

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

**Course: CURRICULUM DESIGN FOR BILINGUAL EDUCATION 2024-1 Code: LB814**

Type of course: theoretical-practical

Credits: 4

Class hours: 5

Autonomous work: 7

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Online Management System: Google Classroom

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

— John Dewey.

## **1. Justification**

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.

## **2. Licenciatura objectives**

O1: To form graduates in the field of bilingualism with C1 competence in English and Spanish, with the ability to integrate disciplinary, pedagogical, and investigative knowledge into their educational practices employing intercultural and digital competences.

O2: Promote the generation of innovative proposals in the field of bilingualism through research, extension, and social projection, in disciplinary, multidisciplinary and / or interdisciplinary teams.

O3: Generate spaces that contribute to the education of the graduate in bilingualism for the citizenship of the XXI century, full human development and the taking of critical and democratic positions towards problems of the context and the world, within the framework of environmental sustainability.

## **3. General and Professional Competences**

CGP 1: Use your communicative competence in English and Spanish to fulfill social, professional, and academic purposes and evaluate it iteratively as part of your professional development.

CGP 2: Work collaboratively in disciplinary, multidisciplinary, and interdisciplinary teams with the ability to adapt to different contexts, applying values of respect for diversity.

CGP 3: Formulate proposals that seek to address emerging problems in the field of bilingualism to reflect and provide innovative solutions with theoretical, methodological, and technological supports from their knowledge in research and teaching.

CGP 4: Develop digital literacy to perform in social, academic, professional, and everyday life environments.

CGP 5: Apply knowledge, research processes and interdisciplinary epistemological traditions in their educational practice in bilingual education, for curricular, administrative, didactic, methodological and evaluative purposes.

CGP 6: Use research, disciplinary, pedagogical, and technological knowledge that allows the selection, creation, implementation and evaluation of resources and activities to support teaching and linguistic and cultural learning, both their own and those of their students, in face-to-face, hybrid and virtual environments.

CGP 7: Assimilate critical, relational, and functional approaches to interculturality that allow the bilingual subject to continuously question the culture of their mother tongue and other languages and make visible different ways of knowing, being, doing and living in a multicultural society.

CGP 8: Maintain your commitment as a citizen of the world to contribute to environmental sustainability from the environment where you operate.

#### 4. Learning Outcomes (LO)

LICENCIATURA EN BILINGÜISMO LEARNING OUTCOMES	CURRICULUM DESIGN LEARNING OUTCOMES By the end of the Curriculum Design course, the students will be able to:	ASSESSMENT
R1: Usa el inglés y el español con un nivel de competencia C1 en el ámbito académico y profesional.	<p>1. Identify and discuss the main ideas of complex speeches, both on concrete and abstract topics, including technical discussions in your area of specialization, through listening exercises.</p> <p>2. Read independently, adjusting reading style and speed to various texts and purposes</p> <p>3. Deliver clear and detailed descriptions and presentations on diverse topics within their professional field. Support ideas with relevant examples and subsidiary points.</p> <p>4. Produce written texts on various academic topics relevant to their profession, demonstrating a medium to high level of linguistic accuracy and utilizing professional vocabulary appropriately.</p>	<p>Bilingual Proficiency Test (BPT) L1</p> <p>Course assignments</p>
RA 2: Planea, ejecuta y evalúa experiencias de enseñanza y aprendizaje para la educación bilingüe con el propósito de responder a necesidades de diversos contextos educativos.	<p>5. Design and implement a project-based didactic unit, incorporating appropriate instructional strategies and resources to achieve specific learning objectives in a given subject area or context.</p> <p>6. Utilize self-reflection and metacognitive strategies to assess personal teaching principles, achievements, and areas for growth in alignment with the academic requirements of the course.</p>	<p>Analysis of student's educational needs in EFL (diagnostic test)</p> <p>Didactic Unit</p>
RA 3: Emplea su literacidad digital en el desarrollo de procesos educativos, académicos e investigativos.	7. Effectively utilize ICT tools for academic purposes, including accessing resources, developing and presenting tasks and assignments, planning teaching materials, communicating with professors and peers, and engaging in self-directed learning.	Digital references in products (apps /websites/ digital documents)
RA 4: Desarrolla proyectos educativos fundamentados en principios disciplinares, pedagógicos e investigativos de su campo profesional.	8. Collaboratively conduct research and deliver academic presentations on curriculum design topics, leveraging individual and collective strengths to enhance learning outcomes.	<p>COIL activity /</p> <p>Didactic Unit</p>

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<p>RA 5: Exhibe comportamientos fundamentados en valores éticos, cívicos e interculturales en su rol como licenciado en Bilingüismo.</p>	<p>9. Engage in class discussions to analyze the strengths and areas for improvement within the educational system, particularly in relation to curriculum design and the unique context of our country. Contribute insights and suggestions for enhancing educational practices.</p> <p>Explore and integrate cross-curricular themes of social significance, such as democracy, peace, and sustainability, into curricular proposals to foster positive societal impact.</p>	<p>Participation in debates and discussions</p> <p>Justification section of didactic unit.</p>
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## 5. Course Contents

Module	Core problem	Guiding Questions	Week	Content and Readings	Activities	Value
1. Background to curriculum design	A curriculum design is more than a set of contents and activities. It is an educational proposal that reflects the designer's understanding of education.	<ul style="list-style-type: none"> <li>What is the role of education?</li> <li>What is the importance of bilingualism in the current educational proposals?</li> <li>How is multicultural Colombia represented in the current bilingual educational proposals?</li> <li>What models are available for designing educational proposals for language courses?</li> <li>What are the elements of a curriculum?</li> </ul>	1-5	Amadio, Tedesco, Opperti (2014) A curriculum for the XXI century. Unesco Education Research and Foresight Working Papers	COIL Project: Bilingualism across borders	10%
				Usma Wilches, J.(2009). Education and Language Policy in Colombia: Exploring Processes of Inclusion, Exclusion, and Stratification in Times of Global Reform. Profile Issues in Teachers' Professional Development. 11.	Introductory questions and concepts about curriculum	10% (this value will cover all course readings)
				Richards, J. (2013) Curriculum approaches in language teaching	Readings (Quizzes)  <u>What principles and beliefs do I hold as language teacher?</u>	
						5%

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2. Planning language education for Colombian Educational Institutions	Each country has a set of regulations that shape the curricular proposals.	<p>What laws and regulations exist in Colombia?</p> <p>How are educational proposals for English language teaching organized?</p> <p>How can we guarantee equal access to education to all students regardless of their conditions?</p>	6 - 8	<p>Guidelines for pedagogical principles (MEN)</p> <p>Suggested curriculum</p> <p>Standards</p>	Analysis of Plan de Area (Comparison between a private and a public school plan de area)	10%
				Nation and Macalister Language Curriculum Design Ch. 2 Environment Analysis		
				Nation and Macalister Language Curriculum Design Ch. 3 Needs Analysis	Needs analysis of a student	5%
			9 - 11	<p>Inclusive and Differentiated Instruction</p> <p>Dealing with Functional Diversity in EFL Classrooms:</p> <p>English Teachers' Positioning</p> <p><a href="https://revistas.udistrital.edu.co/index.php/calj/article/view/16343/16940">https://revistas.udistrital.edu.co/index.php/calj/article/view/16343/16940</a></p>	Expert from the Practicum Schools	10%

<b>3. Micro curricular level</b>	There is not a miraculous recipe that guarantees success in every learning situation.  What methodology will be more appropriate for bilingual schools?	<b>How can we support Ss learning content and language simultaneously?</b>  <b>How to plan according to SIOP?</b>	<b>12 - 16</b>	<b>Readings:</b>  Lomashvili, L. (2022), "How to Incorporate Language Form, Function, and Structure in the SIOP Model Lessons" (2022). <i>Faculty Research</i> . 16.  <a href="https://digitalcommons.shawnee.edu/fac_research/16">https://digitalcommons.shawnee.edu/fac_research/16</a>  Sheltered Instruction Observation Protocol Outline	Assessment of Methodologies (Task based, project based, CALLA, SIOP)	10%
			<b>17</b>	Emergent Bilingual Spanish Exam	Didactic sequence for a content class following the SIOP model  Test presented according to the English-Spanish Area guidelines.	20%

## 6. Methodology

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 team work in the development of the different projects and task 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.

## **7. Course Requirements**

### **a) 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 coming up from the text. Texts should be printed and annotated or at least, students should bring to class their notes on them.

### **b) 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.

### **c) Timely submission of projects and assignments.**

## **8. Course Evaluation and Assessment**

Throughout this course, teachers-to-be will be assessed considering 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:

**First Academic Term: 35%**

**Second Academic Term: 15%**

**Third Academic Term: 30%**

**Emergent Bilingual Spanish Test (BPST): 20%**

*\*\*\* 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.*

## **9. 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.**

## **10. 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 task to be submitted.

## **11. Resources**

### **a) 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.

### **b) Bibliography about Curriculum Design Available at the University Library**

- Alderson J. C., (2000). Assessing reading. Cambridge University Press, USA
- Baxter, A. (1997). Evaluating your students. Richmond: London, UK.
- Boyles, N. (2014) Close reading without tears *Educational leadership* 72(1), 32-38.
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- Cushing Weigle, S. (2002) Assessing writing, Cambridge University Press, USA
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- Hughes, A. (2007): Testing for language teachers. Cambridge University Press. U.K.

- Larmer, J. (2014) Boosting the power of projects. *Educational leadership* 72(1), 42-48
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- Norris, J. M. (2000/2012) Purposeful language assessment: selecting the right alternative test. . *English Teaching Forum*, n° 3, 4145.
- Nunan, D. (1988): *The learner centred curriculum*. Cambridge University Press. U.K.
- Nunan, D. (c1989): *Designing tasks for the communicative classroom*. University Press. Estados Unidos.
- O'Malley J. M., Chamat A. (1990), *Learning strategies in second language acquisition*, Cambridge University Press, USA
- Perez Basanta, C. (1995/2012). Coming to grips with progress testing: some guidelines for its design. *English Teaching Forum*, n° 3, 37-40.
- Puchta, H., Rinvoluceri, M., Arnold, J., Fonseca, M.C. (c2007) *Multiple Intelligences in EFL : Exercises for Secondary and Adult Students*
- Purpura James E. (2004) *Assessing grammar*, Cambridge University Press, USA
- Richards, J., & Lockhart, C. (1996): *Reflective teaching in second language classrooms* o Chapter 6: The structure of a language lesson
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- Wilson, J.J, Harmer, J. (2008): How to Teach Listening
- Woodward, T. (2001c) Planning lessons and courses: Designing sequences of work for the language classroom. Cambridge University Press, USA

c) **Videos about Learning**

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

d) **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>

**Videos about 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.**