

Syllabus design, production and evaluation of methodological material

*3 creds.,
2nd semester*



Universidad de Valladolid

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Aims and Objectives

This course provides both declarative and procedural contents that will contribute to the training of future English teachers, helping them handle teaching-learning situations successfully with the design of adequate syllabi based on a successful evaluation of materials. The course will cover a variety of aspects dealing with the design, production and evaluation of methodological material to use in the classroom, developing a critical awareness and understanding of current work relating to the study of language, and its practical relevance to language teaching and the production of teaching materials. Likewise, it will cover new trends in Applied Linguistics and will foreground research within those areas, and it will provide students with resources on how to assess how materials fit for the development of competences and levels as established by European frameworks, such as the CEFR.

On completion of this module, participants will have:

- developed a critical awareness of theories and descriptions of language and an understanding of their relevance for pedagogical practice or research in applied linguistics,
- the ability to critically analyze and evaluate relevant theory, empirical studies and practical applications,
- the ability and knowledge required to engage in independent reflection and enquiry,
- greater confidence and proficiency in oral and written communication,
- the ability to engage in problem-solving and creative thinking,
- affective and cognitive skills development.

Course Program

The course contents are divided into the following units:

1. Introduction: The relationship between syllabus design and methodology and contemporary frameworks such as the Common European Framework.
2. Fostering lexical and grammatical competence: Cognitive Applied Linguistics
3. Designing effective materials: from traditional approaches to cognitive pedagogical design.
4. Assessing students' competence and learner corpus research.

Methodology

Classes will consist of a minimum of lectures to expand on theoretical concepts, seminars for discussion, work groups to develop material for use in the classroom and tutorials for personal interaction with the student.

Students will be expected to:

- Read and analyze academic literature on the topic
- Analyze materials based on linguistic knowledge, and evaluate their validity in light of those analysis
- Present both orally and in a written form summaries of the literature and the findings in the analysis
- Write a short research paper/literature review and present it in a (virtual) poster format.

Assessment

Students will be provided with several readings at the beginning of the course. These shall be read and summarized to successfully participate in a class discussion following the guidelines indicated by the teacher(s). Depending on the number of students, they will be required to prepare an individual/group presentation on those readings. Students will send their preferred choice to the teacher(s) from a previously established list, and this will be taken into consideration (if possible) when assigning presentations.

Students will be assessed through a combination of measures, including in-class participation, the oral presentation and a final project. Further guidelines will be provided for this project at the end of the academic year, but it will address one of the topics covered in the contents section.

- Participation and oral presentation: 40 %
- Final project: 60 %

Bibliography and Resources

Alonso-Belmonte, I., Criado-Sánchez, R., Luque, G. & Torres, L. (2021). *Becoming a foreign language teacher in a globalised world: Issues and current perspectives on teaching English*. Madrid: Síntesis.

Breen, M.P & Littlejohn, A. (eds) 2000. *Classroom Decision-Making. Negotiation and process syllabuses in practice*. Cambridge: Cambridge University Press.

Brezina, V. & Flowerdew, L. (eds). 2017. *Learner Corpus Research: New Perspectives and Applications*. London and New York: Bloomsbury Academic.

Celce-Murcia, M. (Ed). 2001. *Teaching English as a Second or Foreign Language*. London: Thomsom Learning- Heinle&Heinle.

Grunert, J. 1997. *The Course Syllabus: A Learning-Centered Approach*. Bolton, MA:Anker.

Hedge, T. 2000. *Teaching and Learning in the English Classroom*. Oxford: Oxford University Press.

Lilittlemore, J. 2023. *Applying Cognitive Linguistics to Second Language Learning and Teaching*. London: Springer, 2nd ed.

Llopis-García, R. 2024. *Applied Cognitive Linguistics and L2 Instruction*. Cambridge: Cambridge University Press.

Nilson, L 2003. *Teaching at its Best: A Research-Based Resource for College Instructors*. Bolton, MA: Anker.

Nunan, D. 1988. *Syllabus Design*. Oxford: Oxford University Press.

Richards, J. C. & Rodgers, T. S. 1986. *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press.

Tudor, I. 1996. *Learner-centered Language Education*. Cambridge: Cambridge University Press.

Schedule

The course meets once, twice, or thrice a week, in the stipulated room on the MA's schedule. We will have 6 two-hour sessions, to be distributed in the five weeks of the first teaching period (first semester).