

		<p>UNIVERSIDAD DISTRITAL FRANCISCO JOSÉ DE CALDAS</p> <p>FACULTAD DE CIENCIAS Y EDUCACIÓN</p> <p>DOCTORADO INTERINSTITUCIONAL EN EDUCACIÓN</p> <p>DIE-UD</p>
<p><b>SYLLABUS</b></p>		
<p><b>ELT EDUCATION DOCTORAL MAJOR</b></p>		
<p><b>SEMINAR:</b></p>		
<p>Critical pedagogy: its roots and branches into ELT education</p>		
<p><b>Academic Period:</b> 2017 – 3</p>	<p><b>Course credits:</b> 3</p>	
<p><b>ACADEMIC AREA</b> (<i>Select with an X where appropriate</i>):</p> <p><input type="checkbox"/> EFE Emphasis</p> <p><input checked="" type="checkbox"/> EFEP Education and Pedagogy</p> <p><input type="checkbox"/> EFI Research</p> <p><b>Research Emphases:</b> ELT Identity, power and inequality and Second Language Teacher Education</p> <p><b>Research Group:</b> Aprendizaje y sociedad de la información</p>		
<p><b>SEMINAR CONVENOR:</b> Carmen Helena Guerrero Nieto chguerreron@udistrital.edu.co</p>	<p><b>GUEST LECTURER:</b> <b>INSTITUTION</b> (<i>Optional</i>): <b>Dr. Bryan Meadows</b><sup>1</sup> Fairleigh Dickinson University</p>	
<p><b>ABSTRACT</b></p>		
<p>This seminar has been design to invite doctoral students to establish a dialogue between the main advocates of Critical Pedagogy, particularly looking closely to Freirean contributios to its development, and identify the influence of its major tenents into the development of other disciplines, fields, discourses and practices. Of particular interest are the multilayered discourses that cross the field of ELT education.</p>		
<p><b>SEMINAR DESCRIPTION</b></p>		
<p>The seminar will build on some of Freire’s principles like dialogue and problem posing to look at where Critical Pedagogy is rooted, how it has evolved and how it has influence important developments in ELT. For way to long the field of ELT has withdrawn itself from real life contexts despite the call from scholars like Pennycook who in the early 90s talked about the need of Critical Pedagogy in TESOL. In this seminar we invite students to dialogue and problematize issues like the following: Critical Pedagogy as engagement in public discourse about languages and language education (e.g., react to racist, colonialist, sexist, homophobic, essentializing discourse circulating in multimedia, social networking platforms, and in government statements). Critical Pedagogy in action at multiple levels of an education system (e.g., at the level of institution-wide language policy, at the level of classroom/lesson design, and at the level of student-teacher interaction).</p>		

<sup>1</sup> Dr. Meadows is scheduled to give a talk in the spot Miradas Contemporáneas, on

And Critical Pedagogy as engagement in current sociopolitical struggles in the field (who qualifies as an effective teacher, what language varieties are included in the curriculum, what is the appropriate endpoint of a language student's study, who owns English varieties, etc.) We are very aware that these topics represent a very small sample of the issues that could and need to be addressed in the field so the invitation is open to the participants to continue exploring them.

#### **RATIONALE**

The major in ELT Education has been promoting a decolonial perspective. As such, we have problematized the colonial legacies of the profession and the multiple ways in which it operates. This class offers the possibility to examine discourses and practices that have been naturalized in ELT in order to unveil ways in which inequality is perpetuated. Several issues are brought to the table to analyze them in depth, question, problematize, understand and finally, as Freire would say, find hope.

#### **SEMINAR OBJECTIVES**

##### **General objective:**

To analyze the ways in which Critical Pedagogy has influenced other schools of thought in Education.

##### **Specific objectives**

1. Analyze the main tenets of Critical pedagogy
2. Analyze the shapes Critical Pedagogy has taken in other areas
3. Problematize the given in ELT by means of using Critical Pedagogy lens.

#### **SEMINAR CONTENTS**

This seminar is an invitation to revise researches in the field of ELT education in both local and no local perspectives to explore what has been said and how has been said to analyze its effects and contributions in the identification of gaps, fractures or cracks. The seminar will cover the following interrelated thematic problems:

##### **General thematic problem: Critical pedagogy: roots and branches**

**Thematic problem 01: Critical Pedagogy as engagement in public discourse about languages and language education (e.g., react to racist, colonialist, sexist, homophobic, essentializing discourse circulating in multimedia, social networking platforms, and in government statements).**

**Thematic problem 02: Critical Pedagogy in action at multiple levels of an education system (e.g., at the level of institution-wide language policy, at the level of classroom/lesson design, and at the level of student-teacher interaction)**

**Thematic problem 03: Critical Pedagogy as engagement in current sociopolitical struggles in the field (who qualifies as an effective teacher, what language varieties are included in the curriculum, what is the appropriate endpoint of a language student's study, who owns English varieties, etc.)**

**SCHEDULE: Monday 9:00 pm – 3:00 pm**

**ROOM** Aduanilla de Paipa. Classroom TBA

## SEMINAR OUTLINE

DATE	TOPIC	KEY READINGS	ASSIGNMENTS
Session 1 <sup>2</sup> Aug 4th 9-12	Preparatory meeting with Dr. Meadows, students and other faculty.		
Session 2 Aug 8 <sup>th</sup> 9-11	<b>Critical Pedagogy as engagement in public discourse about languages and language education:</b> <b>Topic 1: Standard Language Ideology</b> <b>Topic 2: Native Speaker concept</b>	Freire, P. (2000). <i>Pedagogy of the oppressed</i> . Bloomsbury Publishing. Ch. 3  Freire, P. (2014). <i>Pedagogy of hope: Reliving pedagogy of the oppressed</i> . Bloomsbury Publishing. Ch. 2	Guest speaker: Dr. Bryan Meadows
Session 3 Aug 8 <sup>th</sup> 2-4	<b>Critical Pedagogy as engagement in public discourse about languages and language education:</b> <b>Topic 3: The nationalized trifecta: one language = one nation = one culture</b>	TBA	Guest speaker: Dr. Bryan Meadows
Session 4 Aug 9 <sup>th</sup> 9-11	<b>Critical Pedagogy as engagement in public discourse about languages and language education:</b> <b>Topic 4: Folk beliefs about how people learn languages and how instruction should take place at the school and classroom level.</b>	TBA	Guest speaker: Dr. Bryan Meadows
Session 5 Aug 9th 2-4	<b>Critical Pedagogy as engagement in public discourse about languages and language education:</b> <b>Topic 5: Neoliberal corporate investment in limited representations of language and speakers</b>	TBA	Guest speaker: Dr. Bryan Meadows
Session 6 Aug 14 <sup>th</sup>	<b>Critical Pedagogy in action at multiple levels of an education system:</b> <b>Revisiting Freire and</b>	Freire, P. (2000). <i>Pedagogy of the oppressed</i> . Bloomsbury Publishing. Ch. 3 and 4 Luke, A (2004) Two takes on	Reading and discussion

<sup>2</sup> This session will make up for Monday 7 which is a holiday.

	<b>digging into the roots of CP</b>	the critical. In: B. Norton & K. Toohey (Eds.). <i>Critical pedagogies and language learning</i> . Ernst Klett Sprachen.	
Session 7 Aug 21st	Holiday		Reading and discussion
Session 8 Aug 28th	<b>Critical Pedagogy in action at multiple levels of an education system: Reaching out for the branches: doing CP in the classroom</b>	Ramanathan, V. (2002). <i>The politics of TESOL education: Writing, knowledge, critical pedagogy</i> . Psychology Press.  Pennycook, A (2004) Critical moments in a TESOL praxicum. In: B. Norton & K. Toohey (Eds.). <i>Critical pedagogies and language learning</i> . Ernst Klett Sprachen.  Lin, A (2004) Introducing a critical pedagogical curriculum: A feminist reflexive account. n: B. Norton & K. Toohey (Eds.). <i>Critical pedagogies and language learning</i> . Ernst Klett Sprachen	<ul style="list-style-type: none"> <li>• Reading and discussion</li> </ul>
Session 9 Sept 4th	<b>Critical Pedagogy in action at multiple levels of an education system: Reaching out for the branches: CP and discourse as a social practice</b>	Edelsky, C. (2006). <i>With literacy and justice for all: Rethinking the social in language and education</i> . Routledge. Ch. 1  Crookes, G., & Lehner, A. (1998). Aspects of process in an ESL critical pedagogy teacher education course. <i>Tesol Quarterly</i> , 32(2), 319-328.  Giroux, H. A. (1988). <i>Teachers as intellectuals: Toward a critical pedagogy of learning</i> . Greenwood Publishing Group. Ch. 7: Critical pedagogy, cultural politics, and the discourse of experience	<ul style="list-style-type: none"> <li>• Reading and discussion</li> </ul>
Session 10 Sept 11th	<b>Critical Pedagogy in action at multiple levels of an education system:</b>	Fairclough, N. (2014). <i>Critical language awareness</i> . Routledge. Ch 9: Critical language awareness and	<ul style="list-style-type: none"> <li>• Reading and discussion</li> </ul>

	<b>Reaching out for the branches: CP the politics of teaching</b>	<p>self-identity in education</p> <p>Lippi-Green, R. (1997). <i>English with an accent: Language, ideology, and discrimination in the United States</i>. Psychology Press. Ch. 6: The educational system: Fixing the message in stone.</p> <p>Apple, M. W. (1999). <i>Power, meaning, and identity: Essays in critical educational studies</i> (Vol. 109). Peter Lang Pub Incorporated. Ch. 10: Freire, Neoliberalism, and education.</p>	
Session 11 Sept 18 <sup>th</sup>	<b>Critical Pedagogy as engagement in current sociopolitical struggles in the field (who qualifies as an effective teacher, what language varieties are included in the curriculum, what is the appropriate endpoint of a language student's study, who owns English varieties, etc.)</b>	<p>Canagarajah, A. S. (1999). <i>Resisting linguistic imperialism in English teaching</i>. Oxford University Press. Ch.1: Adopting a critical perspective on pedagogy</p> <p>McLaren, P., &amp; Farahmandpur, R. (2004). <i>Teaching against global capitalism and the new imperialism: A critical pedagogy</i>. Rowman &amp; Littlefield Publishers. Ch 6: Teaching against globalization and the new imperialism: Toward a new revolutionary pedagogy</p> <p>Fischman, G. et al(2005). <i>Critical theories, radical pedagogies, and global conflicts</i>. Rowman &amp; Littlefield. Ch. 19. Is there any space for hope? Teacher education and social justice in the age of globalization and terror.</p>	<ul style="list-style-type: none"> <li>• Socialization activity – oral presentations</li> </ul>
Session 12 Sept 25 <sup>th</sup>		<p>Fairclough, N. (1992). <i>Discourse and social change</i>. Polity. Ch. 7: Discourse and social change in contemporary society</p> <p>Van Dijk, T. A. (1997). <i>Discourse as social interaction</i> (Vol. 2). Sage.</p>	<ul style="list-style-type: none"> <li>• Reading and discussion</li> </ul>

		<p>Ch. 6: Discourse, ethnicity, culture, and racism</p> <p>Auerbach, E. R. (1993). Reexamining English only in the ESL classroom. <i>Tesol Quarterly</i>, 27(1), 9-32.</p>	
<p>Session 13 Oct 2<sup>nd</sup></p>		<p>Diaz-Greenberg, R., &amp; Nevin, A. (2003). Listen to the voices of foreign language student teachers: Implications for foreign language educators. <i>Language and Intercultural Communication</i>, 3(3), 213-226.</p> <p>Palfreyman, D. (2005). Othering in an English language program. <i>TESOL quarterly</i>, 211-233.</p> <p>BRUTT GRIFFLER, J. A. N. I. N. A., &amp; Samimy, K. K. (1999). Revisiting the Colonial in the Postcolonial: Critical Praxis for Nonnative English Speaking Teachers in a TESOL Program. <i>Tesol Quarterly</i>, 33(3), 413-431.</p>	<ul style="list-style-type: none"> <li>• Reading and discussion</li> </ul>
<p>Session 14 Oct 9<sup>th</sup></p>		<p>Rajagopalan, K. (2004). Tesol and the question of learners' cultural identity. <i>ITL-International Journal of Applied Linguistics</i>, 145(1), 167-179.</p> <p>Kumashiro, K. K. (2000). Toward a theory of anti-oppressive education. <i>Review of Educational research</i>, 70(1), 25-53.</p> <p>Reagan, T. G., &amp; Osborn, T. A. (2001). <i>The foreign language educator in society: Toward a critical pedagogy</i>. Routledge. Ch. 2</p>	<ul style="list-style-type: none"> <li>• Discussion</li> </ul>
<p>Session 15 Oct 16<sup>th</sup></p>	Holiday		<ul style="list-style-type: none"> <li>• Discussion</li> </ul>
<p>Session 16 Oct 23</p>		<p>Buendía, E., Gitlin, A., &amp; Doumbia, F. (2003). Working</p>	<ul style="list-style-type: none"> <li>•</li> </ul>

		<p>the pedagogical borderlands: An African critical pedagogue teaching within an ESL context. <i>Curriculum Inquiry</i>, 33(3), 291-320.</p> <p>Quintero, A &amp; Guerrero, CH (2016) (Re) Construction of Self through Student-Teachers' Storied Agency in ELT. Between Marginalization and Idealization. In: Yazan, B. &amp; Rudolph, N. (Eds.) (forthcoming). <i>Teacher Identities, Privilege and Marginalization in English Language Teaching: Beyond Essentialization and Idealization</i>. Dordrecht, The Netherlands: Springer.</p>	
Session 17 <sup>th</sup> Oct 30			<ul style="list-style-type: none"> <li>• Socialization activity – oral presentations</li> </ul>

**METHODOLOGY**

This seminar will have the participation of Dr. Bryam Medows. The seminar methodology will include lectures, workshops, and group discussions.

**ASSESSMENT**

Participants taking this course will be required to complete the following:

Final paper for Dr. Bryan Meadows -30%

Delivering an oral presentation at the end of the seminar – 30%

Short paper for a book chapter – 40%

Final document will contain:

Cover page

Title

Key words

TABLE OF CONTENTS

Abstract

Introduction

Chapter structure TBA

References 50+

Deadline: Last week of July, 2017

**BIBLIOGRAPHY, RESOURCES, DATABASE**

## References in outline:

Apple, M. W. (1999). *Power, meaning, and identity: Essays in critical educational studies* (Vol. 109). Peter Lang Pub Incorporated. Ch. 10: Freire, Neoliberalism, and education.

Auerbach, E. R. (1993). Reexamining English only in the ESL classroom. *Tesol Quarterly*, 27(1), 9-32.

Buendía, E., Gitlin, A., & Doumbia, F. (2003). Working the pedagogical borderlands: An African critical pedagogue teaching within an ESL context. *Curriculum Inquiry*, 33(3), 291-320.

Brutt Griffler, A., & Samimy, K. K. (1999). Revisiting the Colonial in the Postcolonial: Critical Praxis for Nonnative English-Speaking Teachers in a TESOL Program. *Tesol Quarterly*, 33(3), 413-431.

Canagarajah, A. S. (1999). *Resisting linguistic imperialism in English teaching*. Oxford University Press. Ch.1: Adopting a critical perspective on pedagogy

Crookes, G., & Lehner, A. (1998). Aspects of process in an ESL critical pedagogy teacher education course. *Tesol Quarterly*, 32(2), 319-328.

Diaz-Greenberg, R., & Nevin, A. (2003). Listen to the voices of foreign language student teachers: Implications for foreign language educators. *Language and Intercultural Communication*, 3(3), 213-226

Edelsky, C. (2006). *With literacy and justice for all: Rethinking the social in language and education*. Routledge. Ch. 1

Fairclough, N. (1992). *Discourse and social change*. Polity. Ch. 7: Discourse and social change in contemporary society

Fairclough, N. (2014). *Critical language awareness*. Routledge. Ch 9: Critical language awareness and self-identity in education

Fischman, G. et al(2005). *Critical theories, radical pedagogies, and global conflicts*. Rowman & Littlefield. Ch. 19. Is there any space for hope? Teacher education and social justice in the age of globalization and terror.

Freire, P. (2000). *Pedagogy of the oppressed*. Bloomsbury Publishing. Ch. 3

Freire, P. (2014). *Pedagogy of hope: Reliving pedagogy of the oppressed*. Bloomsbury Publishing. Ch.

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Giroux, H. A. (1988). *Teachers as intellectuals: Toward a critical pedagogy of learning*. Greenwood Publishing Group. Ch. 7: Critical pedagogy, cultural politics, and the discourse of experience

Kumashiro, K. K. (2000). Toward a theory of anti-oppressive education. *Review of Educational research*, 70(1), 25-53.

Lin, A (2004) Introducing a critical pedagogical curriculum: A feminist reflexive account. n: B. Norton & K. Toohey (Eds.). *Critical pedagogies and language learning*. Ernst Klett Sprachen

Lippi-Green, R. (1997). *English with an accent: Language, ideology, and discrimination in the United States*. Psychology Press. Ch. 6: The educational system: Fixing the message in stone.



Luke, A (2004) Two takes on the critical. In: B. Norton & K. Toohey (Eds.). *Critical pedagogies and language learning*. Ernst Klett Sprachen.

McLaren, P., & Farahmandpur, R. (2004). *Teaching against global capitalism and the new imperialism: A critical pedagogy*. Rowman & Littlefield Publishers. Ch 6: Teaching against globalization and the new imperialism: Toward a new revolutionary pedagogy

Palfreyman, D. (2005). Othering in an English language program. *TESOL quarterly*, 211-233.

Pennycook, A (2004) Critical moments in a TESOL praxicum. In: B. Norton & K. Toohey (Eds.). *Critical pedagogies and language learning*. Ernst Klett Sprachen.

Quintero, A & Guerrero, CH (2016) (Re) Construction of Self through Student-Teachers' Storied Agency in ELT. Between Marginalization and Idealization. In: Yazan, B. & Rudolph, N. (Eds.) (forthcoming). *Teacher Identities, Privilege and Marginalization in English Language Teaching: Beyond Essentialization and Idealization*. Dordrecht, The Netherlands: Springer.

Rajagopalan, K. (2004). Tesol and the question of learners' cultural identity. *ITL-International Journal of Applied Linguistics*, 145(1), 167-179.

Ramanathan, V. (2002). *The politics of TESOL education: Writing, knowledge, critical pedagogy*. Psychology Press

Reagan, T. G., & Osborn, T. A. (2001). *The foreign language educator in society: Toward a critical pedagogy*. Routledge. Ch. 2

Van Dijk, T. A. (1997). *Discourse as social interaction* (Vol. 2). Sage. Ch. 6: Discourse, ethnicity, culture, and racism

Biblioteca Virtual Miguel de Cervantes

En [http://www.cervantesvirtual.com/controladores/busqueda\\_avanzada\\_form.php](http://www.cervantesvirtual.com/controladores/busqueda_avanzada_form.php)

Google académico

En <http://scholar.google.es/>

Google books

En <http://books.google.es/>

Infomine

En <http://infomine.ucr.edu/>

Bases de datos y recursos electrónicos libres

En

<http://132.248.9.1:8991/F/BV8EML2B3RF8PTCK2IHXQKAD3JRSPQMGICA596NJ44P6ID3SE2-01961?func=find-b-0>

Biblioteca digital hispánica

En <http://www.bne.es/es/Catalogos/BibliotecaDigitalHispanica/Inicio/>

USC digital library

<http://digitallibrary.usc.edu/cdm/>

Internet archive

<https://archive.org/>

Specialized Academic Journals

Identity: An International Journal of Theory and Research

Discourse Studies

Discourse and Society

Discourse and Communication

Assessment and evaluation in higher education

Assessment in education: Principles, policy and practice

Assessment update

Educational assessment, evaluation and accountability

Practical assessment, research and evaluation (PARE)

Language Teaching Research

Journal of language teaching and research

Language teaching

Language learning

TESOL Quarterly

Research in Language (RiL)

International Journal of Language Teaching and Research

International Journal of English Language Teaching (IJELT)

Folio – (From the Materials Development Association)

NB: This syllabus is subject to minor changes

Dr. Meadows will give a talk in the Miradas Contemporáneas spot on Thursday 10th

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