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**LICENCIATURA EN BILINGÜISMO CON ÉNFASIS EN INGLÉS  
FACULTAD DE BELLAS ARTES Y HUMANIDADES  
UNIVERSIDAD TECNOLÓGICA DE PEREIRA**

**Course: CURRICULUM DESIGN FOR BILINGUAL EDUCATION 2021-2**

Code: LB814

Prerequisite: LI715 Desarrollo Profesional

Course dedication: 9 (Autonomous work-4 hours / Class: 5 hours) Credits: 4

Professor: Rosa María Guilleumas García

E-mail: [roguiga@utp.edu.co](mailto:roguiga@utp.edu.co)

Office Hours: By appointment

“Education is a social process; education is growth;  
education is not preparation for life but is life itself.”

— John Dewey.

**RATIONALE**

One of the most important teacher’s abilities is that of designer and planner of the educational experiences that will help students accomplish the course goals. Determining what needs to be learned, what kind of activities and materials will challenge and interest the learners, what teaching strategies will scaffold their learning and help them achieve their learning goals and finally defining how learning will be assessed are issues of the utmost relevance if we want to improve the quality of the educational system and adapt it to the actual exigencies of the country.

Curriculum designers do more than write lesson plans. They apply their theoretical knowledge, experience and observation power to develop curricula that fit a particular context and students’ needs; they evaluate programs and learning materials as well as assessment procedures and instruments.

The Curriculum Design Course contributes to the professional profile of the B.A in Bilingualism: English-Spanish by providing pre-service teachers the theoretical and practical guidance towards the production and assessment of language teaching programs appropriate for a specific learning context.

The course seeks to develop and strengthen the pedagogical, didactic and linguistic competences that teachers-to-be require in order to gain awareness of the processes that take place when planning and evaluating teaching sequences and courses.

**COURSE OBJECTIVES**

**General objective**

Understand the importance of the curriculum as an instrument to plan, implement and evaluate an educational proposal appropriate for a specific learning context and in accordance to pedagogical and didactic principles as well as to Colombian regulations and guidelines.

**Specific objectives**

This course will guide students in the process to:

- Understand and appropriate concepts, terminology and theory related to the field of foreign language curriculum design.
- Get familiar with current Colombian educational regulations that influence curriculum development.
- Broaden understanding of the importance of the learning context and of the principles underlying language learning and curriculum design.
- Reflect on the impact of curriculum design on students’ achievements and program quality.
- Establish correlations among the curricula used in local EFL classes and theories of language learning and curriculum design.
- Consider different aspects of lesson design and how they might affect students’ achievements in language learning.
- Further develop the ability to design materials and activities for the classroom, integrating ICT in the educational process when appropriate.
- Extend knowledge and understanding of the language required for our professional role and improve the ability to use English both generally and for classroom purposes.

**LEARNING OUTCOMES (LO)**

The following chart specifies on the right column the competencies the course will explicitly contribute to develop (there may be some others to which the course may contribute indirectly); their relationship to the Licenciatura Program Learning Outcomes.

LICENCIATURA EN BILINGÜISMO LEARNING OUTCOMES	CURRICULUM DESIGN LEARNING OUTCOMES By the end of the Curriculum Design course, the students will be able to:
Utiliza el español y el inglés con altos niveles de suficiencia en el ámbito social, académico y profesional, y con consciencia intercultural relacional, funcional y crítica.	<ol style="list-style-type: none"> <li>1. Do listening exercises that require the understanding of main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in standard speech, including technical discussions in their field of specialization.</li> <li>2. Read with a medium to high degree of independence, adapting style and speed of reading to different texts and purposes and scan quickly through long and complex texts, locating relevant details.</li> <li>3. Give clear, detailed descriptions and presentations on a wide range of subjects related to their professional field, expanding and supporting ideas with subsidiary points and relevant examples.</li> <li>4. Write texts on a range of academic topics within their professional field with a medium to high degree of linguistic accuracy and employing specific professional vocabulary.</li> </ol>

## Curriculum Design for Bilingual Education

Planea e implementa, de forma flexible y creativa, actividades de enseñanza y aprendizaje que generen ambientes propicios para el desarrollo de procesos bilingües de los estudiantes, aplicando saberes generales y pedagógicos, las teorías de la lingüística aplicada y la didáctica de las lenguas, las políticas educativas y lingüísticas para responder a las necesidades cognitivas, lingüísticas, afectivas, socio-culturales y económicas de diversos contextos educativos/los educandos.	Plan and develop a didactic sequence based on the project based approach and the concept of an integrated curriculum.
Incorpora reflexivamente y con criterio pedagógico el uso de las TIC en el desarrollo de procesos educativos.	Use ICT for accessing academic resources, developing and presenting tasks and assignments, planning and developing teaching resources, communicating with professors and peers and carrying out self-directed learning.
Analiza, diseña y adapta instrumentos y estrategias para evaluar y autoevaluar tanto el desarrollo bilingüe y bicultural de los estudiantes como su propia práctica educativa a fin de reflexionar y plantear acciones de mejora que promuevan su desarrollo profesional.	Employ self-reflection and other metacognitive strategies to identify their own teaching principles as well as their own achievements and needs in relation with the academic demands of the course.
Construye, gestiona e implementa propuestas estratégicas de trabajo en su campo profesional fundamentadas en principios disciplinares, pedagógicos, investigativos e interculturales como resultado del trabajo colaborativo en el que hace uso de sus fortalezas, habilidades propias y del colectivo	Develop collaborative research and carry out academic presentation exercises on topics of relevance to curriculum design, using their strengths and abilities as well as those of their classmates.
Participa en espacios y actividades institucionales, curriculares y extracurriculares en los que se apropia y desarrolla su dimensión ética, socio política, corporal y espiritual en pro de la construcción de un Ethos democrático, político y en derechos humanos.	<p>Develop their professional and personal profile through learning in extra-curricular spaces such as conferences, web talks or online courses on a variety of topics.</p> <p>Participate in class discussions on the educational system's strengths and opportunities for improvement in relation with curriculum design and the educational reality of our country.</p>

### **COURSE CONTENTS**

#### **1. Module 1: Background to curriculum design.** What is the role of education?

- Curriculum history and development (Types/Elements) – (Content/Product/Process/Praxis)—
- Approaches to Curriculum Design in language learning.
- Macro Curricular Level: Laws, decrees and other documents regulating Colombian Curriculum (Lineamientos/Pedagogical Principles/Suggested Curriculum/Mallas)

#### **2. Module 2: Meso Curricular Level. Planning language education for Colombian Educational Institutions.** What is an area plan?

- Macro, Meso and Micro curricular levels
- Elements for analysing a curricular proposal
- Revision and Analysis of Bilingual Proposals in Our context
- Inclusive education

- Neuromyths

**3. Module 3: Micro curricular level.**

- Methodological approaches in EFL
- Communicative activities
- Project Based Learning

**METHODOLOGY**

Due to the circumstances brought about by the COVID-19 and following national, regional and local regulations as well as those emanated from the High Council of the Universidad Tecnológica de Pereira, during the 2020-2 semester our classes will continue in the remote teaching mode, making use of digital communication tools as well as of the LMS Schoology as support for sharing resources, handing in tasks and communicating about course issues.

We will continue having synchronous classes during our assigned schedule using the Google Meet Video Conferencing Tool. Attendance to synchronous classes is mandatory for all students and will be recorded.

In accordance with current pedagogical models as well as with the approach set and described in the PEI by Curriculum Committee of the Bachelor Degree in Bilingualism: English-Spanish, this course draws inspiration from four different pedagogical approaches:

**Socio-constructivism:** classroom discussions and presentations as well as teamwork in the development of the different projects and tasks carried out during the semester have as a goal to create an environment in which knowledge can be socially constructed by the participants, who cooperate with their peers and have an active role in their learning process.

**Humanistic approach:** The student is respected as an individual and is responsible for making decisions about his learning. The teacher role in the class is that of a facilitator that provides and guides learning experiences. Learners' expectations, abilities, interests and needs both as students and future teachers of language are explored and considered in the course in order to promote motivation and involvement in the learning process. The different activities carried out during the course and the materials and resources suggested to the students aim at developing and endorsing autonomy in students. Respect for other students' opinions and views is encouraged in open discussions about different topics related to the course.

**Critical Reflection:** reflection about teaching and learning experiences in order to make meaning is a metacognitive process which plays an important role in future teachers' education, helping them understand their own strengths and weaknesses and resulting in greater autonomy and independence as learners. Students are encouraged in the course to plan, monitor and evaluate their progress so that they may revise their learning strategies accordingly. Evaluation of materials, self-evaluation and peer evaluation will help the future teachers to hone the critical skills they will need as citizens of a complex world.

**Content-based approach:** finally, the course provides a bilingual space of interaction and learning for students who can acquire and practice their communicative skills in English in a natural environment through the exposure to theoretical input as well as to practical activities related to the topics of the course. The inclusion of academic texts in Spanish related to the field affords students the possibility of strengthening also their own academic resources in their mother tongue and thus their active bilingualism.

Each week there will be a mixture of input sessions and reflective discussion activities related to this input and to prepared readings from the references suggested and any others relevant to the topic. Students are required to prepare themselves for class discussions and activities by having read **in advance** the suggested materials.

Students will be also involved in film forums and debates about specific issues related to curriculum design and analysis.

Students will also be involved in practical lesson planning sessions designed by them, involving specific topics from the syllabus. Participants will be encouraged to develop, share and analyze activities, materials and their own lesson plans. Through classroom observation, specific written assignments and practical tasks, the teachers-to-be will demonstrate the development and improvement of planning skills and critical thinking.

Attendance, active participation, collaborative learning and commitment to work are essential parts of the learning process.

### **COURSE REQUIREMENTS**

#### **1. Demonstration of thoughtful completion of readings:**

Participants are expected to complete all reading assignments prior to class and to be prepared to actively participate in group discussions. Work with the required text must include exploring vocabulary, grammar and pronunciation as well as the connections of the text with students' previous knowledge, experiences and insights and with other related texts or ideas.

The texts selected, though relevant and updated, are just a provocation for students, who will benefit from autonomous exploration of topics surging from the text.

Texts should be printed and annotated or at least, students should bring to class their notes on them.

#### **2. Active involvement in class:**

Throughout the course, participants will be involved in small group and whole class discussions. Everyone is expected to participate actively and in an informed manner through discussion and response. It is also expected that students engage in an online update via mail, or any other learning management system or social network that the group decides to use for the course. Students are expected to take notes of the developments of the class as a strategy for developing language competences and synthesizing ideas.

#### **3. Timely submission of projects and assignments.**

### **COURSE EVALUATION AND ASSESSMENT**

Throughout this course, teachers-to-be will be assessed taking into account both individual performance as well as group work. Theoretical and practical tasks and assignments and a final evaluation will be considered. Written reports and other assignments must be completed. Formative and summative assessment will be provided to the students.

Apart from content appropriateness and/or accuracy, language competence will be considered and graded based on a global scale of achievement with international standards (see scale below).

Participants will document their progress through their participation in class and submission of assignments. They are encouraged to keep in touch with the instructor, each other, and the course content through the Schoology course, e-mails and making use of social media (Facebook, Twitter, Google+, etc.) In case of having provable problems with assignments, readings, or class contents, **students must design an alternative pedagogical proposal and get into agreements with the**

**professor with awareness of time schedules and dates of submission. (The presentation of sit in exams does not follow this procedure)**

Students in this course will be evaluated according to the following scheme:

**PARTIAL GRADE 1=> 30% of final grade.**

**PARTIAL GRADE 2 => 25% of final grade**

**PARTIAL GRADE 3 => 25% of final grade**

**PARTIAL GRADE 4: Peer Coaching => 10%**

Continuous development and improvement of our foreign language skills is fundamental for language teachers. As language professionals, we need to be able to identify our own weaknesses and find ways to work on them. During the course you will work with another classmate to support each other in the process of improving your language skills. You will alternatively take the role of coach and coachee.

**PARTIAL GRADE 5: In class participation => 10%**

*\*\*\* Since both mastery of the language and mastery of the specific content of the course are necessary skills for the teachers to be, the language competence demonstrated in the tasks and assignments submitted by the students will be considered in the assessment.*

### **ETHICAL CONSIDERATIONS**

The students of this program are to be education professionals, and therefore, must consider the ethical principles of the teaching profession. The four main maxims that underline ethical and moral behavior are:

### **PERSONAL AND ACADEMIC GROWTH**

"A teacher affects eternity; he can never tell where his influence stops." - Henry Brooks Adams. As future teachers, participants in this course will have the responsibility of guiding the future generations towards their academic and personal development. Awareness and acceptance of that responsibility entails embracing the task of becoming the best possible teachers, committed to professional and personal development that may enrich their lives and the educational experiences of those in their care.

### **RESPECT**

This classroom honors human dignity, emotional wellness and cognitive development of both, the students and the professor. The students and the professor are human beings deserving respect, understanding and tolerance. As models of spiritual and cultural values, students are encouraged to respectfully bring to the teacher's attention their concerns and disagreements in relation with course events, applying the wise principle of treating others as we would like ourselves to be treated and understanding that learning is a path that we are all walking.

### **TRUST**

In the search of social justice, the students and the professors must establish a professional relationship of fairness, openness, and honesty. Thus, communication is essential. The constructive discussion and solution of problems with each other must strengthen the connection between the members of the classroom. Students should rest assured that the teachers of this course are aware of the importance that the correct assessment of students' competences and performance may have for their academic development as well as for their working future. The teachers will endeavor to implement assessment methods that are valid, open, fair and congruent with course objectives.

## **HONESTY**

Integrity is defined as “adherence to moral principles; honesty”. Honesty is one of the values we expect our students to be guided by. Honesty must be employed when reflecting on self-performance and on how we are facing our commitments and responsibilities because only an honest assessment will help us to grow both academically and as human beings. In relation with projects and assignments, honesty is of the utmost importance, since the purpose of collecting and assessing a task is to collect information about students’ achievements and weaknesses so that the teacher may help to overcome those difficulties. If the work submitted is not done by you, this assessment fails to fulfill its purpose.

**Any collaborative work must have been previously discussed with the professor to be approved.**

**Plagiarism or dishonesty of any kind will not be accepted and will bring about the disciplinary process foreseen in the UTP regulations.**

## **LINGUISTIC COMPETENCE**

Although Spanish is accepted and used at specific activities, English is the primary language for communication in the classroom. Participation in class activities and tasks must help students advance in their learning language process and improve their communicative competence. With this purpose, oral and written discourse will be assessed and valued in all classroom activities and will represent 30% of every grade. Students are required a B2+ level of communicative competence according to the CEFR.

Criteria to manage the linguistic performance of students will be defined for each particular task to be submitted.

## **RESOURCES**

### **Curriculum Design Virtual Environment**

We will make use of a course space in Schoology LMS that will be the channel for sharing resources, communicating and submitting most tasks.

Professional language and behavior are expected from students when interacting in the virtual platform.

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### Videos Learning

El cerebro digital: cómo piensa y siente <https://www.youtube.com/watch?v=rc-wnsI8MuU&feature=youtu.be>

### Suggestions for Films about education

- **The Freedom writers' diaries (2007)** (Directed by Richard LaGravenese)
- **Gifted (2017)** (Directed by Marc Webb)
- **Dead Poets Society (1989)** (Directed by Peter Weir)
- **The Chorus (2004)** (Directed by : Christophe Barratier)
- **Precious (2009)** (Directed by Lee Daniels)
- **Mona Lisa's Smile (2003)**
- **Wonder (2017)**

You can find more suggestions in the article Edutopia (2015) **At the Movies: Films Focused on Education Reform**  
<https://www.edutopia.org/education-reform-documentaries>

### Lesson planning

Richards, J. (2011) Take Away Value of a Lesson <https://www.youtube.com/watch?list=PL29EFEBBC48DA9B67&v=XeV9ognfvq4>

Richards, J. (2012) Lesson plans <https://www.youtube.com/watch?list=PL29EFEBBC48DA9B67&v=IHV-73BwzOg>

Also: Handouts provided in class, websites and digital documents and resources referred to in class or made available through Schoology course. Please note that additional readings and webinars may be assigned to respond to the needs of individual students and/or those of the entire class.

**Attendance and completion of assigned readings are mandatory to ensure successful class activities. There are no exceptions.**

**No work shall be received after the appointed date for completion unless there is a previous arrangement between the student and the teacher.**

**Only in cases of verifiable illness will students be allowed to sit an exam or submit an assignment at a different time or day than the group they belong to. A medical certificate must be presented to the teacher.**