



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
2022

COURSE PROFESSOR

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DESCRIPTION

This theoretical/practical workshop revolves around materials development and English language curriculum design. Since both teachers' practices and processes can be approached as resulting from research, this workshop guides the curricular platforms creation in student teachers' research proposals or their everyday life educational settings. Curriculum design and materials development have constituted scenarios of instrumentalization, political discussion, social injustice, struggles and resistance 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 teachers to acknowledge and relate diverse domains within AL, such as materials development and curriculum design. These ones and others underlying students' research proposals lead teacher students to pedagogical innovations, critically and dynamically approached through informed choices.

COURSE GOALS

1. To facilitate and critically connect theoretical and practical resources or tools for teachers 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 (teaching methodology or didactic choice linked to an educational philosophy, teachers, students, syllabus, materials, language and extra-linguistic skills development)
- Approaches or models for 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 includes the cases in which students may not consider a pedagogical innovation as part of their projects.
- Students should construct and 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 conversations	<ul style="list-style-type: none"> • 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 pedagogical practices as teachers and their research projects. 	35%



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 processes, which appear within the former. This will also rely on digital scenarios.	35%
Didactic materials application. They are attached to student teachers' curricular platforms.	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 the results of their materials' piloting stage. COMADE Fair	

COURSE PLANNER (Syllabus)

WEEK/ DATE	TOPIC	KEY READINGS AND ASSIGNMENTS
1	Introduction to the workshop. Agreements on assessment criteria and course program. <i>¿What is this workshop about?</i> <i>How can I connect my graduation project to a potential pedagogical innovation?</i>	Course syllabus First complementary workshop online.
2	Concepts and history of curriculum.	Montoya Vargas, J. (2012). <i>The Field of Curriculum Studies in Colombia</i> . Bogotá: Universidad de los Andes. Pérez, Y., Rey, L. & R., Rosado, N. (2019). Characteristics of EFL Curriculum in the Colombian Caribbean Coast: The Case



	<p>Recalling and distinguishing background key terms or categories in curriculum design</p> <p>Curriculum in Colombia</p>	<p>of 12 State Schools. <i>English Language Teaching</i>, 12 (11), 85-96.</p> <p>Workshop: What can I/we problematize about ELT curriculum?</p>
3	<p>Distinguishing technical from human approaches in curriculum design.</p> <p>Where is the language teacher there?</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>Agray, N. (2010). La construcción de currículo desde perspectivas críticas: Una producción cultural. <i>Signo y pensamiento</i>, 29(56), 420-427.</p> <p>Graves, K. (2008). The Language curriculum: A social contextual perspective. <i>Lang. Teach</i>, 41(2), 147-181.</p> <p>Workshop: Sampling curricula as a cultural production and practice.</p>
4	<p>Approaches to curriculum development</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>Santos, E. & Belfort, R. (2020). Curriculum designs and English without borders (Brazil). In P. Mickan & I. Wallace. <i>The Routledge Handbook of Language Education Curriculum Design</i>, pp. 49-60. Routledge.</p> <p>Class workshop: Exploring the Suggested curriculum in Colombia.</p>
5	<p>Southern turn in curriculum development.</p> <p>Decolonizing curriculum in teacher education</p> <p>The language ideology approach.</p> <p>The role of Whiteness in ELT curriculum.</p> <p>Indigenizing curriculum</p> <p>Curriculum as a lived experience</p>	<p>García, O. (2019). Decolonizing foreign, second, heritage, and first languages: Implications for Education. In D. Macedo (ed.). <i>Decolonizing foreign language education: The misteaching of English and other colonial languages</i>, pp. 152-168. Taylor & Francis.</p> <p>Ramírez Espinosa, A. (2021). La opción decolonial: implicaciones para el currículo de programas de formación de docentes en lenguas extranjeras. <i>Revista Boletín Redipe</i>, 10(12), 102–112. https://doi.org/10.36260/rbr.v10i12.1572</p> <p>Rodrigues, W., Albuquerque, F., & Miller, M. (2019). Decolonizing English Language Teaching for Brazilian Indigenous Peoples. <i>Educação & Realidade</i>, 44(2), https://dx.doi.org/10.1590/2175-623681725</p> <p>Class workshop: Problematizing the Suggested curriculum in Colombia.</p>



<p>6</p>	<p>Hidden curriculum The cycle of curriculum design</p>	<p>Rashidi, N. & 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. http://dx.doi.org/10.1080/2331186X.2016.1212455 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. https://doi.org/10.1075/aila.00020.say Christison, M. & Murray, D. (2022). The cycle of curriculum design. What English language teachers need to know: Designing curriculum, pp. 87-103. Routledge.</p> <p>Workshop: What's the hidden curriculum attached to my institutional community?</p>
<p>7</p>	<p>Curricular platforms: Main decisions The line model, Pyramid model and the iceberg model Recalling didactic choices and their underlying visions Visible components in curriculum design platforms: Syllabi, didactic sequences, and materials (an introduction and key concepts). Five approaches to lesson planning</p>	<p>McConnell, C., Conrad, B., & Uhrmacher, P. (2020). Lesson planning with purpose: Five approaches to curriculum design. Teachers college Press. Boon, A. (2011). Negotiated Syllabuses: Do You Want to? In P. Nation & J. Macalister. Case studies in language curriculum design Concepts and Approaches in Action Around the World, pp. 166-177. Routledge.</p> <p>Workshop: Crafting our platforms</p>
<p>8</p>	<p>Didactic materials in ELT and principles Adopting, adapting and creating/developing materials 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. 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. Thornbury, S. (2013). Resisting Coursebooks. In J. Gray (ed.). <i>Critical perspectives on Language teaching materials</i>, pp.204-223. Palgrave Macmillan. Workshop: 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>
<p>9</p>	<p>Didactic materials and culture: interculturality in Colombia</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>Materials development as a research-based (informed) practice</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. https://revistas.uniandes.edu.co/doi/full/10.18175/vys10.1.2019.12</p> <p>Workshop: Connections between research proposals and pedagogical innovations through didactic materials. Strengthening the hyphen between teacher-research</p>
<p>10</p>	<p>The role of materials and methodological paths or models to develop them</p> <p>Local materials development</p>	<p>Syatriana, E., Hussain, D. & 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>Mishan, F. & Timmis, I. (2015). Materials Design: From Process to Product. In J. Cutting & F. Farr. <i>Materials Development for TESOL</i>, 163-181. Edinburgh University Press.</p> <p>Tomlinson, B. & 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>Workshop: What is the process of materials development of our own created materials?</p>
<p>11</p>	<p>Didactic materials as technological scenarios and spaces (From the board and chalk to ICTs)</p>	<p>Mishan, F. & Timmis, I. (2015). Reconceptualizing Materials for the Technological Environment. In J. Cutting & F. Farr. <i>Materials Development for TESOL</i>, 75-96. Edinburgh University Press.</p> <p>Rizo Peñafort, A. & Alves, W. (2022). Remote English Teaching during Covid-19 Pandemic: Challenges and Lessons in Higher Education Teaching in Colombia. <i>Research, Society and Development</i>, 11(2), 1-17.</p> <p>Workshop: Showing progress about student teachers' materials (considering their settings either for their research projects or everyday life as language teachers)</p>



12	Materials as scenarios for discourses to circulate (cognitive residue and socio-critical perspectives)	<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. https://revia.areandina.edu.co/index.php/Pp/article/view/404</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>
13	Multimedia and multimodal didactic materials	<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>Stec, 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>Workshop: Ss create and share a multimedia and multimodal didactic material articulated to their already created or adapted materials.</p>
14	Critical perspectives about didactic materials in ELT	<p>Rahimi, A., Kushki, A., Ansaripour, E. & Maki, A. (2015). Critical Pedagogy and Materials Development; Content Selection and Gradation. <i>Educational Policy Analysis and Strategic Research</i>, 10(1), 24-38.</p> <p>Guerrettaz, A. & Johnston, B. (2013). Materials in the Classroom Ecology. <i>The Modern Language Journal</i>, 97(3), 779-796.</p> <p>Workshop: How can critical perspectives re-shape our didactic materials in development?</p>
15	Decolonial perspectives in didactic materials development Whiteness in didactic materials	<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>Workshop: Decolonizing our ELT materials</p>
16	Curricular platforms proposals whose rationale can reflect informed positions towards a pedagogical	<p>A paper written by student teachers about their curricular platforms and materials attached to them. Student teachers</p>



	innovation. Piloting stage for materials evaluation.	share their experiences piloting and reflecting upon the results of their materials developed.
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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. 2nd International and 5th National Conference of Formative research and hotbeds of research in foreign languages (Uniminuto)
3. British Association of Applied Linguistics Annual Conference 2022
 Location: Belfast, United Kingdom

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- Razfar, A. (2012). Language Ideologies and Curriculum Studies an Empirical Approach to "Worthwhile" Questions. *Journal of Curriculum Theorizing*, 28(1), 127-140.
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