UNIVERSIDAD DISTRITAL FRANCISCO JOSÉ DE CALDAS
School of Sciences and Education
MA in Applied Linguistics to TEFL
WORKSHOP ON TEACHER PREPARATION FOR COURSE AND MATERIAL DESIGN
Second semester – 2020-3

COURSE PROFESSOR

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ROOM

DESCRIPTION

This theoretical/practical workshop revolves around materials development and English language curriculum design. Since both teachers' practices can be approached as resulting from research processes too, this workshop can potentially support curricular platforms creation in student teachers' research proposals or their everyday life at work settings. Curriculum design and materials development have constituted scenarios of political discussion and struggle for teachers. Therefore, this course will urge the critical reflection and informed practical decisions within these different but connected domains in Applied Linguistics to TEFL (with the possibility to problematize these domains and even the taken-for-grated *EFL* label inside them). In this manner, there will be different activities as direct work which will be articulated to a digital scenario to complement classroom work. These ones in turn potentially assist the process of planning and conducting students' research projects and particularly, their possible pedagogical/instructional interventions in real settings. Indeed, one of the principal aims in this Master consists of preparing students to carry out research in any domain or area of action within the AL interdisciplinary field, such as materials development and curriculum design. These domains together with some others underlying students' specific research proposals may lead teacher students to pedagogical innovations, critically and dynamically approached.

COURSE GOALS

1. To facilitate and critically connect theoretical and practical resources or tools for students to make informed decisions about the different components required in a curricular platform for instructional designs or a pedagogical intervention.
2. To reflect about teachers' roles as critical researchers who can propose alternative pedagogical interventions linked to research projects and activities.

3. To explore and hold a position on the current state of courses designed and materials developed in Colombian ELT education as teacher---researchers.

TOPICS

-Course design (or curriculum design) and materials development as teaching areas of action
-Components of local curricular platforms (methodology or didactic choice linked to an educational philosophy, teachers, students, syllabus, materials, language and extra-linguistic skills development).
-Approaches to course design and methodological paths to materials development.
-Technologies or materials types.
-Local Materials development Vs materials design (concepts and dynamic stages)

METHODOLOGY

The present course will be developed as a practical workshop informed and supported by relevant readings of reference. Each session is based on a preassigned reading that will lead the class discussion around the topic to end with a practical workshop. Since the chief purpose of this workshop is to contribute to students' planning and construction of their possible instructional or pedagogical interventions in their research proposals, every activity proposed is intended to support connections between theory and practice. In doing so, dialectical and problematizing teaching strategies will guide students' discussions and workshops development. Different communication strategies are part of this course methodology and they will be evident within the activities proposed. Certain digital tools such as Moodle will be linked to readings folder.

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

- Students should attend every session.
- Students should read the texts assigned in advance.
- Students should articulate authors' contributions to their teaching practice and bring it to the class.
- Students should hold an informed position during their involvement in the workshops and connect them to either their research proposals or their everyday life at work settings.
- Students should participate in class workshops proposed.

ASSESSMENT

Criteria/Activity	Description	Weight/Percentage
Class participation	• Discussions based on reading assignments. • Class workshops around course design issues and materials development considerations. Teacher	35%

	students need hopefully to connect this theoretical/practical knowledge to their daily practices as teachers and their graduation proposals.	
Initial ideas characterizing course design and materials related to teacher students' pedagogical interventions.	Teacher students present and provide feedback to each other concerning initial proposals for course design (in curricular platforms) and materials development process which is attached to the former. This will also have a digital stage.	35%
Didactic materials application. They are attached to student teachers' curricular platforms.	Teacher students apply their materials with actual informants and collect information about their suitability.	30%
Texts about curricular platforms related to pedagogical innovations or interventions.	Teacher students write a text about their pedagogical and curricular platforms to account for possible pedagogical interventions.	

COURSE PLANNER

WEEK/ DATE	TOPIC	KEY READINGS AND ASSIGNMENTS
1	Introduction to the workshop. Diagnostic discussion around the state of students' graduation proposals and their connections to the workshop goals and topics. Agreements on assessment criteria and course program. ¿What is this workshop about?	No reading assignment. Teacher's presentation to generally introduce the key terms of the workshop (Curriculum Design-Course design and materials development-materials design). Student teachers' registration in the digital scenario. First complementary activity online. **_Workshop:_** Base line rubrics on an instructional design.

	How can I connect my graduation project to a potential pedagogical innovation?	
2	Concepts and history of curriculum. Recalling and distinguishing background key terms or categories in curriculum design Curriculum in Colombia	Montoya Vargas, J. (2012). The Field of Curriculum Studies in Colombia. Bogotá: Universidad de los Andes. ***Workshop:*** What can I problematize about ELT curriculum?
3	Distinguishing technical from human approaches from curriculum design and evaluation. Where is the language teacher there? Evaluation and ELT curriculum The social and contextual dimension of curriculum design. Curriculum as a cultural production and practice The critical approaches to curriculum design	Choose one of them: 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 Agray, N. (2010). La construcción de currículo desde perspectivas críticas: Una producción cultural. Signo y pensamiento, 29*(56)*, 420-427. Kannu, Y. (2006). Curriculum as Cultural Practice: Postcolonial Imagination. *Journal of the Canadian Association for Curriculum Studies*, *1*(1), 67-81. **Optional/complementary reading:** Graves, K. (2008). The Language curriculum: A social contextual perspective. *Lang. Teach, 41(2)*, 147-181. ***Workshop:*** Sampling curriculum as a cultural production and practice.
4	Approaches to curriculum design The critical approaches to curriculum design II The postcolonial and Southern turn in curriculum design. Decolonizing	Vavrus, M. (2017). A Decolonial Alternative to Critical Approaches to Multicultural and Intercultural Teacher Education. In D. Clandidin & J. Hussu (eds.). The Sage handbook of Research on Teacher Education. London: Sage Publications.

	curriculum design. The language ideology approach.	Subedi, B. (2013). Decolonizing the curriculum for global perspectives. *Educational Theory, 63(6)*), 621-638. ***Class workshop:*** Constructing the path I feel identified with for designing curricula. Analyzing an English course together!
5	Decolonizing curricula II. The role of Whiteness in ELT curriculum. Indigenizing curriculum Internationalizing curricula issues	Select one or two from the following: Rodrigues, Wallace, Albuquerque, Francisco Edviges, & Miller, Michol. (2019). Decolonizing English Language Teaching for Brazilian Indigenous Peoples. *Educação & Realidade, 44*(2), e81725. Epub April 04, 2019.https://dx.doi.org/10.1590/2175-623681725 Kumaravadivelu, B. (2014). The Decolonial Option in English Teaching: Can the Subaltern Act? *TESOL QUARTERLY, 50*(1), 66-85. Green, W. and Whitsed, C. (2015). *Introducing Critical Perspectives on Internationalising the Curriculum in disciplines*. Boston: Sage publishers. Pp. 85-152. Optional reading: Shauneen, P. (n.d.). *100 ways to Indigenize and decolonize academic programs and courses*. [Working paper]. Saskatchewan: University of Regina. ***Class workshop:*** What about the Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés in Colombia as a curricular proposal?
6	Curricular platforms: Main decisions The line model, Pyramid model and the iceberg model Recalling didactic choices and their underlying visions Hidden curriculum	Rashidi, N. & Meihami, H. (2016). Hidden curriculum: An analysis of cultural content of the ELT textbooks in inner, outer, and expanding circle countries. Cogent Education, 3, 1-17. DOI : 455 http://dx.doi.org/10.1080/2331186X.2016.1212455 Tudor, I. (2001). *The dynamics of the language classroom.* New York: Cambridge University Press. ***Workshop:*** What model may I adapt or propose? What's the hidden curriculum in my proposal?
7	Visible components in curriculum design platforms: Syllabi, didactic sequences (Visible teaching strategies) and materials (an introduction).	Harmer, J. (2007). *The Practice of English Language Teaching*. New York: Longman. Soler Pardo, B., Villacañas de Castro, L., & Pich, E. (2013). Diseño e implementación de una secuencia didáctica como estrategia educativa para la enseñanza de una lengua

		extranjera. *Íkala, Revista de Lenguaje y Cultura*, *18*(3), 31-43. Retrieved from: http://www.scielo.org.co/scielo.php?script=sci_arttext&pid=S0123-34322013000300003&lng=en&tlng=es. Nation, P. & Macalister, J. (2010). *Language Curriculum Design*. New York: Routledge, 70-106. **_Workshop:_** My didactic sequence.
8	Didactic materials in ELT and principles The textbook	Tomlinson, B. (2012). Materials development for language learning and teaching. *Lang. Teach., **45(2)***, 143–179. Harmer, J. (2007). The practice of English language teaching. Longman. **_Workshop:_** Analysis of personally meaningful didactic materials in ELT.
9	Didactic materials and interculturality in Colombia Materials development as a research-based (informed) practice	Rico, C. (2012). Language Teaching Materials as Mediators For ICC Development: a Challenge for Materials Developers. *Signo y Pensamiento, 30*(60), 130-154. Aldana, Y. (2019). Materialese as Border Thinking: The Multimodal Voice of Bilingual Learning Materials. *Voces y Silencios. Revista Latinoamericana de Educación, 10*(1), 165-186. **_Workshop:_** Search and analysis of locally popular materials from an intercultural viewpoint.
10	The role of materials and methodological paths or models to develop them	Syatriana, E., Hussain, D. & 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), 10-18. **Workshop:** What is the process of materials development in my local proposal?
11	Didactic materials as technology (From the board and chalk to ICTs) The impact of materials on learners: (cognitive residue and socio-critical perspectives)	Blake, R. (2013). Preface and Chapter 1: Second Language Acquisition, Teaching and Technology. In R. Blake. *Brave New Digital Classroom.* Washington, D.C.: Georgetown University Press, 1- 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.

		Optional/Complementary reading: Litwin, E. (2005). La tecnología educativa en el debate didáctico contemporáneo. In: *Tecnologías educativas en tiempos de internet.* Buenos Aires: Amorrortu ediciones. Nguyen, L. (2008). Technology-enhanced EFL Syllabus Design and Materials *Development. English Language Teaching, 1*(2), 135-142. <u>**Workshop:**</u> Showing progress about student teachers' materials (considering their settings either for their research projects or everyday life as language teachers)
12	Multimedia and multimodal didactic materials	Thamarana, S. (2017). Multimedia Technologies in English Language Teaching -A Study on English Teachers. *International Journal of English language, 5*(6), 526-555. Dorota, M. (2017). Multimodality of Cultural Content in ELT Materials for Young Learners. Theory and Practice of Second Language Acquisition, *3*(1), 101-124. *<u>Workshop:</u>* Ss create and share a multimedia and multimodal didactic material articulated to their already created or adapted materials.
13	Profiling the materials development field towards additional and relevant complementary ideas for locally developed materials Materials evaluation	Tomlinson, B. (2012). Materials development for language learning and teaching. *Lang. Teach., 45*(2), 143–179.
14	Critical perspectives about didactic materials in ELT	Aldana, Y. (2014). La cartografía digital: Una aproximación social y comunicacional a la red social *conversation exchage*. Teoría y praxis, Rahimi, A., Kushki, A., Ansaripour, E. & Maki, A. (2015). Critical Pedagogy and Materials Development; Content Selection and Gradation. *Educational Policy Analysis and Strategic Research, 10*(1), 24-38. Retrieved from:

		https://pdfs.semanticscholar.org/89e1/a642103170e452ee633694db093de994df13.pdf
		Optional readings:
		Guerrettaz, A. & Johnston, B. (2013). Materials in the Classroom Ecology. *The Modern Language Journal, 97(3)*, 779–796.
		Workshop: What is power like in my ELT material?
15	Decolonial perspectives in didactic materials development	Nuñez-Pardo, A. (2018). The English Textbook. Tensions from an Intercultural Perspective. Gist Education and Learning Research Journal, 17, 230-259.
		Workshop: How can I decolonize my material proposal? What can we re-signify about it?
16	Didactic materials fair articulated to curricular platforms proposals	***Workshop***: CODEMADE

JOURNALS AND DATA BASES

JOURNALS	DATA BASES
Colombian Applied Linguistics Journal	MLA International Bibliography ProQuest
HOW Journal	Scopus
PROFILE	ScienceDirect
Teoría y Praxis	Springer Link
Praxis y Saber	CENGAGE
Folios	Digitalia Hispánica
Espiral	Jstor
Ikala	ProQuest
Journal of English as an International Language	Scopus
Enunciación	ScienceDirect
The Modern Language Journal	SpringerLink
Language, Culture and Curriculum	Web of Science

ACADEMIC EVENTS

1. XXV Symposium on Research in Applied Linguistics & VII International Symposium on Literacies and Discourse studies

2. ASOCOPI

3. CIFLEX (Universidad de San Buenaventura)

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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.

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August 2019