

UNIVERSIDAD DISTRITAL FRANCISCO JOSÉ DE CALDAS
Facultad de Ciencias y Educación
M.A. in Applied Linguistics to TEFL
SEMINAR ON TEACHER PREPARATION ABOUT THEORY AND METHODOLOGY OF ENGLISH LANGUAGE
TEACHING
First Term - 2016

Professor
ÁLVARO H. QUINTERO POLO

ROOM
 507 SEDE CALLE 64

DESCRIPTION

This seminar is characterized by a reflective approach to current methodological practice and a focus on teacher development, learner autonomy and context-sensitive teaching. The sessions of this seminar are designed to explore the intersection at English language curriculum, methodology and teachers' beliefs and practices.

SEMINAR GOALS

- To contextualize the course on methodology as part of the development of a Language Curriculum in Colombian Schools.
- To examine current theories of language teaching taking into account Colombian socio-economic, cultural and political context.
- To prepare a project that articulates the teaching methodology, the syllabus and the material that represents an innovation in ELT in your specific context.

TOPICS

- Teachers' beliefs about language teaching and learning
- Teachers' narratives
- Language curriculum
- Critical language education
- Innovation, transformation, and change

METHODOLOGY

The seminar finds its justification in the fact that language teachers need to develop their personal approaches towards language pedagogy. Such approaches are expected to result from life experiences in general and academic formation in particular. This should be based on a balance between theory and practice about language, teaching and learning. The seminar is developed through collaborative work that includes discussions and workshops. There are student and professor-led discussions about the theory-based and research-based literature about English language pedagogy, the participants are expected to share their insights provoked by reading assignments in every session. The seminar also includes workshops on practical educational experiences that the participants are expected to conduct and share. Groups of three (maximum), to be established at the first session, choose one area to prepare an innovative small-scale classroom project. The projects will be developed throughout the semester and cover the theoretical and practical dimensions of English language methodology from an ELT curriculum perspective.

ASSESSMENT

<u>Criteria</u>	<u>Description</u>	<u>Weight</u>
Participation in discussions	Oral presentation of personal insights based on readings & practical experience. All sessions	20%

Proposal for an innovative classroom project	Oral presentation of proposals for a small-scale innovative classroom project based on a needs analysis with students, teachers and administrators at the participants' schools. Due date: April 13	25%
Life-writing assignment: Narrative	Personal written stories about the reconstruction of life experiences before, during and after academic formation. The stories are written from the beginning until the end of course. There will be one session on May 4 where personal stories will be shared. This activity is called <i>Reading the Other</i> .	25%
Results of innovative classroom project	Poster session to present the design, development, and outcomes of small scale innovative classroom project. Due date: May 18 & 25	30%

WEEKLY PLANNER

Week	Topic	Assigned Readings
Week 1 February 10	Discussion of the Seminar Program -Teachers' Beliefs	Course program Richards, J. & Lockhart, C. (1999) <i>Reflective Teaching in Second Language Classrooms</i> Chapter 2: Exploring Teachers' Beliefs (Reading 1)
Week 2 February 17	Language Curriculum Components	Brown, D.(1995) Chapter 1: Overview of Curriculum (Reading 2) Pineda, C. (2001) Developing an English as a Foreign Language Curriculum: The Need for an Articulated Framework . CALJ (Reading 3) Quintero, A. (2003) Teachers' Informed Decision Making in Evaluation: Collorary of ELT Curriculum as a Human Lived Experience. CALJ (Reading 4) http://revistas.udistrital.edu.co/ojs/index.php/calj/article/view/185 Start writing your life story related to teaching. Focus on: How does restorying the past allow me to recognize how my life is socially and historically situated and how my life experiences continue to influence me as a teacher?
Week 3 February 24	Language, Learning, and Teaching and perspective on method and postmethod	Kumaravadivelu, B. (2008) The three parts of this book will be distributed in the class for individual presentations and group discussion (Reading 5)
Week 4 March 2	The practice of English language	Harmer, J. (2007) The ten parts of this book will be distributed in the class for individual

	teaching	presentations and group discussion (Reading 6)
Week 5 March 9	English Language Teaching & Learning Materials	Tomlinson, B. (2008) The four parts of book will be distributed in the class for individual presentations and group discussion (Reading 7)
Week 6 March 16	Needs Analysis	Jordan, R.R. (1997) Needs Analysis (Reading 8) Hutchinson, T. & Waters. A. (1993) Needs Analysis (Reading 9)
Week 7 March 21-25	Holy Week	
Week 8 March 30	Critical English Language Teaching	Luke, A. (2004) Two takes on the critical. (Reading 10) Pennycook, A. (2004) Critical moments in a TESOL praxicum. (Reading 11) Li, G. & Edwards, P. (2010) Part V: Critical Issues Concerning ELL Instruction (Reading 12) Saravia-Shore (in Cole, R., 2008) Diverse Teaching Strategies for Diverse Learners (Reading 13)
Week 9 April 6	Innovation	Quintero, A. & Piñeros, C. (2006) Conceptualizing as Regards Educational Change and Pedagogical Knowledge: How Novice Teacher Researchers' Proposals Illustrate this Relationship (Reading 14) http://www.revistas.unal.edu.co/index.php/profile/article/view/11007 Fullan, M. (2006) Change Theory. A force for school improvement. Sections 1, 2 & 3 (Reading 15) Watkins, C. (2005) Classrooms, change, learning, teaching, community (Reading 16)
Week 10 April 13	Innovative Language Classroom Projects	Oral Presentations on Proposals for Innovative Language Classroom Projects

Week 11 April 20	The Social Context of ELT	Candlin, C. & Mercer, N. (2001) The three parts of the book will be distributed in the class for individual presentation and discussion (Reading 17)
Week 12 April 27	Teachers' Beliefs and its Impact on Teachers' Practices	Johnson, K. & Golombek, P. (2002) Putting Theory into Practice (Reading 18)
Week 13 May 4	Sharing of Life Stories <i>Reading the Other</i>	
Week 14 May 11	Teachers' Decision Making: Planning ELT Curriculum	Murray, D. & Christison, M. (2011) Part I: Planning. (Reading 19)
Week 15 May 18 Week 16 May 25	POSTER SESSION PRESENTATIONS OF CLASSROOM PROJECTS	

REFERENCES

Book chapters

- Brown, D. (1995) *The Elements of Language Curriculum*. Boston: Heinle & Heinle Publishers.
- Fullan, M. (2001) *Leading in a Culture of Change*. San Francisco. Jossey-Bass – Chapter 3 Understanding Change
- Harmer, J. (2007) *The practice of English Language teaching*. Essex: Pearson Education Limited
- Holliday, A. (1994) *Appropriate Methodology and Social Context*. Chapter 7: The Politics of Projects
- Hutchinson, T. & Waters. A (1993) *English for Specific Purposes: A Learning Centered Approach*. Cambridge: Cambridge University Press
- Johnson, K. & Golombek, P.(2002) *Teachers' Narrative Inquiry as Professional Development*. Cambridge: Cambridge University Press
- Jordan, R.R. (1997) *English for Academic Purposes: A Guide and Resource book for Teachers*. Cambridge: Cambridge University Press
- Luke, A. (2004) Two takes on the critical in Northon & Toohey *Critical Pedagogies*. Cambridge: Cambridge University Press
- Pennycook, A. (2004) Critical moments in a TESOL praxicum In Northon & Toohey *Critical Pedagogies*. Cambridge: Cambridge University Press
- Richard-Amato (2003) *Making It Happen: From Interactive To Participatory Language Teaching*. New York: Longman
- Richards, J. & Lockhart, C. (1996) *Reflective teaching in Second Language Classrooms*. Cambridge: Cambridge University Press
- Wells, G. & Claxton, G. (2002) *Learning for Life in the 21st. Century*. Oxford: Blackwell Publishing

Journal Articles

- Pineda, C. (2001) *Developing an English as a Foreign Language Curriculum: The Need for an Articulated Framework*. CALJ Vol.3/1 July
- Quintero, A. & Piñeros, C. (2006) Conceptualizing as Regards Educational Change and Pedagogical Knowledge: How Novice Teacher Researchers' Proposals Illustrate this Relationship. *Profile Journal*. 7, 173-186

Quintero, A. (2003) Teachers' Informed Decision-making in Evaluation: Corollary of ELT Curriculum as a Human Lived Experience. *Colombian Applied Linguistics Journal*. N° 5.

Journals Available

TESOL Quarterly / Teacher Education / The Reading Teacher / ELT Journal / Applied Linguistics Journal / CALJ / Profile / IKALA / Lectura y Vida / Aula Urbana – periódico del IDEP

Suggested

Allwright, D. & Bailey K. (1994) *Focus on the language Classroom*. Cambridge: Cambridge University Press.

Allwright, D. (1998) Contextual factors in classroom learning: An Overview. In Malmkjaer K. & Williams J. (Eds.) *Context in language learning and language understanding*. Cambridge: Cambridge University Press.

Ballenilla, F. (1999) *Enseñar investigando. Como formar profesores desde la practica*. Sevilla. Diada Editora

SL

Cummins, J. (2000) *Language, Power and Pedagogy. Bilingual Children in the Crossfire*. Clevedon. Multilingual Matters LTD.

Coleman, H. (1996) *Society and the Language Classroom*. Cambridge: Cambridge University Press

Dewey, J. (1990) *The School and Society: The Child and the Curriculum*. Chicago: The University of Chicago Press.

Ellis, R. (1998) The evaluation of communicative tasks. In B. Tomlinson, (ed). *Material development in language teaching*. Cambridge University Press. Cambridge.

Fullan, M. (2001) *Leading in a Culture of Change*. San Francisco. Jossey-Bass (Chapter 5 Knowledge Building.

Holliday, A. (1994) *Appropriate Methodology and Social Context*. Cambridge: Cambridge University Press.

Hall, G. & Hord, S. (2001) *Implementing Change: Patterns, principles and Potholes*. Boston: Allyn and Bacon.

Lynch, B. (1996) *Language Program Evaluation*. Cambridge: Cambridge University Press. United Kingdom.

Markee, N. (1997) *Managing Curricular Innovations*. Cambridge: Cambridge University Press.

Ministerio de Educación Nacional. (1999) "Idiomas Extranjeros: Lineamientos curriculares" Santafé de Bogotá: Serie lineamientos curriculares.

Norton, B. & Toohey, K. (2004) *Critical Pedagogies and Language Learning*. New York. Cambridge University Press

Pennycook, A. (2001) *Critical Applied Linguistics: A Critical Introduction*. New Jersey. Lawrence Erlbaum Associates, Publishers.

Shor, I & Pari, C. (2000) *Education is Politics: Critical Teaching across Differences, Post-secondary*. Boynton: Cook Publishers, Inc.

Short, K. (1999) *El Aprendizaje a Través de la Indagación. Docentes y Alumnos Diseñan Juntos el Currículo*. Barcelona: Editorial Gedisa

Whitin, P. & Whitin, D. (1997) *Inquiry at the Window: Pursuing the Wonders of Learners*. Portsmouth: Heinemann

Van Lier, L. (1996) *Interaction in the Language Curriculum: Awareness, Autonomy & Authenticity*. New York: Longman.

Data Bases

ProQuest
Scopus
ScienceDirect
SpringerLink
JStore

ACADEMIC EVENTS

ACADEMIC EVENTS	INSTITUTION	COUNTRY	DATE
XI Encuentro de Universidades Formadoras de	Universidad del Valle	COLOMBIA	March 17-19

Licenciados en Idiomas y II ELT Conference		Cali	
TESOL 2016 "50 Reflecting Forward: 1966-2016"	TESOL international Association	USA Baltimore	April 5-8
2016 AERA Annual Meeting "Public Scholarship to Educate Diverse Democracies"	AERA American Educational Research Association	USA Washington	April 8-12
8th International Colloquium on Research in Foreign Languages	Universidad Nacional de Colombia	COLOMBIA Bogotá	June 1-3

AHQP, February 2016