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 - 2018

COURSE PROFESSOR

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ROOM

DESCRIPTION

This theoretical/practical workshop revolves around materials development and EFL course design. Since this activity can be approached as resulting from research, this workshop can potentially allow for the application and exercising of methodological or inquiry skills. These ones in turn potentially assist the process of planning and conducting students' research projects and particularly, their pedagogical/instructional interventions. 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, systematically and dynamically approached.

COURSE GOALS

1. To facilitate theoretical and practical resources or tools for students to make informed decisions about the different components required in an instructional design or a pedagogical intervention for curricula and materials development.
2. To reflect about teachers' role as critical researchers who are able to devise 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 EFL education.

TOPICS

-Course design (or curriculum design) and materials development as teaching areas of action
-Components of local curriculum development (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 stages)

METHODOLOGY

The present course will be developed as a theoretical/practical workshop. Each session is based on a preassigned reading that will lead the class discussion around the topic to end with an application of the theoretical content to students' teaching activity and research projects. Since the chief purpose of this workshop is to contribute to students' planning and construction of their possible instructional or pedagogical interventions, every activity proposed is intended to facilitate connections between theory and practice. In doing so, dialectical and problematizing teaching strategies will guide students' discussions or dialogues. Different communication strategies are part of this course methodology and they will be evident within the activities proposed.

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 towards theoretical foundations.
- Students should participate in every class workshop proposed.
- Students should listen to and give constructive feedback to each other every session when participating.

ASSESSMENT

Criteria/Activity	Description	Weight/Percentage
Class participation	• Discussions based on reading assignments. • Presentation of applied exercises around course design issues and materials development considerations in the form of oral or written artifacts. Teacher students need hopefully to connect this theoretical/practical knowledge to their daily task as teachers and their graduation proposals. Students' contributions and artifacts in class should reflect so.	30%

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 ideas on course design and materials development through a round table.	30%
Didactic materials application	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 EFL 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.	

COURSE PLANNER

WEEK/DATE	TOPIC	KEY READINGS AND ASSIGNMENTS
1	Introduction to the workshop. Diagnostic discussion around 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). ***Class 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	Kridel, C. (2010). *Encyclopedia of curriculum studies.* Thousand Oaks, CA: SAGE Publications, 179-188. 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. **Optional/complementary readings:** Harmer, J. (2007). *The Practice of English Language Teaching (4th ed.)*. Harlow: Pearson/Longman, 78-79. *Class workshop:* What is my informed conceptualization around curriculum?
3	Distinguishing technical from human approaches to curriculum design and evaluation. The social and contextual dimension of curriculum design. Curriculum as a cultural production and practice	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 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. (2003). 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. *Class workshop:* Class discussion.
4	Approaches to curriculum design The critical approaches to curriculum design	Vavrus, M. (2017). A Decolonial Alternative to Critical Approaches to Multicultural and Intercultural Teacher Education. In D. Clandidin & J. Hussu (eds.). The Sage

		The postcolonial and Southern turn in curriculum design. Decolonizing curriculum design. The language ideology approach.	handbook of Research on Teacher Education. London: Sage Publications. Subedi, B. (2013). Decolonizing the curriculum for global perspectives. *Educational Theory, 63(6*), 621-638. 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	Internationalizing curricula issues Decolonizing curricula II. The role of Whiteness.	Green, W. and Whitsed, C. (2015). Introducing Critical Perspectives on Internationalising the Curriculum in disciplines. Boston: Sage publishers. Pp. 85-152. ***Class workshop:*** Debate.
6	Environment analysis, needs analysis and principles	Nation, P. & Macalister, J. (2010). *Language Curriculum Design*. New York: Routledge. Pp. 16-36, 37-69. Gómez, L. (2007). *The importance of needs analysis in syllabus and course design.* Santiago de Compostela: Universidad de Santiago de Compostela. ***Class workshop:*** Debate.
	Goals, contents sequence, format and presentation	Nation, P. & Macalister, J. (2010). *Language Curriculum Design*. New York: Routledge, 70-106. ***Class workshop:*** Jigsaw activity and discussion.
7	Monitoring, assessment and evaluation	Nation, P. & Macalister, J. (2010). *Language Curriculum Design*. New York: Routledge, 107-135. Leung, C. & Lewkowicz, J. (2006). Expanding Horizons and Unresolved Conundrums: Language Testing and Assessment. *TESOL Quarterly, 40(1),* 218-226. ***Class workshop:*** How was I evaluated? How do I evaluate my students now?

8	Re-empowering teachers to critically plan course innovations	Peres, E. S., Morgado, J. C., Torriglia, P. (2013). The emancipation debates on education and curriculum: perspectives and meanings. [Academic event report]. 836-840. Guest speaker. **Complementary reading** Chaves, O. & Hernández, F. (2013). EFL Teaching Methodological Practices in Cali: Prácticas metodológicas en la enseñanza de inglés como lengua extranjera en la ciudad de Cali. *Profile, 25(1)*, 61-80. *Class workshop:* Video viewing activity.
9	Technology as didactic materials The impact of materials on learners: (cognitive residue and socio-critical perspectives)	Blake, R. (2013). Chapter 1: Second Language Acquisition, Teaching and Technology. In: The New Brave 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. Guerrettaz, A. & Johnston, B. (2013). Materials in the Classroom Ecology. *The Modern Language Journal, 97(3)*, 779–796. **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. **Class workshop:** How do I understand didactic materials as a teacher-researcher? Analyzing the impact of didactic materials in the EFL class.

10	Development, adaptation and adoption. The *coursebook*.	Tomlinson, B. (2012). Materials development for Language Learning and Teaching. *Lang, Teach., 45(2)*, 143-179. Nation, P. & Macalister, J. (2010). *Language Curriculum Design*. New York: Routledge. **Optional/Complementary reading:** Tomlinson, B. (2011). Glossary of basic terms for materials development in language teaching. In: *Materials Development in Language Teaching.* Cambridge: Cambridge University Press. **Class workshop:** Didactic materials in my learning and teaching experience.
11	Materials development: a research-based process and AL domain Principles of materials development Type of didactic materials	Tomlinson, B. (2011). Introduction. In: *Materials Development in Language Teaching*. Cambridge: Cambridge University Press. 2-23. **Class workshop:** What principles of materials development will I apply to a possible pedagogical innovation in my target setting? What kind of materials would support my pedagogical intervention?
12	Models for materials development: a myriad of methodological paths.	Syatriana, E., Djamiah, H. and 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),* 10-19. Jolly, D. and Bolitho, R. (2011). A framework for materials writing. In: Tomlinson, B. (Ed.). (2011). *Materials Development in Language Teaching*. Cambridge: Cambridge University Press, 107-134. **Optional/complementary reading:**

		Aldana, Y. (2015). Ruta Metodológica. In: *La integración bilingüe para el aprendizaje multimodal del español como Lengua Extranjera.* [Trabajo de maestría]. Bogotá: Pontificia Universidad Javeriana. **Class workshop:** How could I propose a methodological path for developing or adapting didactic materials towards a pedagogical innovation?
13	How does Applied Linguistics (AL) relate to materials development?	Tomlinson, B. (2013). Introduction. In: *Applied Linguistics and Materials development*. London: Bloomsbury Publishing. Tomlinson, B. (2013). Part Two: Aspects of Language. In: *Applied Linguistics and Materials development*. London: Bloomsbury Publishing. **Optional/complementary reading:** Rico, C. (2012). Language teaching materials as mediators for ICC development: a challenge for materials developers. *Signo y Pensamiento, 30(6),* 130-154.
14	How do Language Policy and Planning (LPLP) influence materials development?	Tomlinson, B. (2013). Chapter 16: Implementing Language Policy and Planning through Materials Development. In: *Applied Linguistics and Materials development*. London: Bloomsbury Publishing.
15	Evaluation in didactic materials Evaluating and analyzing critically existing didactic materials	Tomlinson, B. (Ed.). (2013). Language testing washback: The role of materials. In: *Applied Linguistics and Materials Development*. London: Bloomsbury. Ahour, T., Towhidiyan, B., Saeidi, M. (2014). The Evaluation of "English Textbook 2" Taught in Iranian High Schools from Teachers' Perspectives. *English Language Teaching, 7(3)*, 150-158. **Class workshop:** Comparing and contrasting adopted and developed materials from our teaching experience.

16	Proposing complementary or alternative didactic material for our teaching setting	**Class workshop:** Characterizing possible materials for responding to a pedagogical innovation in my target setting.
17	Local Course design plans and materials developed	Final presentations: Proposals fair by the Course Design and Materials Development Association of Teachers (CODEMADE).
18	This course overall evaluation and handing in of final marks to students	

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. ASOCOPI 53rd Congress. October 11th y 13th.
http://www.asocopi.org/en/inicio.html

2. III International and IX National Foreign Languages Research Congress. November 1st, 2nd and 3rd.
https://www.upb.edu.co/en/formacioncontinua/congreso-investigacion-en-lenguas-extranjeras-2018-monteria

3.VI Seminario Internacional de Narrativas - Evento académico. 14, 15 y 16 de noviembre.
http://www.eafit.edu.co/cec/congresos/seminario-narrativas/Paginas/inicio.aspx

4. II Congreso internacional en pedagogía. 8 y 9 de octubre.
https://drive.google.com/file/d/1Rurn6SSn_QhhwB2qfOR1_t2UlDX6l1zh/view

5. VIII Congreso Iberoamericano de Pedagogía "La innovación y el futuro de la Educación para un mundo plural. 14 y 15 de agosto.
http://www.redage.org/eventos/viii-congreso-iberoamericano-de-pedagogia-la-innovacion-y-el-futuro-de-la-educacion-para-un

6. International Workshop on Discourse Analysis (Santiago de Compostela, A Coruña). 26 y 27 de Septiembre.

7. Language Learning Methodology: Towards pedagogical, teaching and linguistic excellence . 2 al 5 de septiembre.
http://congres2018.methodal.net/

8. Language. Literature. Politics. 1918-2018. (Un)doing Nationalism and Resistance. 20 al 22 de septiembre.
https://conference.aau.at/event/150/

ADDITIONAL BIBLIOGRAPHY

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