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 - 2019

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 plan/propose alternative language courses and create didactic products relevant to their local educational context needs.

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

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. Besides, there will be some assigned workshops linked to a digital scenario called: Edmodo. Students will have access there to communicate among them and with the professor.

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 teaching experiences and bring them to the class.
- Students should hold an informed position during the involvement in the workshops and connect them to either their proposals or their everyday life at work settings.
- Students should participate in every class workshop proposed.
- Students should listen to and give constructive feedback to each other every session when participating.
- Students should participate in the digital complementary resource as an extension of class workshops.

ASSESSMENT

Criteria/Activity	Description	Weight/Percentage
Class participation	• Discussions based on reading assignments. • 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 graduation proposals. Students' contributions and artifacts created both in class and digitally should reflect so.	35%
Initial ideas characterizing course design and materials related to teacher students work settings and research projects' 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 for materials evaluation.	30%
Proposals for the CODEMADE Association of teachers (Proposals fair)	Teacher students share their proposals on possible courses linked to their didactic materials to be possibly considered in local ELT contexts. Teacher students need to present the last version of didactic materials after applying and evaluating them. Specific criteria for this activity will be provided by the professor. The CODEMADE fair will have a digital version.	

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?* *How can I connect my graduation project to a potential pedagogical innovation?*	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.
2	Concepts and history of curriculum. Recalling and distinguishing background key terms or categories in curriculum design Curriculum in Colombia	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. Montoya Vargas, J. (2012). The Field of Curriculum Studies in Colombia. Bogotá: Universidad de los Andes. **Optional/complementary readings:** Harmer, J. (2007). *The Practice of English Language Teaching (4th ed.)*. Harlow: Pearson/Longman, 78-79. ***Workshop:*** What can I problematize about ELT curriculum?
3	Distinguishing technical from human approaches to curriculum design and evaluation. Where is the language teacher there?	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

	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	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. Kumaravadivelu, B. (2003). *Beyond Methods: Macrostrategies for Language Teaching.* London: Yale University Press. ***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 curriculum design. The language ideology approach.	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. Subedi, B. (2013). Decolonizing the curriculum for global perspectives. *Educational Theory, 63(6*), 621-638. **Optional reading:** Clavijo, A. (2015). *Implementing community-based pedagogies with teachers in Colombia to enhance the EFL curriculum.* In Experiencias de docencia e investigación en lenguas modernas. México: Editorial Universidad Quintana Roo, 31 – 43. ***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	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. Optional reading: Green, W. and Whitsed, C. (2015). *Introducing Critical Perspectives on Internationalising the Curriculum in disciplines*. Boston: Sage publishers. Pp. 85-152. 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, Betlem, Villacañas de Castro, Luis Sebastián, & Pich Ponce, Eva. (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 coursebook. ***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. Ramos, B. & Aguirre-Morales, J. (2014). Materials development in the Colombian context: Some considerations about its benefits and challenges. *HOW, A Colombian Journal for Teachers of English, 21*(2), 134-150. Retrieved from: https://howjournalcolombia.org/index.php/how/article/view/8/8 **Optional reference reading** Tomlinson, B. (2011). Glossary of basic terms for materials development in language teaching. In: B. Tomlinson. *Materials Development in Language Teaching*. Cambridge: Cambridge University Press. ***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	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. 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- 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. Nguyen, L. (2008). Technology-enhanced EFL Syllabus Design and Materials *Development. English Language Teaching, 1*(2), 135-142. **Workshop:** 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. ***Workshop:*** 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. Guest speaker
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 54th, 10th-12th, October

3. II Congreso de aprendizaje y enseñanza de las lenguas, 15th and 16th, August. Universidad de Sucre.

4. 5th Conference on Language Teaching and Learning, 21st and 22nd, November. Universidad ICESI.

5. 2do. Encuentro de Investigación Formativa y Semilleros de Investigación en Lenguas Extranjeras. 6 al 8 de noviembre. Universidad Minuto de Dios.

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