



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 reflect upon the potentialities of pedagogical scenarios to co-construct knowledge beyond instrumentalizing interests.
2. To create **English language teaching and learning environments** otherwise as part of pedagogical innovations, based on research and **instructional methodological decisions** as political positionings.
3. To explore and discuss **local and international research proposals** in EFL methodology to build up connections to students' research projects.

TOPICS

1. EFL, ESL and ELT in language methodology
2. Canonical and emerging alternatives otherwise of theory and methodology in ELT
3. Critical and decolonial pedagogies 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 and dialogical 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 otherwise	Students will create a preliminary proposal around their pedagogical innovations 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 preliminary interests.
2-3	How can we understand what an innovation is? What does the teacher-researcher role imply? Pedagogical scenarios and doing educational 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) Product expected: Videos analysis on actual English classes.
4-5	The postmethod didactic option and philosophy How could we <i>evaluate</i> didactic options in method and postmethod pedagogical perspectives? 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. Reading 8. Kumaravadivelu (2001) Students' selected readings (Local, national and international)



		<p>Product expected: Evaluation chart of method, postmethod and postindustrial didactic options, based on Ss' pedagogical innovation interests.</p> <p>Students selected readings discussions</p>
6-7	<p>Language and learning theories</p> <p>Critical pedagogies</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>Emunciación</i>, 17(2), 103-115 . DOI: https://doi.org/10.14483/22486798.4429</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>Reading 15. Pennycook, A. (2009). <i>Critical Applied Linguistics</i>. Lawrence Erlbaum Publishers.</p> <p>Students' selected readings (Local, national and international)</p> <p>Product expected: 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 pedagogical practices?</p> <p>Indigenizing ELT</p> <p>Peace education in ELT from international and local perspectives: Different versions</p> <p><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 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>Product expected: 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 COVID-19 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 & 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: doi.org/10.17533/udea.lyl.n80a13</p>
12-13	<p>Rural education and ELT</p> <p>What challenges does ELT have in rural settings?</p> <p>How does ELT take place in rural settings?</p>	<p>Reading 23. Cruz, F. (2018). The Wisdom of Teachers' Personal Theories: Creative ELT Practices from Colombian Rural Schools. DOI: 10.15446/profile.v20n2.67142</p>



		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	<p>What are the target educational setting's needs? How can we respond to the needs identified? What are the general principles underlying my pedagogical innovation? What methodological decisions support the transformation of our pedagogical settings into research scenarios? What are the characteristics of our pedagogical local innovations? What components do we need to problematize around an ELT methodology in our local pedagogical innovations? What do our didactic choices relate to language, learning visions?</p>	<p>Exploration of peers' pedagogical innovations in the MLAEI program Educational 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.</p>
16	Students' presentations on their pedagogical innovation proposals. This event will take place as a simulated symposium activity, based on 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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ACADEMIC EVENTS SUGGESTED

ASOCOPI 2023

International Conference on Research in Education Vienna, Austria online and in-person

18th Education and Development Conference (EDC2023) Bangkok, Thailand in-person

INTED2023 (17th annual International Technology, Education and Development Conference) Valencia, Spain online and in-person

10th International Conference on Language and Literature Studies Milan, Italy online and in-person

London International Conference on Teaching, Education & Learning, 24-25 April 2023 London, United Kingdom online and in-person

6th International Conference on New Approaches in Education Lisbon, Portugal online and in-person

Online International Conference* Human Rights and Literature (Istanbul Topkapi University T-Litcon) online

Contemporary Trends in English-Language Studies online