



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

Yeraldine Aldana G.

E-mail: yeraldinealdadistrital@gmail.com

Skype: gerardine.nalada

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 a curricular platform related to pedagogical innovations in their graduation studies when applicable. By going through different stages in this seminar, students are expected to 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.

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 pedagogies

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 a curricular platform for an EFL methodological innovation .	Students will conduct a preliminary plan around their pedagogical intervention proposals connected to curricular platforms. As pedagogical interventions are also related to teacher students' research proposals, they need to decide on both curricular platform resources/components and research activities, based on their interests.	35%
Final preliminary proposal of an EFL methodological innovation linked to research activities.	Students will present their preliminary pedagogical innovations devised as informed methodological alternatives for actual ELT settings. These will include the overall methodological decisions in a curricular platform for carrying out a pedagogical innovation in a research study. These proposals will be shared in a symposium-simulated class.	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 EFL 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? Models of curricular platforms for pedagogical innovations.	Reading 2 (Pickering & Gunashekar, 2014), Reading 3 (Nation & Macalister, 2010, Chapter 12) Reading 4. Student teachers' proposed readings Students' selected readings (Local, national and international) teaching lessons. Product expected: 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. Kumaravivelu, 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



		<p>Fallacies in EFL and ESL Contexts. <i>Changing English: An International Journal of English Teaching</i>, 18 (2), 219-228.</p> <p>Reading 8. Kumaravadivelu (2001)</p> <p>Reading 8.1 (Ginns & Ellis, 2007)</p> <p>Students' selected readings (Local, national and international)</p> <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>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: 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. Méndez, P. (2016). Constitución de sujeto maestro en prácticas de resistencia en Colombia. <i>Enunciación</i>, 21(1), 15-30.</p> <p>Reading 13. 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 14. Granados-Beltrán, Carlo. (2016). Critical Interculturality. A Path for Pre-service ELT Teachers. <i>Íkala, Revista de Lenguaje y Cultura</i>, 21(2), 171-187. https://dx.doi.org/10.17533/udea.ikala.v21n02a04</p> <p>Critical Pedagogy in Language Teaching—Critical applied</p> <p>Reading 15. Pennycook, A. (2009). <i>Critical Applied Linguistics</i>. Manwah: 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 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</p>	<p>Reading 16. Kazun y Saavedra (2016). <i>Disrupting ELL teachers Candidates' identities: Indigenizing Teacher Education in One Study Abroad Program</i>. Georgia: 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>. Victoria, Columbia Británica: University of Victoria.</p> <p>Reading 15. Pennycook, A. (2009). <i>Critical Applied Linguistics</i>. Manwah: 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. Alabama: Information Age Publishing.</p> <p>Product expected: Selection of ecological principles informing teachers' innovations (peer discussion and review).</p>



10-11	<p>Are <i>differences</i> part of an ideal model of learner? ELT for impaired students: deaf and visually impaired students Sign bilingual education, deaf education</p>	<p>Reading 19. Kocyigita, N. and Sabuncu, P. (2015). A challenge: Teaching English to visually-impaired learners. <i>Procedia - Social and Behavioral Sciences</i>, 14, 689-694. Reading 20. Edirisinghe, C., Podari, N. and Cheok, A. (2018). A multi-sensory interactive reading experience for visually impaired children; a user evaluation. <i>Personal and Ubiquitous Computing</i>. https://doi.org/10.1007/s00779-018-1127-4 Reading 21. León, O. Calderon, D. (2010). Bilingualism of Colombian Deaf Children in the Teaching-Learning of Mathematics in the First Year of Elementary School. <i>Colomb. Appl. Linguist. J.</i>, 12(2) Reading 22. Hilzensauer, M. (2010). Teaching English to Deaf Adults: “SignOnOne” – An Online Course for Beginners. In K. Miesenberger et al. (Eds.). <i>ICCHP</i>, 185-192. Viena: Springer.</p>
12-13	<p>Rural education and ELT What does ELT display/imply in rural settings? How does ELT take place in rural settings?</p>	<p>Reading 23. Ferney (2018). The Wisdom of Teachers’ Personal Theories: Creative ELT Practices From Colombian Rural Schools. DOI: 10.15446/profile.v20n2.67142 Reading 24. Cruz, Ferney and 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.</p>
14-15	<p>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 reconstructing around an EFL methodology in our 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...</p>	<p>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.</p>
16	<p>Students’ presentations on their pedagogical innovation proposals. This event will take place as a simulated symposium activity.</p>	

JOURNALS AND DATA BASES

<p>Colombian Applied Linguistics Journal HOWJournal PROFILE Folios Espiral Teoría y Praxis Praxis y Saber Ikala Enunciación Caracteres Espiral</p>	<p>CENGAGE Digitalia Hispánica Jstor ProQuest Scopus ScienceDirect SpringerLink Web of Science MLA International Bibliography (EbscoHost) Emerald</p>
--	---



BIBLIOGRAPHY

- Aldana, Y. (2014). La cartografía digital: una aproximación cultural y comunicacional a la red social Conversation Exchange. *Teoría y Praxis*, 9(1), 18-38.
- Aldana, Y., Baquero, M. & Rivero, G. (2012). *Exploring Communicational Practices through Facebook as a Mediatic Device*. [Unpublished monograph]. Facultad de Ciencias y Educación, Universidad Francisco José de Caldas, Bogotá, Colombia.
- 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.
- Amarillo College Library (2011). *APA Citation Style, 6th ed.* Recuperado de: <https://www.actx.edu/library/filecabinet/208>
- Brown, J. and Hudson, T. (1998). The Alternatives in Language Assessment. *TESOL Quarterly*, 32(4), 653-675.
- Cárdenas, M. & Robayo, L. (2017). Inclusive Education and ELT Policies in Colombia: Views From Some. *PROFILE Journal Authors. Profile*, 19(1). <http://dx.doi.org/10.15446/profile.v19n1.61075>
- Creese, A., Blackledge, A., Baraç, T., Bhatt, A., Hamid, S., Li, W., & ... Yağcıoğlu, D. (2011). Separate and Flexible Bilingualism in Complementary Schools: Multiple Language Practices in Interrelationship. *Journal of Pragmatics: An Interdisciplinary Journal of Language Studies*, 43(5), 1196-1208. doi: 10.1016/j.pragma.2010.10.006
- Cummins, J. (2009), Multilingualism in the English-language Classroom: Pedagogical Considerations. *TESOL Quarterly*, 43(2), 317-321.
- Cummins, J. & Hornberger, N. (2008). Bilingual Education. In *Encyclopedia of language education*, 2 ed. vol. 5, 51-63.
- Estaire, S. (2005). La Enseñanza de Lenguas mediante Tareas: Principios y planificación de unidades didácticas. Tareas EPA. [Recurso electrónico]. Recuperado de: http://catedu.es/tarepa/fundamentacion/03_tareas_Sheila.pdf
- Fortune, J. (2012). The forbidden fruit: using the mother tongue in a Bogotá university EFL programme. *Colom. Appl. Linguist. J.*, 14(2), 70-87.
- Haseli, M. (2008). Introduction to Needs Analysis. *English for Specific Purposes world, Issue 4*, 1-25.
- Ismail, C. (2006). *Developing Cultural Awareness in Foreign Language Teaching*. Turkey: Kirikkale University. Retrieved from: <http://eric.ed.gov/?id=ED494346>
- Kapoor, D. & Jordan, S. (2009). *Education, Participatory Action Research, and Social Change. International Perspectives*. New York: Palgrave Macmillan.
- Mackey, A. & Gass, S. (2005). *Second language research. Methodology and Design*. London: Lawrence Erlbaum Associates, Publishers.
- Paradis, J. Genesee, F & Crago, M. (2011). *Dual language development and disorders. A handbook on bilingualism and second language learning* (2 ed). London: Paul H. Brookes Publishing Co.
- Reza Atai, M & Mazlum, F. (2013). English language teaching curriculum in Iran: planning and practice. *The Curriculum Journal*, 24(3), 389-411.
- Sánchez-López. L. (2013). Service-Learning Course Design for Languages for Specific Purposes Programs. *Hispania*, 96(2), 383-396.

ACADEMIC EVENTS

ASOCOPI Annual conference

Symposium on Research in Applied Linguistics and International Symposium on Literacies and discourse studies. Universidad Distrital FJC.

2th International Conference of English as a Lingua Franca, Universidad de Antioquia. July 3-6, 2019
<https://elf12medellin.wordpress.com/>

XV Congreso Puertorriqueño de Investigación en la Educación. De 13/03/2019 a 15/03/2019

12th International Conference of English as a Lingua Franca – ELF12 que se llevará a cabo en julio en Medellín.



XVII Congreso Internacional sobre Nuevas Tendencias en Humanidades- Universidad de Granada, España- 03/07/2019 a 05/07/2019

XXXII Congreso Internacional ALAS Perú 2019- De 01/12/2019 a 06/12/2019

Emotion, Empathy, Affectivity. Subjects and their Subjectivity through Linguistic and Educative Practices (ICODOC 2019), Lyon, 07- 09-Oct-2019.

I International Forum on Sociolinguistics: Description, Theory, Methodology and Teaching. Rio de Janeiro, 26-Nov-2019 - 27-Nov-2019

Second Language Acquisition Symposium - 19-Apr-2019 - 20-Apr-2020

Location: Madison, Wisconsin, USA

25th Annual University of Texas Arlington Students Conference of Linguistics and TESOL 01-Mar-2019 - 02-Mar-2019,

2nd International Conference on Bilingualism, March 24th and 25th.

2nd International Conference on Child Foreign/Second Language Learning: Facing Heterogeneity in the Young Learner Classroom (CFSSL2019)- 26 sep- 28 sep. <http://childrenforeignlanguageconferenceeng.weebly.com>

52nd Annual Meeting of the British Association for Applied Linguistics (BAAL 2019)- Manchester, 29-Aug-2019 - 31-Aug-2019

24th International Lexical-Functional Grammar Conference, Canberra, 08-Jul-2019 - 10-Jul-2019.

CLAVIER 2019 - Knowledge Dissemination and Multimodal Literacy: Research Perspectives on ESP in a Digital Age (CLAVIER 2019, Pisa, 28-Nov-2019 - 29-Nov-2019.

6th International Conference of the Asian Association for Language Assessment (AALA). October 16-18, 2019. Location: Handi.

4th International Conference of Thinking, Doing, Learning, June 17-19, 20. University of Jyväskylä, Finland

2nd International Conference on Language, Education and Culture (ICLEC) - 27th-29th June, Istanbul.