

ELT EDUCATION DOCTORAL MAJOR INTERINSTITUTIONAL DOCTORAL PROGRAMME IN EDUCATION – IDPE

INFORMATIVE SESSION

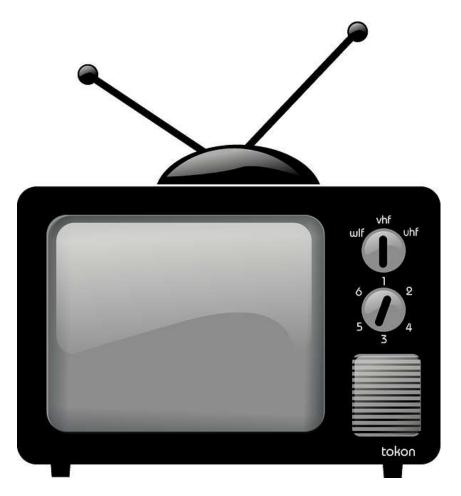
April 6, 2016



So...

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

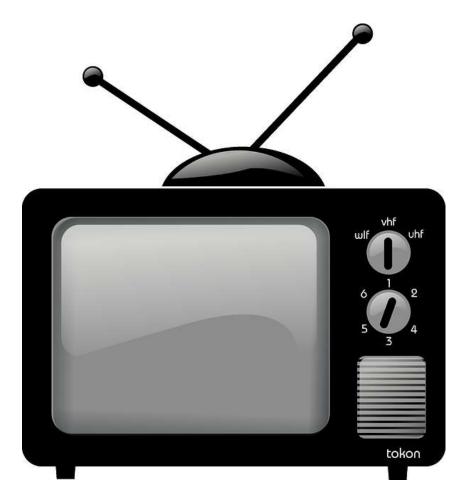




Claudia Mojica (Universidad de Bristol – UK)

- 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 framewoks such as citizenship education, globalization and the glocal





Wilder Escobar (Manchester University)

- Strenghten 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)
 - Arquitecture 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!



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...





Decolonization of the mind...

Act I: Pilar Méndez

My family... & Barranquilla Carnival





Act II: Pilar Méndez

Public Education + Scholonation · INETC



Act III: Pilar Méndez

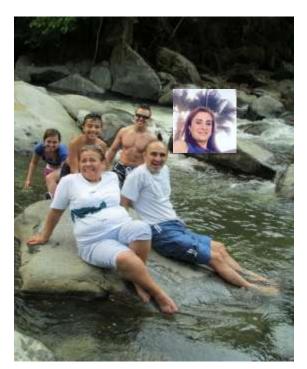
Resistance(s)





Act I: Rigoberto Castillo

My bilingual family...





Act II: Rigoberto Castillo

Education + Professional







Original



Act III: Rigoberto Castillo

Leadership + Management + Publishing + Scholarship



Act I: Harold Castañeda-Peña

My multifaceted famil(ies)...





Act II: Harold Castañeda-Peña

Private & Public Education











Compartir

Act III: Harold Castañeda-Peña

Diversity + Innovation + Emergent ELT pedagogies = Learning for all





Gracias – Thank you!