



UNIVERSIDAD DISTRITAL FRANCISCO JOSÉ DE CALDAS
School of Sciences and education
Master in Applied Linguistics to TELF
SEMINAR ON TEACHER PREPARATION IN EFL METHODOLOGY
2017-I

COURSE PROFESSOR

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DESCRIPTION

The present seminar constitutes a theoretical/practical course on EFL methodology in English language education. Throughout the course, Master candidates will approach theory around EFL methodology to make critical decisions and construct informed positions for their pedagogical innovations. These ones in turn might assist the overall process of planning pedagogical interventions, assuming a political position in regards to EFL methodology. One of the principal aims in this course program deals with equipping students with theoretical and practical tools to develop a curricular platform as part of these Master students' graduation work. Going through different stages in this seminar syllabus, students are expected to exercise their research skills and *create* pedagogical alternatives in both conceptual and practical formats. In this manner, the research component will be integrated to each seminar topical unit as an intrinsic activity of EFL methodological decisions towards a pedagogical innovation proposal.

COURSE GOALS

1. To propose a pedagogical innovation plan devised through informed methodological decisions with an underlying political position.
2. To reflect upon teachers' role as researchers who can devise alternative methodologies in innovations through educational research in EFL.
3. To explore and evaluate **local, national** and **international** research proposals on EFL methodology.

TOPICS

- EFL methodological and philosophical trends
- Curriculum design and materials development
- Teacher-research role in pedagogical innovations.
- ICTs in L2 education.



METHODOLOGY

The present course will be developed as a theoretical/practical seminar where these Master candidates can develop and exercise multiple skills (social, cognitive, methodological...). Each session is based on a preassigned reading that will lead the class discussion around the topic to end with an application of theoretical contents on students' research projects through stimulating activities. These ones in turn call for students' extralinguistic skills in different levels, from description to creation. Since the chief purpose of this seminar is to prepare students in planning pedagogical innovations as research proposals from an EFL methodological viewpoint, every workshop aims at facilitating connections between theory and practice. In doing so, Maieutics teaching strategies (also called, the Method of elenchus or Socratic debate) will be employed for guiding students' intuitive heuristics in discussion or dialogues. Further group communication techniques such as debates and forums will be also combined throughout this seminar. In any didactic strategy, both students and the professor play an active role in the understanding and construction or reelaboration of knowledge. *Learning, unlearning and relearning* are key processes in the whole seminar.

ASSESSMENT

Criteria/Activity	Description	Weight/Percentage
Class participation in workshops	Workshops include problematic questions as <i>units</i> related to the topics in every class. These workshops will be developed through different group communication techniques and formats, i.e. debates, forums, practical exercises... In all workshops, students will develop a critical and political position about topics discussed. This critical position will involve the connections between theoretical and experiential knowledge.	35%
First draft of an EFL methodological innovation linked to research activities.	Students will conduct a preliminary plan around their pedagogical innovation proposals connected to research activities. For achieving it, students need to decide on both curricular platform resources/components and research activities, based on their interests.	35%
Final draft of an EFL methodological innovation linked to research activities.	Students will present their preliminary pedagogical innovations in oral and written channels. These will include the overall methodological decisions in a curricular platform for carrying out a pedagogical innovation in a research study. These proposals will be shared in a simulated class symposium and supported by an academic paper.	30%



COURSE PLANNER

The following course planner constitutes a negotiated syllabus (Nation & Makalister, 2010) where there are mandatory readings per topic; however, students should also read complementary relevant sources selected by themselves either from the course Drive Folder or another source.

WEEK/ DATE	PROBLEMATIZING TOPIC	KEY READINGS AND ASSIGNMENTS
1	Introduction to the seminar program. What do we know about EFL methodological concepts?	Course program Reading 1 Introductory activity on key concepts of the course and components of a curricular platform.
2-3	How can we understand what an innovation is? What does the teacher-researcher role imply? (Five propositions about teacher-research) Introducing change What pedagogical innovations model exemplify my pedagogical/research interests?	Reading 2 (Pickering & Gunashekar, 2014), Reading 3 (Nation & Makalister, 2010, Chapter 12) Students' selected readings (Local, national and international) Product expected: Pedagogical innovations matrix.
4-5	What characteristics do the methods trend in relation to the postmethod trend hold? How could we <i>evaluate</i> didactic options in method and postmethod trends?	Reading 4 (Harmer, 2007, Chapter 6), Reading 5 (Kumaravadivelu, 2001) Reading 5.1 (Ginns & Ellis, 2007) Students' selected readings (Local, national and international) Product expected: Evaluation chart of method, postmethod and postindustrial didactic options, based on Ss' pedagogical innovation interests.
6-7	What are the target educational setting needs? How can we approach and identify the target population tenets and needs? (Defining a context) How can we respond to the needs identified? What are the general principles underlying my pedagogical innovation? How could we describe and justify our pedagogical innovations impact if any?	Reading 3 (chapter 3) Students' selected readings (Local, national and international) Product expected: Pedagogical innovations plans (First drafts).
8-9	What components do we need reconstructing around an EFL methodology in our pedagogical innovations? What is our position around education? What is our didactic choice? How can we reformulate it in our pedagogical innovation? What is the role of Ss' mother tongue in our EFL methodology?	Reading 3 (Chapter 4), Reading 6 (Abdullah, Hazita & Kemboja, 2014) Students' selected readings (Local, national and international) Product expected: Elaboration of instructional principles underlying pedagogical innovations.



10-11	<p>Contents sequence and exchanged in the EFL class: How can we plan our contents and didactic sequences? Could Ss participate in syllabus design or development? Why?</p> <p>Should teachers and students focus on language form, functions, intercultural contents...? What could be the most appropriate unit or focus in our pedagogical innovations?</p>	<p>Reading 3 (Chapter 5), Reading 4 (Chapter 21-A; Chapter 22)</p> <p>Students' selected readings (Local, national and international)</p> <p>Product expected: Ss define and refine the components characterizing their pedagogical innovation.</p>
12-13	<p>Can teacher-researchers develop materials for pedagogical innovations and every day classes? If so, How can they achieve so? What is the role of textbooks in EFL methodology?</p> <p>What kind of materials could be appropriate for our pedagogical innovations?</p> <p>How does a postindustrial or digital age could influence EFL materials development for our pedagogical innovations?</p>	<p>Reading 7 (Tomlinson, 2012), Reading 3 (Chapter 11)</p> <p>Reading 8</p> <p>Students' selected readings (Local, national and international)</p> <p>Product expected: Ss define and characterize the role of materials in their pedagogical innovations and present their possible didactic objects selection for adapting or developing in their pedagogical innovations.</p>
14-15	<p>What is the relationship between the constructs embraced by pedagogical innovations as components? How could we make these connections visible?</p>	<p>Students' selected readings (Local, national and international)</p>
16	<p>Students' presentations on their pedagogical innovation plans. This event will take place as a simulated symposium activity.</p>	

JOURNALS AND DATA BASES

<p>Colombian Applied Linguistics Journal HOWJournal PROFILE Folios Espiral Teoría y Praxis Praxis y Saber Ikala Enunciación Caracteres Espiral</p>	<p>CENGAGE Digitalia Hispánica Jstor ProQuest Scopus ScienceDirect SpringerLink Web of Science MLA International Bibliography (EbscoHost) Emerald</p>
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