



**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 - 2021**

### **COURSE PROFESSOR**

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### **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 supports the curricular platforms creation in student teachers' research proposals or their everyday life at work settings. Curriculum design and materials development have constituted scenarios of instrumentalization, political discussion and struggles in teachers' lives. 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-granted *EFL* label inside them). In this spirit, this course will assist the process of planning and carrying out possible pedagogical/instructional interventions or innovations in students' real settings. Indeed, one of the principal aims in this Master consists of connecting the teaching practice to the research side of Applied Linguistics (AL), while preparing students to acknowledge and relate multiple domains within AL, such as materials development and curriculum design. These ones and others underlying students' 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 craft informed decisions about different components required in a curricular platform for pedagogical innovations.
2. To reflect about teachers' roles as critical researchers who can propose alternative pedagogical innovations linked to research projects.
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 teachers’ areas of action or agency
- 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 for materials development
- Technologies or materials diversity
- 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 practical activities. Since the chief purpose of this course is to contribute to students’ planning and construction of their possible instructional or pedagogical innovations in their research proposals, every activity is intended to support the relationality between multiple theoretical and practical resources. In doing so, dialogical and problematizing teaching strategies will guide students’ discussions and workshops. Different communication strategies are part of this course methodology and they will be evident within the activities proposed synchronically and asynchronously.

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

- Students should attend class sessions
- Students should read the texts assigned in advance
- Students should problematize theoretical contributions in relation to the pedagogical dimension of their research projects. This problematization applies to the cases in which students may not consider a pedagogical innovation as part of their projects.
- Students should hold informed positions during their participation in the workshops and connect them to either their research proposals or their everyday life at work settings

**ASSESSMENT**

Criteria/Activity	Description	Weight/Percentage
Class participation	<ul style="list-style-type: none"> <li>• Discussions based on reading assignments.</li> <li>• Class workshops around course design issues and materials development considerations. Teacher students need hopefully to connect this theoretical/practical knowledge to their daily practices as teachers and their research projects.</li> </ul>	35%
Initial ideas characterizing course design and materials related to	Teacher students present and provide feedback to each other concerning initial proposals for course design (in curricular platforms) and materials development processes,	35%



teacher pedagogical interventions.	students' materials	which appear within the former. This will also rely on digital scenarios.	
Didactic application. They are attached to student teachers' curricular platforms.	materials	Teacher students apply their didactic materials based on the curricular platform devised. This needs to take place in an actual environment with informants to collect information about materials suitability. As this constitutes a piloting stage of materials development, participants can be fewer.	30%
Final papers about curricular platforms related to pedagogical innovations or interventions.		Teacher students write a paper about their pedagogical innovations based on the created curricular platforms. In this paper, teacher students explain the methodological decisions in the curricular platform, and they also include a narrative through which they can share their experiences in the application of didactic materials developed by themselves.	

### COURSE PLANNER (Syllabus)

WEEK/ DATE	TOPIC	KEY READINGS AND ASSIGNMENTS
1	<p>Introduction to the workshop.</p> <p>Updating discussion around the state of students' graduation proposals and their connections to the workshop goals and topics.</p> <p>Agreements on assessment criteria and course program.</p> <p><i>¿What is this workshop about?</i></p> <p><i>How can I connect my graduation project to a potential pedagogical innovation?</i></p>	<p>Course syllabus</p> <p>Student teachers' registration in the digital scenario. First complementary activity online.</p>
2	Concepts and history of curriculum.	Montoya Vargas, J. (2012). <i>The Field of Curriculum Studies in Colombia</i> . Bogotá: Universidad de los Andes.



	<p>Recalling and distinguishing background key terms or categories in curriculum design</p> <p>Curriculum in Colombia</p>	<p><b>Workshop:</b> What can I/we problematize about ELT curriculum?</p>
3	<p>Distinguishing technical from human approaches in curriculum design and evaluation. Where is the language teacher there?</p> <p>Evaluation and ELT curriculum</p> <p>The social and contextual dimension of curriculum development.</p> <p>Curriculum as a cultural production and practice</p>	<p>Choose one of them:</p> <p>Quintero Polo, Á. (2003). Teachers' informed decision-making in evaluation: Corollary of ELT curriculum as a human lived experience. <i>Colombian Applied Linguistics Journal</i>, 0(5), 122-138. Retrieved from <a href="http://revistas.udistrital.edu.co/ojs/index.php/calj/article/view/185">http://revistas.udistrital.edu.co/ojs/index.php/calj/article/view/185</a></p> <p>Agray, N. (2010). La construcción de currículo desde perspectivas críticas: Una producción cultural. <i>Signo y pensamiento</i>, 29(56), 420-427.</p> <p><b>Optional/complementary reading:</b></p> <p>Graves, K. (2008). The Language curriculum: A social contextual perspective. <i>Lang. Teach</i>, 41(2), 147-181.</p> <p><b>Workshop:</b> Sampling curricula as a cultural production and practice.</p>
4	<p>Approaches to curriculum development</p> <p>The critical approaches to curriculum design II</p> <p>The postmodern views</p> <p>The postcolonial views</p>	<p>Nădrag, L., Buzarna-Tihenea, A. (2015). From Modern to Postmodern Curriculum. <i>The Annals of UOC: the Philology Series</i>, 2, 1-11.</p> <p>Kannu, Y. (2006). Curriculum as Cultural Practice: Postcolonial Imagination. <i>Journal of the Canadian Association for Curriculum Studies</i>, 1(1), 67-81.</p> <p><b>Class workshop:</b> Exploring the Suggested curriculum in Colombia from postmodern and postcolonial lens.</p>
5	<p>Southern turn in curriculum development.</p> <p>Decolonizing curriculum development.</p> <p>The language ideology approach.</p> <p>Decolonizing curricula II. The role of Whiteness in ELT curriculum.</p>	<p>Select one or two from the following:</p> <p>Subedi, B. (2013). Decolonizing the curriculum for global perspectives. <i>Educational Theory</i>, 63(6), 621-638.</p> <p>Rodrigues, Wallace, Albuquerque, Francisco Edviges, &amp; Miller, M. (2019). Decolonizing English Language Teaching for Brazilian Indigenous Peoples. <i>Educação &amp; Realidade</i>,</p>



	<p>Indigenizing curriculum Curriculum as a lived experience</p>	<p>44(2), e81725. Epub April 04, 2019. <a href="https://dx.doi.org/10.1590/2175-623681725">https://dx.doi.org/10.1590/2175-623681725</a></p> <p>Todd, K. &amp; Robert V. (2018). Reviving the Spirit by Making the Case for Decolonial Curricula. In N. Wane &amp; K. Todd (eds.). <i>Decolonial Pedagogy Examining Sites of Resistance, Resurgence, and Renewal</i>, pp. 57-72. Palgrave MacMillan.</p> <p>Macedo, D. (2019). Rupturing the yoke of decolonialism in foreign language education: An introduction. In D. Macedo (ed.). <i>Decolonizing foreign language education: The misteaching of English and other colonial languages</i>, pp. 1-49. Taylor &amp; Francis.</p> <p><b>Optional readings</b> Shauneen, P. (n.d.). <i>100 ways to Indigenize and decolonize academic programs and courses</i>. [Working paper]. Saskatchewan: University of Regina.</p> <p>Kumaravadivelu, B. (2014). The Decolonial Option in English Teaching: Can the Subaltern Act? <i>TESOL QUARTERLY</i>, 50(1), 66-85.</p> <p><b>Class workshop:</b> Exploring the Suggested curriculum in Colombia from decolonial perspectives.</p>
<p>6</p>	<p>Curricular platforms: Main decisions The line model, Pyramid model and the iceberg model Recalling didactic choices and their underlying visions Hidden curriculum</p>	<p>Rashidi, N. &amp; Meihami, H. (2016). Hidden curriculum: An analysis of cultural content of the ELT textbooks in inner, outer, and expanding circle countries. <i>Cogent Education</i>, 3, 1-17. <a href="http://dx.doi.org/10.1080/2331186X.2016.1212455">http://dx.doi.org/10.1080/2331186X.2016.1212455</a></p> <p>Sayer, P. (2019). The hidden curriculum of work in English language education: Neoliberalism and early English programs in public schooling. <i>AILA Review</i>, 32, 36-63. <a href="https://doi.org/10.1075/aila.00020.say">https://doi.org/10.1075/aila.00020.say</a></p> <p><b>Optional reading</b> Tudor, I. (2001). <i>The dynamics of the language classroom</i>. Cambridge University Press.</p> <p><b>Workshop:</b> What model may I adapt or propose? What's the hidden curriculum in my proposal?</p>
<p>7</p>	<p>Visible components in curriculum design platforms: Syllabi, didactic sequences (Visible teaching strategies) and materials (an introduction and key concepts).</p>	<p>Harmer, J. (2007). <i>The Practice of English Language Teaching</i>. Longman.</p> <p>Soler Pardo, B., Villacañas de Castro, L., &amp; Pich, E. (2013). Diseño e implementación de una secuencia didáctica como estrategia educativa para la enseñanza de una lengua extranjera. <i>Íkala, Revista de Lenguaje y Cultura</i>, 18(3), 31-43.</p>



		<p>Retrieved from:  <a href="http://www.scielo.org.co/scielo.php?script=sci_arttext&amp;pid=S0123-34322013000300003&amp;lng=en&amp;tlng=es">http://www.scielo.org.co/scielo.php?script=sci_arttext&amp;pid=S0123-34322013000300003&amp;lng=en&amp;tlng=es</a>.  Ramos Holguín, B., &amp; Aguirre Morales, J. (2014). Materials development in the Colombian context: Some considerations about its benefits and challenges. <i>HOW, A Colombian Journal for Teachers of English</i>, 21(2), 134-150.</p> <p><b>Optional reading</b>  Nation, P. &amp; Macalister, J. (2010). <i>Language Curriculum Design</i>. Routledge, 70-106.  <b>Workshop:</b> Our didactic sequences</p>
8	<p>Didactic materials in ELT and principles</p> <p>Adopting, adapting and creating/developing materials</p> <p>The textbook or coursebook: enacting and resisting</p>	<p>Tomlinson, B. (2012). Materials development for language learning and teaching. <i>Lang. Teach.</i>, 45(2), 143–179.</p> <p>Choose one of the following:</p> <p>Ros, C. (2013). Spanish imagined: Political and subjective approaches to language textbooks. In J. Gray (ed.). <i>Critical perspectives on Language teaching materials</i>, pp. 161-181. Palgrave Macmillan.</p> <p>Thornbury, S. (2013). Resisting Coursebooks. In J. Gray (ed.). <i>Critical perspectives on Language teaching materials</i>, pp.204-223. Palgrave Macmillan.</p> <p><b>Workshop:</b> Analysis of personally meaningful English textbooks or coursebooks as didactic materials in ELT. What are the imagined phenomena? What can and would you resist about them?</p>
9	<p>Didactic materials and culture: interculturality in Colombia</p> <p>Materials development as a research-based (informed) practice</p>	<p>Rico, C. (2012). Language Teaching Materials as Mediators For ICC Development: a Challenge for Materials Developers. <i>Signo y Pensamiento</i>, 30(60), 130-154.</p> <p>Aldana, Y. (2019). Materialese as Border Thinking: The Multimodal Voice of Bilingual Learning Materials. <i>Voces y Silencios. Revista Latinoamericana de Educación</i>, 10(1), 165-186.  <a href="https://revistas.uniandes.edu.co/doi/full/10.18175/vys10.1.2019.12">https://revistas.uniandes.edu.co/doi/full/10.18175/vys10.1.2019.12</a></p>



		<p><b>Workshop:</b> Connections between research proposals and pedagogical innovations through didactic materials. Strengthening the hyphen between teacher-research</p>
10	The role of materials and methodological paths or models to develop them	<p>Syatriana, E., Hussain, D. &amp; Jabu, B. (2013). A Model of Creating Instructional Materials Based on the School Curriculum for Indonesian Secondary Schools. <i>Journal of Education and Practice</i>, 4(20), 10-18.</p> <p><b>Workshop:</b> What is the process of materials development of our own created materials?</p>
11	<p>Didactic materials as technological scenarios and spaces (From the board and chalk to ICTs)</p> <p>Materials as scenarios allowing discourses to circulate (cognitive residue and socio-critical perspectives)</p>	<p>Blake, R. (2013). Preface and Chapter 1: Second Language Acquisition, Teaching and Technology. In R. Blake. <i>Brave New Digital Classroom</i>. Georgetown University Press.</p> <p>Aldana, Y. (2015). La cartografía digital: una aproximación cultural y comunicacional a la red Conversation Exchange. <i>Teoría Y Praxis Investigativa</i>, 9(1), 18 - 38. <a href="https://revia.areandina.edu.co/index.php/Pp/article/view/404">https://revia.areandina.edu.co/index.php/Pp/article/view/404</a></p> <p>Tomlinson, B. &amp; Masuhara, H. (2010). Research on the effects of locally developed materials for language learners. In: <i>Research for Materials Development in Language Learning: Evidence for Best Practice</i>. Continuum, 153-254.</p> <p>Morales, C., Vargas, J. &amp; Valencia, A. (2021). English teachers' struggles and digital competences during COVID-19 pandemic. <i>Revista Boletín Redipe</i>, 10(2), 98-108.</p> <p><b>Optional/Complementary reading:</b></p> <p>Litwin, E. (2005). La tecnología educativa en el debate didáctico contemporáneo. In: <i>Tecnologías educativas en tiempos de internet</i>. Amorrortu ediciones.</p> <p>Nguyen, L. (2008). Technology-enhanced EFL Syllabus Design and Materials Development. <i>English Language Teaching</i>, 1(2), 135-142.</p> <p><b>Workshop:</b> Showing progress about student teachers' materials (considering their settings either for their research projects or everyday life as language teachers)</p>



<p><b>12</b></p>	<p>Multimedia and multimodal didactic materials</p>	<p>Thamarana, S. (2017). Multimedia Technologies in English Language Teaching -A Study on English Teachers. <i>International Journal of English language</i>, 5(6), 526-555.</p> <p>Dorota, M. (2017). Multimodality of Cultural Content in ELT Materials for Young Learners. <i>Theory and Practice of Second Language Acquisition</i>, 3(1), 101-124.</p> <p>Hafner, C. (2020). Digital Multimodal Composing: How to Address Multimodal Communication Forms in ELT. <i>English Teaching</i>, 75(3), 133-146. DOI: <a href="https://doi.org/10.15858/engtea.75.3.202009.133">https://doi.org/10.15858/engtea.75.3.202009.133</a></p> <p><b>Workshop:</b> Ss create and share a multimedia and multimodal didactic material articulated to their already created or adapted materials.</p>
<p><b>13</b></p>	<p>Profiling the materials development field towards additional and relevant complementary ideas for locally developed materials Materials evaluation</p>	<p>Tomlinson, B. (2012). Materials development for language learning and teaching. <i>Lang. Teach.</i>, 45(2), 143–179.</p> <p>Heron, M. (2016). Using affectively engaging texts to stimulate motivation in the learner-centred classroom. In Azarnoosh, M., Zeraatpishe, M., Faravani, A. &amp; Reza, H. (Eds.). <i>Issues in Materials Development</i>. Sense Publishers.</p> <p><b>Workshop:</b> How can we evaluate our materials?</p>
<p><b>14</b></p>	<p>Critical perspectives about didactic materials in ELT</p>	<p>Select one of the following:</p> <p>Rahimi, A., Kushki, A., Ansaripour, E. &amp; Maki, A. (2015). Critical Pedagogy and Materials Development; Content Selection and Gradation. <i>Educational Policy Analysis and Strategic Research</i>, 10(1), 24-38. Retrieved from: <a href="https://pdfs.semanticscholar.org/89e1/a642103170e452ee633694db093de994df13.pdf">https://pdfs.semanticscholar.org/89e1/a642103170e452ee633694db093de994df13.pdf</a></p> <p>Guerrettaz, A. &amp; Johnston, B. (2013). Materials in the Classroom Ecology. <i>The Modern Language Journal</i>, 97(3), 779–796.</p>





		<p>Morton, T. (2013). Critically Evaluating Materials for CLIL: Practitioners' Practices and Perspectives. In J. Gray (ed.). <i>Critical perspectives on Language teaching materials</i>, pp. 111-136. Palgrave Macmillan.</p> <p>Chun, C. (2013). The 'Neoliberal Citizen': Resemiotising Globalised Identities in EAP Materials. In J. Gray (ed.). <i>Critical perspectives on Language teaching materials</i>, pp. 64-87. Palgrave Macmillan.</p> <p><b>Workshop:</b> How can critical perspectives re-shape our didactic materials?</p>
15	<p>Decolonial perspectives in didactic materials development</p> <p>Whiteness in didactic materials</p>	<p>Núñez-Pardo, A. (2020). Inquiring into the Coloniality of Knowledge, Power, and Being in EFL Textbooks. <i>HOW Journal</i>, 27(2), 113-133.</p> <p><a href="https://doi.org/10.19183/how.27.2.566">https://doi.org/10.19183/how.27.2.566</a></p> <p><b>Workshop:</b> Decolonizing our ELT materials: What can and need to do?</p>
16	<p>Curricular platforms proposals whose rationale can reflect informed positions enriched by Second language acquisition and narratives-based theoretical perspectives.</p>	<p>A paper written by student teachers about their curricular platforms and materials attached to them.</p>

## JOURNALS AND DATA BASES

### JOURNALS

Colombian Applied Linguistics Journal  
 HOW Journal  
 PROFILE  
 Teoría y Praxis  
 Praxis y Saber  
 Folios  
 Espiral  
 Ikala  
 Journal of English as an International Language  
 Enunciación  
 The Modern Language Journal  
 Language, Culture and Curriculum

### DATA BASES

MLA International Bibliography ProQuest  
 Scopus  
 ScienceDirect  
 Springer Link  
 CENGAGE  
 Digitalia Hispánica  
 Jstor  
 ProQuest  
 Scopus  
 ScienceDirect  
 SpringerLink  
 Web of Science



## ACADEMIC EVENTS

1. Symposium on Research in Applied Linguistics & International Symposium on Literacies and Discourse studies
2. ASOCOPI
3. 1st International Workshop on Digital Language Archives LangArc 2021 [Online]. 30-Sep-2021 - 30-Sep-2021.
4. Indigenous Resistance in the Digital Age: the Politics of Language, Media and Culture (InRes2021) - Call for papers. University of Naples (Zoom)]. 27-Oct-2021 - 30-Oct-2021.

## ADDITIONAL BIBLIOGRAPHY

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