuadernos de Pedagogía, n.º 149: Madrid.

Fiallo, J. (1997). “La interdisciplinarietà, reto para la calidad de un currículo”: en Revista Iberoamericana de Pedagogía, n.º 91, año 1, vol. 1, mayo-julio, La Habana.

Fiallo, J. (1986). Las relaciones intermaterias: una vía para incrementar la calidad de la educación: Editorial Pueblo y Educación, La Habana.

Fiallo, J. (1997). La relación intermateria: Editorial Pueblo y Educación. La Habana.

Marín, R. (1995). "La interdisciplinarietà e integración de saberes", en IV Seminario de Profesores Tutores: Soporte magnético. Madrid.

Núñez, J. (1999). "Sobre la noción de interdisciplinariedad y los sistemas complejos": en Epistemología, Interdisciplinariedad y Medicina.

Núñez, J. (2001). "La interdisciplinariedad en la escuela: de la utopía a la realidad". Curso 01: Evento Internacional de Pedagogía 2001, La Habana.

Núñez, J. (1998). "Algunas nociones de interdisciplinariedad y los sistemas complejos": Fotocopia. La Habana.

Perera, F. (2000). "El enfoque interdisciplinar-profesional en el diseño y el desarrollo del curso de Física para estudiantes de la Carrera de Biología". Tesis de doctorado: ISPEJV, La Habana.

Pérez, Y. (2005) "El desarrollo de modos de actuación interdisciplinarios en la formación inicial de profesores de lenguas extranjeras". Tesis defendida en opción al grado científico de Doctor en Ciencias Pedagógicas: UCP "José de la Luz y Caballero". Holguín.

Piaget, J. (1975) ¿A dónde va la educación?: Editorial Teide, Barcelona.

Rodríguez, T. (1997). "Interdisciplinariedad: aspectos básicos": en Aula Abierta, n.º 59, junio, pp. 3-21, Madrid.

CHAPTER 2

INITIATING INTO MY PROFESSION FROM A PRACTICUM AND RESEARCH PERSPECTIVE

Initiating into your profession from a practicum and research perspective constitutes the second chapter of this textbook. Practicum and Research Studies for 1st year initiates trainees; it means, you start getting familiar with what you will do in your future professional life. It opens the door to the magical world of the art of teaching a foreign language.

The main goal of this chapter is to motivate you towards the foreign language teaching profession, through curricular and extracurricular activities. Through them you approach a panoramic insight of your role as foreign language teachers. As trainees, you will also become familiar with foreign language teaching, the official documents that regulate the teaching-learning process of English, the characterization of students' families and community. Thus, you as freshmen may come into contact with different levels of education: primary, secondary, preuniversity and polytechnic schools.

This chapter is also intended to provide you with opportunities to develop the following skills:

1. To characterize, in a critical and reflective way, the following aspects:
 - The educative process in general
 - School main norms, regulations, facilities and conditions
 - The communicative process in different professional contexts
2. To characterize the learning process of the English language, assisted by your teacher trainers and mentors, showing the necessary knowledge, habits and abilities to identify and use learning strategies that favor the development of communicative competence.

The present chapter includes some tips for teacher trainers, tutors from the university, mentors from the practicum school and trainees. Based on that, it is divided into two sections: the first is intended to student trainees and the second one is devoted to teacher trainers, tutors from the university and mentors.

Section I

To the trainees

This chapter will provide you with the first tools for your practicum in coming years. You will analyze different situations that cover various scenarios during your professional training. For each of the tasks suggested, you will have to do some research, write reports, do project works, and carry out interviews and surveys, among others.

Some of the tasks are to be carried out in English and others in Spanish. You will have the opportunity to get in touch with the academic language of your profession and you will practice English as well.

The chapter includes 16 tasks that you should solve with your classmates and with the help of your teacher trainers and tutors from the university, and your mentors.

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Task 12 Ten top requirements for teaching

Task 13 Encouraging evaluation as teachers to be

Task 14 Motivating my peers for the profession

Task 15 Preparing activities to motivate my students

Task 16 Reviewing my portfolio

Task 1

My Foreign Language Teacher Education Model

Objective: To comprehend the main contents of the Foreign Language Teacher Education Model to foster love for the foreign language major.

Content: Components of the Foreign Language Teacher Education Model

Timing: 2 hrs.

Teaching aids: The CD-ROM for the major, computers, and strips of paper.

Setting: The university

Procedures:

Listen to your teacher trainer's explanations and orientations regarding Foreign Language Teacher Education Model. Then read the version included in your compact disc very attentively. Prepare for a debate taking in account the following components of it:

- Main features of your studies
 - Language teachers' role
 - Professional qualities of the language teachers
 - Professional problems
 - Contexts in which you will be asked to fulfill your professional functions as teachers
- a) Write a summary in which you present your personal appraisal of the role of foreign language teachers in the Cuban society nowadays. Hand it to your counseling teachers.
- b) Listen to the teacher trainers' explanation about the importance of portfolios, and the orientations to create yours.

Assessment

You will be assessed on the quality of the group presentation and individual written summary.

It is necessary to point out that this task should be an important part of your portfolios in the academic year.

Task 2

What is my ideal image of a Foreign Language Teacher?

Objective: To discuss in order to reach conclusive opinions about their ideal foreign language teachers, their professional and human qualities and about the curriculum of the Foreign Language Teacher Education.

Contents: Feelings about teaching. Professional interest. Characteristics and qualities of the Foreign Language Teachers. Subjects included in the Foreign Language Teacher Education curriculum.

Timing: 4 hrs.

Teaching Aids: The book *Pedagogía de la Ternura*, the WEB-Site of the major.

Setting: The university

Procedures:

Read the following excerpt taken from the book “*Pedagogía de la Ternura*” written by Lidia Turner Martí and Balbina Pita Céspedes:

El maestro, además de las técnicas de su oficio debe poseer una gran riqueza espiritual. Ello le permite conocer el alma de quienes forma: sus inquietudes, amarguras, preocupaciones, desventuras. Cualquiera sea la complejidad de un joven, cada uno tiene una cuerda emocional que el maestro debe saber pulsar con amor. ¿Puede hacerlo quien sólo sabe poner al descubierto los defectos? El que hace eso endurece el alma. El agravio, la palabra fuerte, desentonada, no ayuda. Tampoco ayuda la zalamería dulzona. Esta acaba por interpretarse como politiquería o debilidad del carácter del maestro. Por otra parte, la obediencia no comprendida, rígida, conduce a la mentira, al fingimiento, a la apatía, al miedo irracional, si es niño; y a la rebeldía abierta del adolescente o joven.

La correcta actitud del maestro es saber ser exigente de modo tal que en vez de deprimir, estimule al afectado.

a) Are the authors comparing two kinds of teachers? Which are the positive and negative qualities they point out? Which is the message the authors want to transmit in the excerpt? Write a letter addressed to your teaching staff in which you expose your personal point of view about this.

b) Consult the WEB-Site of your major and search about the following:

Which are the subjects from your syllabus that mainly contribute to your formation as foreign language teachers, particularly to acquire the qualities referred to in the previous excerpt? Substantiate your view points.

Assessment

This will be assessed through the quality of your oral and written reports.

Key reading on the task:

Turner, L. & Pita, B. (2001). *Pedagogía de la Ternura*. La Habana: Pueblo y Educación.

Task 3

A day at a school

Objective: To comprehend relevant information from the official documents that regulates the teaching-learning process of English in the different education levels, as well as the problems affecting the teaching-learning process of English in the schools.

Contents: Official documents that regulate the teaching-learning process of English in the different types of education levels (primary school, junior high school, senior high school).

Timing: 4 hrs.

Teaching Aids: Official documents that regulate the teaching-learning process of English in all educational levels.

Settings: Educative institutions from different levels of education

Procedures:

Search for the following information in the school you are visiting:

- a) Ask for the official documents that regulate the teaching-learning process of English in the educative level you selected. Jot down basic information about the general objectives of the type of education, objectives of one of the grades, subjects included in the grade curriculum, and objectives of English as a subject in the grade.
- b) With the teacher trainer's help, elaborate an interview to the head professor of the grade, the language teachers and the school principal, with the objective of detecting the problems affecting the teaching-learning process of English in the educative level.
- c) Elaborate an oral and written report on the information obtained. Share it with your classmates and the teaching staff. Write questions about aspects and problems related to the role of English as a subject, learning results, motivation of learners, etc.

Assessment

It may be done through the written report to be handed in to the teacher trainer. Also it may be done orally, using a presentation with Power Point.

Task 4

An overview of foreign language teaching in Cuba

Objective: To value the main achievements and traditions on foreign language teaching in your territory and in Cuba to strengthen your professional motivation and interest towards your major.

Content: Remarkable achievements of foreign language teaching in Cuba

Timing: 4 hrs.

Teaching Aids: Documents and books about language teaching in Cuba, PhD. Investigations

Settings: The university

Procedures:

- 1- Search with your most outstanding language teacher trainers from the staff remarkable names of teachers of French and English in your town, province and in Cuba.
- 2- Choose one of them and make a comment on his/her remarkable achievements in foreign language teaching (biographical data, qualities, research, books, etc).

Assessment

You will be assessed through the quality of your comments on the biographical data.

Task 5**Doing some research on the main contributions in foreign language teaching in Cuba**

Objective: To value the main achievements on the foreign language teaching to strengthen your professional motivation and interest towards your major.

Content: Remarkable achievements of foreign language teaching in Cuba

Timing: 4 hrs.

Teaching Aids: Books and thesis of language teachers. ECURED materials about the foreign language teaching in Cuba

Setting: The university

Procedures:

Among the foreign language teaching educators your classmates presented, some have made important contributions to the teaching-learning process of English and French in Cuba all way through. Socialize and exchange information with your peers and fill the following chart. You may probably require doing extra research work. Go to the university library and investigate to collect the data you require in order to fill the chart. You may consider, among several, their investigations, awards, projects and publications.

Names	Investigations	Publications: Articles and Books	Projects	Awards

b) Prepare an oral and written report in which you expose such social contributions to the English and French teaching-learning process in Cuba.

Assessment

This will be assessed through oral and written presentation using Power Point. Your ability of elaborating reports should be assessed.

Task 6

A film I must watch

Objective: To value the importance of good teaching for values formation of the new generation.

Contents: Values which should characterize the FLTs and their importance for the education of their learners

Timing: 4 hrs.

Teaching Aids:

- The movie “Dangerous Minds”

- The book: Colectivo de autores. (2002). *Nociones de Sociología, Psicología y Pedagogía* (pp. 122-146). La Habana: Editorial Pueblo y Educación.

Setting: In the classroom

Procedure:

Read carefully the observation guide for the movie “Dangerous Minds”. Be ready to answer it.

Observation guide for viewing the film:

1. Where does the story take place?
2. Who are the characters? Characterize each of them?
3. Why do the students reject their teacher at the beginning of the story?
4. What does she do to call her students` attention?
5. Does the teacher accomplish her goal in the classroom?
6. Select the part that strikes you the most in the film.
7. Discuss with your classmates the following questions. Get ready for the debate:

Questions for debate:

- a) If you were the teacher of the film what would you do?
 - b) How would you value the teacher’s attitude?
 - c) Is it important to know the characteristics of your students? Why?
 - d) How would you value the parent-teacher relationship in the movie? Support you viewpoints.
 - e) Is this relationship important for your future work? Why?
8. Read the article “Algunas técnicas para la caracterización de la personalidad del adolescente pp. 122-146, included in the book *Nociones de Sociología, Psicología y Pedagogía* by Colectivo de autores. Be ready to write a summary of it and present it to your teaching staff.

Assessment

Assess your oral performance in the debate and your ability to summarize the article. If possible prepare a power point for your presentation.

Task 7

Learning how to start a language lesson

Objective: To familiarize with the general format of the lesson and with activities to initiate and conclude it.

Content: Techniques to start a language lesson and to end it.

Timing: 4 hrs. (More than one lesson of the subject Integrated English Practice will be observed during two or three days).

Teaching Aids: observation sheet

Setting: The university

Procedures:

1. Teachers may use a variety of ways to start a language lesson and to end it. From the Integrated English Practice lessons you have observed, select the ones you considered more useful and practical for starting your lessons and to finish them.
2. Prepare an observation sheet with the help of your teacher trainer.
3. Be ready to provide solid arguments about your selection.

Possible activities you may find in your observations (to be included in the observation sheet):

- a) Checking the homework
- b) Applying a quizz (evaluation task)
- c) Using brief games to enhance motivation
- d) Using a proverb or a saying
- e) Using a student as a monitor to demonstrate
- f) Activating students' previous knowledge

- g) Using a song
- h) Informing the students about the topic
- i) Imposing yourself in the classroom
- j) Reviewing important information
- k) Asking question to assess students
- l) Assigning homework
- m) Giving recommendations about learning
- n) Conducting reflections about how to be a more efficient learner

Assessment

It will be through your performance in describing the activities and identifying the appropriate one for initiating or ending a lesson.

Key readings on the task:

Antich, R. (1986). *Metodología de la Enseñanza de Lenguas Extranjeras*. La Habana: Editorial Pueblo y Educación.

Labarrere, G. & Valdivia, G. (1988). *Pedagogía*. La Habana: Editorial Pueblo y Educación.

González, R. (2009). *La clase de Lenguas Extranjeras. Teoría y Práctica*. La Habana: Editorial Pueblo y Educación.

Task 8

Learning how to use teaching aids in the language classroom

Objective: To identify the different teaching aids (material, resources) used in the language lesson as well as their requirements.

Contents: Foreign language teaching aids

Timing: 4 hrs.

Teaching aids: Books

Setting: The university

Procedures:

English teachers can make use of a variety of teaching aids, including technological ones. They should know how to exploit them efficiently according to their students.

- a) Consult the books: *Pedagogía* by Guillermina Labarrere and Gladys Valdivia pp. 102-105, *Metodología de la enseñanza de lenguas extranjeras* by Antich, R., Chapter 11, *La clase de Lenguas Extranjeras. Teoría y Práctica*, by González, R. pp. 61-64, and investigate about the most commonly used resources or media and the necessary requirements for their use.
- b) Be ready to present the results of your findings briefly in an oral way.
- c) Select a content to be taught in an English lesson with the help of a teaching aid. If necessary elaborate one.
- d) Demonstrate with some examples how you fulfil its requirements.

Assessment

You may use the self-evaluation and peer-evaluation.

The teacher trainers will assess your abilities of researching about teaching aids and their requirements, processing information and elaborating summaries of your findings as well as your creativity to elaborate a teaching aid.

Key readings on the task:

Antich, R. (1986). *Metodología de la Enseñanza de Lenguas Extranjeras*. (pp. 102-105). La Habana: Editorial Pueblo y Educación.

Labarrere, G. & Valdivia, G. (1988). *Pedagogía*. La Habana: Editorial Pueblo y Educación.

González, R. (2009). *La clase de Lenguas Extranjeras. Teoría y Práctica*. (pp. 61-64). La Habana: Editorial Pueblo y Educación.

Task 9

How can I warm up my students for a language lesson?

Objective: To distinguish a variety of activities that teachers may creatively use to enhance motivation for language and language learning.

Contents: Activities to motivate and change the students' mood

Timing: 4 hrs.

Teaching Aids: Book

Setting: The university

Procedures:

Consult the book *Five-Minute Activities* by Ur P., pp. 2-5 and choose one activity that will help you to change the students' mood and motivate them for the lesson. Each trainee from a team selects one activity.

- a) Be ready to demonstrate how it works with your classmates.
- b) How did your classmates react? How did you feel about that?

Assessment

It will be carried out through your oral presentation and your interaction in the classroom.

Key readings on the task:

Ur, P. (1996). *Five minute activities. A resource book of short activities.* (pp.2-5). Cambridge: Cambridge University.

Task 10

Correcting language mistakes in the classroom

Objective: To familiarize with important linguistic differences between L1 and L2 teachers need to know for teaching purposes.

Contents:

- Common language mistakes
- Phonetic techniques to correct language mistakes

Timing: 4 hrs.

Teaching Aids: Pieces of paper

Settings: The university or the practicum school

Procedure:

Prepare an interview for the teachers of Integrated English Practice in which you take into consideration the following aspects:

- a) Some common examples of pronunciation mistakes in the Spanish speaking students commit while learning English
- b) Why learners have pronunciation errors or deviations and why this information is important for the language teacher
- c) Write a report where you include: examples of sounds, words which the learners mispronounce, a brief explanation of general causes and expose these facts to your classmates and the counseling teacher.

Assessment

It will be assessed through accuracy in referring to evident examples and the causes of the deviations.

Task 11

Do I have to look up all the new words in the dictionary?

Objective: To identify procedures they can use to learn the meaning of new words and which are useful to help teachers convey meanings.

Contents: Techniques to convey meaning

Timing: 4 hrs.

Teaching Aids: Primary school English books

Settings: The university or the practicum school

Procedures:

1. Consult some teachers of English from the Staff about the different techniques they use to convey word meanings and how important and useful they are.
2. Make a report about each of them.
3. Be ready to present it to your classmates.

Assessment

It can be carried out through your individual presentations of your reports on the topic. If possible prepare a power point for your presentation.

Task 12**Ten top requirements for teaching**

Objective: To value the importance of teaching in today's society to foster love for the major.

Contents: Requirements for teaching

Timing: 4 hrs.

Teaching Aids: Pamphlet: Good Teaching: The Top Ten Requirements, by Richard Leblanc, Ontario

Settings: The university or the practicum school

Procedures:

1. Suggest some requirements to your teacher to be successful in teaching.
2. Read the requirement provided in the card given to your team and get ready to translate into Spanish. Do you agree with it? Support your opinion.
3. Be ready to elaborate your own personal requirements to be a successful teacher.
4. Present it to your classmates and teacher trainer from the teaching staff.

Assessment

Keep in mind the following aspect for your self-assessment and peer-assessment: the ability to elaborate the proposal of the requirements for a successful teaching.

Task 13

Encouraging evaluation as teachers to be

Objective: To self-assess through the debate on the importance of evaluation and the types of techniques and procedures they use in secondary school.

Content: Evaluation in the language classroom

Timing: 4 hrs.

Teaching Aid: Books

Settings: The university or the practicum school

Procedures:

1. Consult the bibliography and investigate about the importance of evaluation in language teaching. Also find out about what evaluation procedures and techniques teachers in secondary school use.
2. Be ready to expose them to your classmates and the teacher trainers' staff.
3. Propose criteria for evaluating your performance.

Assessment

Use the criteria you proposed in the plenary session.

Key readings on the task:

- 1) Antich, R. (1986). *Metodología de la Enseñanza de Lenguas Extranjeras*. La Habana: Editorial Pueblo y Educación.
- 2) Labarrere, G. & Valdivia, G. (1988). *Pedagogía*. La Habana: Editorial Pueblo y Educación.
- 3) González, R. (2009). *La clase de Lenguas Extranjeras. Teoría y Práctica*. La Habana: Editorial Pueblo y Educación.

Task 14

Motivating my peers for the profession

Objective: To express opinions about the teaching profession, its advantages, and social relevance

Contents: Activities to motivate a language lesson

Timing: 4 hrs.

Settings: The university or the practicum school

Procedures:

1. Read the book *Propuesta de actividades para estimular la motivación hacia la profesión pedagógica en los estudiantes de la Facultad de Secundaria Básica*, by Castellanos, D.
2. Choose one of the activities she proposes and implement it in class with your classmates.
3. Give your opinion about the activity you chose.
4. Comment on the importance of promoting your students' interests towards teaching as a profession.

Teaching Aids:

- Book: *Propuesta de actividades para estimular la motivación hacia la profesión pedagógica en los estudiantes de la Facultad de Secundaria Básica*, by Castellanos, D.
- Chalkboard

Assessment

You may use self-assessment to evaluate your commentaries about the importance of promoting the interest towards teaching as a profession.

Key reading on the task:

Castellanos, D. (2003). *Propuesta de actividades para estimular la motivación hacia la profesión pedagógica en los estudiantes de la Facultad de Secundaria Básica*. Tesis de Maestría en Ciencias de la Educación. Universidad de Ciencias Pedagógicas "Félix Varela". Villa Clara.

Task 15

Preparing activities to motivate my students

Objective: To model an activity for motivating for learners at the elementary level (primary school) and which is also at the level of fresh students in the foreign language major.

Contents: Activities to motivate a language lesson

Timing: 4 hrs.

Teaching Aids:

Book: Metodología de la enseñanza de lenguas extranjeras by Antich, R.

Chalkboard

Settings: The university or the practicum school

Procedures:

Read the book Metodología de la enseñanza de lenguas extranjeras by Antich, R., page 196.

1. Prepare an oral presentation on the ideas about motivation.
2. Suppose you are a primary school teacher. Prepare an activity which is suitable to motivate primary school children.
3. Reflect on the phrase “A good education is the most valuable of all possessions”.

Assessment

You may use self-evaluation and peer-evaluation.

You will be assessed through your performance, creativeness and reflections about the phrase: “A good education is the most valuable of all possessions”.

Task 16

Reviewing my portfolio

Objective: To self-assess your performance of the practicum and research tasks carried out through reflection and self-regulation.

Contents: Students' portfolios: The tasks they have done during their practicum and research.

Timing: 4 hrs.

Teaching Aids: chalkboard, students' portfolios, bulletin board

Settings: The university or the practicum school

Procedure:

Using your portfolios, select the task you enjoyed the most. Pin it on the bulletin board to publish and share it with your classmates, your counseling teacher and the teaching trainer staff. Get ready to support your selection.

Assessment

Use the criteria you proposed for the evaluation in Task 13.

Section II

For teacher trainers and mentors

Although there is no much time at schools in this academic year for practicum, it is the teacher trainers' task to ensure that its content and tasks are dealt with across the different subjects. Its main goal is to facilitate the integration of the content of each discipline that is taught and provide a useful opportunity to motivate trainees towards the profession.

The tasks provided in this chapter have been structured to facilitate group work. They include role-plays, project work, problem activities, oral and written reports and didactic games to promote active learning, reflection and responsibility for the trainees' own learning, which leads to their intellectual development. The tasks are intended to foster creative thinking, cognitive capacities and love for their future profession.

For the elaboration of the tasks, the following requisites have been taken into consideration:

- They are all related to the trainers' professional role.
- They respond to the objectives of the Foreign Language Teacher Education Program.
- They consider the different ways in which trainers provide the solutions.
- They respond to the trainers' needs to be prepared for their practice teaching.
- They involve different disciplines of the first year curriculum.
- They allow trainees to become familiar with the academic language of the major.

Some of the tasks are going to be developed during the induction week, others throughout the academic year according to the design provided in each university. They can be carried out in the classroom or outside of it. In every case, the interaction of the teaching staff is needed for their solution. The chapter includes 16 tasks; the first five may be developed in Spanish. The others can be assigned in English and developed in Spanish or in English. It will depend on trainees' communicative competence in both languages.

Teacher trainers may also use different self-assessment, assessment and peer-assessment techniques such as: portfolios, diary writing, tests, systematic observations, interviews, role plays, and others.

To the mentors from the practicum schools

You play an important role in the Practicum and Research Studies for First year. Although the students do not remain in your educational institution, some of the tasks proposed can be carried out under your close guidance. Therefore your main tasks are the following:

- ✓ Establish a fluent communication with the students.
- ✓ Facilitate all the necessary conditions.
- ✓ Help them with the solution of some activities and provide the information they need about foreign language teaching.

- ✓ Provide them orientations for researching.
- ✓ Familiarize the trainees with the academic language of their future profession.
- ✓ Motivate them towards the teaching of the foreign language.

You may also use different self-assessment, assessment and peer-assessment techniques such as: portfolios, diary writing, tests, systematic observations, interviews, role plays, and others.

Task 1

My Foreign Language Teacher Education Model

Procedures:

The task should be developed during first year induction week. Before developing the task, the university teaching staff must explain what the Foreign Language Teacher Education Model stands for. This can be done through an introductory mini-lecture to give general and basic information, later:

1. Create all the conditions to socialize the Foreign Language Teacher Education Model among first year trainees.
2. Arrange the classroom in teams.
3. Assign a Foreign Language Teacher Education Model's component to each team (You may hand over strips of paper with the different components).
4. Evaluate trainees' performance. Diagnose their motivation towards the profession. (It can be part of the diagnosis applied to the them)
The assessment can be done by group presentation and individual written summary. It is necessary to point out that this task should be an important part of the trainees' portfolio of the academic year.
5. Explain the essentials of the portfolios which they have to organize for their first academic year.
6. Ask trainees to begin writing down the first notes for their portfolios.

Task 2

What is my ideal image of a Foreign Language Teacher?

Procedures:

1. Ask trainees to read and analyze very carefully the following excerpt taken from the book *Pedagogía de la Ternura*, written by Turner, L.
2. Ask them to seek information online (the WEB-Site of your major) about subjects from the syllabus that mainly contribute to their formation as a language teacher.
3. Ask trainees to develop the activities designed.
4. Check all the activities and promote debate among them.
5. Evaluate the trainees' performance through the oral and written presentation.
6. Ask them to keep the task as a memory for their portfolios.

Task 3

A day at a school

Procedures:

Organize a visit to a school near the university in order to complete the following tasks:

1. Assign the trainees to search for the official documents that regulate the teaching-learning process of English in the educational level (general objectives of the type of education, objectives of one of the grades, subjects included in the grade curriculum, objectives of English as a subject in the grade). Assign a study guide.
2. Help your trainees elaborate an interview with the school principal, the head professor of the grade and some of the teachers of English. Apart from the objectives, orient the trainees to search for the problems affecting the teaching-learning process of English in the

school they visit. In the elaboration of the interview include aspects and problems related to the role of English as a subject, learning results, motivation of learners, etc.

3. Check the activities and share the trainees' results with the teaching staff.
4. Assess each trainee's assignments and performance in the school. It may be done through the written report to be handed in to the teacher trainer. Also it may be done orally, using a presentation with Power Point. The trainer may use the peer-evaluation, self-evaluation and heteroevaluation.
5. Ask the trainees to keep the activity as a memory in their portfolio.

Task 4

An overview of foreign language teaching in Cuba

Procedures:

1. Assign the trainees to search about outstanding names of teachers of French and English in the town where they live, province and in Cuba.
2. Orient the trainees to visit the CEDIC of your university and to interview some foreign language teachers in order to find information about the personality (foreign language teacher) you have chosen (If he/she is a book author, refer to the book).
3. Assign them to prepare a speech based on the teachers' remarkable achievements (biographical data, qualities, books, research, etc)
4. Assess each trainee's performance taking into consideration their comments on the biographical data. You may used the following aspects:
 - ✓ The ability to process information about the foreign language teaching in Cuba
 - ✓ The ability to prepare a speech based on the teachers' remarkable achievements (Biographical data, qualities, books, research, etc.)

5. Ask them to keep the activity as a memory in their portfolio.

Task 5

Doing research on the main contributions in foreign language teaching in Cuba

Procedures:

1. Assign the trainees to search about outstanding names of teachers of French and English they have presented in the previous task.
2. Motivate them to go to the university library and to consult ECURED in order to collect data to complete a chart about these outstanding teachers.
3. Ask them to prepare an oral and written report on the social contributions to the English and French teaching-learning process in Cuba.
4. Assess each trainee's performance. The ability of elaborating reports should be assessed.
5. Ask them to keep the activity as a memory in their portfolio.

Task 6

A film I must watch

Procedures:

1. Motivate your trainees to watch the film "Dangerous Minds".
2. Orient an observation guide for the movie. (You may find the film at the Hemeroteca of your University).
3. Play the movie.
4. Discuss with them the observation guide.
5. Assign the trainees some questions for discussion about the movie and arouse a debate.
6. Assign the trainees to consult the book *Nociones de Sociología, Psicología y Pedagogía* by Colectivo de autores.

7. Ask them to read the following article included in such a book: “Algunas técnicas para la caracterización de la personalidad del adolescente”, pp. 122-146.
8. Make a summary of this article.
9. Ask them to present it in front of the classroom.
10. Assess the trainees’ oral performance in the debate and the ability to summarize the article.
11. Ask them to keep the activity as a memory in their portfolio.

Observation guide for viewing the film:

1. Where does the story take place?
2. Who are the characters? Characterize each of them?
3. Why do the students reject their teacher at the beginning of the story?
4. What does she do to call her students’ attention?
5. Does the teacher accomplish her goal in the classroom?
6. Select the part that strikes you the most in the film.

Questions for debate:

1. If you were the teacher of the film what would you do?
2. How would you value the teacher’s attitude?
3. Is it important to know the characteristics of your students? Why?
4. How would you value the parent-teacher relationship in the movie? Support your viewpoints.
5. Is this relationship important for your future work? Why?

Task 7

Learning how to start a language lesson

Procedures:

1. Interact with the trainees to familiarize them with the general format of the lesson (Introduction, development and conclusions). Use questions to elicit their opinions and comments.
2. Guide the trainees to observe their Integrated English Practice lessons and to write down descriptions of how the teacher usually starts and ends the lessons (activity types, procedures). Work out with them an observation sheet lessons.
3. Ask the trainees to select the most suitable ways to start a language lesson and provide arguments about their selections during their presentations.
4. Assess the trainees' performance in describing the activities and identifying the correct appropriate one for initiating or ending a lesson.
5. Ask them to keep the activity as a memory in their portfolio.

Task 8

Learning how to use teaching aids in the language classroom

Procedures:

1. Have the trainees consult the following books: Pedagogía by Labarrere G. and Valdivia G., pp. 102-105, Metodología de la enseñanza de lenguas extranjeras by Antich, R., Chapter 11, and La clase de Lenguas Extranjeras. Teoría y Práctica by González. R., pp. 61-64, which are related to the use of teaching aids (types and requirements).
2. Ask the trainees to search about the different teaching aids and their requirements.
3. Ask them to select a content to be taught in an English lesson with the help of a teaching aid.

4. Ask them, if necessary, to elaborate a teaching aid and demonstrate how it is used.
5. Select the most creative proposal.
6. Assess the trainees' performance through the use of self-evaluation and peer evaluation. The trainer also should take into account for the evaluation the students' abilities of researching about teaching aids and their requirements, processing information and elaborating summaries of their findings as well as their creativity to elaborate a teaching aid.
7. Ask them to keep the activity as a memory in their portfolio.

Task 9

How can I warm up my students for a language lesson?

Procedures:

1. Lead the trainees to consult the book Five-Minute Activities by Ur, P. (split the class into teams, and assign specific pages from the book to each group).
2. Ask the trainees to search about the different activities to change the students' mood.
3. Ask team members to pick up one, each of them.
4. Ask the trainees to establish a debate on the selected activities and decide on the most practical and funny.
5. Ask them to demonstrate the activity in class and express how they feel about it.
6. Assessment may be carried out through individual presentations of the trainees' report on the topic.
7. Ask trainees to keep the activity as a memory in their portfolio.

Task 10

Correcting language mistakes in the classroom

Procedures:

1. Ask the trainees to prepare an interview to teachers of Integrated English Practice based on the common language mistakes of Spanish speakers and the corrective techniques.
2. Check the interviews.
3. Ask them to elaborate a report.
4. Ask them to expose the report to the counseling teacher and to their classmates.
5. Assessment may be carried out through trainees' accuracy in referring to evident examples and the causes of the deviations.
6. Ask them to keep the activity as a memory in their portfolio

Task 11

Do I have to look up all the new words in the dictionary?

Procedures:

1. Ask the trainees to consult some language teachers from the English department staff about the different techniques they use to convey word meanings within a passage or dialogue from the primary school English books, and the importance of these tools for the language teacher.
2. Ask them to elaborate a report on that.
3. Ask them to expose it to their classmates.
4. Evaluate each trainee's presentation about the requirements for a successful teaching.
5. Ask them to keep the activity as a memory in their portfolio.

Task 12

Ten top requirements for teaching

Procedures:

1. Motivate the trainees to make predictions on the following topic: "Requirements for teaching".
2. Jot down all the predictions on the blackboard.
3. Keep in mind that this activity can be developed in Spanish.
4. Split the classroom into ten teams and assign the following cards to each of them (each card has a requirement for teaching):

Card 1

ONE: Good teaching is as much about passion as it is about reason. It's about not only motivating students to learn, but teaching them how to learn, and doing so in a manner that is relevant, meaningful, and memorable.

Card 2

TWO: Good teaching is about substance and treating students as consumers of knowledge. It's about doing your best to keep on top of your field, reading sources, inside and outside of your areas of expertise.

Card 3

THREE: Good teaching is about listening, questioning, being responsive, and remembering that each student and class is different.

Card 4

FOUR: Good teaching is about not always having a fixed agenda and being rigid, but being flexible, fluid, experimenting, and having the confidence to react and adjust to changing circumstances.

Card 5

FIVE: Good teaching is also about style. Should good teaching be entertaining? You bet! Does this mean that it lacks in substance? Not a chance.

Card 6

SIX: This is very important good-teaching is about humor. It's about being self-deprecating and not taking yourself too seriously.

Card 7

SEVEN: Good teaching is about caring, nurturing, and developing minds and talents. It's about devoting time, often invisible, to every student.

Card 8

EIGHT: Good teaching is supported by strong, visionary leadership, and very tangible institutional support—resources, personnel and funds.

Card 9

NINE: Good teaching is about mentoring between senior and junior faculty, teamwork and being recognized and promoted by one's peers.

Card 10

TEN: At the end of the day, good teaching is about having fun, experimenting pleasure and intrinsic rewards...

5. Ask them to translate the cards into Spanish. This can be done through a game.
6. Ask them to compare what they suggested at the beginning of the lesson and the requirements given in the cards.
7. Ask them to make comments on their opinions about the requirements, if they agree or disagree.
8. Ask them, keeping the team work, to elaborate their personal requirements for teaching.
9. Orient them to expose the requirements their proposed in a plenary session.
10. Evaluate each trainee's report on the topic as well as the ability to elaborate the proposal of the requirements for a successful teaching.
11. Ask the trainees to keep the activity as a memory in their portfolio.

Task 13

Encouraging evaluation as teachers to be

Procedures:

1. Orient the trainees to consult the following books: Metodología de la enseñanza de lenguas extranjeras by Antich, R. Chapter 19, La clase de Lenguas Extranjeras. Teoría y Práctica by González, R., pp. 226-238, and Didáctica Interactiva by Acosta, R., P. 130.
2. Ask them to investigate about the importance of the evaluation in the language classroom and the types of evaluation tasks and procedures they have introduced in secondary school.
3. Create a favorable climate for the activity.
4. Facilitate the trainees' presentations of their findings.
5. Lead them to propose indicators for evaluating the activity. Take notes on their proposal on the blackboard. Work it out in plenary session.
6. Encourage self-assessment and peer assessment according to the criteria they proposed.
7. Ask them to keep a record of the activity results in their portfolio.

Task 14

Motivating my peers for the profession

Procedures:

1. Motivate the trainees to go to the university library and read the book Propuesta de actividades para estimular la motivación hacia la profesión pedagógica en los estudiantes de la Facultad de Secundaria Básica by Castellanos, D.
2. Split the classroom into five teams.
3. Ask the teams to select one of the activities to put into practice in the language lesson.

4. Ask one member of the team to present their activities in front of the classroom.
5. Ask the trainees for opinions about the activities and commentaries on the importance of motivating the students.
6. Assess the trainees' commentaries about the importance of promoting the interest towards teaching as a profession.
7. Ask them to keep the activity as a memory in their portfolio.

Task 15

Preparing activities to motivate my students

Procedures:

1. Ask the trainees to read the book Metodología de la enseñanza de lenguas extranjeras by Antich, R., page 196.
2. Divide the classroom into six teams.
3. Ask the teams to prepare an exposition on motivating the language lesson.
4. Ask them to present their ideas in front of the classroom.
5. Use an imaginary situation: The trainees are primary school teachers and they need to motivate their lessons, ask them to prepare one activity for the language lesson using teaching aids.
6. Ask them to reflect.
7. You may use the self-evaluation and peer-evaluation.
8. Assess trainees' expositions, creativeness and reflections about the phrase "A good education is the most valuable of all possessions".
9. Ask the trainees to keep the activity as a memory in their portfolio.

Task 16

Reviewing my portfolio

Procedures:

1. Ask them to bring their portfolios to the classroom.
2. Guide them to select the activity they enjoyed the most and the one in which they had more difficulties. Make them reflect on the causes and the possible recommendations to improve what they have done.
3. Establish the criteria for the trainees' selection.
4. Ask them to support their selection.
5. Select with the trainees the activities that can be published at the bulletin board.
6. Assess your trainees according the criteria they proposed on Task 13.

Chapter 3

STEPPING INTO THE TEACHING OF FOREIGN LANGUAGE IN PRIMARY SCHOOL

Stepping into the teaching of foreign language in primary school constitutes the third chapter of this textbook. It is divided into two sections: a section for the trainees and another for the teacher trainer and the mentor. The chapter is closely related to the subjects Practicum and Research Studies I and II (PRS I and II) that are taught in the first and second semester of the second year of foreign language teacher education program.

Section I

To the trainees

You are in second year of your foreign language teacher education program. In this course, you will develop some tasks in primary school, as the main scenery for your education, known in Cuba as practicum school, that is, a pre-service teaching training school.

This chapter aims at introducing you into the educative work and management of the teaching-learning process of the English subject in primary school. More particularly, this chapter helps you to fulfill the following general objectives throughout the second year of the Foreign Language Teacher Education Program.

- Characterize the educative work and the teaching-learning process of English in primary school through the analysis of the school model of education and the research methods and techniques.
- To diagnose a primary school pupils' needs and a group of students to learn English, through research methods and techniques.
- To model, in a first approximation, teaching activities related to the educative work and the teaching-learning process of English in primary school, through the analysis and reflection of the school model of education, and the use of research methods and techniques.

- To assess your learning process of the English Language, through self-evaluation, the use of portfolio and the use of research methods and techniques.

This chapter is written in English. This helps you to step forward into the comprehension of the scientific style in the English language. Nevertheless, you may solve the majority of the activities in Spanish according to your self-assessment of the level of communicative competence.

Table of tasks

Task 1 The model of the primary school and the English subject

Task 2 Children characteristics and their influence on foreign language learning

Task 3 The diagnosis of the pupils' needs to learn how to communicate in English

Task 4 The design of the objectives in the English subject in primary school

Task 5 Ideological and values education through the content of the English subject in primary school

Task 6 Lesson planning in the English subject in primary school

Task 1

The Model of the Primary School and the English subject

Objective: To characterize the primary school model of education and the teaching-learning process of English by means of analysis, reflection, comparison and research empirical methods

Content:

- ✓ The objectives of the primary school and their relationship with the English subjects
- ✓ Characteristics of the teaching-learning process of English in primary school

✓ Curriculum demands of the primary school and the English subject

Timing: 4 hrs.

Teaching aids: English Workbook, study guide and portfolio.

Settings: Practicum school and the university

Procedures:

Do the following in the university:

1. Read the chapter “Fin y objetivos de la escuela primaria” on pages 19-35 from the book “Exigencias del modelo de escuela primaria para la dirección por el maestro de los procesos de educación, enseñanza y aprendizaje” written by Rico (2008). Then answer in Spanish: What is the aim of the primary school? What objectives does the English subject may contribute to fulfill in each grade of the primary school?
2. Read the chapter “El inglés en el currículo de la escuela primaria” from the book: Un acercamiento a la enseñanza del inglés en la Educación Primaria written by Isora Enriquez O’ Farrill y Arturo Pulido Díaz. Then answer in Spanish or in English: How does the English subject help to achieve the objectives of primary school? Why is it necessary to learn English from the early ages?
3. Make a Spanish summary of the chapter you read. Add this summary to the portfolio.
4. Prepare an interview guide for the school principal based on the following elements. Add this guide to the portfolio.
 - a) Organizational structure of the school
 - b) Structure and functions of the school board
 - c) School subjects that the pupils learn
 - d) School registration
 - e) Main problems the teachers face in the education of pupils
5. Prepare an interview with the teacher of English, based on the following elements:

- a) The main objective of the English subject in primary school
- b) Characteristics of the English subject in primary school: number of hours in each grade, main content, methodology, forms of evaluation, differences between English and Spanish
- c) The pupils' likes and dislikes concerning this subject
- d) Main problems the teacher of English should solve
- e) The professional functions that the teacher of English should do at school

Do the following in the practicum school:

1. Meet the principal of the school and the members of the school board.
2. Interview the principal, according to the elements you were given to elaborate it. See the example given below.

Example of an interview sheet

Entrevista al director de la escuela

Estimado director, necesitamos entrevistarle con el objetivo de conocer los rasgos que caracterizan al modelo de la escuela primaria. ¿Puede usted responder las siguientes preguntas?

¿Cuál es la estructura organizativa de la escuela?

¿Cómo está estructurado el consejo de dirección de la escuela?

¿Qué rasgos caracterizan la escuela primaria que usted dirige?

¿Cuáles asignaturas estudian los alumnos en la escuela por grado?

¿Cuál es la matrícula de alumnos de la escuela y por grados?

¿Cuáles son los principales problemas que debe resolver la escuela para mejorar la calidad del aprendizaje?

3. Interview the teacher using the interview guide given below.

Example of the interview sheet for the teacher of English

Entrevista al profesor(a) de inglés de la escuela

Estimado profesor(a) de inglés, necesitamos entrevistarle con el objetivo de conocer los rasgos que caracterizan la asignatura de inglés acorde con el modelo de la escuela primaria. ¿Puede usted responder las siguientes preguntas?

¿Cuál es el objetivo principal de la asignatura Inglés en la educación primaria?

¿Qué rasgos caracterizan a la asignatura Inglés en la escuela en cuanto a: cantidad de horas en cada grado, principales funciones comunicativas por asignatura, habilidad que predomina, metodología empleada, formas de evaluación?

¿Cuáles son las preferencias de los alumnos en relación con la asignatura?
¿Cuáles son los principales problemas que debe usted resolver en la enseñanza del idioma inglés en la escuela?

4. Make an oral report in front of the mentor and tutor about the interpretation of the data taken from the interviews, using power point software.
5. Select a class of children from 5th grade to work with during your practicum at school.
6. Select a pupil (boy/girl) from 5th grade to work with during your practicum at school.
7. Analyze the school schedule, according to your knowledge on Pedagogy in order to make a written report in Spanish about the position of the English subject in this schedule.
8. Write a report in Spanish or English about the school schedule. Include your opinions.

Assessment

You should self-evaluate procedures 4, 7, and 8 in groups or individually. You should consider the indicators for self-assessment and assessment included in Chapter 1 and also the following:

- ✓ Quality of the introduction of the report in Spanish: This should contain

the theme, main thesis, and the objective of the report.

- ✓ Quality of the development of the report in Spanish: It should contain the results of the interviews (data), opinions, reasons and of what the data mean.
- ✓ Quality of the oral speech: It includes good accuracy, fluency and diction in the use of Spanish language.
- ✓ Quality of the written report: It includes good use of capitalization, punctuation, unity and coherence within the sentences, paragraph, and between paragraphs, as well as the structure of the paragraph.
- ✓ Quality of the conclusion: It should include the general main value judgments or opinions, as well as the achievement of the objective.
- ✓ Quality in the use of power point.

Hand in the written reports to your teacher trainer. Then, after its revision, put it in the portfolio.

Key readings on the task

Colectivo de Autores (2002). *Compendio de Pedagogía*. La Habana: Editorial Pueblo y Educación.

Driscoll P. & Frost, D. (2005). *The teaching of modern foreign languages in the primary school*. New York: Routledge.

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Task 2

Children characteristics and their influence on foreign language learning

Objective: To characterize the children while learning to communicate in English at school by means of analysis, comparison, using empirical research methods, while learning to solve professional problems in primary school.

Content:

- ✓ Characteristics of children for learning to communicate in English
- ✓ Samenesses and differences between learning the mother tongue and learning the foreign language
- ✓ Advantages and disadvantage of teaching English in primary school from the sociological, pedagogical, psychological, and physiological points of view

Timing: 8 hrs.

Teaching aids: English workbook, study guide and portfolio.

Settings: The practicum school and the University

Procedures:

1. Read carefully the section "AL LECTOR" from the book: Un acercamiento a la enseñanza del inglés en la Educación Primaria. Then, answer why it is important to start learning English from the early ages. Add the answer to the portfolio.
2. Prepare a guide in Spanish to interview the pupil you chose in order to characterize him/her. Use the following indicators:
 - a) Name, age, address, and main goal in his/her life
 - b) Likes and dislikes at school and out of school
 - c) Like or dislike the English subject
 - d) How he/she prefers to learn English
 - e) What he/she likes and dislikes from the English lessons
 - f) Whom he/she lives with
 - g) Living conditions
3. Prepare a survey to apply to the pupils from the class you chose to characterize them. Use the following indicators:
 - a) Learner's likes and dislikes learning English. Reasons
 - b) Pupils' language level

- c) Pupils' preference to learn English in the classroom
- d) Pupils' strategies to learn English
- e) Pupils' past language learning experience

Example of survey

Estimado alumno, estamos desarrollando una investigación con el objetivo de conocer sus características para aprender el idioma inglés. Por tal motivo necesitamos su cooperación en el llenado de esta encuesta.

Marque con una cruz según su opinión.

- 1) Te gusta el idioma inglés ¿Por qué?

Sí _____

No _____

- 2) ¿Cómo hablas el idioma inglés, según lo que has aprendido en el aula?

Muy bien _____

Bien _____

Regular _____

Mal _____

- 3) ¿Cómo usted prefiere aprender mejor el idioma inglés?

_____ Usando medios visuales, como láminas, objetos reales, la pizarra, el video.

_____ Estudiando solo.

_____ Estudiando en equipo.

_____ Usando medios auditivos, como la voz del profesor, el video, la grabadora, el celular, etc.

_____ A través del juego y el movimiento de acciones según lo que aprendo.

- 4) ¿Qué usted hace para aprender el idioma inglés?

_____ Repito mucho los diálogos que me enseñan en el aula.

_____ Realizo dramatizaciones espontáneas con mis compañero de aula después de clase.

_____ Escucho los programas televisivos en inglés y trato de no leer la traducción.

_____ Escucho muchas canciones en inglés y trato de entender qué dicen.

_____ Realizo otros ejercicios que me pone el profesor para mejorar.

5) ¿Cuántos años usted tiene aprendiendo el idioma inglés?

4. Prepare an interview to your mentor based on the following elements:
 - a) Advantages and disadvantages of teaching English in primary school from the sociological, pedagogical, psychological, and physiological points of view.
 - b) Samenesses and differences between learning the mother tongue and learning the foreign language.
5. Select a pupil and apply the interview to make a written report of its result in the school.
6. Select a class and apply the survey; then gather and interpret their results in a written manner. Then include this report in the portfolio.
7. Apply the 10 wishes technique, having the pupils copy on a sheet of paper their first ten wishes in life. Analyze and interpret its result and make a written report. Add this report to your portfolio.
8. Apply the interview to your mentor based on the advantages and disadvantages to teach English in primary school and the samenesses and differences between learning the mother tongue and learning the foreign language.
9. Gather the information you chose from the survey and characterize the pupils' learning styles.
10. (Group work) Make an oral presentation of the chosen pupil's characteristics with the use of power point.

Assessment

Your mentor and teacher trainer are going to evaluate your oral report about the chosen pupil's characteristics with the use of power point, based on the indicators stated in task 1 for self-evaluation.

Variation of the task

1. One of the characteristics of children is that they like to play. Games become one of their main functions. Translate the following paragraph into Spanish and be aware of the importance of games when children learn to communicate in English.

Games can be used to help reinforce learning of nouns and phrases and can be justified in a number of ways (Sharpe and Rumley, 1993). First, the format is known to the children and can be adapted for a variety of situations; second, there is a reason to be using the language in playing the game because it provides a context. Third, playing the game is motivating; it is a challenge and they want to win. Finally, a game provides an opportunity and a context for repetition, which is otherwise tedious (Driscoll & Frost, 2005, p. 121).

2. Plan a game and apply it in the classroom where your mentor teaches. First, explain the game to him.
3. Another characteristic of children is that they like to sing songs. Read the following paragraph and paraphrase the importance of songs in learning English.

Young children can readily imitate sounds and they enjoy singing and rhythm in general. The tunes help them to internalize structures and words and the repetition is tolerated because of the fact that it is part of a song. Incorporating songs in other languages into their everyday activities is very easy as they accept them as normal. Songs give an immediate context which justifies using another language. It is possible to use foreign versions of familiar songs and rhymes and original age-appropriate materials from other cultures and languages. Fawkes (1996) advocates inventing songs and rhymes using any of the above or similar tunes to practice familiar, or to introduce new, vocabulary. (Driscoll & Frost, 2005 p. 124)

4. (Pair work) The table below contains characteristics of different learning styles. Identify these learning styles according to the characteristics given below.

The pupil likes looking at pictures.	The pupil uses sounds to help remember.	The pupil likes organizing things into lists.
The pupil can't sit still for	The pupil likes dialogues.	The pupils like to talk about

long.		things.
The pupil needs to be active.	The pupil remembers things by how they appeared on the page.	The pupil likes activities where they move around.

5. (Group Work) Look at the activities and say which learning style they would suit. Remember that some activities can suit more than one learning style.

Activities	Learning style
Learners work in groups and discuss what they know about the topic of a lesson.	
Learners listen to statements the teacher makes. They stand up if a statement is true, and stay sitting if it is false.	
Learners share an experience relating to the topic.	
Learners listen to a song or piece of music that relates to the lesson topic. Then they discuss what the song/music made them feel.	
Learners listen to a live lecture.	
Learners read a text.	
Learners watch a video.	
Learners play Simple Simon.	
Learners use information to create a poster.	
Learners develop a role-play or drama.	
Learners try out language, which they have learnt outside the classroom.	

Key readings on the task

Colectivo de autores. (1990). *Selección de lecturas de Psicología Infantil y del Adolescente*. (Tomo II). La Habana: Universidad de la Habana. Facultad de Psicología.

Colectivo de Autores (2002). *Compendio de Pedagogía*. La Habana: Editorial Pueblo y Educación.

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- Enríquez O. I. y Pulido, D. A. (2006). *Un acercamiento a la enseñanza del inglés en la educación primaria*. La Habana: Editorial Pueblo y Educación.
- González S. A. y Reinoso C. C. (2002). *Nociones de Sociología, Psicología y Pedagogía*. Ciudad de la Habana: Editorial Pueblo y educación.
- Nocedo de León, I. y otros. (1989). *Metodología de la investigación educacional*. La Habana: Editorial Pueblo y educación.
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Task 3

The diagnosis of the learner's needs to learn English

Objective: To diagnose the pupils' needs for learning to communicate in English in primary school by means of characterization, analysis, reflection of the process, the use of empirical research methods, while learning to solve professional problems in primary school.

Content:

- ✓ Characteristics of learners' needs analysis as a process
- ✓ Methods and techniques for diagnosis / learners' needs analysis in order to learn to communicate in a foreign language
- ✓ Types of information required for pupils' needs analysis

Timing: 8 hrs.

Teaching aids: handouts, school documents and regulations, Power Point presentations, the teacher's voice and dictionaries, English workbook, and portfolio.

Settings: Practicum school and the university.

Procedures:

In the university, do the following:

1. Prepare an interview in Spanish to the school educational psychologist (Psico-pedagogo) / teacher of English with the purpose to characterize a selected class concerning the attitude and aptitude to learn a foreign language. Consider the following issues: memory, attention, and curiosity to get new knowledge, motivation to learn a foreign language, speech organs, main activity, and behavior in the classroom and outdoor.
2. Prepare a guide in Spanish to analyze the chosen pupils' academic record, based on the following aspects:
 - Pupils' behavior and academic results with emphasis in the English subject and Spanish language participation in extracurricular activities.
 - Parents' attention to their children's school duties, sickness, main values, main weaknesses and strengths at using the foreign language.
3. Prepare a survey in Spanish to apply to the selected class from 5th grade with the purpose to identify the children's learning styles that prevail in the class in relation with learning to communicate in English. Use the following indicators and the orientations given by your professor from the university.
 - Like / dislike learning by using visual means, for example by reading and by looking at pictures or films, by watching the instructions on the chalkboard.
 - Like / dislike learning by hearing things, by listening to oral instructions and by making tape recordings of what they are learning and by having discussions.
 - Like / dislike learning English by having hands on experience, by being physical involved, by participating actively, by moving around the classroom, and by having a variety of classroom activities.
4. Use the observation guide given below to characterize the family and the community where the selected pupil lives. This guide contains the following indicators: types of family, family communicative interaction, any member of the family who masters / learns English, cultural level of its members,

family integration to the revolutionary process, main sicknesses of the family members, economical resources, interests, preferences, affectivity towards communication in English or any other aspects of life; characteristics and historical events of the community.

Example of an observation guide

Guía de Observación		
Objetivo: Caracterizar la familia del estudiante escogido		
Aspectos a observar	Se observa	No se observa
Papá y mamá viven en la misma casa con el niño.		
Solo vive la mamá o el papá y otros integrantes de la familia con el niño.		
Existe buena comunicación entre los integrantes de la familia.		
Un integrante de la familia domina el idioma inglés		
El papá o la mamá o ambos son universitarios.		
Otros miembros de la familia son universitarios.		
El papá o la mamá o ambos están integrados a las organizaciones revolucionarias políticas (PCC, UJC) y a las sociales (CDR, CTC, MTT, FMC, otras)		
La familia vive en una casa confortable con recursos tecnológicos avanzados (existe televisor, computadora, teléfono, celular, etc).		
El niño vive en una casa modesta con los recursos necesarios para su educación.		
La casa donde vive el estudiante está en malas condiciones constructivas.		
A la mayoría de los miembros de la familia le gusta aprender el idioma inglés.		
El comportamiento de los integrantes de la familia en la comunidad es muy bueno o bueno.		
Los integrantes de la familia se relacionan bien con los vecinos.		
El niño vive en una comunidad tranquila, donde la inmensa mayoría de los jóvenes trabajan, el índice de delincuencia es mínimo.		
El niño vive en una comunidad donde prolifera el robo, el alcoholismo y la mayoría de los jóvenes no trabajan.		
El niño vive en una comunidad donde existen tarjas y monumentos históricos.		
El niño vive en una comunidad carente de eventos históricos.		

In the primary school, do the following:

1. Interview the educational psychologist / teacher of English, according to the interview guide. Add its results to the portfolio.
2. Analyze the pupil's record book according to the guide you prepared. Add your analysis to the portfolio.
3. Apply the survey to the selected class.
4. Visit the community and house where the selected pupil lives and apply the observation guide.
5. Collect and interpret the data from the survey and the observation guide to characterize the selected pupil and class. Add its results to the portfolio.
6. Make an exposition in Spanish / English about the results of the learners' needs analysis. Provide an action plan with the mentor's help and your tutor for helping the pupils to learn English, according to the weaknesses and strengths identified during the diagnosis. Add this plan to the portfolio.
7. Write your considerations about the characterization of the pupils' needs analysis and include it in the portfolio.

Assessment

You should self-evaluate procedures 6 and 7 in groups or individual. The indicators for self-assessment are the ones from task 1.

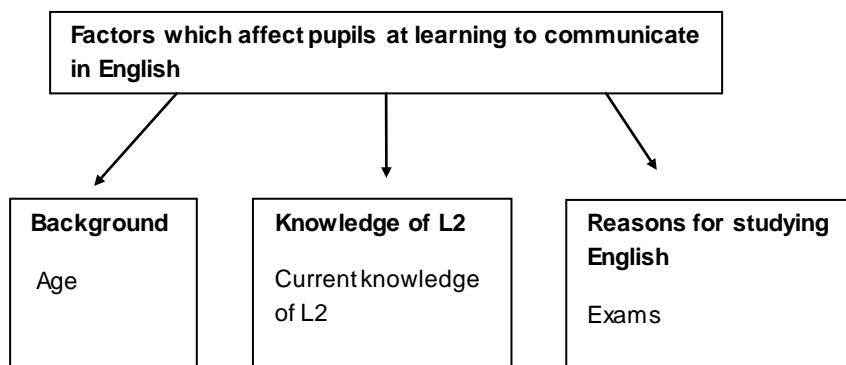
You should give the written activities to your mentor and tutor, who will evaluate it. The written work should be included in the portfolio.

You should make an oral exposition in front of the mentor, the tutor and the school principal.

Variation for the task

Add the results of these tasks to the portfolio.

1. (Group work) There are a lot of factors which affect learners when they are learning to communicate in a new language. Work in small groups to complete the boxes below.



2. (Individual work) Think about your needs and your experience on the Integrated English Practice (IEP) subject. Complete the table and then compare with a partner.

	Needs	Progress	What I still need to do
Before beginning IEP - what I hoped to learn			
Half-way through IEP - what I have learned			
Up to this moment of the course on IIP – what I hope to have learned at the end of the course			

3. (Individual Work) Answer the following questionnaire and discover your own learning needs. Select the language you want to answer: Spanish, English or French.

- a) Why are you learning English?
- b) What kinds of things can you do now in English?
- c) What do you need to improve?
- d) What kind of difficulties do you have with speaking, writing, listening, reading?
- e) How much time can you spend studying?
- f) What kinds of things do you do outside class to practice English?
- g) What would you like to do in class?
- h) What kind of topics would you like to cover in class?

- i) What do you like about learning English?
- j) What don't you like about learning English?
- k) Do you like working with a course book?
- l) What other materials do you like working with?
- m) Do you prefer to work alone, with a partner, or in a group?
- n) How do you like to study grammar – learning rules or discovering by yourself?
- o) Are you worried about failing tests?
- p) What do you hope to use English for in the future?
- q) How can you help yourself to learn better?
- r) What do you think your teacher can do to help you learn better?

4. (Group Work) We can find out about our learners' needs by asking them questions at the beginning of an academic term or course. Above, there is an example of a learner's needs questionnaire.

- Discuss how you could use or adapt the questions given above for different groups of learners.
- Would it be suitable for your learners? Why / why not?

Key readings on the task

Colectivo de autores. (1990). *Selección de lecturas de Psicología Infantil y del Adolescente*. (Tomo II). La Habana: Universidad de la Habana. Facultad de Psicología.

Colectivo de Autores (2002). *Compendio de Pedagogía*. La Habana: Editorial Pueblo y Educación.

Enríquez O. I. y Pulido, D. A. (2006). *Un acercamiento a la enseñanza del inglés en la educación primaria*. La Habana: Editorial Pueblo y Educación.

González S. A. y Reinoso C. C. (2002). *Nociones de Sociología, Psicología y Pedagogía*. Editorial. Ciudad de la Habana: Pueblo y educación.

Nocedo de León, I. y otros. (1989). *Metodología de la investigación educacional*. La Habana: Editorial Pueblo y educación.

Nunan, D. & Lamb, C. (1996). *The self-directed teacher – managing the learning process*. New York, USA: Cambridge University Press.

Richards, J. C. & Lockhart, C. (1995). *Reflective Teaching in Second Language Classrooms*. Cambridge: Cambridge University Press.

Task 4

The design of the objectives in the English subject in primary school

Objective: Formulate the objectives of a system of English lessons in primary school by means of characterization of this leading component, reflections, research techniques / methods.

Content:

- ✓ The design of the objective in the English subject in primary school
- ✓ The components of the objective
- ✓ The requirements for formulating the objective

Timing: 4 hrs.

Teaching aids: English Workbook and study guide, the teacher's lesson plan.

Settings: Practicum school and the university

Procedures:

In the university, do the following:

1. Prepare a guide for checking an English teacher's lesson plan and value how he formulates the objective of a lesson, based on the indicators given below:
 - a) The relationship between the ability and conditions
 - b) The relationship between the knowledge and the formative element
 - c) The relationship between the objective of the previous lesson and the next one
 - d) The relationship between the objective and the activities for getting it

In the primary school, do the following:

1. Make a written report about your mentor's plan and value the formulation of the objective according to the guide you elaborated before. Add your considerations about the objectives to the portfolio.
2. Design the objective of unit 5 from the English subject in each grade and show them to the mentor and the tutor.

Assessment

You should deliver the written report to your partners who are going to evaluate

it. The indicators for peer-assessment are the ones from task 1. The written work should be included in the portfolio.

Variation of the task

1. (Individual, then in group) Make an oral report based on the following questions. Your group only has 10 minutes.
 - b) How do you define the objective?
 - c) What components characterize the objective?
 - d) What does each component express?
 - e) What are the functions of the objective?
 - f) What requisites should you consider to formulate the objective?

Key readings on the task

Addine, F. F. y otros. (2004). *Didáctica: Teoría y Práctica*. La Habana: Editorial Pueblo y Educación.

Álvarez De Zayas, C. M. (1996). *Didáctica. La escuela en la vida*. La Habana: Editorial Pueblo y Educación.

Antich De León, R. y otros. (1986). *Metodología de la enseñanza de las lenguas extranjeras*. Ciudad de la Habana: Editorial Pueblo y Educación.

Colectivo de Autores (2002). *Compendio de Pedagogía*. La Habana: Editorial Pueblo y Educación.

Enríquez O. I. y Pulido, D. A. (2006). *Un acercamiento a la enseñanza del inglés en la educación primaria*. La Habana: Editorial Pueblo y Educación.

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Richards, J. C. & Lockhart, C. (1995). *Reflective Teaching in Second Language Classrooms*. Cambridge: Cambridge University Press.

Task 5

Values education through the content of the English subject in primary school

Objective: Argue the elements within the content of the English subject that favor the pupils' cultural, and values education in primary school, by means of the analysis and reflection of the English content, empirical research methods,

and techniques.

Content:

- ✓ The system of “trabajo político - ideológico” in primary school
- ✓ The cultural, value and citizen behavioral message in the content of the English subject
- ✓ A visit to museums and war memorials as an extracurricular activity of the English subject

Timing: 4 hrs.

Teaching aids: English Workbook, school documents and regulations related to the “trabajo político - ideológico” and value education and dictionaries.

Settings: The practicum school and the university

Procedures:

In the university, do the following:

1. Prepare a questionnaire for the teacher trainer of History of Cuba, the teacher trainers of Integrated English Practice and History of the culture of people of the English speaking countries, and the mentor of primary school (practicum school) with the objective to make an argumentative oral report in Spanish based on the following indicators:
 - The system of “trabajo político-ideológico” and value education in primary school and in the English subject
 - The teacher’s professional ethics and the role of his/her example
 - The content and the way to apply the value education at school
 - The influence of English in the pupils’ cultural development
 - Ways to contribute to the pupils’ economic formation at school
 - The influence of English subject in the pupils’ value education
 - The influence of English subject in the pupils’ citizen behavior

Example of a questionnaire

Estimado profesor necesitamos su colaboración para que responda las siguientes preguntas:

1. ¿En qué consiste el sistema de trabajo político – ideológico?
2. ¿Cómo está estructurado el sistema de trabajo político – ideológico en la escuela?
3. ¿Cómo se manifiesta la ética profesional en la escuela?

4. ¿Cuál es el contenido y los métodos que se emplean en la escuela para la formación en valores?
5. ¿Qué influencia tiene la enseñanza del idioma inglés en el desarrollo de la cultura general integral de los niños y niñas de la escuela?
6. ¿Cómo la escuela influye en la formación económica de los niños y niñas?
7. ¿Cómo la enseñanza del idioma inglés influye en la formación ciudadana y en valores de los niños y niñas en la escuela?

2. Hand in the questionnaire to the teacher trainers of History of Cuba, Integrated English Practice and History of the culture of people of the English speaking countries.
3. Analyze its results considering the following:
 - a) Contenido del sistema de trabajo político – ideológico en la escuela
 - b) Su estructura
 - c) Definición de ética profesional
 - d) Contenido y métodos de la formación en valores
 - e) Influencia del idioma inglés en la cultura de los niños y niñas
 - f) Influencia de la escuela en la formación económica de los niños y niñas
 - g) Influencia de la asignatura Inglés en la formación ciudadana y en valores de los niños y niñas
4. Interpret them and make a written report in Spanish.

In the primary school, do the following:

1. Analyze the 5th grade English workbook and to pick out examples of content (activities / exercises) that favor the achievement of the following objectives of the Model of Primary School. Then, support your choice in a written way. Add your opinions to the portfolio.
 - “Sentir respeto por sí mismo y en las relaciones con su familia, maestros, compañeros de aula y demás personas que lo rodean y mostrar afecto, honestidad, honradez, modestia, cortesía y solidaridad en estas relaciones...”

- “Cumplir con las medidas de higiene y protección de su persona, sus pertenencias, las de su escuela y el medio ambiente, practicar hábitos nutricionales adecuados...”
 - “Mostrar en distintos tipos de actividades los conocimientos y habilidades intelectuales adquiridos aplicando la observación, comparación, identificación, clasificación, argumentación, modelación, así como el control y la valoración.”
 - “Interpretar y ejecutar diferentes órdenes y orientaciones que le permitan la búsqueda de alternativas de solución la realización independiente y en colectivo de las tareas docentes, mostrando avances hacia un pensamiento crítico, reflexivo, flexible y desplegar imaginación, fantasía y creatividad en lo que hace.
 - “Evidenciar el dominio práctico de su lengua materna al escuchar y comunicarse verbalmente y por escrito, con unidad, coherencia, claridad, emotividad, belleza, originalidad, fluidez y corrección, lo que se demuestra en la aplicación de las reglas ortográficas y gramaticales aprendidas; el trazado y el enlace de la letra cursiva, así como de un vocabulario ajustado a las normas éticas. Leer en forma correcta, fluida y expresiva e interpretar adecuadamente las ideas que los textos contienen.”
 - “Utilizar algunas posibilidades de las herramientas computacionales....en el proceso de aprendizaje, así como utilizar libros de textos y otros materiales docentes (textos del Programa Libertad, Cuadernos Martianos, videos y software educativos) para la búsqueda del conocimiento.”
 - “Manifestar emoción y orgullo ante los elementos de la cultura que caracterizan la cubana. Apreciar la belleza en la naturaleza, en las relaciones humanas, en las manifestaciones artísticas y en la idiosincrasia del cubano.”
2. Hand in the questionnaire to your mentor and pick out the answers.
 3. Analyze your mentor’s answers, then, interpret them and make a written report in Spanish. Add this report to your portfolio.

4. Analyze the results of the three questionnaires then, interpret them and make an oral report in Spanish in front of a teacher's board, based on the indicators given above.

Assessment

You should self-evaluate procedures 4 in groups or individual. The indicators for self-assessment are in task 1.

Your mentor and tutor are going to evaluate your oral report that should be carried out with the help of the computer (power point) and it should be included in the portfolio.

Variation for the task

1. (Group work) Read the exercise 1, section "While-viewing activities", page 20, from the English workbook for fourth grade and explain what value the exercise favors and why.
2. (Group work) Analyze the exercise on page 115 "After-viewing activities" from the English workbook for fourth grade and support how it influences on the pupils' value formation.

Exercise 7: Complete

Sally y Cindy están vestidas para ir a la fiesta y conversan por teléfono.

Sally: Hi, Cindy.

Cindy: Hi, Sally.

Sally: Are you ready for the party?

Cindy: Yes, I am.

Sally: What are you wearing?

Cindy: I am wearing _____. And you? Are you ready for the party?

Sally: Yes, I am.

Cindy: What are you wearing?

Sally: I am wearing _____.

Key readings on the task

Enríquez O. I. y Pulido, D. A. (2006). *Un acercamiento a la enseñanza del inglés en la educación primaria*. La Habana: Editorial Pueblo y Educación.

Rico M. P. (2008). *Exigencias del modelo de escuela primaria para la dirección por el maestro de los procesos de educación, enseñanza y aprendizaje*. Ciudad de la Habana: Editorial Pueblo y Educación.

Task 6

The process of lesson planning in the English subject in primary school

Objective: Characterize the process of lesson planning in the English subject in primary school, by means of the analysis, reflection, research methods, and techniques.

Content:

- ✓ Lesson planning in the English subject in primary school
- ✓ The types of lesson and its structure in the English subject in primary school.
- ✓ The planning of different stages / lessons in the English subject in primary school.

Timing: 16 hrs.

Teaching aids: English Workbook, observation guide, interview guide, a guide for revision of documents and study guide, books on Didactics of foreign language.

Settings: Practicum school and the University

Procedures:

In the university, do the following:

1. Prepare three observation guides to observe an English lesson in the practicum school, with the purpose to identify the lesson educative and instructive insufficiencies and potentialities, according to your knowledge on Pedagogy, Psychology, and General Didactics, based on the following indicators.
 - ✓ Title of the lesson
 - ✓ Objective of the lesson (Was it achieved or not)

- ✓ Relation of the objective and the type of lesson
 - ✓ Relation of the objective with the activities (content) to be taught
 - ✓ Pupils' motivation towards the activities
 - ✓ Relation between the new content and the old one
 - ✓ Structure of the lesson
 - ✓ Pupils' participation (active or passive)
 - ✓ Other indicators proposed by your professor at the university
2. Prepare a guide to analyze the teacher's lesson plan of the English subject in 5th grade, with the purpose to identify the insufficiencies and the potentialities of a lesson planned by the teacher, and based on the following indicators.
- ✓ Location of the lesson in the syllabus (number and title of the lesson)
 - ✓ Objective of the lesson and its relation with the content (activities)
 - ✓ Content and activities of the lesson and its relation with the techniques
 - ✓ Methods, procedures and techniques used in the lesson and its relation with the teaching aids
 - ✓ Relation between the objective and the activities proposed in the lesson
 - ✓ Selection of the activities included in the English workbook for 5th grade, according to the objective
 - ✓ The planning and organization of the homework and the type of activities according to the objective
3. Prepare an interview to the mentor in order to know the characteristics the lesson planning for teaching English, based on the following indicators.
- ✓ The way to start the lesson in primary school
 - ✓ The ways and activities to develop the lesson in primary lesson
 - ✓ The ways to conclude the lesson
 - ✓ The principles that support the teaching of in English from the pedagogic, didactic, linguistic and psychological points of view
 - ✓ The teaching aids to teach English in primary school

In the primary school, do the following:

1. Observe 3 lessons; then, make a written report in Spanish, in which you interpret the results of the observation. Besides, be ready to make an oral report in English.

2. Check a lesson, planned by a teacher of English of 5th grade; then make a written report in Spanish, in which you interpret the results of the guide. Pay attention on the objective of the guide. Add this report to your portfolio.
3. Interview your mentor in order to know the characteristics of lesson planning in the English subject in primary school; then make a written report in Spanish or English.

Assessment

- You should self-evaluate procedures 3 in groups. The indicators for self-assessment are in task 1.
- Your mentor and tutor are going to evaluate your written reports based on the indicators from task 1. Then, you should put this report in your portfolio.

Variation of the task

1. (Group work) Analyze a lesson plan of a teacher of English in order to value the following:
 - ✓ Objective of the lesson
 - ✓ The activities that the pupils should do during the lesson
 - ✓ The teaching aids used by the teachers
 - ✓ The sitting arrangement
3. (Group work) You have selected a communicative function for a presentation lesson. Now do the following.
 - ✓ Formulate the objective for the presentation stage based on the following structure.

Ability + knowledge (communicative function) + condition (techniques for checking comprehension) + formative element / ideopolitical intention
--

4. (Group work) Open the English workbook for 4th grade on pages 54 – 60, then analyze the exercises and say the ones for pre-communicative practice.
5. (Group work) Say which technique was used for designing the following tasks or activities

_____ Exercise 1: (Pair work) Practice orally what someone does at school with the help of the pictures, and then, substitute the underlined part. Finally practice the conversation orally.

A: What does Mary do at school?

B: She copies on the board.

A: And what do the children do?

B: They play tennis.

_____ Exercise 2: (Whole class) Go around the classroom and find someone who likes to...

- read a book
- play marbles
- listen to the lesson
- go to school
- do exercises
- study mathematics
- write down some notes

Then, write a paragraph with your findings.

_____ Exercise 3: (Pair work) Interview your classmate asking the following questions.

Student A

- What's your name?
- Where are you from?
- Where do you study?
- What do you do at school?

Student A

- Ask his/her name.
- Say your name and meet him/her.
- Say you are a student, then ask what his/her job is.
- Say where you study and ask what he/she does at school.
- Say what you do at school and say good bye.

Student B

- Say your name and ask his/her name.
- Meet him/her and ask what his/her job is.
- Say you are a student and ask where he/she studies.
- Say what you do at school and ask what he/she does at school.
- Say good bye.

_____ Exercise 4: (Pair work) Act out the conversations based on the communicative functions included in the cards.

Key readings on the task

- Cerçe-Murcia, M. (2001). *Teaching English as second or foreign language*. USA, Thomson Learning.
- Douglas, B. H. (2005). *Teaching by principles: An interactive approach to language pedagogy*. New York: Cambridge University press.
- Driscoll, P. & Frost, D. (2005). *The teaching of modern foreign languages in the primary school*. New York: Routledge.
- Enríquez, O. I. y Pulido, D. A. (2006). *Un acercamiento a la enseñanza del inglés en la educación primaria*. La Habana: Editorial Pueblo y Educación.
- González, C. R. (2009). *La Clase de Lengua Extranjera: Teoría y Práctica*. La Habana: Editorial Pueblo y Educación.
- Harmer, J. (2007). *The practice of English language teaching*. China, Pearson Education Limited.
- Hutchinson, T. & Waters, A. (1985). *English for Specific Purpose – a learner centered approach*. Cambridge: Cambridge University Press
- Nocedo, I. L. y otros (2001). *Metodología de la Investigación Educativa. Segunda Parte*. La Habana, Editorial Pueblo y Educación.
- Nunan, D. & Lamb, C. (1996). *The self-directed teacher – managing the learning process*. New York, USA: Cambridge University Press.
- Riddell, D. (2010). *Teach English as a foreign language*. Great Britain: Hodder Education, a Hachette UK Company.
- Richards, J. C. & Lockhart. C. (1995). *Reflective Teaching in Second Language Classroom*. Cambridge: Cambridge University Press.
- Spratt, M. Pulverness, A. & Williams, M. (2006). *The TKT Teaching, Knowledge, Test Course*. Cambridge: Cambridge University Press.
- Ur. P. (1996). *A course in Language Teaching*. Cambridge, New York, Cambridge University Press.

Section II

To the mentor and teacher trainers

The chapter is intended for second year of foreign language teacher education program. The main objective is to help your trainees learn how to solve professional problems, related to the educative work and the teaching-learning

process of English in primary school, through research methods and techniques.

The chapter includes some tasks that help your trainees to integrate the contents of the academic, labor, research and university extension components (see Chapter 1) by means of themes (nodes) that link the object and logic of profession with the object and logic of the sciences involved in the teaching-learning process of English in primary school.

Your main actions in this chapter are the following:

- ✓ To select the practicum school where your trainees will carry out the tasks for their PRS I and II.
- ✓ To become a trainees' tutor.
- ✓ To give advice to the mentor about the contents of the tasks in order to lead the trainees' performance effectively.
- ✓ To plan and give details about the tasks your trainees should do at school. This includes the objective, content, methods, teaching aids, form of organization (grouping arrangement) and evaluation, as well as its importance as a teacher of English in primary school.
- ✓ To clear up or explain any concept, idea or word the trainees don't understand related to the content of the task.
- ✓ To teach your trainees prepare instruments, such as observation guides, interviews or surveys. It is necessary to accompany them in the elaboration of the instruments.
- ✓ To teach your trainees gather and interpret the information that results from the application of the instruments.
- ✓ To recommend the bibliography the trainees should consult.
- ✓ To recommend the use of portfolio during your trainees' practicum and research.
- ✓ To assess your trainee's assignments and performance in the school.
- ✓ To lead your trainee's final research work.

To the mentor from the practicum school

You play an important role this academic year. You constitute the main key to increase the trainees' professional motivation, since they will follow your example as a teacher of English. In this regard, you have to pay attention to the way you teach, dress, behave, and help trainees in the classroom, because they should learn strategies to solve the professional problems involved in each task. These might strongly influence on their studies and behavior, as well as on their future career.

During the first semester the trainees go to your school once a week, and they will work in groups most of the time. In the second semester they go to school during fifteen days. For that reason, you should be well-prepared to assist them. Considering this new situation and social roles you should:

- Establish a systematic and fluent communication with the trainees, characterized by respect and affection. This will facilitate the guidance and control of their activities.
- Facilitate all the necessary conditions to have the trainees do their tasks with certain level of independence.
- Provide guidance to the trainees according to their individual needs and possibilities, whenever they need it for the development of the research work.
- Assess the trainees' tasks in the practicum school through the use of portfolio.

Be in systematic contact with the teacher trainers to assess together the trainees' professional progress in the practicum and research competence.

Task 1

The model of the primary school and the English subject

Teacher trainer's procedures:

1. Give advice in relation to the activities the teacher-trainees should do at school.

2. Explain any concept, idea or word the trainees don't understand related to the content of the task.
3. Recommend the trainees how to design an interview guide, considering the levels of help and the individual differences.
4. Check the interview guide made by the teacher-trainees before going to the pre-service teaching training school (practicum school).
5. Recommend the bibliography the trainees should consult.
6. Assess each trainee's assignments and performance at the practicum school.

Mentor's procedures:

1. Introduce the trainees to the principal of the school.
2. Check your tasks.
3. Clear up any doubt in relation with the trainees' doings.
4. Assess each teacher trainee's performance at the practicum school.

Task 2

Children characteristics and their influence on foreign language learning

Teacher trainer's procedures:

1. Say the activities the trainees should do in primary school.
2. Explain any concept, idea or word the teacher-trainees don't understand related to the content of the task, such as learner's motivation, language level, learning style, learning strategies and past language learning experience.
3. Explain how to design a survey, a guide for analyzing the pupil's academic record, an observation guide, and how to collect, interpret the data in order to characterize the target element.

Mentor's procedures:

1. Check the trainees' tasks.
2. Clear up any doubt in relation to the trainees' task.
3. Answer the questions included in the interview the trainees have prepared.
4. Facilitate the application of techniques and method the trainees have designed.
5. Assess the trainees' performance.
6. Help the students manage a game in the classroom.

Task 3**The diagnosis of the learners' needs to learn English****Teacher trainer's procedures:**

1. Give advice in relation to the teaching research activities the trainees should do at school.
2. Explain any concept, idea or word the trainees don't understand related to the content of the task, such as the definition of learner's needs analysis, methods and techniques, and types of information for this analysis.
3. Help the trainees make a survey, a guide for analyzing the pupil's record book, an observation guide, and how to collect, interpret the data, as part of their research activities.
4. Ask students to write down the pupil's diagnosis results and add them to their portfolios.
5. Recommend the bibliography the trainees should use.

Mentor's procedures

1. Check the trainees' teaching - research tasks.
2. Clear up any doubt in relation with the trainees' tasks.
3. Help the trainees apply the survey, the observation, and the other

research activities.

4. Assess the trainees with the university teacher.

Task 4

The design of the objectives in the English subject in primary school

Teacher trainer's procedures:

1. Plan and advice the teaching-research activities the trainees should do in primary school.
2. Clear up or explain any concept, idea or word you don't understand related to the content of the task, such as objective, ability, content, conditions and educative elements.
3. Review how to prepare an observation guide and a guide for analyzing a document, as a part of the trainees' research competence.
4. Clear up any doubts related to the elaboration of an interview guide, an observation guide and how to collect and interpret the data.
5. Recommend the bibliography the trainees should read.

Mentor's procedures

1. Check the trainees' tasks.
2. Clear up any doubts in relation with trainees' doings.
3. Answer to the questions included in the interview the trainees have prepared for you.
4. Facilitate the application of techniques and method on the trainees' part.
5. Provide criteria for the trainees' assessment.

Task 5

Values education through the content of the English subject in primary school

Teacher trainer's procedures:

1. Plan and recommend the activities the trainees should do at school.
2. Clear up or explain any concept, idea or word the trainees don't understand, such as sociocultural content, value education, citizen behavior.
3. Help the trainees elaborate a questionnaire. It includes accompany them in the elaboration of this instrument, according to the trainees'

individual needs.

4. Recommend the bibliography the trainees should read.

Mentor's procedures:

1. Check the trainees' tasks.
2. Clear up any doubts in relation with trainees' doings.
3. Answer to the questions included in the interview the trainees have prepared for you.
4. Facilitate the application of techniques and method on the trainees' part.
5. Provide criteria for the trainees' assessment.

Task 6

The process of lesson planning in the English subject in primary school

Teacher trainer's procedures:

1. Plan and give advice about the activities the trainees should do in relation with the English subject in primary school.
2. Clear up or explain any concept, idea or word the trainees don't understand related to the definition of planning, lesson planning, structure of an English lesson, types of lesson, types of practice among others.
3. Review how to prepare an observation guide and a guide for analyzing a document.
4. Clear up any doubts related to the elaboration of an interview guide, an observation guide and how to collect, interpret the data.
5. Recommend the bibliography you should use.

Mentor's procedures:

1. Check the trainees' activities at school.
2. Clear up any doubts in relation with trainees' doings.
3. Answer to the questions included in the interview trainees have prepared for you.
4. Facilitate the trainees' observation to your classroom, their interview and the revision of your lesson plan.
5. Provide trainees some indicators for their assessment.

CHAPTER FOUR

GATHERING RESOURCES FOR PRACTICUM AND RESEARCH STUDIES IN SECONDARY SCHOOL

The discipline of Practicum and Research Studies in the 3rd year of Pre-service Foreign Language Teacher Education in Cuba has to contribute to the development of professional skills by integrating the content of the disciplines that are studied this academic year according to the educative, instructive and developmental dimensions of the curriculum. So, in this chapter, the trainees are going to continue learning about the functions, tasks and qualities of foreign language teachers' professional performance and competence, but this time in junior high schools.

Section I

For the trainees

The integrating tasks we suggest for this academic year can help you learn different teaching skills, behaviors, language learning methods, procedures and activities as well as deepen your understanding of what the language teaching profession entails for junior high school contexts. So, you might need to reproduce and integrate knowledge, behaviors and skills of different disciplines in specific moments or stages of task completion; however, in order to provide appropriate responses for each of them, we also want you to become an independent participant of your learning process who is able to reflect on the relevance of contents for specific situations, and to suggest necessary adaptations and changes for the foreign language classroom.

You should keep in mind that Practicum and Research Studies for 3rd year establishes the following objectives:

- 1- To assess the organization, educative and methodological work and the role of the language course and foreign language teachers in junior high schools.
- 2- To characterize learners and their group with special reference to their personal, learning and professional needs and their interests with the use of surveys or questionnaires, observations and interviews to students and teachers.

3- To model types of lessons and/or parts of lessons according to the goals of the English syllabus, the students' characteristics in junior high schools and the requirements of developmental language learning and teaching nowadays.

4- To provide the rationale for the planning, execution and management of foreign language lessons or parts of lessons so as to establish connections between theory and practice.

5- To design a small-scale research to solve a scientific issue or concern that you identified during practicum.

6- To use language appropriately to carry out different classroom functions, academic presentations and reports with the results of practicum tasks.

7- To systematically assess their own learning, performance and values during practicum.

We hope that you are able to attain these purposes but also enhance your professional interests and become aware of the cultural values of our profession and specialty with the support from teacher trainers and tutors from the university and the mentors from the practicum school. They should guide your learning process so that you gradually become more reflective and autonomous in using the foreign language and in gathering the resources you need to solve the following integrating tasks.

Table of tasks

Task 1 School Organization, Educative Work and Teachers' Roles

Task 2 Students' Needs and Interests

Task 3 Models of Lessons or Parts of Lessons

Task 4 Integration of Theory and Practice in Lesson Planning

Task 5 Cultural Elements in the Language Classroom

Task 6 My Research Design

Task 7 Self-assessment and Presentation of Results

Task 1

School Organization, Educative Work and Teachers' Roles

Objective: To assess the organization, educative and methodological work and the role of teachers in junior high schools.

Content:

- Documents that contain school norms and regulations related to teaching, learning and professional development, especially in the case of foreign language teaching and learning.
- School organization and management plan: students' characteristics, workload, schedule, school facilities, etc.
- Foreign language teacher's role in the educative work of the school. Accomplishment of tasks related to teachers' guidance and teaching functions.
- The English syllabus and developmental language learning.

Timing: three-hour sessions (*1 for preparation and planning, 1 for field work and 1 for assessment*)

Setting: The university, the practicum school and the community where it is located

Teaching aids: handouts, school documents and regulations, power point presentations, the teacher's voice and dictionaries.

Procedures:

1. Read the literature suggested and your lecture notes on school organization, educative work and language teachers' roles.
2. Select or design, with the help of your tutor, suitable research methods that can help you collect information to characterize the organization of your practicum school, how educative work is carried out and how foreign language teachers fulfill their active role in this process. (*You may use: analysis of documents such as schedules, school rules, curriculum and syllabus regulations; observations of school processes; interviews,*

surveys or questionnaires to the school board, language teachers, and students, etc.)

3. Collect information by carrying out observations, document analysis and administering surveys or questionnaires. Process data and summarize your findings in terms of the elements that typify or illustrate the most relevant aspects that distinguish this school organization, its educative work, and the roles and tasks of foreign language teachers.

4. Describe a typical teaching week for a foreign language teacher in your practicum school. You may take into account: entering and leaving school, teaching time, lesson preparation, attending school assemblies, being on duty, carrying out tutorials or individual sessions with students, community work, visiting parents, etc.

5. Establish your criteria for assessment (*e.g. appropriateness and relevance of school organization, educative work and teacher's roles to curriculum and syllabus goals; accomplishment of regulations and fulfillment of responsibilities and tasks*).

6. Present the main strengths and weaknesses of your practicum school organization, the educative work that is carried out and the roles and tasks of foreign language teachers. Explain what changes might be necessary to introduce in this school to improve practice.

Variation of the task

Have trainees describe their ideal school, main activities and organization. Ask them to write a persuasive essay explaining why we should adopt his school organization. They have to use appropriate references to support their arguments.

Assessment

Assessment may be carried out through group work activities or individual presentations in an integrating workshop with the presence of teacher trainers, tutors and mentors of this academic year. Trainees should also include an essay with the main results of the task in their portfolios so that it can be used

for further analysis and assessment as part of the teaching-learning process of the different subjects of the curriculum.

Assessment criteria include students' spoken interaction, spoken production and writing (see indicators in Chapter 1 for more information).

Key readings on the topic

Carvajal, C. (2007). *Promoción de la salud en la escuela*. Ciudad de La Habana: Editorial Pueblo y Educación.

Chiong M. O. (2001). *Higiene de la actividad docente*. Ciudad de La Habana: Editorial Pueblo y Educación.

García, G., & Valle, A. (2007). *Dirección, organización e Higiene Escolar*. Editorial Pueblo y Educación, Ciudad de La Habana.

García, G (2002) (compilador). *Fisiología del desarrollo e Higiene escolar. Selección de lecturas*. Ciudad de La Habana: Editorial Pueblo y Educación.

Ministerio de la Educación Superior (2012). *Carrera de Lenguas Extranjeras. Modelo del Profesional. Plan de estudio "D". CRD y CPT*. Ciudad de La Habana.

Ministerio de Educación (2006). *Programas y orientaciones metodológicas de la secundaria básica para la asignatura Inglés*. Ciudad de La Habana: Editorial Pueblo y Educación.

Task 2

Students' Needs and Interests

Objective: To characterize how foreign language teachers identify learners' characteristics, needs and interests.

Content:

- Developmental language learning and the need of characterizing learners from an integral perspective to manage the learning process

- General characteristics of teenagers and their learning process. Differences among ages
- Sources of learners' differences (*learning style, age, personality, motivation, previous knowledge and learning experiences, interests, learning strategies...*)
- Instruments to identify learner characteristics, needs and interests
- Personalizing teaching to match students' characteristics, needs and interests

Timing: three-hour sessions (*1 for preparation and planning, 1 for field work and 1 for assessment*)

Teaching aids: handouts, different instruments to identify learners' characteristics, needs, interests, samples of students' works.

Setting: The university classroom, the practicum school and the community where it is located

Procedures:

- 1- Read the literature suggested and your notes on students' characteristics, needs and interests and write down an essay explaining what typifies teenagers' learning process with special reference to foreign language learning.
- 2- Design, with the help of your tutor, a suitable interview for a foreign language teacher in your practicum school to collect information on how s/he characterizes learners, their needs and interests when beginning his/her language course. Be sure you include questions related to the instruments that are used, when they are administered, how the information is processed and presented, and how it is used for lesson preparation. Carry out the interview, process data and be ready to present the results during assessment sessions.
- 3- Select a group of students from your practicum school and, with the help of your tutor and mentor, design different research procedures to collect information about their needs and interests related to

foreign language learning, their teachers and their learning process. You may include: a short questionnaire to complete about their preferences when learning English, their learning style, the most common learning strategies they use, etc.; observations of their performance in class (*spoken interaction and spoken production*); document analysis (*samples of students' project works, students' records and notebooks*). Carry out the procedures that you designed; process data and write a class profile in terms of students' main characteristics and composition, motivation to learn, previous knowledge and experiences, learning needs, interests and preferences, satisfaction with school services, etc.

- 4- Imagine that you are a teacher at your practicum school. Discuss with your classmates, mentor and tutor how you could be more responsive to some of the students' needs and interests that you identified.

Variations of the task

Teacher trainers may provide extra examples of instruments that may be used to characterize learners. Then, they can have the trainees complete them and share information about their own learning preferences, needs and interests. Trainees may identify main errors, slips or attempts that they systematically commit this academic year, analyze their main causes and design a personal development plan for language improvement.

Assessment

Assessment may be carried out through group work activities or individual presentations in an integrating workshop with the presence of trainers, tutors and mentors. Trainees should also include the written tasks in their portfolios so that it can be used for further analysis and assessment as part of the teaching-learning process of the different subjects of the curriculum.

For other assessment criteria see Chapter 1.

Key readings on the topic

- Acosta, R. et als. (1997). *Communicative Language Teaching*. Australia: Sumptibus Publication.
- Bermúdez, R. & Pérez. L. (2004). *La personalidad: su diagnóstico y su desarrollo*. La Habana: Editorial Pueblo y Educación.
- Castellanos, D. et als. (2002). *Enseñar y Aprender en la escuela*. Ciudad de la Habana: Editorial Pueblo y Educación.
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Task 3

Models of Lessons or Parts of Lessons

Objective: To model types of lessons and/or parts of lessons according to the goals of the English syllabus, the students' characteristics in junior high schools and the requirements of developmental language learning and teaching nowadays.

Content:

- Syllabus objectives, content, methods, procedures and activities, teaching aids, class organization and assessment
- Aspects of lesson preparation (relevance to curriculum and syllabus goals as well as students' characteristics; learning objective; linguistic knowledge –pronunciation, lexis, grammar, communicative functions and exponents, language skills and subskills, values or attitudes that need to be fostered; main methods, procedures and activities; teaching aids and materials; class organization; assessment procedures)
- The structure of language lessons (openings, sequencing activities according to the lesson objective, pacing and closure)
- Exponents for the different teachers' communicative functions in the classroom (instructing, explaining, narrating, eliciting, prompting, correcting, checking learning, conveying the meaning of new language...) that can help trainees model lessons or parts of them.

Timing: several three-hour sessions according to the type of lesson or activity that is going to be modeled at specific moments of the academic year.

Main teaching aids: the blackboard, handouts, pictures, photographs, power point presentations, dictionaries, or any other that may be required for the model lesson and for the students' presentations.

Setting: the university classroom, the practicum school and the community where it is located

Procedures: *(they may vary and become more specific according to the teaching areas selected for modeling at a specific moment of the academic year)*

1. Read the literature suggested, your notes on the English Syllabus for junior high school and the requirements for specific types of lessons, procedures or activities that are selected for modeling.

2. Observe the model lesson or the part of it that is presented to you by the teacher of Didactics at the university, a teacher from the practicum school or through a video sequence. Use the observation guide or checklist that was previously provided and take notes on what was done, why it was done, how it was done, what language and activities were used, timing or any other aspect included your observation guide.

3. Discuss with your classmates, trainers or tutors the results of your observations during the experience *(To ensure accurate perceptions)*. You may identify positive, negative and unclear aspects related to the model lesson or the part that was presented to you and analyze its relevance for the English syllabus and students in junior high schools. Provide a written account of the main procedures that were followed and include it in your portfolio.

4. Plan the lesson or the part of it that was assigned for modeling and prepare for its presentation. Be sure you take into account syllabus demands, students' characteristics, and the requirements for the particular teaching area that was selected and appropriate exponents to accomplish necessary classroom functions. Be clear about the objective, content, methods and procedures, type (s) of activities, teaching aids, class organization and assessment procedures related to the lesson or the selected part. *Your tutor and mentor should scaffold this process and they may consider the following questions suggested by J. C. Richards y Ch. Lockhart (1995: 78) to help you make planning decisions:*

What do I want my students to learn from this lesson? Why should I teach this lesson? How well do I understand the content of the lesson? What activities will be included in the lesson? How will the lesson

connect to what students already know? How much time will I need for each activity? How will I organize the lesson into stages or sections? How will I begin and conclude the lesson? How will I deal with different student ability levels in the class? How will I check on student understanding? What grouping arrangements will I use? What are my alternative plans if problems arise with some aspect of the lesson?

5. Make the presentation of the lesson or the selected part that was assigned for modeling during workshops at the university. Take notes on suggestions given.

6. Take notes on your classmates' presentations for further analysis and practice.

7. Discuss and analyze the experiences of modeling particular teaching areas. Make corrections of your lesson or a part of lesson and hand in a copy in your portfolio.

8. Teach the lesson in a selected group at your practicum school. Allow for feedback (from your students) at the end of it. Feel free to use oral questions, written quizzes or any other technique that you find useful.

9. Be ready to present your lessons or parts of lessons in festivals or events that are organized as part of the educative project of your academic year or your program of study.

Variations of the task

Trainees may be given opportunities to put into practice the lessons or parts of lessons that were assigned for modeling in the practicum school or in small groups with their classmates and trainers at the university.

Trainers may also select basic classroom techniques for modeling as part of the teaching learning process of their subjects: giving instructions, organizing pair and group work activities, conducting drills, correcting mistakes, giving feedback, etc.

Trainees may write an essay about the main results of your observations and the main problems and possible solutions to introduce in their lessons.

Assessment

Assessment may be carried out through group work activities or individual presentations in an integrating workshop with the presence of trainers and tutors of this academic year. Trainees should also include the report of the final version of their lessons or parts of lessons in their portfolios so that they are used for further analysis and assessment as part of the teaching-learning process of the different subjects of the curriculum.

For assessment criteria see Chapter 1.

Key readings on the topic

Acosta, R. et als. (1997). *Communicative Language Teaching*. Australia: Sumptibus Publication.

Acosta, R. & Alfonso J. (2009). *Didáctica Interactiva de Lenguas*. La Habana: Editorial Félix Varela.

Antich, R. et als. (1986) *Metodología de la Enseñanza de las Lenguas Extranjeras*. La Habana: Editorial Pueblo y Educación.

González Cancio, R. G. (2009) *La clase de Lengua Extranjera. Teoría y práctica*. La Habana: Editorial Pueblo y Educación.

Castellanos, D. et als. (2002). *Enseñar y Aprender en la escuela*. Ciudad de la Habana: Editorial Pueblo y Educación.

Harmer, J. (2012). *Essential Teacher Knowledge. Core Concepts in English Language Teaching*. UK: Pearson Education Limited.

Ministerio de Educación (2006). *Programas y orientaciones metodológicas de la secundaria básica para la asignatura Inglés*. Ciudad de La Habana: Editorial Pueblo y Educación.

Richards, J. C. (1996). *The Language Teaching Matrix*. Cambridge: Cambridge University Press.

Richards, J. C. & Lockhart, CH. (1995). *Reflective Teaching in Second Language Classrooms*. Cambridge: Cambridge University Press.

Richards, J. C. & Rodgers, T. S. (2001). *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press.

Richards, J. C. & Schmidt, R. (2002). *Longman Dictionary of Language Teaching & Applied Linguistics*. London: Pearson Education Limited.

Spratt, M. et als. (2005). *The Teaching Knowledge Test Course*. University of Cambridge.

Thornbury, S. (2006). *An A-Z of ELT*. UK: Macmillan Books for Teachers.

UR, P. (1996). *A Course in Language Teaching Methodology*. Sidney, MacQuary University: National Center for English Language.

Note: further readings on the topic may be decided by trainers, tutors or mentors according to availability of materials and trainees' needs.

Task 4

Integrating Theory and Practice in Lesson Planning

Objective: To provide the rationale for the planning of foreign language lessons.

Content:

- Communicative Language Teaching. Main principles. Implications for a developmental view of foreign language lessons.
- Teaching speaking, listening, reading and writing. Main procedures and activities. Planning lessons and sequence of lessons.
- Syllabus objectives, content, methods, procedures and activities, teaching aids, class organization and assessment.
- Aspects of lesson preparation (relevance to curriculum and syllabus goals as well as students' characteristics; learning objective; linguistic knowledge –pronunciation, lexis, grammar, communicative functions and exponents, language skills and subskills, values or attitudes that need to be fostered; main methods, procedures and activities; teaching aids and materials; class organization; assessment procedures)
- The structure of language lessons (openings, sequencing activities according to the lesson objective, pacing and closure)

- Exponents for the different teachers' communicative functions in the classroom (instructing, explaining, narrating, eliciting, prompting, correcting, checking learning, conveying the meaning of new language...)

Timing: a three-hour session after trainees have modeled lessons or parts of them at specific moments of the academic year

Teaching aids: the blackboard, handouts, pictures, photographs, power point presentations, dictionaries, or any other that may be required for students' presentations.

Setting: the university classroom, the practicum school and the community where it is located

Procedures: *(They may vary and become more specific according to the teaching event or activities that trainees are required to provide a rationale for.)*

1. Read the literature suggested, your notes on the English Syllabus for junior high school and the requirements for the specific type of lesson, procedures or activities that you are required to provide the rationale for.
2. Write down a description of a teaching event or activities that you had already planned or modeled in the language classroom and you think you were particularly successful in class. Be sure you include: when and where it happened; its topic, objective, main content, teaching aids; the activities you used and how you proceeded, even with reference to the language you used for different classroom functions, and any other descriptive details that they find relevant. *(At this stage, it is important that you do not to judge what you did but describe what you actually planned and the sequence of events you followed.)*
3. Explain why you proceeded the way you did and why you thought you were successful. Analyze if your experience is compatible or not with what is expected from a language lesson or activity in Cuban education. *(At this stage, you need to refer to the theoretical and methodological ideas that underlie your teaching event with*

respect to the objective, content, methods, procedures and activities and their use, teaching aids and assessment procedures.)

4. Be ready to share the description of the teaching event and to provide its rationale in class. Summarize areas of concern and discuss possible solutions for your future practicum. You may need to answer questions for clarification so that your understandings of foreign language teaching and learning are made clear.
5. Be sure you include a copy of your description and the rationale for your teaching event in your portfolio for assessment purposes.

Variations of the task

This type of task is closely related to modeling. N. Hockly (2000: 124) argues the need to get trainees to develop critical skills after analyzing model lessons so he suggests “a post-exposure reflection” that can be carried out through pair or group interaction. So, trainers of our universities should think about the advantages or disadvantages of integrating modeling and reflecting or carrying them out independently given that 3rd year trainees need a lot of support to handle academic language to be able to model lessons and provide their rationale.

Assessment

Assessment may be carried out through group work activities or individual presentations in an integrating workshop with the presence of trainers and tutors of this academic year. Trainees should also include the descriptions and rationale for lessons and activities in their portfolios so that they are used for further analysis and assessment as part of the teaching learning process of the different subjects of the curriculum.

For assessment criteria see Chapter 1.

Key readings on the topic

Acosta, R. et als. (1997). *Communicative Language Teaching*. Australia: Sumptibus Publication.

Acosta, R. & Alfonso J. (2009). *Didáctica Interactiva de Lenguas*. La Habana: Editorial Félix Varela.

- Antich, R. et als. (1986) *Metodología de la Enseñanza de las Lenguas Extranjeras*. La Habana: Editorial Pueblo y Educación.
- González Cancio, R. G. (2009) *La clase de Lengua Extranjera. Teoría y práctica*. La Habana: Editorial Pueblo y Educación.
- Castellanos, D. et als. (2002). *Enseñar y Aprender en la escuela*. Ciudad de la Habana: Editorial Pueblo y Educación.
- Harmer, J. (2012). *Essential Teacher Knowledge. Core Concepts in English Language Teaching*. UK: Pearson Education Limited.
- Hockly, N. (2000). Modelling and 'cognitive apprenticeship' in teacher education. *ELT Journal*, 54 (2), 118-125.
- Ministerio de Educación (2006). *Programas y orientaciones metodológicas de la secundaria básica para la asignatura Inglés*. Ciudad de La Habana: Editorial Pueblo y Educación.
- Richards, J. C. (1996). *The Language Teaching Matrix*. Cambridge: Cambridge University Press.
- _____ (2008). *Communicative Language Teaching Today*. Cambridge: Cambridge University Press.
- Richards, J. C. & Lockhart, CH. (1995). *Reflective Teaching in Second Language Classrooms*. Cambridge: Cambridge University Press.
- Richards, J. C. & Rodgers, T. S. (2001). *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press.
- Richards, J. C. & Schmidt, R. (2002). *Longman Dictionary of Language Teaching & Applied Linguistics*. London: Pearson Education Limited.
- Spratt, M. et als. (2005). *The Teaching Knowledge Test Course*. University of Cambridge.
- Thornbury, S. (2006). *An A-Z of ELT*. UK: Macmillan Books for Teachers.
- UR, P. (1996). *A Course in Language Teaching Methodology*. Sidney, MacQuary University: National Center for English Language.
- Note: further readings on the topic may be decided by trainers, tutors or mentors according to availability of materials and students' needs.

Task 5

Cultural Elements in the Language Classroom

Objective: To make use of cultural elements to enhance the quality of foreign lesson planning and teacher preparation

Content:

- Relevance of cultural elements in the foreign language classroom (customs, beliefs, history, personality, places, way of life, music, literature, movies, etc.)
- Differences and similarities between the Cuban culture and foreign cultures
- Appropriate and inappropriate language use in different communicative situations
- Contextualizing foreign language learning
- Cultural contents included in the English syllabi for junior high schools

Timing: three-hour sessions (*1 for preparation and planning, 1 for field work and 1 for assessment*)

Teaching aids: handouts, different instruments to identify learners' differences, samples of students' works

Setting: The university classroom, the practicum school and the community where it is located

Procedures:

1. Read the literature suggested and your notes on the relevance of cultural elements in the foreign language classroom (customs, beliefs, history, personality, places, way of life, music, literature, movies, etc.)
2. Summarize in a chart some of the differences and similarities between the Cuban culture and foreign cultures (especially English speaking cultures). You can take into account the elements above.

3. Read the English syllabi for junior high schools and summarize the main cultural elements that should be analyzed through each unit of study.
4. Design, with the help of your tutor, a suitable interview for a foreign language teacher in your practicum school to collect information on how s/he deals with cultural elements in the foreign language lessons. Be sure you ask about activities, procedures and materials that are used. Carry out the interview, process data and be ready to present the results during assessment sessions.
5. Imagine you are an English teacher in your practicum school and you are asked to prepare a folder with cultural materials and documents that are needed in order to teach the lessons for the grade you work with. Collect the necessary information and prepare a presentation with its contents and at least three examples of language learning activities that you are planning to use.
6. Write down an essay where you explain the advantages and disadvantages of exposing foreign language learners to different cultural elements and issues of English speaking countries.

Variations of the task

Be ready to answer the following question during Practicum and Research Studies workshops at the university. Use references to support your point of view.

To what extent do you agree or disagree with the following statement?

“... lo más importante para los estudiantes de inglés como lengua extranjera (ILE) es usar el inglés en diversas y variadas situaciones comunicativas y además utilizarlo para ampliar su desarrollo cultural...” (*Taken from Programas de Inglés para Secundaria Básica*)

Assessment

Assessment may be carried out through group work activities or individual presentations in an integrating workshop with the presence of trainers and tutors of this academic year. Trainees should also include the written tasks in

their portfolios so that it can be used for further analysis and assessment as part of the teaching-learning process of the different subjects of the curriculum.

For other assessment criteria see Chapter 1.

Key readings on the topic

Acosta, R. et als. (1997). *Communicative Language Teaching*. Australia: Sumptibus Publication.

De la Paz Gálvez, E. (2012). *Sociocultural Panorama of English Speaking Countries. Student's Book*. Ciudad de La Habana.

McCarthy, M. & O'dell, F. (1999). *English Vocabulary in Use. Elementary*. Cambridge: Cambridge University Press.

Ministerio de Educación (2006). *Programas y orientaciones metodológicas de la secundaria básica para la asignatura Inglés*. Ciudad de La Habana: Editorial Pueblo y Educación.

Redman, S. (1997) *English Vocabulary in Use. Pre-intermediate and intermediate*. Cambridge: Cambridge University Press.

Richards, J. C. & Rodgers, T. S. (2001). *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press.

Richards, J. C. & Schmidt, R. (2002). *Longman Dictionary of Language Teaching & Applied Linguistics*. London: Pearson Education Limited.

Spratt, M. et als. (2005). *The Teaching Knowledge Test Course*. University of Cambridge.

Thornbury, S. (2006). *An A-Z of ELT*. UK: Macmillan Books for Teachers.

UR, P. (1996). *A Course in Language Teaching Methodology*. Sidney, MacQuary University: National Center for English Language.

Task 6

My Research Design

Objective: To design a small-scale research according to the scientific issue or concern that was determined during practicum.

Content:

- Identifying a research topic and a scientific problem
- Developing a plan of action
- Designing a research project: introduction, research problem, object of research, objective, scope of action, research questions/idea to defend/hypothesis, scientific tasks, research methods, main theoretical foundations, conclusions, bibliography, and appendixes
- Collecting, processing and analyzing data
- Reading for information and summarizing main theoretical foundations related to the topic;
- Writing and presenting a research design
- Research methods and instruments
- Academic vocabulary related to the research topic
- Research project layout for 3rd year students

Timing: different sessions throughout the academic year (*1 for identifying a research topic, 1 for developing a plan of action, 4 for field work and writing, 1 for checking a draft and 1 for final presentation*)

Teaching aids: Power point presentations, texts on the research topic, handouts...

Setting: The university classroom and library, the practicum school and the community where it is located

Procedures: (*Tutors need to scaffold students' learning process for best quality of task completion.*)

1. Review some of the most relevant research topics related to language teacher and learning and redefine, if necessary, your research topic for this academic year with the help of your tutor.
2. Discuss with your tutor your plan of action for this year so that you can organize your time to complete the tasks successfully.

3. Clarify your understandings about your research topic by doing some readings on the topic and summarizing main concepts and theoretical information. Write a report with your main ideas.
4. Select or design, with the help of your tutor, suitable research methods that can help you collect information related to your research project and provide support for research problem. (*You may consider using observations of school processes, interviews, surveys or questionnaire to the school board, language teachers, and students, etc.*)
5. Collect information during your practicum using suitable research methods. Process data and summarize your findings.
6. Design your research project with the help of your tutor. Be sure you explain the nature of the situation that led you to identify the main issue of your research and then include: the scientific problem, the object of research, the objective, the research questions/idea to defend/hypothesis, the scientific tasks, and the methods you will use.
7. Write down and hand in a draft of your research project for revision. Remember it includes: an introduction with the research design, main concepts and theoretical information relevant to the topic, conclusions, bibliography, and appendixes. (*Details of the layout may change from one university to the other.*)
8. Write the final version of your project and include it in your portfolio. Prepare for a formal presentation of your work. Remember it includes: a GENERAL INTRODUCTION where you greet the audience and introduce yourself; an OVERVIEW to tell the audience what the topic of your presentation is; the BODY where you talk about the presentation topic in detail; the CONCLUSIONS to let the audience know that you are going to finish the presentation and the CHANCE FOR DISCUSSION to give the audience the opportunity to ask questions. (*Other details may be found in the CD-ROM Carrera Lenguas Extranjeras.*)

9. Give your presentation on the main aspects of your research project in the scientific forum of your program of study or other events that are organized.

Assessment

Assessment may be carried out through individual presentations during the scientific forum that is held every year as part of the curriculum. It is also assessed through an integrating test of Integrated English Practice VI and Metodología de la Investigación Educativa at the end of the academic year.

Assessment criteria

Spoken production (can present a clear, appropriate, detailed and original answer to the tasks and can explain a viewpoint on the topic giving the advantages and disadvantages of the changes suggested)

Writing (should be assessed in terms of content and task achievement; clarity and fluency of the message; appropriateness, accuracy and range of vocabulary and grammar; spelling and handwriting)

Key readings on the topic

Enríquez O'Farril, I. et als. (2012). *Professionally Speaking in English / Speaking English Professionally. Tabloide Universidad para Todos*. La Habana.

García Batista, G. (2009). *El trabajo de Diploma: presentación oral y escrita. Compilación*. La Habana: Editorial Pueblo y Educación.

Nocedo, I. et als. (2002). *Metodología de la investigación II*. Ciudad de La Habana: Editorial Pueblo y Educación.

Sierra, R. A. & Caballero, E. (2009). *Selección de lecturas de metodología de la investigación educativa*. Ciudad de La Habana: Editorial Pueblo y Educación.

Richards, J. C. & Lockhart, CH. (1995). *Reflective Teaching in Second Language Classrooms*. Cambridge: Cambridge University Press.

Richards, J. C. & Rodgers, T. S. (2001). *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press.

Richards, J. C. & Schmidt, R. (2002). *Longman Dictionary of Language Teaching & Applied Linguistics*. London: Pearson Education Limited.

Valledor Estevil, R. F. & Ceballo Rosales, M. P. (2006). *Temas de Metodología de la Investigación Educativa*. La Habana: Educación Cubana.

Note: further readings on the topic may be decided by trainers, tutors or mentors according to availability of materials and students' needs.

Task 7

Self-assessment and Presentation of Results

Objective: To assess their own learning, performance and values during practicum.

Content:

- Professional skills, related knowledge and values (*characterizing, assessing/evaluating, modeling/providing, rationale/foundations, design research, communicating*).
- Communicative skills, related knowledge and values (using academic language appropriately and accurately, using classroom language appropriately, writing reports, summarizing, reading and listening).
- Foreign language teachers' qualities, values

Timing: different three-hour sessions (*1 at the beginning of the academic year, 1 at the end of the first term, and 1 at the end of the second term*)

Teaching aids: inventories, diaries, portfolios, self-assessment grids

Setting: The university classroom and the practicum school

Procedures

1. Read carefully the instructions given by the teacher to complete your self-assessment.
2. Make notes on each aspect that you need to consider in your self-assessment and identify strong and weak points.

3. Check the answer to the task with your tutor, other teachers and classmates to help narrow down main areas of concern.
4. Write down your self-assessment report and make an action plan to improve learning and accomplishment of curriculum and discipline goals. Be ready to present your results and evidence to your classmates and trainers. (*Try to be very specific when organizing your time to carry out your plan.*)

Assessment

For communicative skills you can use:

Spoken production (can present a clear, appropriate, detailed and original answer to the tasks)

Writing (content and task achievement; clarity and fluency of the message; appropriateness, accuracy and range of vocabulary and grammar; spelling and handwriting)

To assess the fulfillment of goals of the academic year, see Chapter 1.

Key readings on the topic

Alderson, J. CH. and Banerjee, J. (2001) Language Testing and Assessment. Part 1. *Language Teaching*, 34, 213-236.

Brown, J. D. and Hudson, T. (1998) The Alternatives in Language Assessment. *TESOL Quarterly*, 32 (4), 653-675.

Section II

For teacher trainers and mentors

To the teacher trainers and tutors from the university:

You must be fully aware that the 3rd year of the Foreign Language Teacher Education Program in our universities is a transition year that poses many challenges to trainees. First, they have to face the fact that most subjects of the curriculum are taught in the foreign language and require extra effort and study to meet the established goals and standards. Second, Practicum and Research Studies is carried out in another educational level (junior high school) and its

tasks are more demanding because trainees have to get prepared for their full-time practicum in 4th year. And third, trainees have to design the research project they are likely to continue the coming year and, if possible, graduate with a Diploma Paper in 5th year.

For most trainees the amount and requirements of tasks are sometimes threatening and demotivating, so we need your full commitment and guidance to guarantee trainees' preparation to fulfill the objectives of Practicum and Research Studies for 3rd year that are presented above.

It is necessary that you prepare mentors and scaffold trainees' learning through constant interaction, information sharing and collaborative activity so that the first ones are aware of and meet their responsibilities, and the second can gather the resources they need for task completion, personal and professional growth and self-direction. These resources should include:

- Samples of lessons, activities, tests which may be relevant for junior high school English syllabi.
- Samples of educative activities in and outside the classroom.
- Instruments for data collection (observation guides, surveys, questionnaires, diaries, interview questions, recordings, etc.)
- Official documents, regulations, proceedings, norms, rules of behavior, etc.
- The English syllabi for 7th, 8th and 9th grades
- Available updated bibliography in CD-ROMs, websites, information centers, language lab, etc.
- Samples of research designs, reports, academic presentations, essays or other types of assessment procedures that may serve as models for trainees
- Self-assessment instruments, learning strategies and learning styles taxonomies

During the academic year, it is mandatory that you hold face-to-face meetings with your trainees to plan and establish learning contracts or working plans,

revise task procedure and completion, offer support, carry out remedial work if necessary, and assess trainees' progress through their language teaching portfolios. Nevertheless, you may decide on appropriate timing and on other forms of communications such as the use of emails, chat rooms, journals, and so forth that may be helpful to attain the goals of the academic year.

To the mentors:

Mentoring in teacher education has been used to refer to the process of teacher training which occurs in schools and which is conducted by a more experienced school teacher who becomes the mentor of a student teacher, or a novice teacher. In your case, you will be mentoring 3rd year foreign language trainees who have to complete their Practicum and Research Studies tasks in your practicum school and need your support and commitment.

You will not be alone in this learning process because it demands the guidance of teacher trainers and tutors from the university and your valuable help and experience to guide trainees to attain curriculum and syllabus goals effectively. We expect you to be a role model not only of classroom technique but also of what the foreign language profession entails in our country, and to support our trainees during task completion, information gathering, analysis and presentation of results. Consequently, you should pay attention to professional, linguistic and communicative skills as well as trainees' affect and motivation.

It is important that you provide opportunities for trainees to participate in lesson planning and organization, to observe lessons, to teach lessons (if possible), to analyze teachers' decisions, to integrate theory and practice, and to give opinions and suggestions to improve practicum and learning. It is believed that in this way they will gradually gain some confidence of what they have to do as part of the professional pedagogical communicative competence.

Task 1

School Organization, Educative Work and Teachers' Roles

Teacher trainer and tutor's procedures:

1. Explain the objective, content and available bibliography related to the task. (*Emphasize the use of resources in the CD-ROM for their major*).
2. Give details in relation to the relevance of school organization to carry out educative work and the responsibility that language teachers assume to demonstrate their active role in this process.
3. Summarize the tasks related to the guidance and teaching functions that foreign language teachers have to accomplish as part of their professional role.
4. Provide examples of how educative work is carried through the English syllabus for junior high schools.
5. Explain the procedures that trainees need to accomplish in order to complete the task.

Mentor's procedures:

1. Welcome trainees to your school and provide a description of its main characteristics and priorities for this academic year.
2. Give details in relation to school organization to carry out educative work and the responsibilities of foreign language teachers.
3. Provide examples of how educative work is carried through the English syllabus for junior high schools.
4. Give opportunities for trainees to observe different school and classroom activities.

Task 2

Students' Needs and Interests

Teacher trainer and tutor's procedures:

1. Explain the objective, content and available bibliography related to the task. (*Emphasize the use of resources in the CD-ROM for their major*).
2. Review some of the characteristics of teenagers and their learning process and compare them with children and adult features.
3. Discuss necessary key points related to the importance of taking into account students' characteristics, needs and interests for developmental language learning today.
4. Provide examples of instruments that may be used to characterize learners. Have the trainees complete them and share information about their own learning preferences, needs and interests.
5. Explain the procedures trainees have to follow to complete the task.

Mentor's procedures:

1. Explain some of the characteristics of teenagers in your practicum school, their main learning needs and interests.
2. Provide examples of instruments that used this academic year to characterize your learners.
3. Explain how foreign language teachers have to document and update this information during the academic year.
4. Give trainees access to your documents, diagnostic tests and students' records in order to complete this task.

Task 3

Models of Lessons or Parts of Lessons

Teacher trainer and tutor's procedures: (*They may vary and become more specific according to the teaching areas selected for modeling.*)

1. Explain the objective, content and available bibliography related to the task. (*Emphasize the use of resources in the CD-ROM for their major*).

2. Have a discussion on the objectives, content, methods, procedures and activities, teaching aids, class organization and assessment of the English syllabus for junior high schools and aspects to be taken into account in lesson planning.

3. Provide examples of lesson observation guides or checklists according to the purpose for modeling in a specific moment of the academic year. These may include: to observe parts of lessons to present and practice pronunciation, vocabulary or grammar; types of activities for presentation, practice, memorization, comprehension, application, feedback, assessment...; the general structure of foreign language lessons (opening-sequencing-pacing-closure) and sequencing lessons for skill development, etc. (*Trainers and tutors may think about the advantages and disadvantages of seeing lessons as units first and then analyze parts of lessons or techniques later or vice versa.*)

4. Expose trainees to samples of lessons or parts of them (video sequences, printed descriptions of lessons, your own models or the ones that teachers from the practicum school can provide) according to the purpose for modeling in a specific moment of the academic year and allow time for discussion and analysis.

5. Elicit some of the most common language exponents that teachers may use for different classroom functions and may be relevant for the lesson and/or part of lesson that is going to be modeled. Trainers may take into account examples for:

- giving instructions to complete different classroom activities, to use materials, handouts and textbooks and for pair and group work;
- explaining the meaning, form and use of linguistic elements; elements related to the topic of the lesson...
- eliciting students' responses
- correcting mistakes using different techniques
- checking learning using concept questions,

- conveying the meaning of new language through different contextual procedures, cognates, pictorial procedures, etc.

6. Explain the procedures trainees need to follow in order to model lessons and/or parts of them.

Mentor's procedures: *(They may vary and become more specific according to the teaching areas selected for modeling.)*

1. Have a discussion on the objectives, content, methods, procedures and activities, teaching aids, class organization and assessment of the English syllabus for junior high schools and aspects to be taken into account in lesson planning.

2. Provide examples of lessons according to the learning sequence that is established in junior high schools and the requirement of the task at a particular moment in the academic year. Be sure you include video sequences and/or detailed descriptions of your lessons according to the purpose for modeling and allow time for discussion and analysis.

3. Provide examples of common language exponents you use in the classroom for: *giving instructions* to complete different classroom activities, to use materials, handouts and textbooks and for pair and group work; *explaining* the meaning, form and use of linguistic elements and the topic of the lesson; *eliciting* students' responses; *correcting* mistakes using different techniques; *checking* learning using concept questions, and *conveying* the meaning of new language through different contextual procedures, cognates, pictorial procedures, etc.

4. Provide support to trainees so that they can model different types of lessons and/or parts of them.

Task 4

Integrating Theory and Practice in Lesson Planning

Teacher trainer and tutor's procedures: *(They may vary and become more specific according to the teaching events or activities that trainees are required to provide a rationale for.)*

1. Explain the objective, content and available bibliography related to the task. *(Emphasize the use of resources in the CD-ROM for their major).*
2. Have a discussion on the relevant theoretical and methodological aspects related to teaching event that was modeled or the type of lesson or the part of a lesson that trainees need to provide the rationale for; it may their own lesson or someone else's. *(Possible teaching events may include: presenting and practicing pronunciation, vocabulary or grammar, communicative functions; sequencing practice; lessons for skill development: speaking, listening, reading, writing; basic classroom techniques such as motivating students, conducting drills, correcting students...; types of activities for presentation, practice, memorization, comprehension, application, feedback...)*
3. Have trainees watch video sequences or read materials where teachers or trainees explain the theoretical and methodological elements they take into account to support their teaching. In case there are not appropriate materials related to the topic selected for discussion, university trainers or mentors can provide the rationale for their practice as language teachers as an aid to help trainees understand the task.
4. Explain the procedures trainees need to follow in order to provide the rationale for the lesson or parts of lessons they modeled or any other they had to plan.

Mentor's procedures: *(They may vary and become more specific according to the teaching events or activities that trainees are required to provide a rationale for.)*

1. Have trainees read and take notes in relation to the methodological guidelines and rationale for the English syllabi in junior high schools.

2. Explain in English the most relevant theoretical and methodological aspects related to foreign language teaching and learning that you take into account to manage the English lessons in junior high schools. You may refer to specific information related to: presenting and practicing pronunciation, vocabulary or grammar, communicative functions; sequencing practice; skill development (speaking, listening, reading and writing); motivation in the language classroom, error correction, and language learning activities.

3. Answer trainees' questions on how you integrate theory and practice in your everyday educative practice.

Task 5

Cultural Elements in the Language Classroom

Teacher trainer and tutor's procedures:

1. Explain the objective, content and available bibliography related to the task. (*Emphasize the use of resources in the CD-ROM for their major*).

2. Discuss with trainees the relevance of becoming aware of cross-cultural differences and similarities among cultures for the development of professional pedagogical communicative competence.

3. Provide examples of cultural customs, beliefs, values, historical events, personalities, places, way of life, music, literature, movies, etc. that are relevant for language learning and teaching in our country.

4. Explain cultural connotations of vocabulary use and expressions in Spanish and English (*French may be included*).

5. Provide examples of language learning activities that favor awareness of cultural aspects and issues. Have trainees complete them and reflect on their relevance to enhance professional and communicative skills.

6. Explain the procedures trainees have to follow to complete the task.

Mentor's procedures:

1. Explain the objective of the English syllabi for junior high schools related to awareness and identification of cultural elements.

2. Discuss with trainees different ways to deal with cultural elements and issues in the language classroom. Provide examples.
3. Have trainees read the syllabi and summarize the cultural elements they have to analyze through the different units of study.
4. Teach trainees examples of inappropriate language use or culturally offensive materials that can affect language communication and interaction in junior high schools.
5. Provide examples of materials you use to favor awareness and identification of cultural elements and issues in the classroom.

Task 6

My Research Design

Teacher trainer and tutor's procedures:

1. Explain the objective, content and available bibliography related to the task. (*Emphasize the use of resources in the CD-ROM for their major.*)
2. Review some of the most relevant research topics related to language teacher and learning.
3. Have trainees summarize the main ideas of their research topic from previous year and the area of concern that they intend to follow this academic year.
4. Explain the main requirements of the research design for 3rd year and the general plan of action they need to follow to complete the task.
 - The research design has: nature of the situation that led you to the main issue of your research, scientific problem, object of research, scope of action, objective, research questions / idea to defend / hypothesis, scientific tasks and methods.
 - Explain in detail what needs to be included in each part of the final report of the research project: introduction with the design, main theoretical concepts, conclusions, bibliography, and appendixes.

Mentor's procedures:

1. Present the most relevant research topics or areas of concern related to foreign language learning in your practicum school.
2. Provide examples of papers, thesis dissertations, research articles that language teachers in the practicum school have carried out as part of their professional activity.
3. Help trainees administer different data collection techniques to identify a research problem of interest.

Task 7

Self-assessment and Presentation of Results

Teacher trainer and tutor's procedures:

1. Explain the trainees that the reasons for using self-assessments have to do mainly with involving them in their learning process with the goal that they become autonomous learners (Alderson and Banerjee 2001). Assessment procedures may include "performance self-assessments, comprehension self-assessments, or observation self-assessments" (Brown and Hudson 1998: 665) to provide feedback on the Practicum and Research for this academic year but mainly to get trainees to self-assess their progress so that they make decisions for improvement of practice and learning.
2. Provide details of the aspects trainees have to take into account to write their self-assessment in different moments of the academic year. (*It may include some explanations about the fulfillment of curriculum objectives with clear reference to the results in the different subjects and areas of concern; main learning styles, strengths and weaknesses in study skills, learning strategies, qualities and values, main interests and personal aims; any other aspect that trainees consider important about themselves*).
3. Explain different forms of self-assessment that trainees will probably use during the academic year: diaries or journals for personal reflection, learning folders, self-report of tasks, portfolios, etc. Provide examples.

- ◆ A **diary** contains descriptions of the events of a day and a **journal** contains these descriptions, but also the writers' reflections of the event and their feelings about them.
 - ◆ A **learning folder** contains students' written tasks to keep information concerning their learning process during a period of time. (*They are manipulated by the teachers*).
 - ◆ **Self-reporting** involves completing inventories or checklists to indicate what trainees have done, used, learned during practice teaching and the academic year.
 - ◆ A **portfolio** collects more information than learning folders and can be a valuable tool to develop students' personality and knowledge. It provides insight into performance and progress in learning because it is a collection of a student's work that demonstrates his/her effort, progress and achievement in a period of time (Alderson and Banerjee 2001).
4. Decide what form of self-assessment trainees will complete at a specific moment of the academic year and the criteria they will use for overall assessment.
 5. Explain the procedures trainees have to follow to complete it.

CHAPTER FIVE
STARTING TO MANAGE THE TEACHING-LEARNING PROCESS AND
RESEARCH
FOURTH YEAR

The integrating tasks designed in previous chapters set the basis for the ones suggested for this academic year. The new tasks will pave the way for a better performance of trainees, on the one hand, and a better guidance of teacher trainer, tutors and mentors, on the other. They are mainly focused on the management of activities of the teaching-learning process with different levels of complexity, taking into account the trainees' role as future teachers, especially of the teaching-learning process of foreign languages. Nevertheless, those tasks from the previous chapters may be redone so as to keep their systematization and, at the same time, reinforce the trainees' preparation as FLT's.

The main objective of the subject PRS is intended to integrate the professional components: academic, practicum-research and university extension of the future professional. This way the relation among the different aspects object of the profession is established: the educational process and, particularly, the developmental teaching-learning process of foreign languages.

It is good to remind teacher trainers and trainees that the academic component offers the necessary theoretical-methodological basis for the management of the educational process. The research component provides knowledge, skills and values the trainees need for the accomplishment of this function, starting from the identification of pedagogical and linguo-didactic problems, so as to seek for their solutions. The university extension contributes to fulfill the social mission of the university through the cultural promotion, facilitating the dialectical relationship institution-society, and the cultural trainees' growth.

In fourth year, the integration of all these components will allow the creative solution of professional tasks, starting from the practical activity. This will make possible the application of the trainees' knowledge and skills, in known or new situations, from scientific and ethic positions, that should characterize the Cuban educator. Consequently, the solution of the tasks suggested in this

chapter constitutes a source of experience and a starting point for the development of the theory of the different disciplines.

Section I

For the trainees

Now you are in fourth year and you start full time at school. You will have to assume roles and responsibilities related to the management of the teaching-learning process of the foreign language, which will facilitate you the development of professional skills. The tasks proposed in this chapter are designed to work on your responsibility and discipline at work, as part of your professional growth. The main place to accomplish the tasks of the subject is the practicum school. Through them, you will be involved in different contexts of the foreign language teacher in general education.

You will have a better guidance and preparation as a future professional of the Foreign Languages Major. Methodological guidelines are offered to you and your mentor, and the activities have a flexible character. As you accomplish each of the tasks of the chapter, you will be better prepared for managing the foreign language lessons as it is stated in the Professional Model for this academic year.

The tasks will help you fulfill the following objectives of the Practicum and Research Studies (PRS):

- **To value** the educational activities of the school and the development of the teaching-learning process of foreign languages, paying attention to the documents that regulate the work in school, the characteristics of the students' age, as well as the relationship with the family and community.
- **To value**, from the theoretical, methodological and practical basis, the management of the educational process, particularly that of the teaching-learning process of the foreign languages.
- **To diagnose** the students, both individually and integrally, as well as the family, the community, through the use of research methods, especially those of the linguo-didactic research.

- **To model** actions and activities of the educational process in general and of the teaching-learning process of foreign languages in particular, taking into consideration the characteristics of the group and its diversity, as well as the differences in the process of communication both in the mother tongue and the foreign language and their respective cultures.
- **To manage** activities of the teaching-learning process with different levels of complexity, taking into account trainees' functions as teachers, especially of the teaching-learning process of foreign languages in correspondence with the necessary development of their communicative competence from a professional perspective.
- **To use** the foreign languages in communication during the management of the teaching-learning process and their professional development.

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Task 5 What we should know before starting to teach

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Task 7 Microteaching

Task 8 Starting out

Task 9 Go on with your research work

Task 1

Contextualizing what to do at school

Objective: To analyze the school organization and regulations, the educational and methodological work, as well as the teachers' and trainees' role while accomplishing tasks.

Content:

- ✓ Documents that contain school regulations related to teaching, learning and professional growth, especially in the case of foreign language teaching and learning.
- ✓ School organization and management plan: pupils' characteristics, teaching load, schedule, school facilities, etc.
- ✓ Educational regulations.
- ✓ Main problems of the specific school, mainly those related to foreign language teaching.
- ✓ The role of the foreign language teacher in the educational work of the school.
- ✓ Accomplishment of tasks related to the teachers role at school.
- ✓ The English syllabus and developmental language learning.

Timing: 16 hours

Teaching aids: Study guide, curriculum and syllabus regulations school regulations, instruments to be applied to the school board, language teachers, and students, Resolutions

Setting: The school

Procedures:

1. Take down notes of each of the documents you check, places you observe and other activities teachers and students get involved in.
2. Identify the positive and negative aspects you observe during the development of the educative teaching process while applying what is established in the different documents.

3 Write a report on them making an appraisal of each according to what you have learned related to the pedagogical organization at school. This will be used for the portfolio.

Variation of the task

1. Prepare a power point presentation to illustrate the most important aspects derived from the analysis of the documents related to school organization and regulations, educative and methodological work, as well as the teachers' and trainees' role in the fulfillment of their tasks.
2. Practice the presentation before presenting it to the tutor orally.
3. Write down your critical opinion related to the positive or negative aspects of the development of the task in the record book.
4. Give suggestions on how you would contribute to the solution of the negative aspects.

Assessment

It will be carried out through group oral report about the observation of each of the aspects of the guide, and the elaboration of the written report individually.

Task 2

English Language Teaching Basic Documents

Objective: To use the syllabus, textbook and workbook so as to guarantee the fulfillment of the objectives of the grade, while getting prepared for teaching.

Content: Basic documents for the teacher's work (the syllabus, textbook and workbook).

Timing: 8 hours

Teaching aids: Study guide, Basic Documents for the teachers' work, computer

Setting: Practicum school, the library

Procedures:

1. Read the study guide carefully. Pay close attention to the aspects you need to know to get prepared for teaching or prepare lessons of the grade you will work with.
2. Consult the basic documents for the teacher's work (the syllabus, textbook and workbook) of the grade you are going to work.
3. Analyze the contents to be taught in the different units of the grade, (title of the units, communicative objectives, linguistic contents to be taught (phonological, lexical and grammatical), relation of the content with other subjects, values the content contributes to develop in students).
4. Analyze the textbook (workbook) of the grade so as to determine the way exercises should be distributed throughout the different lessons of the unit.

Variation of the task

1. Prepare a power point presentation to illustrate the contents to be taught in the different units of the grade, (title of the units, communicative objectives, linguistic contents to be taught (phonological, lexical and grammatical), relation of the content with other subjects, values the content contributes to develop in students). Include revision made to the textbook (workbook) of the grade and the way exercises should be distributed throughout the different lessons of the unit.
2. Rehearse the presentation before presenting it to the mentor orally.
3. Write down your critical opinion related to positive or negative aspects of the development of the task in the record book.
4. Give suggestions on how you would contribute to the solution of the negative aspects faced during the development of the task.

Assessment

Through the oral report on the main aspects teachers should master related to the structure of the syllabus and methodological guidelines of the grade and

their use while developing the methodological analysis.

- Mastery of the structure of each document
- Ability to illustrate the way to use each of them
- Fluency and coherence while speaking.

Key readings on the topic

Antich, R. et al. (1986). *Metodología de la Enseñanza de las Lenguas Extranjeras*. La Habana: Editorial Pueblo y Educación.

González, R. G. (2009). *La clase de Lengua Extranjera. Teoría y práctica*. La Habana: Editorial Pueblo y Educación.

Castellanos, D., et al (2003). *Enseñar y Aprender en la escuela*. Ciudad de la Habana. Editorial Pueblo y Educación.

MINED. Programas y orientaciones metodológicas de la secundaria básica para la asignatura Inglés.

Task 3

Tasks for first lessons

Objective: To develop methodological analysis of the contents of the unit to be taught so as to guarantee planning its components based on the different didactic categories of the teaching-learning process, with emphasis on the different lessons which build up the unit, providing the necessary support for the decisions made.

Content: Determination of the tasks, lessons and system of lessons using the theoretical information studied in Didactics of Language Teaching and General Pedagogical Formation in regard to planning the different didactic categories of the teaching-learning process, with emphasis on the different lessons which build up the unit, providing the necessary support for the decisions made.

Timing: 16 hours

Teaching aids: syllabus of the grade, textbook, workbook, specialized bibliography, and a sheet with the indicators to evaluate the organizing process, computer

Setting: Practicum school

Procedures:

1. Consult your lecture notes and the suggested bibliography about the definition and importance of the teacher's self-preparation for planning and its relationship with the other steps of the professional logical performance of the English teacher.
2. Go over the first chapter of this book and read the content related to the logical pedagogical professional performance of the English teacher to round up your knowledge about it and understand the importance of planning the components of the different levels of organization in order to obtain effective results in the learning process.
3. Make an appraisal of the official documents of the English language teacher of the level of education you are working with. Determine positive and negative items related to the orientations to develop the process of planning and at the different levels of organization, mainly at the level of unit and lesson.
4. Be sure that you have taken into consideration the main actions characteristic of the stage of planning within the logical pedagogical professional performance: (1) to order the different learning tasks according to their level of complexity, (2) to create the objective and subjective conditions for the development of the different learning tasks, and (3) to distinguish within the learning tasks which should have a more evaluative character.
5. Consult Grammar, Lexicology and Semantics, and Phonetics and Phonology books to clear up any doubt you need to be clear while making the analysis.

Variation of the task

1. Prepare a power point presentation to illustrate the contents to be

taught in the unit of the grade selected for the analysis, (title of the unit, communicative objectives, linguistic contents to be taught (phonological, lexical and grammatical)).

2. Also illustrate the analysis you make in relation to the content (knowledge, skills and values the content contributes to develop in students), relation with other subjects, include revision you make to the textbook (workbook) of the grade and the way exercises should be distributed throughout the different lessons of the unit.
3. Rehearse the presentation before presenting it to the mentor orally.
4. Write down your critical opinion related to the positive or negative aspects of the development of the task in the record book.
5. Give suggestions on how you would contribute to the solution of the negative aspects faced during the development of the task.

Assessment:

It will be carried out taking into consideration the following aspects:

- Ability to determine the location of the unit within the syllabus and the relationship of the unit with the rest of the units of the grades (antecedent or subsequent).
- Didactic sensibility to determine the order of the different components of the unit, and of the different learning tasks in the lessons according to the level of complexity and the possibilities of the learners.
- Ability to determine the complexity of the content to be taught as well as the differences and similarities with the mother tongue.
- Ability to determine the most effective methods to teach the content analyzed to reach the desired objective in the unit.
- Ability to establish a coherent relationship among the main didactic categories while organizing the different components, showing the peculiarities of the particular unit.

Note: The methodological analysis of a unit of study is the activity developed by teachers with the contents of the unit to be taught to get prepared for teaching.

It is generally carried out in groups, beforehand, to analyze the objectives and their derivation throughout the unit. contents and degree of difficulty, comparing each with the pupils 'mother tongue; techniques and procedures to be used to guarantee comprehension, according to the type of lesson, teaching means to be used in the different lessons (elaboration if necessary), the different tasks and ways to evaluate, control or asses students' learning. That is, English teachers from a given municipality or from a particular school as participants get together to analyze the units.

However, this does not mean that all the teachers are going to do the same in their classrooms. It is every individual teacher's responsibility to plan his own lessons, according to the characteristics of the groups, according to the working and material conditions and according to the professional possibilities. This is the point at which the individual teacher must modify the existing plans and originate the own plans for teaching in the classroom.

Key readings on the topic

Antich, R. et al. (1986). *Metodología de la Enseñanza de las Lenguas Extranjeras*. La Habana: Editorial Pueblo y Educación.

González, C. R. (2009). *La clase de Lengua Extranjera. Teoría y práctica*. La Habana: Editorial Pueblo y Educación.

Castellanos, D. y otros. (2003). *Enseñar y Aprender en la escuela* Editorial Pueblo y Educación. Ciudad de la Habana.

Kenion and Knott: *A Pronouncing Dictionary of American English*. Ciudad de la Habana. Editorial Pueblo y Educación.

Labarrere, G. y Valdivia, G. (1988). *Pedagogía*. Ciudad de la Habana Editorial Pueblo y Educación.

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Richards, J. C. & Rodgers, T. S. (2001). *Approaches and methods in language teaching*. Cambridge, Cambridge University Press.

Spratt, M. et al. (2010). *The Teaching Knowledge Test Course*. University of Cambridge. (CD-ROM Carrera Lenguas Extranjeras)

Ur, P. (1996). *A Course in Language Teaching Methodology*. National Center for English Language: Sidney: Mac Quary University.

Task 4

Let's look where we are going

Objective: To analyze the teacher's performance in English lessons in the classroom so as to start getting experience and being prepared for teaching.

Content: those related to the unit being taught in the grade

Timing: 45 minutes for the visit, 1 hour for the analysis

Teaching aids: Study guide, computer

Setting: The classroom and staffroom

Procedures:

1. Listen to your teacher trainer carefully.
2. Elaborate a guide with the items or indicators you consider relevant to observe and evaluate while the English teacher develops the process of organization at the different levels.
3. Then, select one or two teachers from the school you are developing your practicum and, based on this guide, critically observe this process. Write down the results describing what you have observed in each indicator.
4. Based on prior explorations through observation, carry out the organizing process of the unit you have selected. Prepare a written version of the work to be handed in.
5. At a deeper level of analysis, determine which of the factors related to this important step of the teaching-learning process need priority or further investigation.
6. According to your perceptions of the class profile and the objectives and contents of the unit you are going to teach, account for the relation between the results of the diagnosis you have applied and the selection

and organization of content, techniques, tasks, procedures and the type of formative evaluation in the unit.

Variation of the task

1. Prepare a power point presentation with a summary of the most interesting aspects (positive or negative) you observed in the lesson.
2. Practice your presentation before presenting it to your mentor.
3. Make the general appraisal of the task you accomplished.
4. Write down the notes on the portfolio.

Note: The task may be divided as follows:

- Some trainees may work with the positive aspects and take advantage of those potentialities to continue improving the FLL.
- Other trainees will work on the solution of negative aspects observed.

Assessment:

Through the analysis carried out about the class observed and the appraisal of the positive and negative aspects of the lesson, according to the task assigned.

Key readings on the topic

Antich, R. et al (1986). *Metodología de la Enseñanza de las Lenguas Extranjeras*. La Habana: Editorial Pueblo y Educación.

González Cancio, R. G. (2009). *La clase de Lengua Extranjera*. Teoría y práctica. La Habana: Editorial Pueblo y Educación.

Castellanos, D. et al. (2003). *Enseñar y Aprender en la escuela*. Ciudad de la Habana. Editorial Pueblo y Educación.

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Ur, P. (1996). *A Course in Language Teaching Methodology*. National Center for English Language: Sidney: Mac Quary University.

Task 5

What we should know before starting to teach

Objective: To diagnose a group of learners by means of a variety of techniques in order to support the teaching-learning process of the foreign languages and make decisions while managing the educational teaching process of the foreign language.

Content: Definition of pedagogical diagnosis, object, dimensions and indicators (affective factors, cognitive and meta-cognitive aspects, health conditions and personal hygiene, values education and ideology), methods and instruments, requirements of a scientific report.

Timing: 8 hrs.

Teaching aids: Instrument sheets, suggested bibliography, blackboard, computer

Setting: The teachers' staffroom or the library, the practicum school, school and the community where it is located

Procedures:

1. Consult your lecture notes and the suggested bibliography about the definition(s) of diagnosis and the different dimensions.
2. Based on prior explorations through observation of your own class (the group of students you teach), determine which dimensions and indicators from the ones given by your teacher need priority or further investigation.

3. Select appropriate investigation methods (observation, interview, survey, questionnaire, test, completing phrases, autobiography, etc.)
4. Design the required instruments considering the layout: type of instrument, objective, instructions, and items to include.
5. Apply the instruments to collect data.
6. Process and interpret data in order to write the regularities. Be ready to present it if nominated to do so.

Variation of the task

1. According to your perceptions of the comprehensive diagnosis applied to the group and after processing the information gathered, analyze according to objectives and contents of the unit you are going to teach, what are the implications of your findings for the selection of content, techniques, tasks, procedures and the type of formative evaluation in the unit? Write a report about this and be able to present it in class plenary session. (Remember that the content includes not only knowledge, habits and skills, but also values to be developed through that content)
2. Elaborate a written analysis of the results of the research methods applied for the diagnosis and write down notes on the portfolio.
3. Be ready to present illustrate your report though a Power Point.

Assessment:

This will be assessed through the presentation of the oral report and the following indicators will be taken into account:

- Research skills to elaborate investigation instruments and apply them
- Abilities to collect data and interpret them
- Pedagogical sensibility to notice the learners' specific psychological characteristics (personality traits, likes, dislike, etc.)
- Didactic and linguistic capacities to pre-view or anticipate special difficulties and learning problems
- Communication skills to transmit this information

Key readings on the topic

González, S. A. et al (2002). *Nociones de Sociología, Psicología y Pedagogía*. La Habana: Editorial Pueblo y Educación.

Kenyon and Knott: *A Pronouncing Dictionary of American English*. Editorial Pueblo y Educación. Ciudad de la Habana.

Labarrere, G. & Valdivia, G. (1988). *Pedagogía*. Ciudad de la Habana. Editorial Pueblo y Educación.

Nocedo I. L. et al. (2001) *Metodología de la Investigación Educativa*. Segunda Parte. La Habana, Editorial Pueblo y Educación.

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Ur, P. (1996). *A Course in Language Teaching Methodology*. National Center for English Language: Sidney: Mac Quarry University.

Task 6

What would you do in the classroom?

Objective: To plan the first lesson of a unit using different learning cognitive strategies in a conscious way in order to get prepared to teach, as part of the professional formation.

Content:

- The teacher's role in planning the particular lessons
- Structure of a lesson plan
- Components of the structure of the foreign language lesson
- Types of lessons

Timing: 4 hours

Teaching aids: suggested specialized bibliography, English syllabus, and a handout with the indicators to evaluate the planning process, computer

Setting: Practicum school

Procedures:

1. Consult your class notes and the suggested bibliography about the foreign language lesson. Its main characteristics and importance of planning and its relationship with the other steps of the professional logical performance of the English teacher.
2. Based on prior explorations through observation, carry out the planning process of a lesson of the unit you made the methodological analysis. Prepare a written version of the work to be handed in.
3. At a deeper level of analysis, determine which of the factors related to this important step of the teaching-learning process need priority or further investigation.
4. According to your perceptions of the class profile and the objectives and contents of the unit you are going to teach, make an appraisal of the relation between the results of the diagnosis you have applied and the selection of content, techniques, tasks, procedures and the type of formative evaluation in the unit.

Variation of the task

- Prepare a power point presentation to illustrate the structure of the lesson plan elaborated and the other aspects you consider to be clear in your performance.
- Explain the extent to which you were able to accomplish the main requisite of the foreign language lesson.
- Elaborate a written report on those aspects you consider are most difficult for you to plan and what you would do to overcome those difficulties.

Assessment:

It will be taking into consideration the following aspects:

- Ability to create activities according to the specific conditions and characteristics of the students.

- Didactic sensibility to determine the items which should be given emphasis in the planning process.
- Ability to establish an effective relationship between the results of the comprehensive diagnosis and the planning process.
- Capacity to effectively exploit the objective and subjective potentialities of the teaching environment to diminish and eliminate the existing difficulties.
- Ability to establish a coherent relationship among the main didactic categories, showing the peculiarities of the type of lesson.

Key readings on the topic

Acosta, R. et al. (1997). *Communicative Language Teaching*. Australia: Sumptibus Publication. (En el CD-ROM Carrera Lenguas Extranjeras)

Acosta, R. & Alfonso J. (2009). *Didáctica Interactiva de Lenguas*. La Habana: Editorial Félix Varela.

Antich, R. et al (1986) *Metodología de la Enseñanza de las Lenguas Extranjeras*. La Habana: Editorial Pueblo y Educación.

González Cancio, R. G. (2009). *La clase de Lengua Extranjera*. Teoría y práctica. La Habana: Editorial Pueblo y Educación.

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Richards, J. C. & Lockhart, CH. (1995). *Reflective Teaching in Second Language Classrooms*. Cambridge, Cambridge University Press.

Spratt, M. et al. (2010). *The Teaching Knowledge Test Course*. University of Cambridge. (CD-ROM Carrera Lenguas Extranjeras)

Ur, P. (1996). *A Course in Language Teaching Methodology*. National Center for English Language: Sidney: Mac Quary University.

Task 7

Microteaching

Objective: To get prepared for teaching by means of practicing the lesson already planned with the mentor and other members of the staff.

Content:

- The foreign language lesson
- Main requisite and structure of the foreign language lesson
- Components of the structure of the foreign language lesson
- Types of lessons

Timing: 2 hrs.

Teaching aids: syllabus, lesson plan, textbook, and workbook, any other teaching means elaborated for the lesson

Setting: Mainly the teachers' staffroom or the library at the practicum school

Procedures: As you are guided by the mentor, as soon as you finish planning, start practicing the part of the lesson you prepared so as to present it in front of the rest of the teachers of the staffroom.

Variation of the task:

- Prepare an appraisal of the positive and negative aspects of first time you teach part or a lesson with other teachers.
- Write down notes on the portfolio of those you feel or do not feel comfortable while performing.

Assessment: While presenting the part of the lesson already prepared, close attention should be paid to the following aspects:

- The teacher's role while developing the lesson (Professional skills), or pedagogical mastery

- Use of the language
- Mastery of the content

Key readings on the topic

Acosta, R. et. al. (1997). *Communicative Language Teaching*. Australia: Sumptibus Publication. (En el CD-ROM Carrera Lenguas Extranjeras)

Acosta, R. & Alfonso J. (2009). *Didáctica Interactiva de Lenguas*. La Habana: Editorial Félix Varela.

Antich, R. et al. (1986). *Metodología de la Enseñanza de las Lenguas Extranjeras*. La Habana: Editorial Pueblo y Educación.

González Cancio, R. G. (2009). *La clase de Lengua Extranjera*. Teoría y práctica. La Habana: Editorial Pueblo y Educación.

MINED. Programas y orientaciones metodológicas de la secundaria básica para la asignatura Inglés.

Richards, J. C. (1996a). *The Language Teaching Matrix*. Cambridge: Cambridge University Press.

Richards, J. C. (1996b). *Communicative Language Teaching Today*. Cambridge: Cambridge University Press. (CD-ROM Carrera Lenguas Extranjeras)

Richards, J. C. & Lockhart, CH. (1995). *Reflective Teaching in Second Language Classrooms*. Cambridge, Cambridge University Press.

Spratt, M. et al. (2010). *The Teaching Knowledge Test Course*. University of Cambridge. (CD-ROM Carrera Lenguas Extranjeras)

Ur, P. (1996). *A Course in Language Teaching Methodology*. National Center for English Language: Sidney: Mac Quary University.

Task 8

Starting out

Objective: To manage the teaching-learning process of a foreign language according the learners' characteristics and interests, so as to work with a

communicative perspective, fostering education and contributing to the formation of their general comprehensive culture.

Content: The components of the teaching-learning process of English as foreign language, with an appropriate dialectical relationship among them, based on the methodological conception of the communicative approach.

Timing: according to time allotted to the unit object of study

Teaching aids: syllabus, lesson plan, textbook, and workbook, any other teaching means elaborated for the lesson.

Setting: The practicum school

Procedures:

1. Be sure that you have planned and organized every single detail of your lesson before facing your students.
2. If you have more than one group of learners, take into consideration their group and individual characteristics, maintaining the necessary unity to fulfill the demands of the syllabus in spite of the diversity.
3. In spite of the fact that you have methodologically analyzed and planned in general terms the whole unit, it is recommendable to prepare two or three lessons in a detailed way before starting the unit, so as to take into consideration the results obtained while planning the lessons that follow.
4. Make sure that there is an appropriate relationship among the different components of each lesson: objective, content, methodological conception, teaching media, and evaluation.
5. Provide effective orientations towards each of the learning tasks you carry out during the lesson.
6. Make sure that all your learners are involved in the process all the time, trying to concentrate your attention on their performance rather than in your lesson planning.
7. Use the English language to manage your lesson, as it is required. It will help you improve your communicative competence and achieve communication in your pupils.

8. Register your experience after you finish each lesson. This will allow you to appraise the extent to which you improve your professional preparation as a FLT.

Variation of the task:

- Write a report on the most interesting moments experienced while starting to manage the teaching-learning process of the foreign language (to be included in the portfolio).
- Write down the aspects you need more help on your mentor's part.
- Hand in your lesson plan.

Assessment:

It will be assessed by means of the professional abilities to manage the English lesson in order to fulfill the objective of the syllabus, according to the individual and group possibilities and needs of the learners, with the methodological conception of the communicative approach as its didactic basis, and contributing to the education of the learners.

Key readings on the topic:

Acosta, R. "et al". (1997). *Communicative Language Teaching*. Australia: Sumptibus Publication. (En el CD-ROM Carrera Lenguas Extranjeras)

Acosta, R. & Alfonso J. (2009). *Didáctica Interactiva de Lenguas*. La Habana: Editorial Félix Varela.

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Richards, J. C. & Lockhart, CH. (1995). Reflective Teaching in Second Language Classrooms. Cambridge, Cambridge University Press.

Spratt, M. et al. (2010). The Teaching Knowledge Test Course. University of Cambridge. (CD-ROM Carrera Lenguas Extranjeras)

Ur, P. (1996). A Course in Language Teaching Methodology. National Center for English Language: Sidney: Mac Quary University

Task 9

Go on with your research work

In Chapter IV you were able to design your research work. It means that you were able to determine those problems you consider affect the educative teaching process in general, and the teaching-learning process of English, as a foreign language, in particular. Also you were able to elaborate different instruments so as to diagnose the extent to which those problems might affect the processes.

From now on you will have the opportunity to start accomplishing the scientific tasks stated in your design. During their fulfillment, you will have the possibility to widen your theoretical knowledge related to the object of study, diagnose the real situation existing and look for the main ways to give solution to the problem you found through the development of a Term Paper.

Objective: Apply research skills for developing the Term Paper to contribute to the solution of a scientific problem from the school, so as to present it and defend the different tasks accomplished.

Content:

The stages to be fulfilled during the development of research skills: gathering information, analyzing and organizing it while accomplishing the scientific tasks.

Elaborating the proposal to give solution to the problem and writing final work for the presentation of the Term Paper.

Timing: The whole academic year

Teaching aids: bibliography cards, content cards, notes taken from books, results of the instruments applied

Setting: The practicum school, the university in which the trainee studies, public library, and other socio-cultural and academic institutions

Procedures:

1. Go to the library of your practicum school and university. Ask for some bibliography related to the theme of the object of your investigation (specialized sources from other parts of the world, presented books and specialized articles; thesis presented to defend the Doctor or Master degrees, as well as those presented by students of your specialty related to the same object of study in the forms of Term and Diploma papers).
2. Start the revision of different sources and elaborate bibliography cards, taking into consideration the elements it contains: author, name of the book, printing press and name of the library together with a number so that later it can be consulted.
3. Gather the necessary information and write them in your note cards.
4. Prepare an outline for the organization of the information you gather from the different sources.
5. Start writing the first draft of the theoretical body of your Term Paper. When you finish accomplishing this task, hand it in to your tutor to check it. While developing your systematization, follow an analytical, critical, reflective, and conclusive perspective, which will guarantee the authenticity and originality of your research.
6. Elaborate some instruments to diagnose the real state of your object of investigation.

7. Apply the instruments to the sample selected and process the information gathered from them to diagnose the real state of your object of investigation.
8. Work with your tutor in the elaboration of a proposal to give solution to the research problem identified or stated. You can do it by elaborating, adapting or taking ideas directly from any specialized source.
9. Elaborate the written version of your Term Paper, hand in your paper both digital and printed.
10. Prepare an oral exposition, practice it and be able to present it to the tribunal. Be able to answer questions formulated by the members of the tribunal providing the arguments which demonstrate your mastery of your theme and of the scientific methods you have applied.

Variation of the task

- Write a report on the research skills you consider you have developed to contribute to the solution of a scientific problem.
- Emphasize the most difficult moments you faced during the accomplishment of the scientific tasks.

Assessment:

- Quality of the instruments elaborated for the diagnosis of the problem
- Processing of the results obtained. Valuations made
- Elaboration of bibliography and note cards
- Writing the report (quality of the written paper)
- Conclusions derived from the analysis made

Key readings on the topic

Chávez Rodríguez, J. *Apuntes para una metodología de la investigación educativa.*

García Batista, G. (2009). *El trabajo de Diploma: presentación oral y escrita.* Compilación. Editorial Pueblo y Educación.

Nocedo, I. et al. (2002). *Metodología de la investigación II* Ciudad de La Habana. Editorial Pueblo y Educación.

Sierra, R. A. y Caballero, E. (2009). (Compiladoras). *Selección de lectura de metodología de la investigación educativa*. Editorial Pueblo y Educación.

Valledor Estevil, R. F. & Ceballo Rosales, M. P. (2006). *Tema de Metodología de la Investigación Educativa*. Educación Cubana, 2006 (En CD-ROM Carrera Lenguas Extranjeras)

Section II

For teacher trainers and mentors

To the teacher trainers:

This chapter contains tasks for fourth year trainees so as to continue practicing the previous ones. There is an explanation, in those chapters, of your responsibility as a teacher trainer towards the work with trainees at the time of using this book.

With regard to this you should help trainees to give solution to the following professional problems:

- The individual and group diagnosis and characterization of the pupil, group, environment, family and community and the need to elaborate pedagogical strategies or alternatives to pay attention to the educational problems, weaknesses and strengths, to support the educative labor of the teacher.
- The educational labor in the process of formation of values according to the socio – historical context and the revolutionary ideals of the Cuban society.
- The group and individual management of the educative process and of the teaching-learning process of the English language with a scientific and humanist approach.
- The effective communication in the teaching-learning process of the foreign language and the use of the information and communication

technology of the educative process.

- The systematic assessment of the results of their work and of the professional improvement, through the educational research and the methodological work.

From here, you have to accomplish the following actions while guiding trainees:

- To coordinate and guarantee the trainees' work in Junior High schools with the required conditions to carry out their practicum and research studies.
- To prepare mentors to assist the trainees in the fulfillment of their tasks providing the necessary information.
- To let the mentors know about the contents of the tasks included in this chapter, in order to guide the trainees' performance effectively.
- To plan, organize and execute methodological sessions to train mentors to assist the trainees.
- To assess the fulfillment of the objectives of the PRS established for this academic year systematically.
- To assess the trainees' performance at school systematically.
- To guide the trainees in their Term Paper.

To the mentors

You are going to work with trainees from fourth year. The trainees will spend the whole course at school, so it is your responsibility to assist them in putting into practice and integrating what they learned during the first three years.

During this academic year you should guide the trainees develop the following professional skills:

- Value the correspondence between theory and practice, particularly the teaching-learning process of the foreign language.
- Evaluate the educational process, especially the teaching-learning process of the foreign language.
- Diagnose the real situation of the different educational contexts mainly

that of the teaching-learning process of the foreign language and of its learning by the pupils.

- Model activities of the teaching-learning process of the foreign language.
- Manage the teaching-learning process of the foreign language.
- Use the foreign language to communicate in the teaching-learning process of the foreign language.

The activities designed for the first week will be directed to have the trainees get familiar with the school, the teachers' staff and other aspects of the educational process in general, the mastery of the main documents that regulate the process, among others. This will allow them to keep close relationship with the group of students.

From the third week on, the trainees will be assigned the task to work with a group of students in a grade. Once the trainees know the group of pupils, the development of other activities will follow the individual plan in which emphasis will be given to those activities related to planning, organizing, executing and controlling lessons or parts of lessons in the foreign language.

Teaching lessons in the classroom will be preceded by the initial diagnosis and the application of instruments for the identification of problems and the further solution through small scale research work (Term Paper). Besides, the study of the pupil's record book, also known as school file, should be done as one of the ways to learn to work with this important document.

For the trainees it is important to know how to fill out the students' record book. It contributes to know the students' life in general to characterize them, to create a conscience about the need to improve the filling out of the different aspects and the need to be rigorous and adjusted to the reality in the information reflected in it. This analysis of its different components provides information to support pupils' learning.

With this conception the trainees will be prepared as a future teacher. That is why attendance and punctuality to school are very important aspects to be controlled, as well as systematic readjustment of individual working plans.

Task 1

Contextualizing what to do at school

Procedures for teacher trainers and mentors:

1. Assign the following study guide for the trainee's self-preparation:
 - a) Ask the principal of the school or any other member of the board, the mentor or your tutor about the documents they use to organize the educative teaching process, (Educative Project of the school). Also ask about other documents.
 - b) Also ask about other documents that contain school regulations related to teaching, learning and professional growth, especially in the case of foreign language teaching and learning.
 - c) School organization and management plan: pupils' characteristics, teaching load, schedule, school facilities, etc.
 - d) Educational regulations.
 - e) Main problems of the specific school, mainly those related to foreign language teaching.
 - f) Foreign language teacher's role in the educative work of the school
Accomplishment of tasks related to teachers' guidance and teaching functions.
 - g) The English syllabus and developmental language learning
2. Give details in relation to the relevance of school organization to carry out educative work and the responsibility that language teachers assume to demonstrate their active role in this process.
3. Summarize the tasks related to the guidance and teaching functions that foreign language teachers have to accomplish as part of their professional role.
4. Explain the procedures that students need to accomplish in order to complete the task.

Task 2

English Language Teaching Basic Documents

Procedures for teacher trainers and mentors:

Assign the following study guide:

1. Explain the activity trainees should do before they start planning the lessons.
2. Illustrate through practical examples the importance of knowing how to work with the basic documents: the syllabus, textbook and workbook, and the relationship that exists among them. Clear up any doubt trainees may have.
3. Check the analysis made by the trainees before accomplishing the coming task.
4. Assess each the trainee's assignments and performance at the practicum school.
5. Assign the bibliography the teacher-trainees should consult: the syllabus, the textbook, and the workbook.

Task 3

Tasks for first lessons

Procedures for teacher trainers and mentors:

1. Explain to the trainees the role and importance of the teacher's self preparation for teaching. Explain that this is the moment of planning and organizing the different components of a unit of study from a didactic perspective, moving from easy to difficult, from simple to complex, emphasizing the individual responsibility and work of the English teacher, the necessity to organize the different components at the unit level, with its corresponding system or series of lessons and, at the level of lessons with their corresponding system or series of tasks, and at the level of tasks with their corresponding procedures; all these steps before starting the teaching process in the English classrooms; and, clarifying the relative obligatory character of the syllabus methodological regulations.

Emphasize the need of knowing the individual and group characteristics of students at the time of planning tasks for the lessons.

2. Review the stages of a lesson preparation: planning the theme and planning the particular lessons. From here explain what to do in the first stage. This guarantees the quality of the second. Those are steps of the logical professional pedagogical performance of the English teacher with emphasis in the dialectical relationship among those stages and the role to be played by the organization of the components of the unit.
3. Pay close attention to the importance of considering the comprehensive diagnosis for organizing the unit of study, keeping in mind that it is necessary to consider the actual level of formation and development of the students' communicative competence in the foreign language, as well as the possibilities of the English staff and the objective and subjective conditions of the school.
4. Ask the trainees to review the information given about the logic pedagogical professional performance in the first chapter of this textbook.
5. Ask them to start the methodological analysis of the content, following these aspects:
 - System of content of the foreign language lesson. (knowledge, skills and values of the content) Educative potentialities.
 - Linguistic aspects to be taught in the unit.
 - Compare each of the linguistic aspects with the same content in the mother tongue. Determine similarities and differences and degree of difficulties in each of them.
 - Procedures that could be used to teach each of the linguistic content according to the degree of difficulty.
 - Possible mistakes students may commit in pronunciation and correction techniques to be applied.
 - Content distribution throughout the unit

6. Make sure that the students theoretically master the following actions characteristic of the stage of planning within the logical pedagogical professional performance, which are and linked with their teaching practice: (1) to order the different learning tasks according to their level of complexity, (2) to create the objective and subjective conditions for the development of the different learning tasks, and (3) to distinguish among the learning tasks which should have a more evaluative character.
7. Assign the bibliography, recommending the use, not only of the necessary official documents, but specialized sources, particularly of Didactics of Foreign Language Teaching, and dictionaries, according to the requirements of the specific unit of study.

Task 4

Let's look where we are going

Procedures for teacher trainers and mentors:

1. Ask the trainees to elaborate a guide for a lesson they will observe. It will contain the main aspects trainees will pay attention to during the class observation. This guide will contain questions to have students make reflections on those aspects they should master. Here you have an example:

Guide for the observation of a lesson

- Before going to the classroom check the teacher's lesson plan (structure, aspects contained in the heading as grade, unit, title, lesson, type of lesson, objective, teaching aids, methodological conception of the lesson or methods to be used, activities for each stage of the lesson and procedures to develop them: introduction, development and conclusions, evaluation, independent work).
- Once in the classroom check the teacher's attitude in the classroom. Greetings, attention to the organizational aspects, roll call, homework checking, and the teacher's role as facilitator throughout the whole lesson. Fulfillment of the stages of a lesson and timing, variety of activities, procedures used in each of them, use of

teaching means, students' participation throughout the lesson, assignment of independent work.

- Conclusions of the lesson. Valuation of the students results in the lesson or evaluation
2. Elaborate a guide with the items or indicators you consider relevant to observe and evaluate while the English teacher develops the process of organization at the different levels.
 3. Then, select one or two teachers from the school you are developing your teaching practice and, based on this guide, critically observe this process. Write down the results describing what you have observed in each indicator.
 4. Based on prior explorations through observation, carry out the organizing process of the unit you have selected. Prepare a written version of the work to be handed in.
 5. At a deeper level of analysis, determine which of the factors related to this important step of the teaching-learning process need priority or further investigation.
 6. According to your perceptions of the class profile and the objectives and contents of the unit you are going to teach, account for the relation between the results of the diagnosis you have applied and the selection and organization of content, techniques, tasks, procedures and the type of formative evaluation in the unit.

Task 5

What we should know before starting to teach

Procedures for trainers and mentors:

1. Assign the study guide. Explain it clear so that there is no doubt during the accomplishment of each step.
2. Refer to the role and importance of the comprehensive diagnosis.
3. Review the different dimensions and indicators:

- **Affective factors:** Motivation, likes, dislikes preferences, feelings, emotional stability, introversion, extroversion, multiple intelligences or talents, and level of involvement in class.
 - **Physical development and health conditions:** Chronic illnesses, height and weight according to age, physical disabilities (especially in the speech organs), personality, personal hygiene and appearance
 - **Cognitive and meta-cognitive development:** what they know and are able to do with the language and what they don't know according to previous instruction of preceding content, what they would like to learn and what they need; what they do in order to study: attention, learning attitude and interests, type of learner (slow, average, advanced), aptitudes, cooperation, interaction, learning style (visual, auditory, kinesthetic), creativity, active /passive.
 - **Values education and ideology:** behavior, responsibility, criteria about improper social behavior, moral attitude, level of awareness with sexual education, beliefs about the role of individuals in society, awareness with national and international situation.
4. Assign the students to carry out the different tasks.

Task 6

What would you do in the classroom?

Procedures for teacher trainers and mentors:

1. Explain the trainees the role and importance of planning lessons, making emphasis on the responsibility of the different levels of organization (municipality, the school, and the individual work of the English teacher). Recall the necessity to carry out a methodological analysis of the contents of a unit or units before planning and starting the development of it in the English classrooms. Clear up the relative obligatory character of the syllabus's methodological regulations.
2. Review the different steps of the logical professional pedagogical performance of the English teacher with emphasis in the dialectical relationship among the different steps.

3. Recall that to plan the lesson, trainees will start from the diagnosis of the group they are assigned to work. Explain the importance of considering the comprehensive diagnosis for planning the unit of study, keeping in mind that it is necessary to consider, not only the students' diagnosis, but that of the English staff and the objective and subjective conditions of the school, the community, and the society in general.
4. Assign bibliography, recommending the use not only of the necessary official documents, but specialized sources, particularly of Didactics of Foreign Language Teaching, and dictionaries (bilingual, monolingual and pronouncing dictionaries), according to the requirements of the specific unit of study.
5. Assign the students the different tasks to carry out, considering the individual and collective possibilities, needs, and conditions.

Task 7

Microteaching

Procedures for teacher trainers and mentors:

After the trainees have planned the lesson and you have checked it, being sure that it has the main requisites of the foreign language lesson, its structure and organization, let the trainees perform the first part of a lesson or the complete lesson, according to each characteristic (type) (low, average or advanced trainer).

Task 8

Starting out

Procedures for teacher trainers and mentors:

1. Make sure that the trainee has accomplished all the requirements necessary to each of the steps of the logical pedagogical professional performance before facing his learners in the classroom.
2. Encourage the trainees, from the psychological point of view, so that they feel sure and motivated to teach the English lesson.
3. Clear up any doubt he might have before going into his classroom.

4. Whenever possible, observe one of his lessons within the unit of study or a series of lessons belonging to the same stage of the unit, for example the presentation stage or the practice stage, or even the whole unit if you consider it helpful.
5. Interact with the trainee and inquire about their results, about positive and negative aspects of his lessons from his personal point of view.
6. Discuss the results of the lesson with him if you have observed it: give him the opportunity to state his personal critical opinion at the beginning of the analysis, carry out the discussion with a positive constructive perspective, and provide orientations to overcome the difficulties you have detected.

Task 9

Go on with your research work

Procedures for teacher trainers and mentors:

1. Work together with the tutor and offer your trainee the necessary information about Methodology of Educational Research, trying to specify its contents to the peculiarities of the foreign language teaching-learning process.
2. Check if your trainee has fulfilled the research objectives he was supposed to develop in previous academic years and is able to go on with the development of his Term Paper, which will be the basis for this new stage of his investigation.
3. Assign your trainee the elaboration and application of the instruments for the diagnosis of the research problem. Check the extent to which the accomplishment of this step helps the development of searching skills.
4. Assign your trainee in the elaboration of the proposal, considering the research problem stated. Offer help providing some examples so as to be guided.
5. Evaluate, systematically, the actual state of your trainee's research, fulfilling your role as a disciplinarian, by making him accomplish the

different scientific tasks of his research in time, and providing him with new suggestions for his improvement.

6. Contact the tutor from the teaching practicum school to check the real state of development of the Term Paper.
7. Make sure that your student has written the Term Paper and is able to defend his result orally according to the requirement of the scientific prose in English, and using the technical terms of his object of study accurately.

Procedures for the tutors:

1. Together with the teacher trainer and mentor, help your trainee to carry out his Term Paper and face it as a contribution to your professional upgrading.
2. Check if your trainee has elaborated a research design and help your trainee, with your vast experience in teaching English as a foreign language, to confirm the problem stated.
3. Help your trainee in the elaboration and application of the instruments for the diagnosis of the research problem. Check the the extent to which thaccomplishment of this step helps the development of searching skills.
4. Offer your trainee all the necessary facilities to carry out the research, such as: the official documents of the teaching learning process, documents which are the result of the teaching-learning process of the foreign language in your school (lesson planning, tests, memories of the methodological work, etc.), the help of the other English teachers for interviews and other necessary research procedure, and the possibility to introduce his results with his learners or with some other teachers' learners.
5. Evaluate, systematically, the actual state of your trainee's research, by making him accomplish the different scientific tasks of his Term Paper, as established. Provide him with new suggestions for his improvement.
6. Check the real state of development of your trainee's Term Paper systematically, to be able to let teacher trainers and mentors about it.

7. Work with your trainee on the preparation to present his Term Paper and be evaluated according to the research skills developed to contribute to the solution of a scientific problem from the object of study, so as to defend the different tasks accomplished.

CHAPTER 6
MAKING DECISIONS AT THE SCHOOL AND IN THE FOREIGN LANGUAGE
CLASSROOM
SECTION ONE
FOR THE TRAINEES

You are now in the last academic year of your university studies. After your graduation, you will be fully responsible for the management of the educative process of some groups of learners from one subsystem in the Cuban National System of Education.

In previous courses, you developed your Practicum and Research Studies with pupils from the elementary and junior high educational levels. Now, you will be in direct contact with senior high education learners, either from a senior high school or from a polytechnic school. The new challenges will be the complexity not only of the communicative contents in this level of education, but also of the activities you will have to develop, which are closer to the ones carried out by a professional foreign language teacher at school.

In this academic year you will complete your research preparation and defend your Diploma Paper comprising the results of all your university research, or you will sit the State Examination. There may be other modalities of professional exercise that may come in the course of time, but they should always be based on your practicum experience and on your research knowledge and skills. Any type of professional exercise is of great importance.

Before developing the tasks suggested in this chapter, it is important to highlight the objectives of this academic year for your Practicum and Research Studies (PRS):

1. To manage the comprehensive formation of students from Senior High or Polytechnic Education through the teaching of English as a foreign language, supervised directly by your mentor, a specialist in English language teaching from the educative institution in which you are developing your Practicum and Research Studies.

2. To apply scientific methods, mainly from the Methodology of Educational and Linguistic Research, in order to identify problems which may be affecting the expected results, and contribute to their solution in the teaching-learning process of the foreign language.
3. To write the scientific report of the results of your research according to the characteristics of the English scientific prose and be able to defend it in front of an examination board, demonstrating a correct research ethic, respect to the scientific community of your object of study, receptivity, and interest to improve your results in the future performance as an English teacher.
4. To manage extracurricular activities related to environmental and health education as well as the necessary formation of an economic culture, supervised by your tutor from the educational institution in which you are developing your Practicum and Research and the help of specialists in these topics.
5. To demonstrate through your everyday behavior that you have been able to overcome the challenges to fulfill the previous objectives because of your love for your profession, your love and respect for your students, the responsibility, solidarity, and the interest for your political, cultural, pedagogical, and methodological self-upgrading.

The chapter includes six tasks that you should solve with the help of your teacher trainers and mentors from the university.

Table of tasks

Task 1 Writing a class profile

Task 2 Planning a Unit of Study

Task 3 Organizing a Unit of Study

Task 4 Managing a Unit of Study

Task 5 Evaluating your results

Task 6 Developing your research

Task 1

Writing a class profile

(Characteristics of the learners by means of a comprehensive diagnosis)

Objective: Diagnose a group of learners based on the different dimensions which characterize them integrally in order to support the teaching-learning implications and decisions to make.

Content: Definition of pedagogical diagnosis, object, dimensions and indicators (affective factors, cognitive and meta-cognitive aspects, health conditions and personal hygiene, values education and ideology), methods and instruments, requirements of a scientific report

Timing: 8 hrs

Teaching aids: Instrument sheets, suggested bibliography, blackboard

Setting: The university classroom and library, the microuniversity or practicum school and the community where it is located

Procedures:

1. Consult your lecture notes and the suggested bibliography about the definition(s) of diagnosis and the different dimensions.
2. Based on prior explorations through observation of your own class (the group of students you teach), determine which dimensions and indicators from the ones given by your teacher need priority or further investigation.
3. Select appropriate research methods (observation, interview, survey, questionnaire, test, completing phrases, autobiography, etc.)
4. Design the required instruments considering the regular format: type of instrument, objective, instructions, and items to include.
5. Be sure you include copies of your instruments in your portfolio.
5. Administer the instruments to collect data.
6. Process and interpret data in order to write the regularities.
7. According to your perceptions of the class profile and the objectives and contents of the unit you are going to teach, what are the implications of your

findings for the selection of content, techniques, tasks, procedures and the type of formative evaluation in the unit? Write a report about this and be able to present it in class during plenary session. And include it in your portfolio for written assessment. (Keep in mind that the content includes not only knowledge, habits and skills, but values too)

Assessment: This will be assessed through the presentation of the oral report and the following indicators will be taken into account:

- Research skills to elaborate investigation instruments and apply them
- Abilities to collect data and interpret them
- Pedagogical sensibility to notice the learners' specific psychological characteristics (personality traits, likes, dislikes, etc.)
- Didactic and linguistic capacities to pre-view or anticipate special difficulties and learning problems
- Communication skills to transmit this information

Variations of the task

Under the guidance of your teacher trainers from the university and the mentors from the microuniversity try to widen your learners' profiles by selecting other factors which are specific to foreign language learning, out of the ones which will be presented in this task. Do the selection according to your interests and possibilities. You will do this, at least in a first approximation. Then, you can leave the others to be dealt with in your future professional life as part of the teacher academic and research development.

Due to the complexity of these factors, it is recommended that you look for, select, and apply instruments which have already been applied, which you can find in the specialized bibliography. Then, collect the information and interpret the results. Include both the instruments and the interpretation of the results in your portfolio.

What follows is a theoretical support for the consideration of other factors in your learners' profiles. To deepen in the analysis of these important factors, you can consult Peter Skehan's book, which is register in the key readings recommended for this variation of the task:

One of the main problems related to the application of an effective diagnosis in the management of the teaching-learning process of foreign languages is that, generally, foreign language teachers make use of the general information provided by the socio-affective diagnosis applied by the teaching staff. Then, they add to it only information related to the formation and development of the communicative abilities in the foreign language. It is evident that this is not enough. Important factors which are singular to foreign language teaching and learning should be taken into consideration, adding new dimensions to the comprehensive diagnosis. Then, indicators to diagnose them have to be determined and the necessary instruments should be elaborated.

However, these singular factors are of a more complex character than the traditional ones, but it has been scientifically proved that they are of great impact in the effectiveness of the foreign language learning.

These factors are:

- Communicative competence in the mother tongue and its **interlinguistic effect** in the formation and development of the communicative competence in the foreign language.
- **Verbal aptitudes** from the theoretical perspective that they should be diagnosed with the purpose of determining how the learners can learn better, faster, and more effective, and not with the purpose of determining who can learn the foreign language and who cannot. As indicators, the following taxonomy is recommended: phonemic coding, language analytic, and grammatical sensitivity.
- **Modality preferences** which are of paramount importance during the first stages of the learning process as an important component of perceptive learning. As indicators, the following taxonomy is recommended: visual, auditory, and kinesthetic. However, there are other perceptive modalities, but these are the ones which are more closely related to the learning process of the foreign language.
- **Learning strategies** which have in general been considered as the individual means used by the learners to help them comprehend, learn, or retain new information, or as **specific procedures** learners use with

individual learning tasks. There are different classifications, however, one of the most generally accepted for the particular case of foreign language learning is: meta-cognitive, cognitive, and social-affective.

- **Learning styles** which are generally referred to as any individual's preferred way of going about learning. It is also considered that one's learning style will result from personality variables, including psychological and cognitive make-up, socio-cultural background, and educational experience. And that they characterize the consistent and rather enduring **traits**, tendencies, or preferences that may differentiate one from another person. In the same way, there are lots of classifications, among which many authors have reduced them to what is considered here as modality preferences, that is, auditory, visual, and kinesthetic. However, due to its didactic value, the following taxonomy is recommended: analytic vs. holistic, visual vs. verbal, and active vs. passive.
- **Multiple intelligences** and its relation to the formation and development of communicative competence in the foreign language have received attention in the last decades. There are also lots of classifications, but the following is recommended: linguistic, interpersonal, kinesthetic, musical, mathematic, natural, and intrapersonal.
- The way students elaborate their **comprehension** while learning the foreign language is also a controversial and important factor which has recently received attention. What generally happens is that the foreign language teachers try to push the learners to comprehend from general to particular. However, it has been scientifically proved that people comprehend differently and the main models of comprehension are **top-down** and **bottom-up**, to which a **bidirectional** model has been added.

Key readings on the topic:

Brueckner, L. (1993). *Diagnóstico y Tratamiento de las Dificultades en el Aprendizaje*: University Press.

Carroll, J. & S. Stanley (1959). *Modern Language Aptitude Test and Manual*: The Psychological Corporation.

García, E. (1984). Diagnóstico V.S. Evaluación. Revista de Investigación Educativa Nro.23: Universidad de Sevilla.

González, V. (1997) Diagnóstico y Orientación de la Motivación. Ciudad de la Habana. Cuba: Pedagogía 1997.

Hughes, A. (1990). Testing for Language Teachers: Cambridge University Press.

Imbert N. et al (2012). Los Procesos Grupales: su diagnóstico y Desarrollo: Editorial Pueblo y Educación. La Habana.

López, J. (1996) El Diagnóstico: un Instrumento de Trabajo Pedagógico. La Habana: Editorial Pueblo y Educación. 1996.

Martínez, J. (2011). Las Aptitudes Lingüístico-Comunicativas y sus implicaciones en la Enseñanza-Aprendizaje de la Lengua Extranjera. La Habana, 2011.

Moncada, C. (1999). Cómo Diagnosticar la Capacidad de Aprendizaje en los Escolares. Ciudad de Habana. Cuba: Pedagogía 99.

Skehan, P. (2011) A Cognitive Approach to Language Learning: Oxford University Press.

Snow, R. (1977). Individual Differences and Instructional Theory; Educational Researcher.

Task 2

Planning a Unit of Study

Objective: To plan the components of a unit of study taking into account the different didactic categories of the teaching-learning process and providing the necessary support for the decisions made.

Content: Definition of planning, the role of the teacher in the four planning levels: yearly (the course), term (the semester), unit, weekly (a system of lessons) and daily (the lesson of the day).

Timing: 10 hrs

Teaching aids: suggested specialized bibliography, official documents of the English language teacher, and a sheet with the indicators to evaluate the planning process

Setting: The university classroom and library, the pre-service teaching training school and the community where it is located

Procedures:

1. Consult your lecture notes and the suggested bibliography about the definition and importance of planning and its relationship with the other steps of the professional logical performance of the English teacher.
2. Carry out a critical analysis of the official documents of the English language teacher in the level of education you are working with. Consider among these documents the ones related to evaluation. Determine positive and negative items related to the orientations to develop the planning process at the different levels of organization: level, grade, unit, and lesson.
3. Elaborate a guide with the items or indicators you consider of relevance to observe and evaluate the way English teachers develop the planning process at the different levels of organization. Then, select one or two teachers from the school you are developing your practicum and observe this process critically, based on indicator guide sheet. Write down the results describing what you have observed in each indicator.
4. Based on prior explorations through observation, carry out the planning process of the unit you have selected.
5. At a deeper level of analysis, determine which theoretical elements underlie the planning process need to be taken into account and need further research.
6. According to your perceptions of the class profile and the objectives and contents of the unit you are going to teach, account for the relation between the results of the diagnosis you have applied and the selection of content, techniques, tasks, procedures and the type of formative evaluation in the unit.

7. Prepare a written version of the work to be handed in, to be included in your portfolio with a brief explanation of the reasons for your choices.

Assessment:

- Didactic sensibility to determine the items which should be given emphasis in the planning process
- Ability to establish an effective relationship between the results of the integral diagnosis and the planning process
- Capacity to effectively exploit the objective and subjective potentialities of the teaching environment to diminish and eliminate the existing handicaps
- Ability to establish a coherent relationship among the main didactic categories, showing the peculiarities of the particular unit.

Variations of the task

Now, you are ready to improve your pedagogical in general and didactic in particular professional preparation. You have also understood the importance of planning for an effective management of the teaching-learning process of the foreign language. The fact is that if this step is underestimated, the results of the learning process will be affected.

So, to go further in the study of planning, it is recommended that you do the following:

- Deepen into the role of the different levels of organization of the process of planning; that is, the educational level, the grade, the unit, and the lesson. In the case of the last one, you can give also attention to the levels of tasks and procedures.
- Carry out a critical analysis of the guide elaborated for each of the levels, adapt the content of the guide to the scientific and methodological requirements of the pedagogical sciences in general and of Didactic of Foreign Languages in particular. Be ready to present it in scientific and methodological events.

- Now, based on your practicum and research, elaborate a guide for the future trainees which will follow you in the next academic years. Making use of this, you can guide them to participate in students' scientific events or foreign language lesson festival from the grass root to the national level.

Task 3:

Organizing a Unit of Study

Objective: To organize the components of a unit of study based on the different didactic categories of the teaching-learning process, with emphasis on the different lessons which build up the unit, providing the necessary support for the decisions made.

Content: Definition of organization as a necessary step in the logical professional performance of the English teacher, distinguishing it from planning, and the role of the teacher in the level of unit and their corresponding system of lessons.

Timing: 6 hrs

Teaching aids: suggested specialized bibliography, official documents of the English language teacher, and a sheet with the indicators to evaluate the organizing process.

Setting: The university classroom and library, the pre-service teaching training school

Procedures:

1. Consult your lecture notes and the suggested bibliography about the definition and importance of organizing and its relationship with the other steps of the professional logical performance of the English teacher.
2. Go over the first chapter of this book and read the content related to the logical pedagogical professional performance of the English teacher to round up your knowledge about it and understand the importance of organizing the components of the different levels of organization,

distinguishing it from the process of planning, in order to obtain effective results in the learning process.

3. Carry out a critical analysis of the official documents of the English language teacher of the level of education you are working with. Determine positive and negative items related to the orientations to develop the process of organization at the different levels of organization, mainly at the level of unit and lesson.
4. Elaborate a guide with the items or indicators you consider of relevance to observe and evaluate the way the English teacher develops the process of organization at the different levels.
5. Be sure that you have taken into consideration the main actions characteristic of the stage of organization within the logical pedagogical professional performance: (1) to order the different learning tasks according to their level of complexity, (2) to create the objective and subjective conditions for the development of the different learning tasks, and (3) to distinguish within the learning tasks which should have a more evaluative character.
6. Then, select one or two teachers from the school you are developing your practicum and, based on this guide, critically observe this process. Write down the results describing what you have observed in each indicator.
7. Based on prior explorations through observation, carry out the organizing process of the unit you have selected. Prepare a written version of the work to be handed in. And include it in your portfolio with brief comments on the reasons for your choices or decisions.
8. At a deeper level of analysis, determine which of the factors related to this important step of the teaching-learning process need priority or further investigation.
9. According to your perceptions of the class profile and the objectives and contents of the unit you are going to teach, account for the relation between the results of the instruments you have applied and the

selection and **organization** of content, techniques, tasks, procedures and the type of formative evaluation in the unit.

Assessment:

- Didactic sensibility to determine the order of the different components of the unit, and of the different learning tasks in the lessons according to the level of complexity and the possibilities of the learners.
- Ability to establish an effective relationship between the results of the integral diagnosis, the planning, and the organizing process.
- Capacity to effectively exploit the objective and subjective potentialities of the teaching environment to diminish and eliminate the existing handicaps.
- Ability to establish a coherent relationship among the main didactic categories while organizing the different components, showing the peculiarities of the particular unit.

Variations of the task

For sure, now you have learnt both, theoretical and practically, the important role of making decisions about the process of organization. And, you have also realized that this process is frequently underestimated, and that foreign language teachers, sometimes make decisions in reference to this without the necessary conscious and deep analysis.

To go deeper in the study of this important step in the teaching-learning process, do the following:

- Critically observe your practicum and determine which organization decisions were made at the different levels of organization and list them for future analysis.
- Critically evaluate the positive or negative effect of the organization decisions made at the different levels of organization.
- Deepen and widen the observation sheet for the process of organization by adding new factors. You can do this by looking for information in the specialized bibliography and by critically reflecting on the decisions made

by the foreign language teachers of your school and by yourselves as trainees.

- Write a written report about your professional experience while making organization decisions with emphasis in the direct effect the produce in the learning process of the foreign language. Be ready to give an academic presentation on the topic.

Task 4:

Managing a Unit of Study

After diagnosing your learners or updating their diagnosis, mapping or planning the different components of the unit, with emphasis on the series of lessons which builds it up, and organizing these lessons in a logical order, and the series of tasks which builds up each lesson with their corresponding procedures, you are ready to carry out the most important stage in the management of the teaching-learning process in the foreign language: teaching your lessons to your learners.

The general methodological analysis of a unit of study in the Cuban System of Education is generally carried out in groups, with the English teachers from a given municipality or from a particular school as participants. However, after this important step had been carried out, then it is every individual teacher's responsibility to plan his own lessons, according to the characteristics of his groups and according to his own professional possibilities. This is the point where the individual teacher must modify the existing plans and originate his own plans for teaching in the classroom.

Objective: To manage the teaching-learning process of English as a foreign language according the actual state of the learners' communicative competence; centered in the content corresponding to the particular unit of study, fostering the learners' education and contributing to the formation of their general comprehensive culture; being able to provide the necessary methodological support for the decisions made.

Content: The components of the teaching-learning process of English as foreign language, with an appropriate dialectical relationship among them, based on the methodological conception of the communicative approach

Timing: according to the time allotted to the unit object of study

Setting: The practicum school

Procedures:

1. Be sure that you have planned and organized every single detail of your lesson before facing your students.
2. If you have more than one group of learners, take into consideration their group and individual characteristics, maintaining the necessary unity to fulfill the demands of the syllabus in spite of the diversity.
3. In spite of the fact that you have methodologically analyzed and planned in general terms the whole unit, it is recommendable to prepare two or three lessons in a detailed way before starting the unit, so as to take into consideration the results obtained while planning the lessons that follow.
4. Make sure that there is an appropriate relationship among the different components of each lesson: objective, content, methodological conception, teaching media, and evaluation.
5. Your lesson planning is just an attempt to preview what may happen in the classroom, but reality is always richer and more complicated than we can imagine; so, make any necessary change that may be required as a result of your lesson dynamics.
6. Provide effective guidance towards each of the learning tasks you carry out during the lesson.
7. Make sure that all your learners are involved in the process all the time, trying to concentrate your attention on their performance rather than in your lesson planning.
8. Use your English language to teach your lesson according to the requirements of the teacher talk, or in more specific terms, based on

the pedagogical professional communicative competence. This means adapting your English language to the possibilities and necessities of your learners and according to your own possibilities, making use also of extra-linguistic factors.

9. Make a list of the most common language exponents that you are using in the classroom and its purpose. Provide other examples of use that can improve communication in the classroom. Include your examples in your portfolio.
10. Record your experience after you finish each lesson, for this is one of the most effective ways of improving your professional preparation as an English language teacher. Include whatever you find of interest in your portfolio.

Assessment:

- Professional abilities to conduct the English lesson in order to fulfill the objective of the syllabus, according to the individual and group possibilities and needs of the learners, with the methodological conception of the communicative approach as its didactic basis, and contributing to the education of the learners.
- Ability to conduct the lesson establishing an effective relationship between the results of the comprehensive diagnosis, the planning, and the organization of the process.
- Ability to establish, during the dynamics of the lesson, a coherent relationship among the main didactic components of the teaching-learning process, making evident the hierarchy of the objective as the ruling category.
- Capacity to motivate the learners and effectively exploit the objective and subjective potentialities of the teaching environment to diminish and eliminate the existing handicaps, so as to make his learners to love the English language and enjoy the teaching-learning process.

Variation of the task:

Now that you have almost completed the management of the teaching-learning process in a unit of study, it would be useful to elaborate a guide with indicators to evaluate the effectiveness of your lessons and that of your classmates. This guide will be used in the following tasks. To elaborate your proposal, you can:

- Read the appendix in this textbook which contains a chart with the variables, dimensions, and indicators to evaluate the quality of your practice and research preparation.
- Interview your mentor from the microuniversity, your teacher trainers, the methodological supervisor from your municipality, and any other specialists in foreign language teaching in order to enrich the proposal of indicators.
- According to your experience, add the indicators which you consider necessary and suitable.
- Be able to defend your proposal, distinguishing between the ones you have gathered from different sources and the ones you have proposed yourself. Provide the required methodological support.

Task 5

Evaluating your results

In your every day work as an English teacher, evaluation plays an important role. It is a process, not an event in a given point in time, and it has different dimensions: You have to evaluate your students' performance, you have to evaluate your own performance, and inevitably, you evaluate your colleagues' performance.

Objective: To evaluate the results of the teaching-learning process of English as a foreign language according to the objectives of the syllabus of the grade the trainees are working out, taking into consideration the integration of instruction and education according to the particular content object of study and leaving a positive backwash effect in the learners and in the trainees themselves.

Content: The content of evaluation from an educative-instructive perspective, the different kinds of evaluation according to frequency and the participants who take part in this process, and the backwash effect produced by evaluation.

Timing: same time allotted to the unit object of study

Setting: The practicum school

Procedures:

1. Be sure that you are clear enough about the expected results in reference to the objective of the unit you are dealing with.
2. Design the tasks in which you emphasize on evaluation as objectively as possible.
3. Keep in mind that evaluation is a process present at every moment of teaching and learning.
4. Apply the different kinds of assessment with the active participation of your learners: self-assessment, peer-assessment, and performance assessment. Try to follow this logical order, that is, that your learners evaluate their own performances first, then their classmates reflect on their performance providing their opinions according to their communicative possibilities in the foreign language, and finally, you offer your considerations and score the results taking into account their opinions both while evaluating themselves and while evaluating their classmates.
5. Evaluate your learners according to their individual characteristics, with an emphasis on learning pace and styles, and considering the distance between the real state at the beginning of the unit and the progress evinced.
6. Be fair and objective when giving your learners their marks.
7. Record the results, determine regularities, and make the necessary inferences to go on improving your learners' communicative competence in English as a foreign language.

8. Include in your portfolio a brief rationale of the assessment procedures and indicators you are using according to students' characteristics.

Assessment:

- Knowledge about the essence of evaluation as a process in general psychological and didactic terms, and the specific peculiarities of the Didactics of Foreign Language Teaching.
- Ability to evaluate their own professional performance and the results of their learners' formation and development of the communicative competence in the foreign language according to the objective of the syllabus.
- Ability to gather information about the effectiveness of the teaching-learning process, both in the systematic interaction with the learners and with the application of specific tasks centered in determining the learners' progress.
- Sensibility to leave a positive backwash effect in the learners, with emphasis in the systematic interaction during the lessons and fostering motivation towards learning the English language.
- Quality of being fair and objective while providing their learners with marks in the English subject.
- Capacity to make decisions according to the results of the evaluation in order to improve the effectiveness of the learning process.

Variation of the task:

You have now enriched your experience about evaluation and its singular implications while managing the teaching-learning process of the foreign language. However, one never knows enough; so, you can do the following to improve your professional competence to objectively evaluate the results of your process.

- Use the guide of indicators to evaluate the teachers' performance given in this textbook.

- Analyze how effective the indicators given are to evaluate the learning process of your students.
- Analyze how effective the indicators given are to evaluate your own performance during the management of the teaching-learning process.
- Interview your mentor from the microuniversity, the methodological supervisor from your municipality, and any other specialists in foreign language teaching in order to enrich the proposal of indicators.
- According to your experience, add the indicators which you consider necessary and suitable.
- Observe one or some of your classmates, or other colleagues in order to analyze the effectiveness of the process of evaluation.
- You can now reconsider the quality of your proposal and add any other indicators if necessary.
- Be able to defend your proposal, distinguishing between the ones you have gathered from different sources and the ones you have proposed yourself; providing the required methodological support.

Task 6

Developing your research

You have been forming and developing your research abilities since you started your university studies. Now, it is the point in time in which we will gather all your experience and results and improve your formation as a researcher in foreign language teaching and learning. The most important thing is that you analyze the process you manage with a scientific perspective, updating your theoretical background about the Didactics of Foreign Language Teaching, determining the relationship between cause and effect in everyday problem you will be facing, now in your practicum, and in the near future, in your professional life.

One of the most important abilities of a researcher is to identify, determine, precise, and formulate the problem of his research, and then, being able to

select and apply the scientific methods and procedures according to the peculiarities of his research problem, his object of study, and his scope of action.

To finish up your university studies and become a Bachelor in Education in the specialty of Foreign Languages, as you know, you have two possibilities: defending the results of your research in the form of a Diploma Paper, or sitting a State Examination. It is important to highlight here that for both kinds of closing examination you need to demonstrate your research skills to solve the educative problems of your everyday work.

Objective: To apply research skills for designing and developing a research project in order to contribute to the solution of a research problem from their object of study, that is, the teaching-learning process of English as a foreign language in the students from the grade the trainees are working with, being able to write it in the shape of a Diploma Paper and defend it in front of an examination board, or to defend the different tasks in case of sitting a State Examination.

Content: The categories used for the theoretical and methodological design of a research work within the teaching-learning process of English in the grade the trainees are working with: research problem, object of study, research objective, scope of action, scientific questions (scientific idea or hypothesis), research tasks, scientific methods from the three levels (theoretical, empirical, and statistical) taken from the Methodology of Educational and Linguistic research, practical and methodological contribution, scientific novelty.

Timing: The whole academic year

Setting: The practicum school, the university in which the trainees study, public library, and other socio-cultural and academic institutions

Procedures:

1. Explore the teaching-learning process of English as a foreign language in your practicum school to find possible problematic situations which might be object of research.

2. Contextualize this problematic situation and find, in a first approximation, empirical and theoretical elements that might justify the real existence of a problem that has to be solved with the aid of scientific methods and procedures.
3. Identify, determine, and formulate the research problem in precise terms and using the technical terms of the Didactics of English as a foreign language.
4. Design the theoretical and methodological research plan in order to solve the research problem, including the following categories: research object, research objective, scope of action, research tasks, scientific questions (scientific idea or hypothesis), scientific tasks, population and sample, scientific methods from the three possible levels (theoretical, empirical, and statistical) and both from the Methodology of Educational Research and those specific to research in the field of Linguistics, methodological and practical contribution, and scientific novelty.
5. Make evident that in your scientific research, you follow a logical order for the elaboration of your result: from living perception, to abstract thought, and from it to practice. This may be taken into consideration or manifested, dividing your research into three stages: fact-perceptual, elaboration of the proposals, and application in your practicum.
6. Diagnose the real state of your object of investigation, so that you move from the phenomenon you have perceived during the determination and formulation of the research problem to the essence of your problematic situation.
7. Use empirical methods to carry out your characterization, elaborating their corresponding tools for their application.
8. Provide the theoretical support for your object of study, selecting the categories which might suit its complexity, giving a logical order to this analysis, systematizing the support by means of an approximation of the different educational sciences, that is, Philosophy, Sociology, Psychology, Pedagogy, General Didactics, Linguistic, and Didactic of Foreign Language Teaching.

9. Try to use different sources for your theoretical systematization, that is, specialized sources from other parts of the world, presented books and specialized articles; thesis presented to defend the PhD. or Master degrees, as well as those presented by students from your specialty related to the same object of study in the forms of Term and Diploma papers.
10. While developing your systematization, follow an analytical, critical, reflective, and conclusive perspective, which will guarantee the authenticity and originality of your research.
11. Elaborate your contribution to solve your research problem or to contribute to its solution. You can do this by using the following possibilities: elaboration, structuring or adaptation of a system of tasks (teaching, learning, or teaching-learning); recommendations to adapt the selection or structuring of the content of the syllabus; a program to compensate the particular situation of some individual learners, such as those with slow pace, with problem in the formation of the phonemic ear in the foreign language, lack of motivation towards the subject, or any other special situations that demand individual and specialized attention; suggestions in the organization of the school activities so as to suit the learners' necessities; methodological suggestions or procedures to deal with certain specific contents; elaboration or adaptation of teaching aids in general or technological products in particular; and others that might meet the specific situation of the trainees' teaching environment.
12. Apply your research results in your practicum context, with the aid of scientific methods, monitoring the effects carefully and making any necessary change in the elaboration of the proposal as a result of the feedback effect, and gathering all the information shown by the evidences which might account for the suitability and effectiveness of the proposal.
13. Write the written report of your Diploma Paper, hand in your paper in digital and in printed versions, prepare an oral presentation to be presented to the examination board, be able to answer the opponents' questions as well as those to be formulated by the members of the

examination board, with respect, but providing the arguments which demonstrate your mastery of your theme and of the scientific methods you have applied.

14. Write a summary of your research paper in about 5 or 7 pages and included in your portfolio.

These trainees' procedures are suitable for the ones who will present their major paper in the form of Diplomas. However, there are other trainees who will have to sit a State Examinations and so they need to follow different procedures. This does not mean that do not have to keep on developing their research skills. On the contrary, they have to enrich their research preparation, apply them to the management of the teaching-learning process with their pupils and become able to solve educational problems with the aid of scientific methods of educational and linguistic research. The same situation is true to any other form of closing exercise which may appear in the future, such as professional exercises and the like.

Under these circumstances, it is necessary to suggest **specific procedures for this kind of trainees:**

1. Explore the teaching-learning process of English as a foreign language in your practicum school to find possible problematic situations which might be object of research.
2. Contextualize this problematic situation and find, in a first approximation, empirical and theoretical elements that might justify the real existence of a problem that has to be solved with the aid of scientific methods and procedures.
3. Identify, determine, and formulate the research problem in precise terms and using the technical terms of the Didactics of English as a foreign language.
4. Diagnose the real state of your object of study, so that you move from the phenomenon you have perceived during the determination and formulation of the research problem to the essence of your problematic situation.

5. Use scientific methods, mainly from the empirical level, to carry out your characterization, elaborating their corresponding tools for their application.
6. Provide the theoretical support for your object of study, selecting the categories which might suit its complexity, giving a logical order to this analysis, systematizing the support by means of an approximation of the different educational sciences, that is, Philosophy, Sociology, Psychology, Pedagogy, General Didactics, Linguistic, and Didactic of Foreign Language Teaching.
7. Elaborate your proposals to solve your research problem or to contribute to its solution. You can do this by using the following possibilities: elaboration, structuring or adaptation of a system of tasks (teaching, learning, or teaching-learning); recommendations to adapt the selection or structuring of the content of the syllabus; suggestions in the organization of the school activities so as to suit the learners necessities; methodological suggestions or procedures to deal with certain specific contents; elaboration or adaptation of teaching media in general or technological products in particular; and others that might meet the specific situation of the trainees' teaching environment.
8. Apply your research results in your practicum context, with the aid of scientific methods, following the effects carefully and making any necessary change in the elaboration of the contribution as a result of the feedback effect, and gathering all the information shown by the evidences which might account for the suitability and effectiveness of the proposal.
9. Use the results of your research to provide the scientific methodological support of your professional exercise; that is, the methodological analysis of a unit of study and the demonstration and argumentation of decisions made during the management of an English lesson.
10. Write a draft of your research including the characterization of you object of study, what you have elaborated to solve the problem, and the empirical evidences obtained during the application of the results.

11. Be able to present your research results in scientific events in your practicum school, the university, or in other levels of education.
12. Distinguish between oral and written language while preparing your presentation.
13. Elaborate media, such as power point and poster, to support your presentation.

Assessment:

- Pedagogical sensitivity to identify, determine, and formulate problems which require the application of scientific methods while managing the teaching-learning process of the foreign language
- Knowledge about the main categories which should comprise the theoretical and methodological design to carry out a scientific research as required for the closing exercise of the major
- Ability to formulate the different categories of the theoretical and methodological design to carry out a scientific research, showing coherence among them and making use of the technical terms belonging to the object of study, in particular, to the Didactics of Foreign Language Teaching and Linguistics
- Ability to develop the research following a logical path and applying the scientific methods required, but with originality
- Ability to design the proposals which might solve the research problem
- Ability to provide scientific support related to the results obtained with the application of scientific methods while carrying out the methodological analysis of a unit of study or while making decisions the management of the teaching-learning process in an English lesson
- Communicative competence in the foreign language to write the written memory of the research and to defend orally his results in front of a tribunal according to the requirements of the scientific prose

- Behavior with respect to the results of the information obtained and to the scientific community to which the object of investigation belongs according to the rigorous exigencies of the pedagogical and research ethic
- Critical behavior in respect to the scientific results, in particular to their personal results
- Abilities to draw conclusions which show the objective results of the research and recommendations which show not only how to apply the results in other contexts, but which new dimensions of the object of study need further research.

Variation of the task:

One of the most important characteristics of a researcher is to feel lack of satisfaction with his scientific results. This behavior guarantees the future scientific development. While writing the recommendations, the researcher has the opportunity of expressing which are the areas in which he feels the greater lack of satisfaction; thus constituting the new dimensions which may turn into the new topic for further investigation. To determine these you dimensions, you can:

- Check if you have collected all the necessary empirical evidences to formulate the research problem, if not, you can go further with the application of other methods and their corresponding instruments.
- Analyze if you have really gone as deep as needed in the critical analysis of the state of the art of your research object.
- Try to determine if what you need to satisfy your research problem from the theoretical point of view consists in a theoretical gap, a theoretical inconsistency, or a methodological gap. This will help to formulate future research problems and themes to obtain a Diploma or Master degrees or even, with the help of specialists in the subjects, to carry out studies to obtain a Ph. Scientific degree.

Key readings on the topic:

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SECTION TWO

FOR TEACHER TRAINERS AND MENTORS

To the teacher trainers: This is the last year of the comprehensive formation of trainees to become English language teachers. Due to this, the main setting for their education is an institution of the General System of Education. This may be a senior high school, with the necessary conditions to facilitate the educative process, which in Cuba is known by the term *microuniversity*, that is, a practicum school; with systematic academic and research meetings at the university.

This means that the majority of the activities the trainees will develop will be under the guidance of their mentors from the practicum school. However, this does not mean that teachers from the university lessen their responsibility; on the contrary, it turns to be more complicated than in previous academic years. Under this new situation, your main tasks are:

- To make sure that the trainees develop their Practicum and Research Studies in an educational institution with the required conditions to facilitate an effective pedagogical professional formation according to the current model of Foreign Language Teacher Education Program.
- To contribute to the scientific and methodological preparation of the mentor from the practicum school who will closely guide and mentor the future Bachelor in Education.
- To provide orientations to the trainees as well as to the mentors from the practicum school about the contents of the Practicum and Research Studies syllabus, so as to make it possible that the everyday activities the trainees perform in their practicum are in accordance with the exigencies of that syllabus.
- To visit the practicum school in order to control the fulfillment of the plan, trying to observe the different kinds of activities the trainees develop, with

special emphasis on English lessons. The teacher trainers should also offer the necessary suggestions and orientations to better up the management of the process, not only to the trainees, but also to the mentors from the practicum school and other FLT's who are members of the staff.

- To tutor the research process of the trainees to guarantee the effective development of research skills and thus being able to defend his Diploma Paper or to use the research results to sit his State Examination or any other kind of professional activity as the closing professional exercise.

To the mentors: You play an important role during the five years of the formation of the future Bachelor of Education Majoring in Foreign Languages. But, the most comprehensive work and highest responsibility are in this last school year of the university studies.

Now, the trainees will remain most of the time in your educational institution, and so, the greater number of activities will be fully carried out here, under your close guidance, with emphasis on the management of the teaching-learning process of the foreign language and in the development of research skills. Under this new circumstance, your main tasks are:

- To establish a systematic and fluent communication with the trainees, characterized by respect and affection. This will facilitate the orientation and control in your everyday interaction.
- To plan the activities of the trainees according to the exigencies of the Professional Model of the Bachelor of Education Majoring in Foreign Languages and, in particular, the syllabus of the comprehensive discipline Practicum and Research Studies; keeping in mind that the presence of the university student in the practicum school has a formative purpose.
- To provide orientations to the trainees according to their individual needs and possibilities, both for the management of the teaching-learning process in the group(s) they are in charge of, and for the development of their research works.

- To control the different kinds of activities the trainees develop in the practicum school, with emphasis in the management of English lessons with their learners; with a developing perspective, that is, emphasizing what to do next to improve his professional formation.
- To maintain communication with the university teacher trainers in charge of the formation of the trainees, offering them the necessary information about the state of progress and development of the professional and research skills, and evaluating together the results obtained in the formative process.

Task 1

Writing a class profile

(Characteristics of the learners by means of a comprehensive diagnosis)

To carry out this task, teacher trainers and mentors should follow the following **procedures**:

1. Assign bibliography for the trainees to deepen on their knowledge related to the diagnosis in general and, in particular, to the specific one for the management of the teaching-learning process of the foreign language.
2. Refer to the role and importance of the comprehensive diagnosis.
3. Review the different dimensions and indicators:
 - **Affective factors:** Motivation, likes, dislikes preferences, feelings, emotional stability, introversion, extroversion, multiple intelligences or talents, and level of involvement in class.
 - **Physical development and health conditions:** Chronic illnesses, height and weight according to age, physical disabilities (especially in the speech organs), personality, personal hygiene and appearance.
 - **Cognitive and meta-cognitive development:** what they know and are able to do with the language and what they don't know according to previous instruction of preceding content, what they would like to learn and what they need; what they do in order to study: attention, learning

attitude and interests, type of learner (slow, average, advanced), aptitudes, cooperation, interaction, learning style (visual, auditory, kinesthetic), creativity, active /passive.

- **Values education and ideology:** behavior, responsibility, criteria about improper social behavior, moral attitude, level of awareness with sexual education, beliefs about the role of individuals in society, awareness with national and international situation.

4. Assign the students to carry out the different tasks.

Task 2

Planning a Unit of Study

To carry out this task, teacher trainers and mentors should follow the following **procedures:**

1. Sensitize the trainees with the role and importance of planning emphasizing in: distinguishing the responsibilities of the different levels of organization (municipality, the school, and the individual work of the English teacher); the necessity to carry out a methodological analysis at the level of unit before starting its development in the English classrooms; and, clearing up the relative obligatory character of the syllabus's methodological regulations.
2. Review the different steps of the logical professional pedagogical performance of the English teacher with emphasis in the dialectical relationship among the different steps.
3. Account for the importance of considering the comprehensive diagnosis for planning the unit of study, keeping in mind that it is necessary to consider, not only the students' diagnosis, but that of the English staff and the objective and subjective conditions of the school, the community, and the society in general.
4. Assign bibliography, recommending the use not only of the necessary official documents, but specialized sources, particularly

of Didactics of Foreign Language Teaching, and dictionaries, according to the requirements of the specific unit of study.

5. Assign the trainees the tasks to carry out, considering the individual and group possibilities, needs, and conditions.

TASK 3

Organizing a Unit of Study

To carry out this task, teacher trainers and mentors should follow the following **procedures**:

1. Sensitize the trainees with the role and importance of organizing the different components of a unit of study from a didactic perspective, moving from easy to difficult, from simple to complex, emphasizing the individual responsibility and work of the English teacher, the necessity to organize the different components at the unit level, with its corresponding system or series of lessons and, at the level of lessons with their corresponding system or series of tasks, and at the level of tasks with their corresponding procedures; all these steps before starting the teaching process in the English classrooms; and, clarifying the relative obligatory character of the syllabus methodological regulations. It is important to make clear that the organization of the process should be distinguished from planning.
2. Review the different steps of the logical professional pedagogical performance of the English teacher with emphasis in the dialectical relationship among the different steps and the role to be played by the organization of the components of the unit.
3. Account for the importance of considering the comprehensive diagnosis for organizing the unit of study, keeping in mind that it is necessary to consider the actual level of formation and development of the students' communicative competence in the foreign language, as well as the possibilities of the English staff and the objective and subjective conditions of the school.

4. Assign the bibliography, recommending the use not only of the necessary official documents, but also from specialized sources, particularly of Didactics of Foreign Language Teaching, and dictionaries, according to the requirements of the specific unit of study.
5. Ask the trainees to review the information given about the logical pedagogical professional performance in the first chapter of this textbook.
6. Make sure that the trainees theoretically master the following actions characteristic of the stage of organization within the logical pedagogical professional performance, which are and linked with their practicum: (1) to order the different learning tasks according to their level of complexity, (2) to create the objective and subjective conditions for the development of the different learning tasks, and (3) to distinguish among the learning tasks which should have a more evaluative character.
7. Assign the trainees the different tasks to carry out, considering the individual and group possibilities, needs, and conditions.

Task 4

Managing a Unit of Study

To carry out this task, teacher trainers and mentors should follow the following **procedures**:

1. Make sure that the trainees have accomplished all the necessary requirements to each of the steps of the logical pedagogical professional performance before facing his learners in the classroom.
2. Reinforce the trainees from the psychological point of view so that they feel sure and motivated to teach the English lesson, by creating a positive rapport with them.
3. Clear up any doubt they might have before going into their classroom.
4. When you consider it pertinent, observe one of their lessons within the unit of study or a series of lessons belonging to the same stage of the

unit, for example the presentation stage or the practice stage, or even the whole unit if you consider it helpful.

5. Interact with the trainees and inquire about their results, about positive and negative aspects of their lessons from their personal points of view.
6. Discuss the results of the lesson with them if you have observed it: give them the opportunity to state his personal critical opinion at the beginning of the analysis, carry out the discussion with a positive constructive perspective, and provide orientations to remedy the difficulties you have detected.
7. Encourage them to register their results, both positive and negative, so as to be able to analyze and use their experience in their coming lessons.

Task 5

Evaluating your results

To carry out this task, teacher trainers and mentors should follow the following **procedures**:

1. Make sure that during the process of methodological analysis of the unit of study the trainees have clearly determined how to evaluate the results according to the objective of the syllabus, determining which tasks will provide more important information for decision making.
2. Make sure that your trainees have a positive conception about evaluation, that they will use the results mainly to stimulate the progress of their learners, and that they will apply procedures during the lessons so as to positively reinforce their learners.
3. Help your trainees to elaborate the tasks they will use to emphasize evaluation throughout the unit.
4. Interact with your trainees about the results of the evaluation of their learners and their consideration about their own performances in a reflective way, so as to improve their learners' performance as well as their professional performance.

Task 6

Developing your research

To carry out this task, teacher trainers should follow the following **procedures**:

1. Offer your trainees the necessary information about Methodology of Educational Research, trying to specify its contents to the peculiarities of the foreign language teaching-learning process.
1. Check if your trainees have fulfilled the research objectives they were supposed to develop in previous academic years and the real state of development of their Term Paper, which will be the basis for this new stage of their investigation.
2. Help your trainees to adapt their results to their new learners, now from Senior High Education, contributing to make use of everything they have done and learned.
3. Link the results of the research carried out by trainees who will finish up their major sitting State Examinations with the contents, both theoretical and practical, of this form of closing exercise.
4. Emphasize on the relevance of the research ethic, so that they are as objective as possible while collecting, processing and analyzing data; make evident their respect for the scientific community to which the object of their investigation belongs; guarantee the authenticity and originality of their results; and demonstrate their lack of conformity with the work so as to find new ways to go on in the endless way to perfection.
5. Evaluate systematically the actual state of your trainees' research, fulfilling your role as a guide by making them develop the different scientific tasks of their research in time, and providing them with new suggestions for their improvement.
6. Contact the tutors from the microuniversity to check the real state of development of the research.
7. Make sure that your trainees have written the paper and are able to defend their results orally according to the requirement of the scientific

prose in English, and using the technical terms of their object of study accurately.

To carry out this task, **mentors** should follow the following **procedures**:

1. Help your trainees to carry out their research projects and face them as contributions to their professional upgrading.
2. Provide your trainees with your vast experience in teaching English as a foreign language.
3. Offer your trainees all the necessary facilities to carry out the research, such as: the official documents of the teaching-learning process, documents which are the product of the teaching-learning process of the foreign language in your school (lesson planning, tests, memories of the methodological work, etc.), the help of the other English teachers for interviews and other necessary research procedure, and the possibility to introduce their results with their learners or with some other teachers' learners.
4. Make it possible for your trainees to present their results in the different educational scientific events which are held at different levels.

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APPENDIX 1

GLOSSARY

The glossary which follows defines words used in the textbook “A Guide to Practicum and Research for Foreign Languages Teacher Trainees in Cuba”. It refers quite specifically to their use within the Cuban context of language, language teaching and language learning where definitions are elaborated according to the meanings given by the authors, quotations from the work of others. Their source is acknowledged in the text and in the bibliography.

Assessment activities: According to Richards (1995) these tasks enable the teacher or learner to evaluate the extent to which the goals of an activity or lesson have been successfully accomplished. These activities may be used to diagnose areas which need further teaching or to evaluate student performance. Tests of different kinds are common examples of assessment activities; however, most classroom activities can also be used for assessment if they are used to determine how much students have learned rather than as a presentation, practice, or an application activity.

Assessment: This category is concerned with the choices which the teacher has to make when assessing learning processes or outcomes of learning. These choices relate to broad questions such as what to assess, when to assess, how to assess and how to use the information provided by the assessment process to support learning and to improve one’s own teaching. Assessment may consist of tests and examinations, which take a snapshot of the learner’s competence or performance. They may focus on a student’s knowledge of language or culture or on performance, the ability to use language in realistic contexts. It includes any means of checking what trainees can do with the language. It also includes checking what they cannot do. Assessment includes a range of activities from the informal short test to the formal external examination, which crowns several years of study.

Classroom management: The way trainees deal with the development of the lesson. The procedures used for grouping students to develop different

types of classroom activities, using the lesson plans, handling equipment, aids, etc., and directing and managing pupils' behavior and activity.

Counseling teacher: The teacher of the university in charge of guiding a group of students in each academic year.

Developmental learning: The process of obtaining knowledge in a developmental way.

Developmental: the process of growing to be more advanced

Education: It is the process of teaching or learning in a school or college, or the knowledge that you get from. In our system of education it refers to the process an individual passes through to become grown up.

Educational research: A piece of a careful investigation carried out by trainees whose purpose is to give solution to a problem detected at school (or in the field of education). For it the trainees have to accomplish different tasks through the application of different research methods.

ELTL: Acronym for English Language Teaching and Learning.

Execute: To do or perform the foreign language lesson, after planning it. The act of applying the methods, procedures, means, etc., already planned, while managing the teaching-learning process.

Execution: When something is done or performed, especially in a planned way. Eg: Although the original idea of the activity was good, its execution was disappointing.

FLT: Foreign Language Teacher.

FLTL: Foreign Language Teaching and Learning.

FLTs: Foreign Language Teachers.

Induction Week: Refers to the first week of the First Year in the Major.

Integrating task: It is used for the learning activity that integrates content and procedures of different disciplines with the intention of preparing trainees to solve professional problems relevant to their specialty. **Learning tasks**, closely related to integrating tasks, refer to the means of interaction

subject-object, that is, between the learners and the language content, under the guidance of the foreign language teachers, for learning to take place. That is, focused on the learners to fulfil the aims of a given syllabus. It shares with the other terms mentioned before that they are structural units which organize not only language material but also the learners' actions and operations.

Interdisciplinarity: is considered as a reaction against multidisciplinary, with the main purpose to eliminate the fragmentation and division of knowledge. It has been considered as an analogical relation in the process of study of different subjects belonging to a particular discipline and as cooperation between two or more disciplines. Some authors have limited interdisciplinarity to the cognitive sphere, as an internal and conceptual integration of knowledge, which breaks the limits of the different disciplines to construct new and common axioms, in order to give a unique vision of a given sphere of knowledge. In general terms, it has been accepted by the specialized scientific community that interdisciplinarity is a new way of thinking and performing.

Learner needs analysis: It is what Cuban teachers and other specialists call diagnosis of the learners' necessity. In this regard, some authors on foreign language teaching, such as Richards and Platt and Platt (1992) and Nunan (1988, 1995) have given their definition about this process. Richards and Platt and Platt state that learner's needs analysis is '*the process of determining the needs for which a learner or group of learners requires a language and arranging the needs according to priorities*'. Nunan (1988) focuses more on the information-gathering process; he states that "techniques and procedures for collecting information to be used in syllabus design are referred to as needs analysis". In fact, learner's needs analysis is a systematic, cooperative and methodological process of collecting and interpreting information about the current learners' personality and their learning environment in terms of weaknesses and strengths, with the purpose of managing their learning process.

Lesson: It is a type of organized social event that occurs in virtually all cultures. Lessons in different places may vary in topic, time, place, atmosphere, methodology and materials, but they all, essentially, are concerned with learning as their main objective, involve the participation of learner(s) and teacher(s), and are limited and pre-scheduled as regards time, place and membership. It is used by some authors to refer to the classroom period. It is popularly considered to be a unified set of activities that cover a period of classroom time, usually ranging from 45 to 90 minutes.

Lesson plan: A 'scheme of work' or 'map', which indicates to the teacher, the work which has to be covered in a given period of time allowed. It also shows how to carry out the assignment. As the rest of the methodological forms, it has a differential character, that is, its length and depth depend on the teacher's need. However, there are essential items to be included: objective, aids, main steps to follow by the teacher and the students, and the means to measure the results. It is an official document the teacher should have throughout the whole course and keep it as a guide for other courses. The lesson plan is subject to changes in the context that stands for the setting, the students, their learning styles, the time of the lesson, and the objective of the course. It must be elaborated for the grade each academic course.

Lesson planning: The act of designing what will be done in a lesson. The elaboration of a lesson plan as it should be structured taking into consideration its components and stages. While designing their lesson plans, foreign language teachers should adopt a particular approach or a multifaceted approach. The syllabus and the textbooks are there to guide them as far as the focus of the lesson is concerned, but they must take into account the contexts and the learners. It is obvious that lesson planning is central to any teaching activity. This does not mean that the lesson plan should replace the textbooks; both are necessary for effective teaching. However, unlike the textbook, the lesson plan is "ephemeral" in a positive sense. That is, it is subject to changes in the context that stands for the setting, the students, their learning styles, the time of the lesson, and the objective of the course.

Major: The study of a specialty as the main subject at the university. A major is studied in five academic courses, responding to specific objectives of a Study Plan. Each academic year has specific objectives for the trainees. This book is intended for trainees of the Foreign Language Major.

Manage: The act of teaching the foreign language lessons in an organized way, in the classroom. **Managing** a lesson requires to be responsible for organizing it.

Managing the English lessons: the moment that teachers accomplish the tasks for diagnosing, planning, organizing, executing and controlling lessons in the classroom, during the period of time established for this teaching purpose. It is the implementation of a lesson plan. This takes into account an ability to sequence activities in a coherent yet flexible way, to take account of learners' prior learning and to be responsive to individual performances in class.

Mentor: mentors are normally practicing teachers in school or other educational establishments who guide and help student teachers who are training to become foreign language teachers. In the book it is used for the teacher from the practicum school in charge of helping the trainees, giving them advice, and teaching them to manage the educative teaching process in general and the teaching-learning process of the foreign language, in particular. Also he has the responsibility of guiding the trainees while accomplishing the integrating tasks. The mentor plays an important role during the five years of formation of the future Bachelor of Education Majoring in Foreign Languages.

Metacognitive skills: refers to other skills that the trainee may develop apart from the ones they are planned to. **Meta** (prep. or adv.) means to go beyond a limit. **Cognitive** (adj. before a noun) means connected with thinking or conscious mental process. **Skill** (n): ability to do an activity or a job well, especially as a result of practicing it.

Microteaching: A technique used in the training of teachers, in which different teaching skills are practiced under carefully controlled conditions. It

is based on the idea that teaching is a complex set of activities which can be broken down into different skills. These skills can be practiced individually and then combined with others. Usually in microteaching, one trainee teacher teaches a part of a lesson to a small group of his/her classmates. The lesson may be recorded on tape or videotape and later discussed in individual or group tutorials. Each session generally focuses on a specific teaching task. Microteaching thus involves a scaling – down of teaching because class size, lesson length, and teaching complexity are all reduced.

Modeling a lesson: To teach part of a lesson or a lesson in front of a group of students at school. Modeling is a process in which a person observes someone's behavior and then, consciously or unconsciously, attempts to imitate that behavior. For example, many of the teacher practices a new teacher uses may have been modeled from teachers he/she has observed. Students may also model behaviors from their teachers.

Multidisciplinarity: is manifested in the study of a particular object by means of different disciplines at the same time. For example, a short story from an English speaking country can be analyzed in an Integrated English Practice lesson considering the contributions of other subjects such as Linguistic Study and History of the Culture of the English Speaking Countries. Such an analysis made it possible to deepen in the object of study and so develop a more comprehensive analysis. However, such an analysis is of a summative nature and so its contribution benefits only the discipline of study in which it has been carried out. That is, multidisciplinarity does not go beyond the limits of the particular discipline. Its purpose is to enrich a given discipline of study with the contributions of others.

Objective: A detailed description of what is to be achieved in a given period of the course. It refers to learning outcome or learning output expected at the end of a given academic course. The systematic assessment allows teacher trainers, mentors and trainees to measure to what extent the objective is being fulfilled.

Pedagogical Detachment: Refers to a group of people (students) whose particular belief is pedagogical. The pedagogical detachment Manuel Ascunce Domenech was an idea of our Commander in Chief Fidel Castro Ruz, to solve the existing necessity of teachers, as a result of the explosion of the great number of students registered in secondary schools in the countryside built, as part of the Educational Revolution carried out in 1972. Eg: Manuel Ascunce Domenech Detachment.

Peer assessment: Refers to judgements about learner performance, normally according to set and explicit criteria, made by same or similar age learners. It also refers to the act trainees assess themselves, using both assessment and self-assessment, to know how well they are doing or accomplishing the integrating tasks.

Performance assessment: The act of checking or measuring the trainees' performance. This assessment permits trainers and trainees to evaluate the extent to which the goals have been successfully accomplished according to each period or academic year.

Performance environment: It refers to the place where trainees are going to fulfill the integrating tasks. **Performance** means how well a trainee does any professional activity. **Environment**, any pedagogical condition that surrounds the trainees to carry out their integrating tasks and the way they influence on their pedagogical growth effectively.

Portfolio assessment: The act of giving a grade after looking at the trainees' portfolios, so as to measure the extent to which trainees have accomplished the integrating tasks and their quality.

Portfolio: a collection of the trainees' work. A file where the trainees keep any activity that may be used for their assessment or self assessment. Portfolios can provide valuable insight into the individual's progress both for the teacher and the learners themselves.

Practicum: Borg (2010) considers the practicum as an established part of most pre-service language teacher education programmes, and it involves sending student teachers into schools for short or long periods. The basic

idea behind the practicum is that teachers will learn through experience of being in a classroom observing more experienced teachers and teaching themselves. It is assumed by the authors that, in the particular case of Cuba, this term refers to the comprehensive process of pre-service practical education of the future foreign language teacher.

Professional Pedagogical Performance: Term used to name how well students do their work or activity either in the classroom or outside the classroom, under pedagogical circumstances.

PRS: Acronym for Practicum and Research Studies.

Research formation: The process of developing searching skills in trainees. For this they need some **Research studies**.

Scope of action: Also scope of action, area of focus, core of research and field of action. It refers to the specific aspect trainees are going to modify, change or give solution while developing the research work.

Self assessment: Is a judgment made by the learner on his or her own performance, knowledge, strategies etc. It refers to the process of assessing trainees by themselves after accomplishing the integrating tasks.

Standard English Model: The model of English that must be used as a norm for teacher trainers, mentors and trainees. It is also the norm to be used regarding the English language.

Student's growth: The processes that occur in the trainees that permit them become more advanced in their pedagogical preparation.

Student's Record Book: The book where the facts that are known about students and the actions they have done throughout the years of study.

Student's School File: Written records that are kept about each student at school.

Task: A piece of work to be done, especially one done regularly, unwillingly or with difficulty. In language teaching it refers to an activity or action which is carried out as the result of processing or understanding language. It

makes language teaching more communicative, since it provides a purpose for a classroom activity which goes beyond the practice of language for its own sake.

Teacher Trainer: The teacher who teaches skills to trainees and prepares them for teaching the foreign language. It is the teacher from the University in charge of training students as teachers of English.

Teachers' staffroom: A room in a school which is for the use of teachers when they are not teaching.

Teaching aids: Any material, image, model and representations of objects and phenomena that are specially elaborated for teaching. They can be natural or manufactured objects that contain information and are used as source of knowledge. **Teaching media** and **auxiliary teaching aids** may also be used instead.

Teaching load: The amount of work to be done by a person. In teaching, it refers to the class hours teachers have. Eg: I've got a heavy/light teaching load this term. Workload may also be used. Eg: Teachers are always complaining about their heavy workloads. Cambridge Advanced Learners. Third Edition.

Practicum and Research Studies: The discipline considered the main integrating discipline of the major. It is formed by five subjects with specific objectives for each academic year according to the objective stated in the Professional Model.

Practicum school: This is the term used in Cuba to designate the educational institutions of the different levels of education which have special conditions for the preparation of the future professional majoring as Foreign Languages Teachers. In the specific case of the future FLT's, these institutions become a little bit more complicated than in the cases of the other pedagogical specialties due to the fact that, these trainees are prepared, during their pedagogical university studies, to work in any of the levels of the National System of Education; that is, starting from Elementary, through Junior and Senior High, including the Polytechnic one, up to Higher Pedagogical Education.

Practicum: The moments of the academic course when trainees go to practicum schools to put into practice and integrate what they learn during their studies at the university. It is developed in two ways from first year to third: systematic and concentrated. Fourth and fifth years the trainee is full time at the practicum school.

Teaching staff or **pedagogical staff:** Refers to the group of teachers working at the same school or staffroom.

Teaching the English Lessons: This is the act of accomplishing what has been planned or designed in a lesson plan. It is also the execution of the English lesson in the classroom.

Timing: This is the time given to each of the integrating tasks of the textbook. It may vary depending on the degree of difficulty of the task, the trainee's individual needs and the conditions of the practicum school.

Trainees: It refers to the future Bachelor of Education Majoring in Foreign Languages.

Transdisciplinarity: It also goes beyond the limits of the different disciplines of study, but it is realized in purposes that do not belong to any of the disciplines, but involves each of them to fulfill the purposes determined. In the particular case of the formation of the future foreign language teachers, it is possible to illustrate transdisciplinarity by means of the formation and development of the professional performance. That is, none of the disciplines which take part in this process can by itself, maintaining its limits, guarantee this complex purpose for an effective interaction of the future professional with the object of his profession. This process demands an approach to transdisciplinarity because the limits among the different disciplines do not make it possible to analyze the professional object as a whole.

Tutor: The teacher from the year staff in the university that is in charge of the trainees' integral formation in the academic year. The tutor assists or works with one or a small group of trainees to guide their professional growth as a foreign language teacher. His responsibility cannot be confused

with that of the **mentor**, although both should keep some relationship. (See the meaning of Mentor)

University extension: A term used for those activities that are organized within the university studies. They include **curricular, extracurricular activities** (referred to those that are not part of the usual school or the college course), and **extramural activities** (referred to those which are organized especially by a college or university, for the people who are not students there).

University teaching staff: Refers to teachers from the university

Zone of Proximal Development: ZPD. The distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more able peers' (L. Vygotsky, 1978).

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APPENDIX 2

USING LANGUAGE TEACHING PORTFOLIOS IN THE FOREIGN LANGUAGE TEACHER EDUCATION PROGRAM IN CUBAN UNIVERSITIES

The reason for using self-assessments in our Foreign Language Teacher Education Program has to do mainly with involving the trainees in their learning process with the goal that they become autonomous learners as it is expected in our education model. Self-assessment procedures in our context 'require students to rate their own language, whether through performance self-assessments, comprehension self-assessments, or observation self-assessments' (Brown and Hudson 1998) but also to assess the level of professional pedagogical communicative competence trainees have developed each academic year. These procedures are expected to increase students' motivation towards foreign language learning and the teaching profession; to provide information about trainees' learning styles as well as the use of appropriate and relevant learning and teaching strategies; to give feedback on the strengths and weaknesses of the teacher education model and to offer information on learners' understanding of what the teaching profession and their area of specialization entail.

One way to provide appropriate and relevant opportunities for self-assessment in our current practices is the use of **portfolios**. A portfolio is a collection of students' works that demonstrate their efforts, progress and achievement over a period of time (Alderson and Banerjee 2001); it collects more information than learning folders and it can be a valuable tool to develop students' personality and knowledge. The strongest benefit of portfolios in our Foreign Language Teacher Education Model nowadays is probably the insight they provide into performance and progress in learning foreign languages and learning how to teach them.

Therefore, portfolios in our context provide opportunities for trainees to self-assess their professional pedagogical communicative competence and demonstrate their performance both during their academic studies as well as their practicum and research studies. They encompass samples of completed project works, vocabulary lists, grammar summaries, reports, essays, etc that not only demonstrate their results in the four language skills (speaking,

listening, reading and writing) but also their preparation and completion of the integrating tasks that are part of the discipline of Practicum and Research Studies (PRS). In this way, we are not using a “*Language Portfolio*” (Little, 2005) or a “*Teaching Portfolio*” (Mues and Sorcinelli, 2000) but a combination of both that may be called a “*Language Teaching Portfolio (LTP)*” which is more appropriate for the purposes of this book and the discipline of Practicum and Research Studies (PRS).

General aspects to consider

- The Language Teaching Portfolio for the PRS collects the information related to the planning, execution and evaluation of the integrating tasks assigned for the academic year but also other works that are part of trainees’ academic studies that provide evidence of the progress and achievement over the years.
- The heads of the trainees’ program, the discipline and the academic year should decide the appropriate moments to explain the requirements of the LTP, the variety of works, tasks and tests that are compulsory and the ones they can choose to include in their portfolios as well as its forms of assessment and indicators.
- The LTPs may be evaluated at least twice every school year, probably at the end of each semester for best follow-up and results. However, there should be opportunities to provide feedback on students’ progress and achievements through presentations and discussions of its content during the semesters.
- Teacher trainers, mentors and trainees should be clear that works for the LTPs may be selected on a regular basis according to the tasks that have to be completed, and trainees may add others that help to demonstrate their progress in different subjects or content areas that are relevant to the objectives of their course of study.
- Teacher trainers and mentors should always provide appropriate guidance, advice and use different types of help when they are organizing or working with their portfolios to guarantee its completion. These may encompass using diagnostic and pedagogical tests, strategy

training and use, observation and discussion of lessons and parts of lessons, training in study skills and use of academic vocabulary, diary writing, reflective activities, etc.

- Trainees may decide to have a hard copy of their portfolio or an e-portfolio for their evaluation.
- To facilitate the trainees' self-assessment reports that should be included in the portfolio, teacher trainers need to agree on appropriate descriptors for the level of professional pedagogical communicative competence that is expected each academic year as well as trainees' integral assessment so that they are able to realistically identify strengths and weaknesses and make decisions on future courses of action. (See Appendix 3: Guía de evaluación integral)
- Teacher trainers should help those trainees who are not able to self-assess their own learning and propitiate the use of strategies for doing so and promote self- and peer-assessment to enhance the quality of the LTP.
- The final results of the LTP should be integrated to the overall assessment of each trainee. (See Appendix 3: Guía de evaluación integral)

Professional problems that need to be addressed

- ✓ Characterizing learners integrally so as to design educative strategies to meet their needs and interests.
- ✓ Performing educative work to develop positive values, attitudes and behaviors according to the aspirations of our society.
- ✓ Managing the educative process in general and the teaching and learning process of foreign languages in particular with a developmental perspective that favors active appropriation of knowledge, skills and values.
- ✓ Communicating effectively in the foreign language and using ICT resources.
- ✓ Assessing systematically their own learning, performance, decisions and solutions to improve teaching and learning.

Objectives of the Language Teaching Portfolio

In general sense, the main objectives of using portfolios relate to those of increasing self-assessment during the foreign language course; achieving learner autonomy and skills for long-term learning from the very beginning of their studies so that trainees can face their teaching practice successfully.

Contents of the Language Teaching Portfolio

The contents of the LTP might include among other relevant aspects students might desire:

- A presentation sheet with relevant information related to the trainee: name, university, school year...
- A table of contents that reveals the organization of the portfolio
- The trainee's autobiography
- A reflection or self-assessment report, either in Spanish at the very beginning of the use of the portfolio or in English (or French) after they have gained confidence in foreign language use, where the trainees describe their progress in learning foreign languages and how they are getting prepared for practicum. It may include:
 - accounts of strengths and weaknesses with reference to the development of the four language skills to solve the integrating tasks of the curriculum;
 - the trainees' understandings of professional behaviors and how they put them into practice;
 - Their vocabulary and grammatical range and use in relevant classroom and practicum tasks;
 - the language teachers' qualities they have been able to display in and outside school environments;
 - their main accomplishments in self-directing learning.
- Trainees' short-term and long-term learning targets and the possible ways to attain them as well as the specific moments in which they will be revised.

- A collection of works (or a *dossier*) that best represent trainees' progress in learning and teaching a foreign language and carrying out research tasks. This might take a variety of forms and encompasses:
 - The results of the integrating tasks of PRS, transcript of oral conversations or presentations, reports of project works, vocabulary lists or grammar summaries they have been able to put together and are relevant to curriculum and discipline goals, evidence of teaching performance (lessons plans or transcripts, interviews, teaching aids, etc.) and research tasks.
 - Answers to compulsory tests or exercises that trainers and mentors have designed to overcome specific learning problems or that trainees have decided to include.
 - Papers presented in contests, lesson festivals, exams, student forums that are relevant to the school year.
 - The reference books, articles and materials trainees have consulted to put together their portfolios.
 - any other relevant work that trainees, trainers or mentors consider relevant to portfolio goals.

Methodological guidelines to work with the Language Teaching Portfolio

Initial preparation of teachers and students to work with LTPs is needed. Both participants need to know what a LTP is, its purposes and benefits, the selection of contents and its organization; how it has to be managed and how it is going to be assessed. Teacher trainers and trainees should also decide when and how they are going to work with portfolios.

Trainees need to be trained in using metacognitive skills to become aware and to control their own learning process with the use of the portfolio. During the planning process the objectives or goals of a specific school year and the integrating tasks will be explained by the trainers so that trainees may identify the knowledge or concepts and skills they need; the action plan they are going to follow and the strategies to use. They should also analyze the characteristics of the topic, their feelings, points of view and experiences about the tasks.

Once the goals are clear, trainees start compiling the information they need for their portfolio. They should monitor their progress; check if what they are doing corresponds to what was planned; if they found any difficulties or if the strategies used are effective and appropriate to reach the set objectives. One possible way to do this is by using Barell, J. (1991) summary of questions that may guide students to develop metacognitive skills:

<u>Planning</u>	<u>Monitoring</u>	<u>Evaluation</u>
What is my problem or task?	How am I doing the task?	Did I finish the task?
What orientations were provided?	What am I doing and why?	How do I know that I finished the task?
Are there feelings involved in this situation that I should recognize?	Which are the steps that I have done?	Which are the things that I learned through the task?
Is my purpose clear, significant and real?	Am I going to find any obstacle during the task?	Can I solve the task in another way?
Which information is important and which one is not?	Do I understand the ideas and the main concepts?	
How am I going to do this task?		
What steps do I have to follow, and what for?		
How much time do I need to solve the task?		
Which are the expected results?		

Another possible way to get students to monitor their learning processes is by using the Common European Framework's illustrative scales for listening, reading, spoken interaction, spoken production, written interaction and written production (Little, D. and Perclová, R.).

During the academic year, trainers and mentors, based on trainees' progress and performance, may decide on including other types of compulsory exercises in their LTP to assess trainees' preparation on relevant topics (linguistic, pedagogical, didactic, etc.) were they show limitations or learning problems and affect the quality of the integrating tasks they have to solve during the academic year. One example may be the following GRAMMAR TEST.

TICK (✓) the appropriate answer in each of the exercises below. Give reasons for your choice (in English) in an extra sheet of paper. (*The exercises are taken from Murphy, R. Essential Grammar in Use, CUP, 2004*)

1. Dave and Christie _____ the football on a Saturday afternoon.

A often watches	B watch often
C often watches	D often watch
2. I _____ John's story. I think he's lying.	
A don't believe	B am not believing
C 'm not believing	

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APPENDIX 3

GUÍA PARA LA EVALUACIÓN INTEGRAL DEL ESTUDIANTE

Objetivo: evaluar el desarrollo de los modos de actuación profesional del estudiante en la universidad y la microuniversidad en correspondencia con las aspiraciones del Modelo del Profesional para determinado año y en diferentes momentos del curso.

Nombre y apellidos del estudiante: _____

Año académico: _____ **Fecha:** _____

Desarrollo alcanzado por los estudiantes en los conocimientos y habilidades esenciales de la profesión y la especialidad para su desempeño en la universidad y la escuela de práctica					
I (Insatisfactorio), A (apropiado), C (Competente), D (Destacado)					
Aspectos a considerer	I	A	C	D	Recomendar
- Asistencia y puntualidad					
- Cumplimiento de las tareas previstas en la etapa que se evalúa desde: lo curricular, lo socio-político y lo extensionista					
- Participación en concursos, festivales de clases, exámenes de premio, foros y otras actividades planificadas en el período					
- Desarrollo de las habilidades profesionales para la dirección del PEA en la escuela de acuerdo con las exigencias del año					
◆ Comprender fundamentos generales y de la especialidad					
◆ Diagnosticar y caracterizar los contextos de actuación					

<ul style="list-style-type: none"> ◆ Modelar actividades para dirigir el PEA ◆ Valorar la relación teoría práctica ◆ Fundamentar el PEA de la lengua extranjera ◆ Dirigir el PEA de la lengua extranjera y actividades educativas ◆ Diseñar instrumentos y evaluar el PEA de la lengua extranjera ◆ Emplear la lengua extranjera para la comunicación en el PEA ◆ Investigar un tema o problema pedagógico o lingüístico-didáctico ◆ Proyectar estrategias y evaluarlas 					
-Toma de decisiones para la solución de tareas integradoras (de planificación, de seguimiento y de evaluación)					
- Habilidades generales de carácter intelectual					
- Habilidades de estudio					
- Habilidades para el trabajo con las fuentes de información					
- Habilidades para el trabajo en grupos					
-Competencia comunicativa profesional pedagógica que demuestra en la lengua materna según el año.					
-Competencia comunicativa profesional pedagógica que demuestra en las lenguas extranjeras en la universidad y microuniversidad					

Cualidades inherentes al profesional de la especialidad

(se manifiestan *siempre (S)*, *usualmente (U)*, *a veces (A)* *nunca (N)*)

Aspectos a considerer	S	U	A	N	Recomendar
- Comprensión e interiorización de conocimientos, habilidades, y cualidades del profesor de lenguas extranjeras					
Manifestación de cualidades: <ul style="list-style-type: none"> - fidelidad y compromiso moral - sensibilidad humana y lingüística - respeto hacia la diversidad cultural - ejemplaridad en su actuación - amor hacia la profesión de maestro - identidad profesional pedagógica - responsabilidad y laboriosidad ante sus deberes - exigencia, justicia y honestidad - buena autoestima - actitud positiva ante las relaciones humanas - motivación hacia el estudio y la actividad profesional - capacidad de autorregulación del comportamiento 					
Logros alcanzados en la autodirección de su propio proceso de aprendizaje (muestra comprensión y capacidad para autodirigirse... siempre (S), usualmente (U), a veces (A) nunca (N))					
Aspectos a considerer	S	U	A	N	Recomendar

Aplicación de estrategias para aprender a aprender y enseñar					
Utilización de los recursos a su disposición para elevar su preparación y dirigir el PEA					
Perfeccionamiento del metalenguaje de la profesión y la especialidad en función de la solución de tareas integradoras					
Valoración y autovaloración sistemática de sus resultados en relación con los objetivos de año					
Toma de decisiones para solucionar problemas identificados					
Otros aspectos de interés					

Nombre y firma del estudiante _____

Nombre y firma del tutor (a) _____

Nombre y firma del representante de la FEU _____

Nombre y firma del profesor (a) guía _____