

**ELT EDUCATION DOCTORAL MAJOR
INTERINSTITUTIONAL DOCTORAL PROGRAMME IN
EDUCATION – IDPE**

INFORMATIVE SESSION

April 6, 2016

So...

**Are you thinking in studying a
doctoral programme with a major
in ELT Education?**



Claudia Mojica (Universidad de
Bristol – UK)

- **Bring doctoral candidates up to date**
- **Understand the role of English language teachers**
- **Understand the field from a socio-cultural perspective**
- **Locate the field within frameworks such as citizenship education, globalization and the *glocal***



Wilder Escobar (Manchester
University)

- **Strengthen research skills in relation to factors associated to the teaching and learning of English**
- **Better understanding of the Colombian context in relation to the teaching and learning of English**



- **Promote equity and social justice**
- **Examine public policy**

Diego Ubaque (Universidad
Pedagógica Nacional)

The initial team...



Harold Castañeda-Peña
University of London
2007



Luis Fernando Gómez
Illinois State University
2012



José Aldemar Álvarez
University of Arizona
2014

Our purposes...

- Contribute to knowledge construction
- Facilitate and mediate competitiveness and qualification
- Provide scenarios and conditions to support professional development at doctoral level
- Provide conditions for the creation of research groups and research topics

A general framework...

- To think about the English learning-teaching problem in the Latin-American and Caribbean context implies a self-questioning to the emphasis that we propose and to the global thinking that potentially frames this inquiry
- The social turn in English learning-teaching

What are our research emphases?

- **EFL, identity(ies), power, and inequality**
- **ELT teacher education**

ELT teacher education

- **Director:** Carmen Helena Guerrero
- **Objectives:**
 - Engage ELT professionals in the problematization of given aspects that direct our teaching practice
 - Promote research on phenomena that impact their profession and initial teacher preparation

Justification

- Recent language policies
- Need for more graduate education
- Need for more research skills
- Grassroots production of knowledge

Some of our theoretical foundations

- Dialogical, critical, and sociocultural views (identity, gender, race, culture, etc. have been silenced) (Pennycook, 1994, 2007, 2010; Kumaravadivelu, 2003, 2006, 2008, 2012)
- ELT education as ecology where professional, procedural, and personal knowledge intersect with teachers' identities, beliefs, and values (Kumaravadivelu, 2012)
- Transdisciplinary research approaches like ethnography, discourse studies, semiotics, narrative studies, phenomenology, feminism, among others (Marshall & Rossman, 2011).

EFL, identity(ies), power and inequality

- **Director:** Harold Castañeda-Peña
- **Objectives:**
 - Analyze, study and understand the interphase between English language learning-teaching experiences and identity , power and inequality in diverse cultural contexts in and outside the ELT classroom

Justification

- In no way(s) nature will definitely be reconciled with a liberal state, because neither a streamlined end of history is kept in mind nor even contemporary events, we inhabit both of them; rather the methodological, epistemological and problematizing construction(s) of dissent guide the achievement of a new and (re)visited ethos

Some of our theoretical foundations

- Complementary frameworks
 - Philosophy of Science and Language
 - Epistemologies of the South – Boaventura de Sousa (2009)
 - Essence vs Existence – Vasilachis (2009)
 - Architecture of practices – Kemmis (2014)
 - Community and situated learning – Wenger (1998)
 - Feminist poststructuralism – Weedon (1996)
 - Narrative learning – Barkhuizen (2013)
- Complementary methodologies
 - Discourse and narrative analysis, FPDA, CA, interactional sociolinguistics, critical ethnography, netnography, among others

The team (Part I)

- **Research Groups**
 - **Aprendizaje y Sociedad de la Información**
 - **Estupoli**
 - **Intertexto**

The team (Part II)

- **Teaching staff from UDFJC:**
 - **Dra Carmen Helena Guerrero**
 - **Dra Pilar Méndez**
 - **Dr Rigoberto Castillo**
 - **Dr Harold Castañeda-Peña**
- **Meet them in three acts!**



The background of the slide is a pair of rich red theater curtains, drawn back to reveal a dark stage. The curtains have a heavy, draped texture with deep folds and highlights. The text is centered and written in a clean, white, sans-serif font.

Meet them in three acts!

Act I: Who's inspired you?

Act II: What have you achieved so far?

Act III: Looking forward!

Act I: Carmen Helena Guerrero

My extended family...




Act II: Carmen Helena Guerrero

Public education...



Act III: Carmen Helena Guerrero



Decolonization
of the mind...

Act I: Pilar Méndez

My family... & Barranquilla Carnival



Act II: Pilar Méndez

Public Education +
Scholarship • UNDFTC



Act III: Pilar Méndez

Resistance(s)



Act I: Rigoberto Castillo

My bilingual family...



Act II: Rigoberto Castillo

Education + Professional
life..



FULBRIGHT



Original



Act III: Rigoberto Castillo

Leadership + Management
+ Publishing + Scholarship



Act I: Harold Castañeda-Peña

My multifaceted famil(ies)...



ClipartOf.com/1116983



Act II: Harold Castañeda-Peña

Private & Public Education



MinEducación
Ministerio de Educación Nacional



MINDEFENSA



Act III: Harold Castañeda-Peña

Diversity + Innovation +
Emergent ELT pedagogies =
Learning for all



Gracias – Thank you!