



**UNIVERSIDAD DISTRITAL FRANCISCO JOSÉ DE CALDAS**  
**School of Sciences and Education**  
**MA in Applied Linguistics to TEFL**  
**SEMINAR ON TEACHER PREPARATION IN EFL METHODOLOGY**  
**2018 - I**

**COURSE PROFESSOR**

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**ROOM**

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**DESCRIPTION**

The present seminar constitutes a theoretical/practical workshop on EFL methodology in English language education. Throughout the course, Master candidates will approach theory around EFL methodology to make critical decisions and construct informed positions for their pedagogical innovations in either their graduation projects and everyday teaching practice. These ones in turn might assist the overall process of planning pedagogical interventions, assuming a political position in regards to EFL methodology. One of the principal aims in this course program deals with equipping students with theoretical and practical tools to develop a curricular platform for these Master students' possible pedagogical innovations in their graduation projects. Going through different stages in this seminar, students are expected to exercise their research skills and **create** pedagogical alternatives in both conceptual and practical formats. In this manner, the research component will be integrated to each topical unit as an intrinsic activity of EFL methodological decisions towards pedagogical interventions.

**COURSE GOALS**

1. To propose a pedagogical innovation plan devised through informed methodological decisions with an underlying political position.
2. To create a didactic choice framed within a pedagogical innovation plan, based on informed methodological decisions with an underlying political position.
3. To explore and evaluate **local**, **national** and **international** research proposals on EFL methodology.

**TOPICS**

- History of language teaching methodology
- EFL methodological and philosophical trends
- Didactic options in a digital era (ICTs in L2 education)
- Teacher-research role in pedagogical innovations
- Teacher-students interactions



- Classroom atmosphere
- Learning, information and interaction resources

## METHODOLOGY

The present course will be developed as a theoretical/practical workshop where these Master candidates can develop and exercise multiple skills (social, cognitive, methodological...) as language teacher-researchers. Each session is based on a preassigned reading that will lead the class reflections prompted by workshops. These ones in turn call for student teachers' extralinguistic skills in different levels, from description to creation. Since the chief purpose of this course is to prepare student teachers in planning pedagogical innovations in research proposals from an EFL methodological viewpoint, every workshop aims at facilitating connections between theory and practice, along with different fields. This is why contents and activities unfolded in this course imply and relate to the other academic subjects in the Master program. These connections will be facilitated through teaching-learning strategies taken from the Method of elenchus or Socratic debate (*Maieutics*). Student teachers' will be guided to intuitive heuristics in discussion or dialogues. Further group communication techniques such as debates and forums will be also combined throughout this seminar. In any didactic strategy, both student teachers 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.

Student teachers are expected to attend class sessions and complement direct work (in-class) with autonomous and cooperative work. Mobile use is accepted only for academic purposes.

## ASSESSMENT

Criteria/Activity	Description	Weight/Percentage
Involvement in class workshops.	Problematizing questions as <i>units</i> related to class topics are the constant base in workshops. These ones in turn will be developed through different group communication techniques and formats. Furthermore, they attempt to gradually assist student teachers' methodological decisions. Student teachers will work on a critical and political position about topics discussed.	40%
First draft of the pedagogical innovation	Student teachers propose and present the first draft of their pedagogical innovation within a curricular platform (Posters session).	30%
Final version of the pedagogical innovation	Student teachers present the final versions of pedagogical innovations in a simulated symposium activity. They also need submitting their written papers.	30%



## COURSE PLANNER

WEEK	TOPIC	KEY READINGS AND ASSIGNMENTS
1	Introduction to the seminar program (workshop). What do we know about EFL methodology-related concepts?	Reading 1. Course program  Introductory activity on key concepts involved in EFL methodology (method, approach, teaching technique, teaching strategy, didactics) and curricular platform scaffolding (education perspective, curriculum perspective, classroom perspective, teacher role, student role, materials role...).
2-3	What does “ <i>pedagogical innovation</i> ” mean? What does the teacher-researcher role imply? (Five propositions about teacher-research) What pedagogical innovation model do my pedagogical/research interests exemplify?  What does Introducing and approaching change mean?	Reading 2 (Nation & Macalister, 2010, Chapter 12).  Reading 3 (Pickering & Gunashekar, 2014). Reading 3.1 (Clavijo, Torres, Guerrero, Ramírez, 2004)  Students’ selected readings (Local, national and international)  <b>Product expected:</b> Pedagogical innovations matrix.
4	What’s the story and the history of EFL didactics?  Traditional teaching, communicative teaching, postmethod teaching.	Reading 4 (Harmer, 2007, Chapter 6). Reading 4.1 (Kumaravadivelu, 2001). Reading 4.2 (Ginns & Ellis, 2007)  Student teachers’ selected readings (Local, national and international)  <b>Product expected:</b> Evaluation chart with critical traditional, communicative and postmethod didactic options, based on Ss’ pedagogical innovation interests.
5	What’s the story and the history of EFL didactics?	Reading 5. (Quintero, 2010). Reading 5.1 (Hyo-Jeong So y Brush, 2007)



	EFL Didactics in a digital era (CMC, CALL, CALLA and blended learning)	<b>Product expected:</b> Evaluation and personalizing chart with critical analysis on EFL didactics in a digital era, based on Ss' pedagogical innovation interests.
6	<p>What's the story and the history of EFL didactics?</p> <p>What does the EFL didactics story tell us about educating for peace? (Pedagogies of peace)</p> <p>Alternative didactics: ecological approaches and dialogic approaches to TESOL</p>	<p>Reading 6 (Creese &amp; Blackledge, 2010). Reading 6.1 (Wang, 2007)</p> <p><b>Product expected:</b> Evaluation and personalizing chart with critical analysis on alternative EFL didactics, based on Ss' pedagogical innovation interests.</p>
7	<p>How may Indigenous teaching and learning orientations contribute to EFL methodology?</p>	<p>Reading 7 (Marchant, 2009)</p> <p><b>Product expected:</b> Graphic of student teachers' didactic options proposed from re-elaborated theoretical foundations.</p>
8	<p>Do contexts inform EFL methodology or does EFL methodology inform contexts?</p> <p>What are the target educational setting needs? How can we respond to them through EFL methodology?</p>	<p>Reading 2. (Nation &amp; Macalister, 2010, Chapter 3)</p> <p><b>Product expected:</b> Target setting needs identification.</p>
9-10	<p>How does culture relate to EFL methodology?</p> <p>What is the nature/role of the language?</p> <p>Language-culture in EFL methodology</p> <p>What components do we need reconstructing around an EFL methodology in our pedagogical innovations?</p>	<p>Reading 9. (Kramersch, 2013). Reading 10. Reading 9.1. (Abdullah, Hazita &amp; Kemboja, 2014)</p> <p>Reading 9.2. (Tudor, )</p> <p>Reading 2. (Nation &amp; Chapter 4),</p> <p>Reading 10. (Quintero, 2010)</p> <p>Reading 10.1 (Samacá, 2006)</p> <p><b>Product expected:</b> Methodological decisions for pedagogical innovations (including the didactic choice) through a curricular platform graphic.</p>



	<p>What is our position around education?</p> <p>How do our pedagogical innovations approach language and culture?</p>	
<b>11</b>	<p>Who is the class center? What is the nature of the learner? What is the nature of the teacher? What is the nature of the learning?</p> <p>Students interaction and Ts-ss interaction</p>	<p>Reading 11. (Wang, 2013)</p> <p>Reading 4. (Harmer, 2007)</p> <p><b>Product expected:</b> Complementary and updating methodological decisions for student teachers' pedagogical innovations.</p>
<b>12</b>	<p>What kind of didactic sequences, didactic units and syllabus types are there?</p>	<p>Reading 12. (Harmer, 2007)</p> <p>Reading 12.1 (Chaves, 2016)</p> <p><b>Product expected:</b> A didactic sequence planned and based on the pedagogical innovation decisions.</p>
<b>13</b>	<p>Evaluation and assessment practices</p>	<p>Reading 12 (Quintero, 2003)</p> <p>Reading 4 (Harmer, 2007)</p> <p>Reading 12.1 (Guerrero, 2002)</p>
<b>14-15</b>	<p>Linguistic and extralinguistic skills</p> <p>Language skills integration in EFL methodology</p> <p>Humor and EFL methodology</p> <p>Films and methodology</p>	<p>Reading 14. (Quintero &amp; Guerrero, 2004)</p> <p>Reading 14.1 (Rincón &amp; Clavijo, 2016)</p> <p>Reading 15. (Brown, 2010)</p> <p>Reading 15.1. (Azizifard, Jjalali, 2012)</p>
<b>16</b>	<p>Student teachers' presentations on their pedagogical innovation plans linked to their proposed didactic choice. This event will take place as a simulated symposium activity.</p>	

### JOURNALS AND DATA BASES

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

1. Simposio Internacional Contactos Interlingüísticos Interculturales (23-28 de abril, semana 12, Universidad del Valle)
2. II congreso internacional, diálogo intercultural en el abya-yala, américa latina y el caribe. arte, educación y acción comunitaria (14 de marzo del 2018, Universidad del Magdalena)
3. (North America) CATESOL Los Angeles Regional Conference, "Breaking Barriers by Promoting Advocacy," California, USA.
4. HoLLTnet International Meeting. Dates: 6-7 July 2018. University of Reading, UK. Theme: Bi/Multilingualism and the History of Language Learning and Teaching. Call for Papers: 23 Feb 2018
5. International Conference on Multilingual Awareness and Multilingual Practices 2018. Dates: 22-24 November 2018-Estonia.
6. 7th International Qualitative Research Conference in Applied Linguistics (University of Guanajuato, Mexico. Dates: 25-26 June 2018)
7. Focus on Language 2018: Challenging Language Learning and Language Teaching in Peace and Global Education: From Principles to Practices (FOL2018) [Freiburg] [22-Mar-2018 - 24-Mar-2018]
8. On the Edge: Borders as Both Products and Producers [Austin, TX] [02-Mar-2018 - 02-Mar-2018]
9. 16th Conference on British and American Studies: Language Sustainability in a Changing World - Call for papers [Brasov] [20-Apr-2018 - 21-Apr-2018]
10. International Conference on Applied Linguistics & Language Teaching (2018 ALLT) [Taipei] [20-Apr-2018 - 21-Apr-2018]
11. 3rd World Conference on Blended Learning (IABL2018) [Warsaw] [18-Apr-2018 - 21-Apr-2018]
12. 3rd World Conference on Blended Learning (IABL2018) - Call for papers [Warsaw] [18-Apr-2018 - 21-Apr-2018]

## ADDITIONAL BIBLIOGRAPHY

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