



UNIVERSIDAD PONTIFICIA BOLIVARIANA  
SCHOOL OF EDUCATION AND PEDAGOGY  
B.A. IN ENGLISH-SPANISH EDUCATION

**Methods and Approaches in the Teaching of Languages  
(#MATLUPB)**

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**Schedule:**

Monday 12:00 – 14:00 – Room 12-214

Tuesday 12:00 – 14:00 – Room 12-208

Friday 12:00 – 14:00 – Room 12-214

**Attention to students:**

Mondays 10:00 to 12:00 or by appointment

**Course Overview**

Learning to teach a second language is a lifetime commitment that all L2 instructors make beginning from their formative years as preservice teachers. Teaching an L2 goes beyond teaching structures or vocabulary. Although the teaching of skills and competences will be the “bread-and-butter” of L2 teaching, there is a much larger concept surrounding these ideas. The fields of language education, Second Language Acquisition (SLA), literacy and linguistics have faced substantial changes in the last 50 years. Although the learning and teaching of languages has come a long way since the days of Grammar Translation, plenty of questions loom in the horizon.

As this new decade begins, we are still grappling with issues of selecting and mixing approaches based on the populations and communities we are serving; we are still seeking better ways to teach and assess skills and competences; and we are still searching for ways to incorporate cultural features of the target language vis-à-vis the local culture. Our community of scholarship continues questioning how to transcend practices that still marginalize teachers for their accent and how to balance the presence of native and non-native teachers in our classrooms. All these questions and debates are also part of a much larger question about the transformations that classrooms and education must face to meet the new realities of 21<sup>st</sup> century learners in this third decade. Our classrooms and how we teach languages need some transformations that weave issues of pedagogy,

equity, and appropriation. You, as teachers and scholars in this decade, will have to contribute to finding answers to these queries.

You, as preservice teachers enrolled in this class, are another important consideration. You are in the middle of your program and your student teaching is just a few semesters away. What kind of teacher do you want to be? How do you envision and visualize yourself as a teacher? How ready do you feel to speak to students in front of a class? How secure do you feel about your craft? How do you intend to engage with your students? What resources and activities will be part of your repertoire? These are questions that, despite being much larger than this course, we intend to start reflecting on as the semester goes on.

Methods and Approaches in the Teaching of Languages (#MATLUPB) intends to engage all of us in these conversations while helping you build your **teaching and scholarly personae**. It is important to point out here that, although the course is offered in English, the discussions and assignments have to do with second language learning and teaching at large, as we cannot overlook the growth of Spanish as a second language in Colombia and worldwide (an area where our university keeps making great progress), the growing presence of other languages in our cities, and the historical presence of the Indigenous and Afro-Colombian languages that feed our linguistic diversity. Through the classroom readings, activities, and assignments, you will partake in extended discussions about the theories and practical concepts that continue to shape our views of English as a language, teaching, and education. This course takes a critical consciousness (Willis, et al, 2008) and a transformative (Kumaravadivelu, 2003) stance about learning and teaching. This course operates under the belief that teachers cannot simply take neutral stances, as today's times are anything but neutral and classrooms are arenas of social transformation, diversity, and glocal advocacy (Mora, 2016). All the readings, discussions and assignments will invite you to question how we (and others) are teaching second languages (Mora, 2013) while seeking realistic ways to improve our practice and change our paradigms. This is all part of a process of reflexivity (Bourdieu & Wacquant, 1992; Mora, 2011, 2012, 2014) that pushes us to frame our readings and reflections in the realities that we are facing or will face soon.

### Course Objectives

1. To discuss past and current trends in the teaching of second languages, reflecting on how to adapt and transform those trends in the local context of schools in Antioquia and Colombia
2. To explore and discuss different methods and techniques for classroom practices as a first step to transform our own practice as teachers.
3. To critically think about the new classroom practices to really meet the changing needs of the 21<sup>st</sup> century.

## Competences for this Course

1. I adapt current teaching approaches to different scenarios in the local context.
2. I plan class activities that respond to my present and future students' needs and interests.
3. I project the best planning and classroom management strategies based on current pedagogical and didactic trends in language teaching.
4. I guide my teaching practice toward the promotion of meaningful learning experiences in my students, according to glocal contexts.
5. I design activities and strategies that maximize my students' knowledge and backgrounds.

## Course Topics

The course comprises two distinct sections, related to the development of conceptual and practical tools for teaching, as follows:

### Monday and Tuesday Sessions

Mondays and Tuesdays are the moments for more conceptual readings and larger epistemological discussions (very necessary and relevant for the classroom transformations we wish to incorporate in the immediate future). Sessions for these two days will feature four units that combine theory and practice with a look at micro and macro issues within second language education:

- **Unit 1: Historical overview of second language teaching.** This unit briefly introduces some ideas related to language learning (some of which you will delve deeper once you take the Second Language Acquisition course) as the build-up for the historical overview of the main trends in teaching and L2 past and present. The goal of the overview is to situate the changes from historical and pedagogical dimensions that affect language learning and teaching, the curriculum, and even language policies today.
- **Unit 2: Understanding Communicative Competence.** Some of the documents for language teaching in Colombia (NOTE: We will mention them but not go into detail, as that is part of the Content Area Conditions and Nature course) use the notion of *communicative competence*, as per the Common European Framework of Reference for Languages (CEFRL; Council of Europe, 2001). However, the question of what we mean by communicative competence is rather hazy, once we move past the CEFRL. During this unit, we will look carefully at what communicative competence means, including some earlier influences found in the work of Chomsky and Hymes, among others. Drawing from the CERFL and other readings, we will also introduce techniques and examples to integrate the traditional skills of Listening, Reading, Speaking, and

Writing, as well as areas such as grammar, vocabulary, pronunciation, and technology, with the different features of communicative competence.

- **Unit 3: Transforming classroom practice:** Building from the previous unit, the goal of this one is for you to actively participate in discussions about lesson planning, classroom management, and assessment. All the activities and readings in this unit are integrated with the Lesson Planning Assignment (see next section for details)
- **Unit 4: Ongoing issues and trends in ELT.** #MATLUPB is not simply a course that gives tips for teaching. There are other issues out there that influence how we understand language learning and teaching today. This final module intends to bring some larger issues related to language education, as part of that critical consciousness stance described in the overview. This unit will include discussions about the role of accent and culture in teaching, World Englishes/English as a Lingua Franca, Translanguaging, Culturally Responsive Teaching, and social justice in our language classrooms.

### Demo Fridays

Demo Fridays are a more hands-on space where students will experience the use of research-based/evidence-based language teaching techniques and procedures. In addition to the demonstrations, there will be “fourth wall” moments during the activities so that you can reflect on how to infuse these ideas in their present and future practice. For most sessions, there will be files with links with additional resources. You are welcome to check these out at <http://www.elpatronhimself.net/demoweekdays.html>

### Assignments

This semester students will complete five assignments related to second language learning and teaching:

- **Assignment 1: Approaches and Methods Infographic** (Group activity – 10% of the final grade): This assignment bookends the first unit of our course. In groups, you should create an infographic related to the readings and discussions from this unit. You will develop the infographic during the classes and submit at the end of the unit. Your infographic will be in digital form and must be of high quality enough that we can share it with other colleagues and students as didactic material. In addition, the infographic must include a Creative Commons License (we will talk about that in class)
- **Assignment 2: Slam Poetry** (Individual activity – 20% of Final Grade) – For this assignment, each of you will have to compose a piece of Slam Poetry and record your performance. You will post it on YouTube (NOTE: only YouTube links are accepted as submission). You should also share the actual text in Dropbox. We will devote the first Demo Friday of the semester to

introduce the idea of Slam Poetry and the assignment itself. Examples are available to view at <http://bit.ly/matlupbslampoetry>

- **Assignment 3: Medium Blog Post** (Individual activity – 10% of Final Grade) – Throughout the semester, each of you will post a commentary related to our course on Medium. The commentary can range from something you found interesting or salient every week, a response to one of the readings, or an extension to any class discussion. For this semester, I will assign specific deadlines at random to submit your posts. We will assign those deadlines during the third Demo Friday of the semester.
- **Assignment 4: Lesson Planning Activity** (Group activity – 25% of final grade) This activity, which you will begin as soon as Unit 2 begins, will encompass the discussions taking place in Units 2 and 3. One important lesson planning skill that comes in handy is writing lesson plans for substitute teachers. For this activity, you (aka “Mini-Teachers”) will work in small groups with a Master Teacher. Each group of Mini-Teachers will meet with the Master Teachers once to learn more about the courses they are teaching at their schools (either in person or via Skype). Then you will write a lesson plan for one of the Master Teachers’ classes and will get feedback prior to execution. Finally, the Master Teachers will execute the lesson plan at a given moment between early April and mid-May.
- **Assignment 5: Capstone Project – “Why and how should we learn and teach English in this decade” – A Multimodal Manifesto!** (Group activity – 35% of final grade) 2020 is here and this is YOUR decade, my friends! There are plenty of social, political, economic, and environmental issues surrounding us. Language classrooms and our educational system cannot turn their backs on those issues. We need to talk about them and tackle them together. We must revisit our educational system and the ways we teach and any real efforts to improve education must come from teachers themselves. This semester’s capstone project wants to give you a chance to actively think about your own teaching in years to come. We are proposing creating a “Multimodal Manifesto” as a way for you all to tell the world what it is that you will commit yourselves to doing as language teachers and future scholars. This will be a moment to be unafraid and unapologetic. This will be the time to take stock, to dare to dream and propose. As the semester progresses, we will add follow-up questions you can tackle that address the central question. Check out samples from past capstone projects at <http://bit.ly/matlupbcapstone>

## Expectations

### Classwork

You should be on time every class. I do call roll every day. **If you are over 15 minutes late, I will allow you to enter the room, but it will count as half an absence (note: if your lateness becomes systematic, I will enforce the 20% rule).** If, for some reason, you cannot be in class, please notify me via e-mail as soon as possible (I always check my e-mail before class begins). Remember that missing the equivalent to 20% of the course (i.e. 10 sessions) without valid reasons (i.e. medical absences, family emergencies, or institutional events with valid written permission from the program coordination) becomes grounds for failing this course. Make sure to talk to either your other classmates or me to make up for the work. No assignments will be accepted after the due date without a proper excuse. The deadlines are set well in advance so check your personal or work schedules to make sure there are no conflicts and to avoid being placed on “Pumpkin Status.” If you foresee a conflict (and believe me, there will be), talk to me as soon as it arises to make proper arrangements.

### Participation

There will be two forms of participating in the discussions in the course:

1. Classroom interactions: You must be prepared to participate in every class. This includes reading the assigned documents and bringing all required resources at all times. All of you should be prepared to raise questions and issues as the result of your reading and the interactions with your peers and me. Although I neither assess participation nor put folks on the spot, classroom discussions are not very exciting when only a few participate.
2. Social media: Some of the discussions may require you to interact and comment through the different social media available, although we will most likely zero in on Twitter (maybe Facebook or Instagram if need may be. NOTE: If you do not have a Twitter account, do not fret; usually 1/3 of students may already have one). You will receive instructions as to when to go to the social media for assignments. In all our interactions on social media, you should always use the hashtag #MATLUPB.

Regardless of the source of interactions, you should display a high degree of professionalism and ethical behavior (there is enough bile and vitriol going on around social media for us to contribute to it, we should make a difference instead!). You are about to become student teachers very soon, after all. If you disagree with any ideas in class (including mine), feel free to say so in a proper manner. I believe that the classroom is a community of learners and scholars. Respectful interactions are important for the success of the academic exercises in which we will engage (and I really love it when students argue with me!)

## Methodology

You will participate in class work for 6 hours every week. You should also plan to devote *at least* 4-6 hours a week to work on the readings and assignments for the course on your own. Since there is an option to use tutoring services to supplement the classes, **please be proactive** and ask the instructor for help if needed. Remember that we have our *Fulbright ETA* (Emilee Lord), who will be at your disposal this semester, so take advantage of that opportunity. I may also suggest seeking tutoring or extra practice if necessary, but the notion that you must be **responsible and proactive** is fundamental for your success in this course. After all, there is an expectation that you are all becoming more autonomous learners.

This semester, I have scheduled three short academic trips in March, April, and May. However, other unforeseen commitments may appear. In all cases, we will set up autonomous work activities for those sessions. As the dates reach near, you will receive further instructions. With that said, so long as I am not away or have any emergencies to attend to, **we always have class and I do not schedule autonomous work sessions when I am in Medellín!**

## Ethical guidelines and Plagiarism

All assignments are to be original work. As scholars, we should all abide by the highest standards of academic integrity. In this course, we operate under a very strong stance against cheating and plagiarism. In case you are not sure what plagiarism means, let me share a few definitions:

Using someone else's text without attribution is plagiarism, whether you meant to do it or not. Unintentional plagiarism of even a sentence or two can have serious consequences. For students, plagiarism often means a failing grade, academic probation, or worse. (Grammarly, n.d., Why Use a Plagiarism Checker, pa. 2 – URL: <https://www.grammarly.com/plagiarism-checker>)

Plagiarism is presenting someone else's work or ideas as your own, with or without their consent, by incorporating it into your work without full acknowledgement. All published and unpublished material, whether in manuscript, printed or electronic form, is covered under this definition. Plagiarism may be intentional or reckless, or unintentional. Under the regulations for examinations, intentional or reckless plagiarism is a disciplinary offence. (Oxford Students, n.d. – URL: <https://www.ox.ac.uk/students/academic/guidance/skills/plagiarism?wssl=1>)

Guidelines against cheating and plagiarism in this course will follow any internal guidelines that UPB (see **Article 50** of the Undergraduate Student Code) has set in place for academic integrity, as well as existing Colombian copyright legislation, such as Ley 23 de 1986, specifically Article 31 (<http://derechodeautor.gov.co/documents>)

[/10181/182597/23.pdf/a97b8750-8451-4529-ab87-bb82160dd226](#)) and Ley 1032 de 2006 ([http://www.secretariasenado.gov.co/senado/basedoc/ley\\_1032\\_2006.html](http://www.secretariasenado.gov.co/senado/basedoc/ley_1032_2006.html)). It is your responsibility to become acquainted with these laws, as well as any other laws available regarding fair use of copyrighted material (this is particularly crucial in the case of the multimodal essays). I also invite you to check <https://www.plagiarism.org/article/what-is-plagiarism> for an extended definition and other additional resources.

## Communication Etiquette

Learning how to communicate in writing is an important and necessary skill that all academics must develop in order to network effectively with other professionals. In many cases, a well-crafted e-mail is the difference between receiving a reply from faculty and researchers in other institutions and having your message deleted right away.

In that sense, please keep in mind that I will not respond to e-mails/messages that:

1. Do not come from your UPB address (please refrain from using your personal e-mails, Facebook, or WhatsApp for class-related affairs **unless the specific situation requires so**).
2. Are not properly crafted with a clear subject line (I suggest using [MATLUPB] with the brackets as part of the subject line for easier identification) and a proper, formal greeting.

Check the following websites for information about academic e-mail etiquette, and make sure to practice these rules in any class-related communications:

- <https://www.insidehighered.com/views/2015/04/16/advice-students-so-they-dont-sound-silly-emails-essay>
- <https://medium.com/@lportwoodstacer/how-to-email-your-professor-without-being-annoying-af-cf64ae0e4087>
- <https://www.ugent.be/en/staff/academic-writing/email.htm>
- <http://akiraconnor.org/2011/11/03/e-mail-etiquette-how-to-make-contact-with-academics/>

## Resources

For this course, we will be using the following resources:

1. The Outlook group mail option in for communications and class files.
  - Make sure to check that you can access all files from your laptops, smartphones, and tablets.
  - In the case of smartphones and tablets, please make sure to download the **OneDrive** and **SharePoint** apps from the App Store (iPhone) or Google Play (Android).



2. Always keep a notebook/journal with you at all times. We will do extensive note-taking during the course and some of your notes might be featured in social media (with your consent, of course!)
3. The #MATLUPB YouTube playlist: This playlist contains a series of videos we'll be using during the semester for different activities. When directed, you can access the list using the following link: <http://bit.ly/matlupbplaylist>

### **Technology**

Since we will be using readings and videos available online, you are welcome to bring your laptop, smartphone, or tablet to class (this does not change the fact that most notetaking will be in your notebooks, though) to access the readings. There are reasons, again evidence-based and ingrained in brain research, why I enforce handwriting in class despite the push for technology. However, I kindly ask you to only use your electronic devices during the class activities that require so and to “set your mobile devices on Airplane Mode” the rest of the time. We only meet for 6 hours during the week, so unless we are talking about life-or-death situations in your lives (which may happen), I do not foresee the need for you to behave like “digital ostriches” during this class.

### **Social Media Use**

In this course, we will be using social media for different class activities throughout the semester. When working in groups, make sure at least one of your compadres has a Twitter or Instagram account (we will be using both). Specific directions will be contingent upon the nature of each activity. However, there are some basic ground rules for all posts:

- You should always use the hashtag #MATLUPB in all your posts.
- Make sure to tag @Islp\_colombia on Twitter or @Islpcolombia on Instagram (you are also welcome to tag my personal handle, @elpatronhimself, both for Twitter and Instagram)

### Class Schedule

Week	Topics and Readings (**LSP Micro-Papers; Some readings may be subject to change)	
<b>Introduction to the Course:</b> #MATLUPB playlist – Videos 1 and 2		
1 Jan 20	<i>Monday</i> Why this course? Why here? Why now?... or what's the bigger picture? (and some logistics stuff too!)	
<b>UNIT 1: HISTORICAL OVERVIEW OF SECOND LANGUAGE TEACHING</b>		
<b>Introduction to the Unit:</b> #MATLUPB playlist – Video 3 (Mora, 2013a)		
1 Jan 21-24	<i>Tuesday</i> An introduction to language learning	<p style="text-align: center;"><i>Readings</i> Oxford (2008)</p> <p style="text-align: center;"><i>Media</i> <i>In preparation for class:</i> #MATLUPB playlist, video 4</p> <p style="text-align: center;"><i>In Class:</i> #MATLUPB playlist, videos 5 and 6 <i>Theories, Methods &amp; Techniques of Teaching</i> playlist, video 1</p> <p style="text-align: center;"><i>Follow-up:</i> #MATLUPB playlist, video 7</p>
	<b>DEMO FRIDAY</b> <b>Slam Poetry/Spoken Word</b>	<p style="text-align: center;"><i>Readings</i> Elting &amp; Firkins (2006) Mora (2015b)** Rudd (2012) Smith (2009), Chapters 1, 4, &amp; 5</p> <p style="text-align: center;"><i>Media</i> #MATLUPB Playlist, videos 9 to 17</p> <p style="text-align: center;"><i>Follow-up</i> <a href="http://bit.ly/matlupbslampoetry">http://bit.ly/matlupbslampoetry</a></p>
2 Jan 27- 31	<i>Monday</i> Introducing the idea of “Method” and the earlier era of approaches and methods	<p style="text-align: center;"><i>Readings</i> Hall (2011), Chapter 5, pp. 76-89 Liu &amp; Shi (2007) Richards &amp; Rogers (2001), Chapter 1</p>

		<p><i>Media: Grammar Translation Method</i>                  #MATLUPB playlist, videos 18 to 21  <i>Theories, Methods &amp; Techniques of Teaching</i>                  playlist, videos 2 and 3</p> <p><i>Media: Direct Method</i>                  #MATLUPB playlist, videos 22 to 26  <i>Theories, Methods &amp; Techniques of Teaching</i>                  playlist, video 4</p> <p><i>Media: Audiolingual Method</i>                  #MATLUPB playlist, videos 27 to 30  <i>Theories, Methods &amp; Techniques of Teaching</i>                  playlist, videos 5 and 6</p>
	<p><i>Tuesday</i>                  Approaches and methods after World                  War II –Humanistic/Experimental views                  of A&amp;M                   (Infographic activity)</p>	<p><i>Total Physical Response</i>                  Richards &amp; Rogers (2001), Chapter 5                  #MATLUPB playlist, videos 31-34                  From <i>Theories, Methods &amp; Techniques of Teaching</i>                  playlist video 8</p> <p><i>The Silent Way</i>                  Richards &amp; Rogers (2001), Chapter 6                  #MATLUPB playlist, videos 35-38  <i>Theories, Methods &amp; Techniques of Teaching</i>                  playlist, video 7</p> <p><i>Community Language Learning</i>                  Richards &amp; Rogers (2001), Chapter 7                  #MATLUPB playlist, videos 39-41</p> <p><i>Suggestopedia</i>                  Richards &amp; Rogers (2001), Chapter 8                  #MATLUPB playlist, videos 42-45                  From <i>Theories, Methods &amp; Techniques of Teaching</i>                  playlist, video 9</p> <p><i>Follow-up Readings</i>                  Hall (2011), Chapter 5, pp. 89-93                  Mitchell &amp; Miles (2004), Chapter 2                  Richards &amp; Rogers (2001), Chapter 15</p>

	<p style="text-align: center;"><b>DEMO FRIDAY</b> <b>Anticipation Guides and Graphic Organizers</b></p>	<p style="text-align: center;"><i>Anticipation Guides</i> Gill (2008) Kozen, et al. (2006) Kragler, et al. (2005)</p> <p style="text-align: center;"><i>Graphic Organizers</i> Hall &amp; Strangman (2002) Jiang &amp; Grabe (2007)</p> <p style="text-align: center;"><i>Media</i> #MATLUPB playlist, videos 46 and 47</p>
<p>3 Feb 3-7</p>	<p style="text-align: center;"><i>Monday</i> Contemporary views and the Growing Field of CLIL  (Infographic activity continues)</p>	<p style="text-align: center;"><i>Contemporary Views</i> Hall (2011), Chapter 5, pp. 93-98 Larsen-Freeman (2000), Chapters 9, 10, 11 Mitchell &amp; Miles (2004), Chapter 7 (pp. 194-199 and 206-218) Savignon (2007)</p> <p style="text-align: center;"><i>Media for Contemporary Views</i> #MATLUPB playlist, videos 48 to 54</p> <p style="text-align: center;"><i>A Word on CLIL</i> McDougald (2015) Muñoz Luna (2013) J Rodríguez Bonces (2012) M Rodríguez Bonces (2011)</p> <p style="text-align: center;"><i>Media for CLIL</i> #MATLUPB playlist, videos 55 to 58</p>
	<p style="text-align: center;"><i>Tuesday</i> The method-postmethod debate</p>	<p style="text-align: center;"><i>Critiques of Method</i> Hall (2011), Chapter 4 Liddicoat &amp; Scarino (2013), Chapter 1 Pennycook (1989)</p> <p style="text-align: center;"><i>About Post-Method</i> Bell (2003) Bell (2007) Hall (2011), Chapter 5, pp. 98-102 Kumaravadivelu (2003a), Chapter 2</p> <p style="text-align: center;"><i>Media</i> #MATLUPB playlist, videos 59 to 61</p>

	<b>DEMO FRIDAY</b> <b>Group Reading – Reciprocal Teaching</b>	<p><i>Readings</i> McAllum (2014) Meyer (2010) Stricklin (2011)</p> <p><i>Media</i> #MATLUPB playlist, videos 62 to 64</p>
Feb 7 by 11:59	<b>SUBMIT INFOGRAPHIC</b>	
<b>UNIT 2: UNDERSTANDING COMMUNICATIVE COMPETENCE</b> <b>(Baseline Reading: Common European Framework of Reference for Languages, Chapter 3)</b>		
<b>Introduction to the Unit:</b> <b>#MATLUPB playlist – Video 65 (Gallagher, 2018)</b>		
4 Feb 10-14	<i>Monday</i> (Re)Introducing Communicative Competence	<p><i>Readings</i> Cazden (2011) Mora (2015a)** Savignon (1976)</p> <p>CEFRL, Chapter 3</p> <p><i>Media</i> #MATLUPB playlist, videos 66 to 68</p>
	<i>Tuesday</i> Making sense of the subcompetences	<p><i>Readings</i> Alptekin (2002) Bagarić &amp; Djigunović (2007) CEFRL, Chapter 3</p>
	<b>DEMO FRIDAY</b> <b>Reading Aloud – Storytelling and Read/Think Alouds</b>	<p><i>Readings</i> López-Ladino (2016)** Rodríguez (2015)**</p> <p><i>Media</i> #MATLUPB playlist, videos 69 to 72</p>
5 Feb 17- 21	<i>Monday-Tuesday</i> Weaving the competences and the four skills	<p><i>Reading</i> Dawes &amp; Birrell (2005) Murtiningisihn &amp; Hapsari (2018) Oakhill et al (2015)</p> <p><i>Writing</i> Hayik (2018) Lems et al. (2010), Chapter 9 Schneider (2003), Chapter 11</p>

		<p><i>Listening</i></p> <p>Nation &amp; Newton (2009), Chapter 3 Dawes, et al. (2005) Vandergrift &amp; Goh (2012), Chapter 2</p> <p><i>Speaking</i></p> <p>Lems et al. (2010), Chapter 3 Nation &amp; Newton (2009), Chapter 9 Smith (2005)</p>
	<p><b>DEMO FRIDAY</b> <b>Writer’s Workshop</b></p>	<p><a href="http://www.elpatronhimself.net/becomingascholar.html">http://www.elpatronhimself.net/becomingascholar.html</a></p>
<p>6 Feb 24- 28</p>	<p><i>Monday-Tuesday</i> Weaving the competences and grammar/pronunciation/vocabulary</p>	<p><i>Grammar</i></p> <p>Azar (2007) Gupta (2012) Hinkel (2002) Knapp &amp; Watkins (2005), Chapter 2 Larsen-Freeman (1991) Smith (2005)</p> <p><i>Pronunciation</i></p> <p>Nation &amp; Newton (2009), Chapter 5 Cook (2008), Chapter 4 Ketabi &amp; Saed (2015) Levis &amp; Grant (2003) Yates (2014)</p> <p><i>Vocabulary</i></p> <p>Blachowicz, et al. (2006) Cook (2008), Chapter 3 Folse (2004) Nam (2010)</p>
	<p><b>DEMO FRIDAY</b> <b>Critical Media Literacy in the Classroom</b></p>	<p><i>Critical media literacy</i></p> <p>Egbert &amp; Neville (2015) Kellner &amp; Share (2007) Mollan-Moscoso (2017)** Mora (2017) Garland &amp; Bryan (2014)**</p> <p><i>Literacy and social media</i></p> <p>Bright (2015)</p>

		<p>Chisega-Negrilă (2015) Orrego &amp; Hernandez (2015)** Piotrowski (2014)** Rodliyah (2016) Rybakova &amp; Kollar (2014)** Zapata (2015)**</p> <p><i>Media</i> #MATLUPB playlist, videos 73 to 78</p> <p><i>Follow-up</i> #MATLUPB playlist, video 79</p>
<b>UNIT 3: A LOOK AT CLASSROOM PRACTICE</b>		
<b>Introduction to the unit:</b> <b>#MATLUPB playlist, video 80 (Terronez, 2017)</b>		
7 Mar 2-6	<i>Monday-Tuesday</i> Lesson planning	<p><i>Readings</i> Baker &amp; Westrup (2000), Chapter 16 Haynes &amp; Zacarian (2010), Chapter 3 Liddicoat &amp; Scarino (2013), Chapter 9 Marzano &amp; Brown (2009), Chapter 25</p> <p><i>Media</i> #MATLUPB playlist – Videos 81 to 85 ITTT Lesson Planning Playlist <a href="https://www.youtube.com/playlist?list=PLbVib986kwejKz4mKeBPyelarOtjilwzk">https://www.youtube.com/playlist?list=PLbVib986kwejKz4mKeBPyelarOtjilwzk</a></p>
	<b>DEMO FRIDAY</b> <b>Using Comics and Graphic Novels in the Language Classroom</b>	<p>Chiquito, Restrepo, &amp; Mora (2019) Low (2012, 2017) Low &amp; Jacobs (2018)</p> <p>NOTE: Bring your own comics and graphics novels for this demo, when possible.</p>
8 Mar 9-13	<i>Monday-Tuesday</i> Classroom management	<p><i>Readings</i> Baker &amp; Westrup (2000), Chapters 17 and 18 Cummings (2000), Chapter 6 Marzano et al (2003), Chapters 4 and 7 McLeod et al (2003), Chapter 2 and 7 Sasson (2013), Chapter 1 Smith &amp; Laslett (1993), Chapters 1, 6, and 9 Woodward (2001), Chapter 3</p> <p><i>Media</i> #MATLUPB playlist – Videos 86 to 89</p>

	<p><b>DEMO FRIDAY</b> <b>Multimodal Text Design and Video Editing in the Classroom</b></p>	<p>Bull &amp; Kajder (2005) Kervin &amp; Mantei (2017) Kist (2017) Mora (2019a) Mora, et al. (2017) [YouTube] Pyo (2016)</p>
<p>9 Mar 16-20</p>	<p>Materials Design: Fundamentals (Independent Work – At UNICAMP, Brazil)</p>	<p>Tomlinson (2016a) Tomlinson (2016b) Richards (2014)</p>
<p>Mar 20 by 11:59</p>	<p><b>FIRST ROUND OF MEDIUM BLOG POSTS IS DUE</b></p>	
<p>10 Mar 24-27</p>	<p><i>Monday-Tuesday</i> Materials Design: Procedures</p>	<p>Liddicoat &amp; Scarino (2013), Chapter 5 Maley (2016) Macalister (2016)</p>
<p>Mar 27 by 11:00</p>	<p><b>SUBMIT SLAM POEM</b></p>	
<p>10 Mar 27</p>	<p><b>DEMO FRIDAY</b> <b>#MATLUPB Slam Poetry Festival</b></p>	
<p>11 Mar 30 to Apr 3</p>	<p><i>Monday</i> Materials Design: Resources</p>	<p>Baker &amp; Westrup (2000), Chapters 19 and 20 Liddicoat &amp; Scarino (2013), Chapter 6</p>
	<p><i>Tuesday</i> Materials Design: Resources</p>	<p>Bao (2016) Matsuda (2012) Trabelsi (2016)</p>
	<p><b>DEMO FRIDAY</b> <b>Music in the Classroom</b></p>	<p>LaVouille (2016) Cortés Santiago (2016) Rhym (2016)</p>
<p>Apr 6-10</p>	<p><b>EASTER BREAK</b></p>	



12 Apr 13-17	<i>Monday-Tuesday</i> Materials Design: Examples	Seferaj (2014) Bosompen (2014) Nuangpolmak (2014) Igielski (2014)
	<b>DEMO FRIDAY</b> <b>TBD</b>	
13 Apr 20-24	<i>Monday-Tuesday</i> An overview of assessment	Dawes, et al. (2005) Hargreaves et al (2001), Chapter 3 Haynes & Zacarian (2010), Chapter 7 Nation & Newton (2009), Chapter 10 Nation (2009), Chapters 6 and 10 Taras (2005) Vásquez (2017)**
	<b>DEMO FRIDAY</b> <b>Games in the Classroom</b> <b>Part 1: Creating</b> <b>(Guest: Mark Eilbeck)</b>	
<b>UNIT 4: ONGOING ISSUES AND TRENDS IN LANGUAGE TEACHING</b>		
Introduction to unit: #MATLUPB playlist – Video 90 (Mora, 2019b)		
14 Apr 27- 28	<i>Monday-Tuesday</i> Language in the classroom I: Accent/NS vs NNS	<i>Accent/NS vs NNS Teachers</i> Arboleda Arboleda & Castro Garcés (2012) Derwing & Munro (2009) Mora & Muñoz Luna (2012) Moussu & Llurda (2008) Murphy (2014) Rajadurai (2016) Selvi (2014) Viáfara (2011)  <i>Media</i> <a href="http://vidosiki.ru/video/comedy-club---speak-english/comedy-club---speak-english.mp4">http://vidosiki.ru/video/comedy-club---speak-english/comedy-club---speak-english.mp4</a> #MATLUPB playlist – Videos 91 to 95
	Language in the classroom II: World Englishes vs English as a Lingua Franca	<i>Conceptual Papers</i> Björkmann (2014) Mora (2013b) Rajagopalan (2004) Seidlhofer (2005)

		<p>Smith (2014) Uribe &amp; Gómez (2015)**</p> <p><i>Larger Issues</i> Bruthiaux (2010) Kumaravavidelu (2016) Kuo (2006) Matsuda &amp; Matsuda (2010) Mora &amp; Golovátina-Mora (2017) Sifakis (2009, 2014) Sifakis &amp; Bayyurt (2015) Vettorel (2014)</p> <p><i>Media</i> #MATLUPB playlist – Videos 96 to 98</p>
14 Oct 18	<p><b>DEMO FRIDAY</b> <b>Games in the Classroom</b> <b>Part 2: Adapting</b> <b>(Guests: Dr. Ashley Dallacqua and</b> <b>Joe Dallacqua)</b></p>	<p>Mora &amp; Lopera (2001) Simpson (2015) Urrutia León &amp; Vega Cely (2010)</p>
15 May 4- 8	<p><i>Monday</i> Language in the classroom III: An introduction to <i>translanguaging</i>, <i>code-switching</i>, <i>code-mixing</i>, etc.</p>	<p>Cárdenas (2019) Garcia &amp; Li Wei (2014) Vogel &amp; Garcia (2017) Robinson, Tian, et al. (2018)</p>
	<p><i>Tuesday</i> Culturally Responsive Pedagogy</p>	<p>Gay (2002) Ladson-Billings (1995a, 1995b) Lopez (2011) Lucas, et al. (2008) Paris (2012)</p> <p><i>Media</i> #MATLUPB playlist – Videos 99 to 101 (Gavin, 2014; Lozenski, 2012; University of South Dakota School of Education, 2016)</p>
	<p><b>DEMO FRIDAY</b> <b>Social Justice in the Classroom</b> <b>(Video Conference - Guest Speaker:</b> <b>Yecid Ortega, Ph.D. Candidate, OISE-</b> <b>University of Toronto)</b></p>	<p>Ortega (2019) Others TBD</p>
16 May 11-15	<p>Autonomous work on Capstone Project (Dr. Berry will be available to answer questions during class time)</p>	
May 15 by 23:00	<p><b>MASTER TEACHERS SUBMIT LESSON PLANNING REPORT</b></p>	

17 May 18-22	FINALS WEEK 1 – Finish Capstone Project
May 22 by 11:59	SECOND ROUND OF MEDIUM POSTS DUE
May 29 by 8:00	SUBMIT CAPSTONE PROJECT
18 May 29	FINALS WEEK 2 – Capstone Project Presentations (12:00 – 15:00)

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## Appendix A – List of Peer-reviewed Colombian Journals and Journal Search Engines

### **Peer-reviewed journals**

PROFILE Journal (Universidad Nacional) <http://revistas.unal.edu.co/index.php/profile/index>  
HOW Journal (ASOCOPI) <http://www.howjournalcolombia.org/index.php/how/index>  
Revista Q (UPB) <http://revistaq.upb.edu.co/>  
Latin American Journal of Content and Language Integrated Learning – LACLIL (Universidad de la Sabana) <http://lACLIL.unisabana.edu.co/index.php/LACLIL>  
ENLETAWA Journal (UPTC) [http://revistas.uptc.edu.co/revistas/index.php/enletawa\\_journal](http://revistas.uptc.edu.co/revistas/index.php/enletawa_journal)  
Opening Writing Doors Journal (Universidad de Pamplona) <http://owdj.unipamplona.edu.co/>  
Revista Íkala (Universidad de Antioquia) <http://aprendeenlinea.udea.edu.co/revistas/index.php/ikala>  
Colombian Applied Linguistics Journal (Universidad Distrital)  
<http://revistas.udistrital.edu.co/ojs/index.php/calj>  
Revista Matices en Lenguas Extranjeras (Universidad Nacional)  
<http://revistas.unal.edu.co/index.php/male>  
Revista Lenguaje (Universidad del Valle) <http://revistalenguaje.univalle.edu.co/>  
GiST Journal (Universidad UNICA) <http://www.publicacionesunica.com/gist/index.php/gist/index>  
Revista Palabra (UPB-Montería) <http://srzenu.monteria.upb.edu.co/revistapalabra/>

### **Databases**

Directory of Open Access Journals (DOAJ) <https://doaj.org/>  
Google Scholar <https://scholar.google.com.co/>  
Google Books <https://books.google.com/?hl=en>

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