



**UNIVERSIDAD DISTRITAL FRANCISCO JOSÉ DE CALDAS**  
**School of Sciences and education**  
**Master in Applied Linguistics to TELF**

**SEMINAR ON TEACHER PREPARATION IN THEORY AND METHODOLOGY IN EFL**

**COURSE PROFESSOR**

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**DESCRIPTION**

The present seminar constitutes a theoretical/practical seminar on English Language teaching methodology. Throughout the course, Master candidates will reflectively approach theory around ELT methodology to make critical and local decisions for constructing informed positions in pedagogical innovations. These ones in turn need to be connected to teachers' **graduation proposals and everyday teaching practice**. In other words, the present seminar is aimed at assisting the overall **process of planning pedagogical interventions**, assuming a political position in regards to theory and methodology in EFL. That is why this seminar looks for equipping students with theoretical and practical tools to propose and develop an instructional design related to pedagogical innovations in their graduation studies when applicable. By going through different stages in this seminar, students are expected to reflect upon their contextual realities, apply their research skills and **create** pedagogical alternatives in both conceptual and practical formats or dimensions. In this manner, the **research component will be integrated to each topical unit as an intrinsic activity** which is connected to ELT theory and methodology towards pedagogical interventions. One chief foundation behind this course relies on the reciprocal relationship research and pedagogical interventions or innovations -in the relative conceptualization of the term- keep with one another.

**COURSE GOALS**

1. To propose a pedagogical innovation plan devised through informed methodological decisions within a **curricular platform**.
2. To create an **ELT didactic choice** as part of a curricular platform, based on **political methodological decisions**.
3. To explore and discuss **local and international research proposals** in EFL methodology to make a connection to students' research projects.

**TOPICS**

1. EFL, ESL and ELT in language methodology
2. Canonical and emerging noncanonical alternatives of theory and methodology in ELT
3. Curricular platforms in pedagogical innovations
4. Peace-oriented teaching alternatives
5. Methodologies in digital English learning scenarios

**METHODOLOGY**

The present course will be developed as a theoretical/practical seminar where these Master candidates can develop and foster multiple skills (social, cognitive, linguistic...). Sessions are usually based on a preassigned reading that will lead class discussions 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, forums and peer feedback 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 re-elaboration of knowledge. *Learning, unlearning and relearning* are key processes in the whole seminar.



## ASSESSMENT

Criteria/Activity	Description	Weight/Percentage
Class 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 activities... In all workshops, students will possibly develop a critical and political position about topics discussed. This critical position involves the connections between theoretical and experiential knowledge.	35%
First draft of methodological decisions for an ELT pedagogical innovation	Students will create a preliminary plan around their pedagogical intervention proposals connected to their projects (when applicable) or their local teaching scenarios.	35%
Final preliminary proposal of an ELT methodological innovation linked to research activities. Collective pedagogies	Students will present their preliminary pedagogical innovations devised as informed methodological alternatives for actual ELT settings. These will include methodological decisions for carrying out a pedagogical innovation. These written proposals will be shared in a symposium-simulated activity.	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.

WEE K/D ATE	PROBLEMATIZING TOPIC	KEY READINGS AND ASSIGNMENTS
1	Introduction to the seminar program. What do we know about ELT methodological concepts?	Reading 1. Course program 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 is the North history about ELT? What does the Method trend include, exclude or integrate?	Reading 2. (Pickering & Gunashekar, 2014), Reading 3 (Nation & Macalister, 2010, Chapter 12) <b>Product expected:</b> Videos analysis on actual English classes.
4-5	The postmethod didactic options How could we <i>evaluate</i> didactic options in method and postmethod trends? Native and Non-Native speaker in the field of TESOL	Reading 5. Bhowmik, S. K. (2015). World Englishes and English Language Teaching: A Pragmatic and Humanistic Approach. <i>Colomb. Appl. Linguist. J.</i> , 17(1), pp.142-157. Reading 4 (Harmer, 2007, Chapter 6). Reading 6. Kumaravadivelu, B. (2014)-The Decolonial Option in English Teaching: Can the Subaltern Act? Reading 7. Hu, Betsy Xiaoqiong; Jiang, Xianxing (2011). Kachru's Three Concentric Circles and English Teaching Fallacies in EFL and ESL Contexts. <i>Changing English: An International Journal of English Teaching</i> , 18 (2), 219-228.



		<p>Reading 8. Kumaravadivelu (2001)  <b>Students' selected readings (Local, national and international)</b>  <b>Product expected:</b> Evaluation chart of method, postmethod and postindustrial didactic options, based on Ss' pedagogical innovation interests.          Students selected readings discussions</p>
6-7	<p>Language and learning theories</p> <p>Resistance in ELT to Modern and colonial perspectives on pedagogy</p> <p>Decolonizing language pedagogy</p>	<p>Reading 9. Tudor, I. (2001). <i>The Dynamics of Language Classroom</i>. Cambridge: Cambridge University Press.</p> <p>Reading 10. Quintero Polo, A. Perspectivas humanística y técnica acerca de la pedagogía: un énfasis en el currículo y la evaluación de lenguas extranjeras. <i>Enunciación</i>, 17(2), 103-115 . DOI: <a href="https://doi.org/10.14483/22486798.4429">https://doi.org/10.14483/22486798.4429</a></p> <p>Reading 11. Funie Hsu-Resisting the Coloniality of English: A Research Review of Strategies</p> <p>Reading 12. Walsh (2018). Colonialidade e Pedagogia Decolonial: Para Pensar uma Educação Outra. <i>Arquivos analíticos de políticas educativas</i>, 26(83), 1- 16.</p> <p>Reading 13. Macedo, D. (2019). Rupturing the joke of colonialism in Foreign language education. Routledge.</p> <p>Reading 14. Pennycook, A. (2009). <i>Critical Applied Linguistics</i>. Manwah: Lawrence Erlbaum Publishers.</p> <p><b>Students' selected readings (Local, national and international)</b>  <b>Product expected:</b> Pedagogical philosophy informing political decisions for innovation pedagogical proposals (multimodal presentations). First version of teacher students' didactic options.</p>
8-9	<p>Decolonizing language pedagogy (Part 2)</p> <p>Ecological approaches- Translanguaging in bilingual classrooms. What is the role of Ss' mother tongue in our EFL didactic option?</p> <p>Indigenizing ELT and particularly English teachers as teachers of English language learners Indigenous from the learners perspective</p> <p>Peace education in ELT from international and local perspectives: Different versions  <u>Pedagogies of reconciliation and forgiveness</u></p>	<p>Reading 16. Kazun y Saavedra (2016). <i>Disrupting ELL teachers Candidates' identities: Indigenizing Teacher Education in One Study Abroad Program</i>. Middle and Secondary Education Faculty Publications.</p> <p>Reading 17. Marchant, C. (2009). <i>Indigenous Ways of Learning, Being and Teaching: Implications for New Teachers to First Nations Schools</i>. University of Victoria.</p> <p>Reading 15. Pennycook, A. (2009). <i>Critical Applied Linguistics</i>. Lawrence Erlbaum Publishers.</p> <p>Reading 18. Wang, Y. (2014). A teacher's journey. Integrating Peace education into Language classes. In: R. Oxford, <i>Understanding Peace Cultures</i>, 87-104. Information Age Publishing.</p> <p><b>Product expected:</b> Selection of ecological principles informing teachers' innovations (peer discussion and review).</p>
10-11	<p>Technologies in ELT: the artefactual and critical perspectives</p> <p>English language teaching in pandemic times</p>	<p>Reading 19. Blake, R. (2013). <i>The new brave digital classroom</i>. Georgetown University Press.</p> <p>Reading 20. Erarsian, A. (2021). English language teaching and learning during Covid-19: A global perspective on the first year. <i>Journal of Educational Technology &amp; Online Learning</i>, 4(2), 349-367.</p> <p>Reading 21. Lopera, S. (2021). An Online English Teaching Experience during Covid-19 Pandemic: Preliminary Findings. <i>Linguística y literatura</i>, 80, 203-220. DOI: <a href="https://doi.org/10.17533/udea.lyl.n80a13">doi.org/10.17533/udea.lyl.n80a13</a></p>



12-13	Rural education and ELT What does ELT display/imply in rural settings? How does ELT take place in rural settings?	Reading 23. Cruz, F. (2018). The Wisdom of Teachers' Personal Theories: Creative ELT Practices From Colombian Rural Schools. DOI: 10.15446/profile.v20n2.67142 Reading 24. Cruz, F. & Bonilla, X. (2013). Socio-cultural factors involved in the teaching of English as a foreign language in rural areas of Colombia: An analysis of the impact on teachers' professional development. <i>Research In Teacher Education</i> , 3, 28 – 33.
14-15	What are the target educational setting needs? How can we respond to the needs identified? What are the general principles underlying my pedagogical innovation? What methodological decisions constitute my pedagogical contextualized and local innovation? What components do we need to problematize around an ELT methodology in our local pedagogical innovations? What is our didactic choice based on language pedagogy and learning theory selected? How can we reformulate it in our pedagogical innovation? materials, syllabi...	Exploration of peers' pedagogical innovations in the MLAEI program Environment and Needs analysis: Nation, P. and Macalister, J. (2010). <i>Language Curriculum Design</i> . New York: Routledge. pp. 14-36. Ömer Gökhan Ulum (2015). A Needs Analysis Study for Preparatory Class ELT Students.
16	Students' presentations on their pedagogical innovation proposals. This event will take place as a simulated symposium activity supported by a written text.	

**JOURNALS AND DATA BASES**

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

ASOCOPI 2022

28th Annual Graduate Linguistics, Applied Linguistics & TESOL Symposium [Tempe, Arizona] [12-Feb-2022 - 12-Feb-2022]

Illinois Language and Linguistics Society 14 (ILLS 14) [Online] [25-Feb-2022 - 26-Feb-2022]

Hawai'i International Conference on English Language and Literature Studies (HICELLS 2022) (HICELLS 2022) [Hilo, Hawaii] [11-Mar-2022 - 12-Mar-2022]

International Conference on Ecolinguistics and Ecological Narratives (CELEN'22) [Islamabad (Online)] [10-Mar-2022 - 10-Mar-2022]

International Conference on Language Education, Literature and Linguistics (ICLELL2022) - Call for papers [KUTAHYA] [25-Mar-2022 - 27-Mar-2022]

Transgressing Languages, Translanguaging Cultures: (Trans)disciplinary Cracks [Boulder, CO] [18-Mar-2022 - 19-Mar-2022]

2022 NTCUST International Conference on Applied English - Call for papers [Online] [29-Apr-2022 - 29-Apr-2022]

Language, Culture, and Globalization: Transdisciplinary Perspectives [Madison, WI] [01-Apr-2022 - 02-Apr-2022]

Society for Affective Science 2022 Annual Conference (SAS2022) [ONLINE (all-virtual format)] [30-Mar-2022 - 02-Apr-2022]

[JALTCALL 2022: PLAYFUL CALL - Exploring the Intersection of Games and Technology in Language Education \(JALTCALL 2022\) - Call for papers](#) [Kyoto (hybrid online)] [17-Jun-2022 - 19-Jun-2022]

