

TEFL-ePal Curriculum Planning & Materials Development Workshop, 13-17 January 2020 Syllabus

Prue Goredema, MBS
TESOL Coordinator

Institut für
Anglistik/Amerikanistik
Reichenhainer Str. 39
D-09126 Chemnitz

Tel.: +49 (0) 371-531-36152
Web: mytuc.org/rjgg

Overview

Taking into account the findings of the preliminary surveys carried out by Pitmans; the opinions of the students who participated in focus group discussions in Bethlehem in July 2019 and the contributions of the TEFL-ePal partners at the Ramallah meeting of July 2019, one might assert that the curricula under development will be of a progressive yet critical bent, for the emerging educational philosophy at the heart of the project is one which:

- Affirms Palestinian identity in a global context
- Nurtures leadership qualities
- Develops critical thinking skills
- Facilitates creativity
- Engages learners
- Co-opts student input
- Reflects students' diverse interests and learning proclivities
- Is based on authentic materials
- Is 'technology' driven
- Is conducive to long-term employability

These directives will be borne in mind throughout the **Second Chemnitz Encounter** training workshop of January 2020.

Objective

The objective of the visit is to empower the Palestinian course creators to appraise teaching resources and develop materials for use in four English language courses as listed in Table 1:

Table 1: Texts for development in the TEFL-ePal project

CEFR level	Course	Task
A1	Beginners (Community-based learning)	Devise
A2	English 101	Revise
B1	English 102	Revise
B2	Advanced English	Devise

The week-long workshop will take into account structural and lexical dimensions of English; contemporary real-life usage; global variation of English; standards for Palestine and the descriptors in the Common European Framework of Reference for Languages (CEFR).

Participants

Fifteen lecturers, instructors and teachers of English from the four Palestinian TEFL-ePal universities

Registration

In order to facilitate planning, a list of all participants must be submitted to the Project Manager, Mr Sven Albrecht, by 17 December 2019. The participants should indicate, upon registration, which of the four curricular texts they will be working on, i.e. A1, A2, B1 or B2 in the CEFR.

Learning Methods

The workshop is structured in such a way that participants are expected to:

- Read the preparatory materials before arriving in Chemnitz
- Explore the themes further through active participation in the daily seminars
- Create sample materials for each of the curricular themes

Learning Outcomes

By the close of the workshop, diligent participants will have gained the knowledge and skills to:

- Stipulate the main themes to be included in the TEFL-ePal curricula
- Give an account of the key linguistic features of contemporary global 'Englishes'
- Identify the aspects of the CEFR to be adopted in the TEFL-ePal curricula
- Articulate the properties of instructional materials conducive to English language learning
- Produce a sample instructional unit that covers the key language skills

Assessment

There is no formal assessment; however, throughout the workshop an assortment of self- and peer assessments will be conducted. All participants will be issued with a certificate of participation at the end of the workshop.

	9.15-10.45	11.30-13.00	13.45-15.15	15.30-17.00	Outcomes
13.01.20 MON	Welcome Opening remarks Prof. Josef Schmied University of Wolverhampton workshop report Dr Aydah Bakeer Needs Analysis Prue Goredema	Keynote I Common European Framework Prof. Winfried Thielmann	Seminar Determination of instructional units Dr Aydah Bakeer	Review	Chapter units
14.01.20 TUE	Best Practice Curriculum planning, development and deployment: Case studies from Chemnitz Manuela Dörrer Chemnitz VHS	Keynote II Global English and lexis in context; language as a system Prof. Josef Schmied	Best Practice Identifying top-down and bottom-up aspects for vocabulary teaching Marco Schöber	Best Practice Creation of formative assessments for vocabulary building Marco Schöber	Vocabulary exercises for sample chapters
		Resources Gunnel, M, Shaw, P. & Sundkvist, P. (2019). World Englishes. Chapters 2 & 3. pp. 6-39	Resources COCA, BNC, GLOWbE, OED, ALDs, AntConc and explorative learning	Resources Kahoot, E-Twin	
15.01.20 WED	Chapter development: Completing vocabulary exercises from Day II	Lecture The complexity continuum Prue Goredema	Best Practice Creation of formative assessments for writing and speaking Prue Goredema	Best Practice Creation of formative assessments for writing and speaking Prue Goredema	Writing and speaking tasks for sample chapters
		Reading Mishan, F., & Timmis, I. (2015). <i>Materials Development for TESOL</i> . (Chapter 5: Reconceptualising Materials for the Technical Environment). Edinburgh: Edinburgh University Press pp. 75-98	Resources ArsNova, Moodle, TED-Ed etc.	Resources Audacity, VoiceThread etc.	

Date	9.15-10.45	11.30-13.00	13.45-15.15	15.30-17.00	Outcomes
16.01.20 THURS	<p>Best Practice Creation of formative assessments for listening and reading</p> <p>Jennifer Zschocke</p>	<p>Best Practice Creation of formative assessments for listening and reading</p> <p>Jennifer Zschocke</p>	<p>Chapter development: Completing writing and speaking tasks from Days III and IV</p>	<p>Chapter development: Completing writing and speaking tasks from Days III and IV</p>	Listening and reading tasks for sample chapters
	<p>Reading Mishan, F., & Timmis, I. (2015). <i>Materials Development for TESOL</i>. Chp. 6: Materials to Develop Reading and Listening Skills pp. 99- 120</p>	<p>Resources Authentic, thematic texts encapsulating Palestinians' identity on a global scale and contemporary socio-cultural issues of interest to the youth</p>			
17.01.20 FRI	<p>Seminar Principles of multimedia learning SdN VEL lab, SdN 12</p> <p>Dr Sascha Schneider & Dr Maik Beege</p>	<p>Seminar Principles of multimedia learning SdN VEL lab, SdN 12</p> <p>Dr Sascha Schneider & Dr Maik Beege</p>	<p>Best practice Layout SdN 12</p> <p>Sven Albrecht</p>	<p>Review Evaluation; next steps ZLB Room</p> <p>Dr Bakeer Palestinian partners Prof Josef Schmied Prue Goredema Sven Albrecht</p>	15 sample chapters
	<p>Reading Sweller, J., van Merriënboer, J.J. G. & Paas, F. (2019). Cognitive Architecture and Instructional Design: 20 Years Later. <i>Educational Psychology Review</i> (2019) 31:261–292 https://doi.org/10.1007/s10648-019-09465-5</p>	<p>Resources VEL Lab</p>	<p>Resources PowerPoint, PageMaker, Scribus, Publisher, Bookwidgets etc</p>		

Resources

For some sessions there will be supplementary tasks carried out on the Moodle learning management system. Participants should sign up here:

<https://wbmoodle.uni-leipzig.de/course/view.php?id=1412>

Furthermore, each participant should bring their own laptop and headphones as well as an exemplary English language textbook of their choosing. Each workshop theme is complemented by a scholarly text that all participants must read in advance of the Chemnitz workshop. These preparatory readings are listed in the syllabus, and the guiding questions for each theme are:

Days 1 and 2

Gunnel, M, Shaw, P. & Sundkvist, P. (2019). World Englishes. Chapters 2 & 3. pp. 6-39

- Using Kachru's circles model on the use of English, where is Palestine situated?
- Why are the concepts of phonological similarity and phonetic similarity important considerations in the TEFL-ePal project?
- Which orthographic standards should be adopted in devising the TEFL-ePal project outputs?

Day 3

Mishan, F., & Timmis, I. (2015). Materials Development for TESOL. (Chapter 5: Reconceptualising Materials for the Technical Environment). Edinburgh: Edinburgh University Press pp. 75-98

- What does the concept of normalisation of technology entail?
- Where on the materials dimension continuum are the TEFL-ePal outputs to lie?
- If technological innovation outpaces pedagogical consolidation, what are the likely impacts on the TEFL-ePal project?

Day 4

Mishan, F., & Timmis, I. (2015). Materials Development for TESOL. (Chapter 6: Materials to Develop Reading and Listening Skill) Edinburgh: Edinburgh University Press. pp. 99- 120

- How are skills and strategies distinct?

Day 5

Sweller, J., van Merriënboer, J.J. G. & Paas, F. (2019). Cognitive Architecture and Instructional Design: 20 Years Later. Educational Psychology Review (2019) 31:261–292 <<https://doi.org/10.1007/s10648-019-09465-5>>

- How will a knowledge of cognitive load theory inform the design of the TEFL-ePal outputs?