UNIVERSIDAD DISTRITAL FRANCISCO JOSÉ DE CALDAS
School of Sciences and education
Master in Applied Linguistics to TELF
WORKSHOP: COURSE DESIGN AND MATERIAL
Second semester-2016

COURSE PROFESSOR

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ROOM

DESCRIPTION

The present workshop constitutes a theoretical/practical academic space which revolves around materials development and EFL course planning. Since this activity can be approached as resulting from research, this workshop can potentially allow for the application and exercising of methodological or inquiry skills. These ones in turn might assist the overall process of planning and conducting students' research projects and particularly, their innovative pedagogical/instructional interventions. Indeed, one of the principal aims in this master has to do with preparing students to carry out research in any domain within the AL interdisciplinary field, such as materials development and curriculum design. These domains together with some others underlying students' specific research proposals can be connected through processes and products involved in the course design and materials development workshop proposed here.

COURSE GOALS

1. To facilitate theoretical and practical resources along with tools for students to make informed decisions about the different components required in an instructional design or a pedagogical intervention within each student's research proposal.
2. To reflect about teachers' role as critical researchers who are able to devise alternative language courses and create didactic products relevant to their immediate educational context needs.
3. To explore and hold a position on the current state of courses designed and materials developed in Colombian EFL education.

TOPICS

-Concepts and approaches to curriculum.
-Curriculum components (methodology or didactic choice linked to an educational philosophy, teachers, students, syllabus, materials, language and extra-linguistic skills development).
-Needs Analysis in course design.
-Pedagogical interventions/instructional designs.

METHODOLOGY

The present course will be developed as a theoretical/practical workshop. Each session is based on a preassigned reading that will lead the class discussion around the topic to end with an application of the theoretical content to students' research projects through a class set of activities. Since the chief purpose of this workshop is to contribute to students' planning and construction of their instructional or pedagogical interventions, every workshop proposed is intended to facilitate connections between theory and practice. In doing so, Maieutics teaching strategies (also called, the Method of elenchus, Elenctic method, or Socratic debate) will be employed for guiding students-teacher discussion or dialogues. Other group communication techniques such as Philips 66 and forums will also be combined throughout the development of this workshop.

In relation to students' duties, we can list them as follows:

-   Students should attend every session on time.
-   Students should read the texts assigned in advance.
-   Students should connect authors' contributions to their research projects.
-   Students should hold an informed position towards theoretical foundations.
-   Students should participate in every class workshop proposed.
-   Students should listen to and give feedback to each other.

ASSESSMENT

Criteria/Activity	Description	Weight/Percentage
Class participation in class workshops	Workshops are based on questions as units related to the topics for each class. These workshops will be developed through different group communication techniques and formats.	**40%**
First draft of pedagogical interventions/instructional designs.	Students will conduct a preliminary decision making process to construct their pedagogical interventions. In order to achieve this, students will need to decide on a particular component in each course design dimension. This choice will depend on their graduation projects and research interests.	**20%**
Final draft of pedagogical interventions/instructional designs.	Students will present their planning of possible pedagogical interventions attached to their research projects. This activity will be developed as a simulated class symposium.	**40%**

COURSE PLANNER

WEEK/ DATE	TOPIC	KEY READINGS AND ASSIGNMENTS
1	Introduction to the workshop program. Diagnostic discussion around students' research proposals and their connections to the workshop goals and topics. Agreements on assessment criteria and course program. *¿What is this workshop about? How can I connect my research interest to a potential instructional design?*	No reading assignment. Teacher's presentation to generally introduce the key terms of the workshop (Syllabus Design-Course design and materials within **Curriculum as an embracing and whole concept**). <u>*Class workshop:*</u> Base line rubrics on an instructional design.
2	Human and technical approaches to curriculum evaluation. The social and contextual dimension of curriculum design. Forward, Central and Backward curriculum design.	**1.** Quintero Polo, Á. (2003). Teachers' informed decision-making in evaluation: Corollary of ELT curriculum as a human lived experience. *Colombian Applied Linguistics Journal, 0*(5), 122-138. Retrieved from http://revistas.udistrital.edu.co/ojs/index.php/calj/article/view/185 **2.** Richards, J.C. (2013). Curriculum Approaches in Language Teaching: Forward, Central, and Backward Design. *RELC Journal: A Journal of Language Teaching and Research, 44(1)*,5-33. **Optional/complementary reading:** Graves, K. (2008). The Language curriculum: A social contextual perspective. *Lang. Teach, 41(2)*, 147-181. <u>*Class workshop:*</u> How could I approach curriculum design in my research proposal?
3	Concepts and history of curriculum. Recalling and distinguishing background key terms or categories in curriculum design (*education, pedagogy, didactics, approach, technique, procedure and method*)	**3.** Kridel, C. (2010). *Encyclopedia of curriculum studies*. Thousand Oaks, CA: SAGE Publications, 179-188. **4.** Weng Su, S. (2012). The various concepts of curriculum and the factors involved in curricula making. *Journal of Language Teaching and Research, 3(1),* 153-158. **Optional/complementary readings:** Harmer, J. (2007). *The Practice of English Language Teaching (4ᵗʰ ed.)*. Harlow: Pearson/Longman, 78-79. Richards, J.C. & Rodgers, T. (2014). *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press. <u>*Class workshop:*</u> Identifying and defining instructional components in my pedagogical intervention.
4	Needs analysis and Curriculum design.	**5.** Nation, I. & Macalister, J. (2010). *Language Curriculum Design*. New York: Taylor & Francis group, 24-69.

		Principles of Curriculum design	*Class workshop:* How is the Needs analysis planned and conducted for my pedagogical intervention?
5		Key moments in popular methodology for EFL Course Design. *Methods and culture: making choices*	**6.** Harmer, J. (2007). Chapter 6: Popular Methodology. In: *The Practice of English Language Teaching (4th ed.).* Harlow: Pearson/Longman, 78-98. **Optional/Complementary reading:** Font, J. (1998). Métodos y enfoques en la enseñanza de lenguas extranjeras. En: *Conceptos clave en Didáctica de la lengua y la literatura.* Universidad de Barcelona. HORSORI. **Class workshop:** Reflecting on and choosing the most appropriate methodology in my pedagogical intervention.
6		The postmethod in EFL: Parameters and Macrostrategies.	Teacher's presentation on the Postmethod didactic choice in EFL. **7.** Kumaravadivelu, B. (2001). Toward a Postmethod pedagogy. *TESOL Quarterly, 35(4)*, 537-560. **Optional/Complementary reading:** Kumaravadivelu, B. (1994). The Postmethod Condition: (E)merging Strategies for Second/Foreign Language Teaching. *TESOL Quarterly, 28(1),* 27-48. **Class workshop:** Reflecting on and evaluating the possibility to apply the postmethod to my pedagogical intervention.
7		Roles of teachers and students in EFL courses	**8.** Harmer, J. (2007). Chapter 3 and 4. In: *The Practice of English Language Teaching (4th ed.).* Harlow: Pearson/Longman, 37-55 and 56-66. **Optional/complementary reading:** Peres, E. S., Morgado, J. C., Torriglia, P. (2013). *The emancipation debates on education and curriculum: perspectives and meanings*. [Academic event report]. 836-840. Retrieved from: https://repositorium.sdum.uminho.pt/bitstream/1822/28111/1/The%20emancipation%20debates%20on%20education%20and%20curriculum-perspectives%20and%20meanings.pdf **Class workshop:** What role do EFL learners and teachers play in my pedagogical intervention?
8		Syllabus design: Evaluation criteria and types of syllabuses.	**9.** Harmer, J. (2007). Chapter 3 and 4. In: *The Practice of English Language Teaching (4th ed.).* Harlow: Pearson/Longman,295-300. **10.** Nation, I. & Macalister, J. (2010). *Language Curriculum Design.* New York: Taylor & Francis group, 149-158.

		Class workshop: Analyzing EFL syllabuses and proposing the most appropriate contents organization for my pedagogical intervention.
9	Planning lessons: constructing an informed didactic sequence. Didactic sequence types: Direct or straight arrow, Boomerang, Hourglass and Patchwork.	**11.** Harmer, J. (2007). Chapter 22. In: *The Practice of English Language Teaching (4th ed.)*. Harlow: Pearson/Longman, 308-320. Didactic sequences applied examples (Mejía, 2014). **Class workshop:** How will I sequence my lessons in my pedagogical intervention?
10	Language skills in language courses. Extranlinguistic skills in language courses (*e.g. cultural awareness*)	**12.** Harmer, J. (2007). Chapters 15, 16, 18 y 19. In: *The Practice of English Language Teaching (3rd ed.)*, 210-245 and 255-281. **13.** Rico Troncoso, C. (2012). Language Teaching Materials as Mediators for ICC Development: A Challenge for Materials Developers. *Signo y Pensamiento, 30(60)*, 130-154. **Class workshop:** What skills will my EFL course stimulate throughout the pedagogical intervention?
11	Language assessment and evaluation in EFL environments.	**14.** Harmer, J. (2007). Chapter 23: Testing students (Part 8: Evaluation). In: *The Practice of English Language Teaching (3rd ed.)*, 321-334. **15.** Leung, C. & Lewkowicz, J. (2006). Expanding Horizons and Unresolved Conundrums: Language Testing and Assessment. *TESOL Quarterly, 40(1)*, 218-226. **Optional/complementary reading:** Kiely, R. (2006). Evaluation, Innovation, and Ownership in Language Programs. *The Modern Language Journal, 90(4)*, 597-601. **Class workshop:** What is the role of evaluation and assessment in my pedagogical intervention?
12	Didactic materials: development, adaptation and adoption. The *coursebook*.	**16.** Tomlinson, B. (2012). Materials development for Language Learning and Teaching. *Lang, Teach., 45(2)*, 143-179. **Optional/Complementary reading:** Tomlinson, B. (2011). Glossary of basic terms for materials development in language teaching. In: *Materials Development in Language Teaching*. Cambridge: Cambridge University Press. **Class workshop:** Didactic materials in my pedagogical intervention.
13	Materials development: a research-based process and AL domain Principles of materials development	**17.** Tomlinson, B. (2011). Introduction. In: *Materials Development in Language Teaching*. Cambridge: Cambridge University Press. 2-23.

		Class workshop: What principles of materials development will I apply to my pedagogical intervention? How?
14	Educational technology and other teaching equipment ICTs in EFL teaching and learning: the artefactual and critical viewpoints.	**18.** Harmer, J. (2007). Educational technology and other teaching equipment. In: *The Practice of English Language Teaching (3ʳᵈ ed.)*, 134-153. **19.** Blake, R. (2013). Chapter 1: Second Language Acquisition, Teaching and Technology. In: The New Brave Digital Classroom. Washington, D.C.: Georgetown University Press, 1-24. **Class workshop:** What materials will support my pedagogical intervention?
15	Potential impact or effects of didactic materials: media or tools to attain multiple and holistic objectives. Technological didactics (cognitive residue)	**20.** Tenri Ampa, A., Amin Rasyid, M., Rahman, M., Basri, M. (2013). The implementation of Multimedia Learning Materials in Teaching English Speaking Skills. *International Journal of English Language Education, 1(3)*, 293-304. **21.** Litwin, E. (2005). La tecnología educativa en el debate didáctico contemporáneo. In: *Tecnologías educativas en tiempos de internet.* Buenos Aires: Amorrortu ediciones. **Optional/Complementary reading:** Tomlinson, B. & Masuhara, H. (2010). Research on the effects of locally developed materials for language learners. In: *Research for Materials Development in Language Learning: Evidence for Best Practice*. London: Continuum, 153-254. **Class workshop:** Analyzing the impact of didactic materials in the EFL class.
16	Models for materials development: a myriad of methodological paths.	**22.** Syatriana, E., Djamiah, H. and Jabu, B. (2013). A model of Creating Instructional Materials Based on the School Curriculum for Indonesian Secondary Schools. *Journal of Education and Practice, 4(20),* 10-19. **23.** Jolly, D. and Bolitho, R. (2011). A framework for materials writing. In: Tomlinson, B. (Ed.). (2011). *Materials Development in Language Teaching*. Cambridge: Cambridge University Press, 107-134. **Optional/complementary reading:** Aldana, Y. (2015). Ruta Metodológica. In: *La integración bilingüe para el aprendizaje multimodal del español como Lengua Extranjera.* [Trabajo de maestría]. Bogotá: Pontificia Universidad Javeriana. **Class workshop:** What materials methodological path will I follow in my pedagogical intervention?
17	Instructional designs/pedagogical intervention proposals	Workshop evaluation and handing in of final marks to students
18	Workshop evaluation and handing in of final marks to students	

JOURNALS AND DATA BASES

Colombian Applied Linguistics Journal

HOWJournal

PROFILE

Folios

Espiral

Teoría y Praxis

Praxis y Saber

Ikala

Enunciación

CENGAGE

Digitalia Hispánica

Jstor

ProQuest

Scopus

ScienceDirect

SpringerLink

Web of Science

MLA International Bibliography (EbscoHost)

ACADEMIC EVENTS

1. ASOCOPI 51st Conference. October 13rd, 14th and 15th.
http://www.asocopi.org/

2. VI Congreso Internacional de Pedagogía e Infancia: Construcción de paz desde la Primera Infancia.
Universidad de la Sabana, 19 de octubre de 2016.
http://www.unisabana.edu.co/fr/la-sabana/campus-20/evento/articulo/vi-congreso-internacional-de-pedagogia-e-infancia-construccion-de-paz-desde-la-primera-infancia/

3. Segundo Encuentro Internacional de Literatura Comparada. Cruzando Fronteras: Traducción, Transposición, Transmutación. Universidad Nacional de Colombia, septiembre 2016.
http://www.humanas.unal.edu.co/literaturacomparada/

4. XXIX Velada Literaria de lectura en voz alta. Universidad de la Sabana. Sala de Promoción de Lectura, 1er piso, Biblioteca. 5 de Agosto, 5 pm.

5. Metadiscourse across Genres Mapping out interactions in spoken and written discourses.
March 30th-1st, Cappadocia, Turkey.
www.metadiscourseacrossgenres.com

6. The 8th conference: The Role of Technology in L2 Pronunciation Research and Teaching. August 12-13, 2016.
http://llc.ucalgary.ca/psllt2016/

ADDITIONAL BIBLIOGRAPHY

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Aldana, Y., Baquero, M. & Rivero, G. (2012). *Exploring Communicational Practices through Facebook as a Mediatic Device.* [Unpublished monograph]. Facultad de Ciencias y Educación, Universidad Francisco José de Caldas, Bogotá, Colombia.

Aldana, Y., Baquero, M., Carvajal, A., y Rivero, G. (2014). Technical-Technological Dimension of Facebook: towards a Collective Affectivity. *Caracteres. Estudios culturales y críticos de la esfera digital, 3(1)*, 216-231.

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

Creese, A., Blackledge, A., Baraç, T., Bhatt, A., Hamid, S., Li, W., & ... Yağcioğlu, D. (2011). Separate and Flexible Bilingualism in Complementary Schools: Multiple Language Practices in Interrelationship. Journal of Pragmatics: *An Interdisciplinary Journal of Language Studies, 43(5)*, 1196-1208. doi: 10.1016/j.pragma.2010.10.006

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Cummins, J. & Hornberger, N. (2008). Bilingual Education. In *Encyclopedia of language education*, 2 ed. vol. 5, 51-63.

Estaire, S. (2005). La Enseñanza de Lenguas mediante Tareas: Principios y planificación de unidades didácticas. Tareas EPA. [Recurso electrónico]. Recuperado de: http://catedu.es/tarepa/fundamentacion/03_tareas_Sheila.pdf

Fortune, J. (2012). The forbidden fruit: using the mother tongue in a Bogotá university EFL programme. *Colom. Appl. Linguist. J., 14(2),* 70-87.

Haseli, M. (2008). Introduction to Needs Analysis. *English for Specific Purposes world, Issue 4*, 1-25.

Ismail, C. (2006). Developing Cultural Awareness in Foreign Language Teaching. Turkey: Kirikkale University. Retrieved from: http://eric.ed.gov/?id=ED494346

Kapoor, D. & Jordan, S. (2009). *Education, Participatory Action Research, and Social Change. International Perspectives.* New York: Palgrave Macmillan.

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Paradis, J. Genesee, F & Crage, M. (2011). Dual language development and disorders. A handbook on bilingualism and second language learning, 2 ed. London: Paul H. Brookes Publishing Co.

Reza Atai, M & Mazlum, F. (2013). English language teaching curriculum in Iran: planning and practice. *The Curriculum Journal, 24(3)*, 389-411.

Sánchez-López. L. (2013). Service-Learning Course Design for Languages for Specific Purposes Programs. *Hispania, 96(2)*, 383-396.

Aldana Gutiérrez, August, 2016