

	<p style="text-align: center;">UNIVERSIDAD DISTRITAL FRANCISCO JOSÉ DE CALDAS</p> <p style="text-align: center;">FACULTAD DE CIENCIAS Y EDUCACIÓN</p> <p style="text-align: center;">DOCTORADO INTERINSTITUCIONAL EN EDUCACIÓN</p> <p style="text-align: center;">DIE-UD</p>
SYLLABUS	
ELT EDUCATION DOCTORAL MAJOR	
SEMINAR:	
<p>Problematizing subject constitution, subjectivity and teachers' resistance practices in Second Language Learning and Language Teacher Education from a decolonial perspective</p>	
Academic Period: 2018 – III	Course credits: 5
<p>ACADEMIC AREA <i>(Select with an X where appropriate):</i></p> <p><input type="checkbox"/> EFE Emphasis</p> <p><input type="checkbox"/> EFEP Education and Pedagogy</p> <p><input checked="" type="checkbox"/> EFI Research</p> <p>Research Emphases: Second Language Teacher Education</p> <p>Research Group: Aprendizaje y Sociedad de la Información</p>	
<p>SEMINAR CONVENOR: Pilar Méndez</p>	<p>GUEST LECTURER: INSTITUTION <i>(Optional):</i> N/A</p>
ABSTRACT	
<p>This line of research in ELT has adopted a decolonial perspective. This implies a deep questioning of what research is, how it should be done, and what questions should be asked. Bearing this in mind, participants are invited to reflect on their research proposals in order to be consistent with the lines of research of this emphasis. Participants should draft their doctoral researchable problem, research question and research objectives. In addition, participants are expected to put together the rationale behind the issues they will problematize in relation to their research emphasis choice.</p>	
SEMINAR DESCRIPTION	
<p>Embracing a decolonial perspective in research brings many tensions, uncertainties, unanswered questions, discontinuities, and many more aspects that push the researcher out of their comfort zone. In this seminar all participants will be engaged in critical and informed dialogues in order to build or strengthen a decolonial perspective in research in our field.</p>	
RATIONALE	
<p>Research at the doctoral level deals not only with the researcher's concerns and expectations in regard to a problem, it implies going beyond one's own point of views to refer similar problems and research works in a dialogic way. This means to gain competence</p>	

and expertise to explain the aspects and theory involved to solve a problem, with the certainty and confidence that the doctoral research work is a contribution to the research community in the EFL Education doctoral major. Additionally, conducting research at the doctoral level presupposes an intellectual exercise that delves into critical issues that inform and give bases to the profession in ELT. Worldwide ELT has been dominated by a Western/westernized paradigm that has privileged a one-sided view of the world where the profession has been constructed as a mere instructional exercise and where teachers are seen as consumers of knowledge. This seminar is then (co)constructed as a laboratory where doctoral students are invited to problematize naturalized discourses and practices that surround the profession in order to examine their research proposal from different epistemological perspectives.

SEMINAR OBJECTIVES

General objective:

To problematize dominant paradigms in second language teacher education in Colombia and identity and second language learning.

Specific objectives

- To specify a concrete researchable problem within the emphasis of ELT education
- To back up the researchable problem with evidence taken from different sources
- To formulate a coherent research question and related research objectives

SEMINAR CONTENTS

This seminar will focus on the meaning and implications of research at a doctoral level. It deals with the epistemological basis to produce knowledge in education which implies a researcher position to problematize what has been said about English language education, English teaching and learning in a situated perspective. As an invitation to think differently those aspects, the seminar will cover the following interrelated thematic problems

Thematic problem 01: Epistemological positioning towards formulating research problems

Guiding question: What is the role of doctoral research in the production of knowledge and new research interests from a decolonial perspective?

Thematic problem 02: The “not yet”: unanswered questions in ELT in Colombia.

Guiding question: Regarding your research topic what has been said and left unsaid?

Thematic problem 03: Challenging dominant paradigms in research

Guiding question: How does my research interest fit into the lines of research of this emphasis and how it connects to a decolonial perspective?

SCHEDULE: Tuesday 7:30-11:30 a.m.

ROOM Aduanilla de Paiba. Room TBA

SEMINAR OUTLINE

DATE	TOPIC	KEY READINGS	ASSIGNMENTS
Week 1	<p>Introductory section</p> <p>General outline of doctoral program</p> <p>Overview/discussion of the lines of research of this emphasis</p> <p>Rationale for the adoption of a decolonial perspective</p> <p>Q&A</p>		
Week 2	<p>Thematic problem 01: Epistemological positioning towards formulating research problems</p> <p>Guiding question: What is the role of doctoral research in the production of knowledge and new research interests?</p> <p>Teachers introduce their work to students. Guiding question for presenters: What was your problem? How did you back it up?</p>	<p>Castañeda-Peña, H (2008) Positioning masculinities and femininities in Preschool EFL education. Signo y Pensamiento 53 (27): 314-326</p> <p>Guerrero, H (2008) Bilingual Colombia: what does it mean bilingual within the framework of the national plan of bilingualism? Profile, 10. Pp. 27-45 ISSN 1657-0790</p> <p>Méndez, P (2012) Discurso: Espacio para la constitución de sujeto. Colombian Applied Linguistic Journal. 14 (1) 180-193</p>	Students should read the articles to be ready to participate in the session
Week 3	<p>Thematic problem 01: Epistemological positioning towards formulating research problems</p> <p>Guiding question: What is the role of doctoral research in the production of knowledge and new research interests?</p> <p>What does it mean to do research at a doctoral level in Colombia? How does the researcher position her/himself in front of knowledge?</p>	<p>Bonilla c, E y Rodríguez, P (2000) Más allá del dilema de los métodos. La investigación en ciencias sociales. Bogotá: Norma.</p> <p>Foucault, M. (1999). El orden del discurso, trad. Alberto González, Tusquets, Barcelona</p>	Reading and discussion

	Discussion of processes and interests in relation to ELT Identity, power and inequality and Second Language Teacher Education	Kumaravadivelu, B. (2002). <i>Beyond methods: Macrostrategies for language teaching</i> . Yale University Press. Ch 1: Bethan Benwell, Elizabeth Stokoe (2006). <i>Discourse and identity</i> . Edinburgh University Press. Ch 1: Theorizing discourse and identity	
Week 4	Eurocentrism/epistemologies of the periphery	De Sousa Santos, B. (2009). <i>Una epistemología del sur: la reinención del conocimiento y la emancipación social</i> . Siglo XXI. Said, E. (1979). <i>Orientalism</i> . New York: Vintage. Ch 1, part II	Read and discuss
Week 5	Inspirational work	Chosen by participants	Each participant will bring a piece that has inspired his/her own research problem.
Week 6	Thematic problem 02: The “not yet”: unanswered questions in ELT in Colombia. Guiding question: In regard to your research topic what has been said and left unsaid?	Foucault, M. (2012). <i>The archaeology of knowledge</i> . Vintage. Foucault, M (1975) <i>Discipline and punish</i> (Read: the means of correct training)	Read and discuss
Week 7	Thematic problem 02: The “not yet”: unanswered questions in ELT in Colombia. Guiding question: In regard to your research topic what has been said and left unsaid? Research problem: Initial ideas	Foucault, M. (1982). <i>The Subject and power</i> Touraine, A. (2000). <i>Critique of Modernity</i> . Read: Part II. Birth of the subject 201-296	Read and discuss

Week 8	<p>Thematic problem 02: The “not yet”: unanswered questions in ELT in Colombia. Guiding question: In regard to your research topic what has been said and left unsaid?</p> <p>Research problem: Initial ideas</p>	<p>González, A. (2009). Professional development of EFL teachers in Colombia: Between colonial and local practices. <i>Íkala</i>, (12 (1)), 309-332.</p> <p>Macías, D. F. (2010). Considering new perspectives in ELT in Colombia: From EFL to ELF. <i>HOW Journal</i>, 17(1), 181-194</p>	Reading and discussion
Week 9	ASOCOPI CONFERENCE CARTAGENA (DIE is co-organizer)		
Week 10	<p>Thematic problem 02: The “not yet”: unanswered questions in ELT in Colombia. Guiding question: In regard to your research topic what has been said and left unsaid?</p> <p>Backing up the research problem (literature evidence)</p>	<p>Norton, Bonny. (2013). Identity and language learning: extending the conversation. Bristol: Multilingual Matters. 216 pp</p> <p>Zuluaga Olga (1998). Pedagogía, e Historia. La Historicidad de la pedagogía La enseñanza, un objeto de saber. Editorial Universidad de Antioquia. Anthropos, Siglo del Hombre Editores</p>	Reading and discussion
<u>Week 11</u>	<p>Thematic problem 03: Challenging dominant paradigms in research</p> <p>Guiding question: How does my research interest fit into the lines of research of this emphasis and how it connects to a decolonial perspective?</p> <p>Backing up the research problem (literature evidence)</p>	<p>Giroux. H. (2012). Education and the Crisis of Public Values: Challenging the Assault on Teachers, students and public education</p> <p>Webb, P. T., Briscoe, F. M., & Mussman, M. P. (2009). Preparing teachers for the neoliberal panopticon. <i>The Journal of Educational Foundations</i>, 23(3/4), 3</p>	Reading and discussion

<p>Week <u>12</u></p>	<p>Thematic problem 03: Challenging dominant paradigms in research</p> <p>Guiding question: How does my research interest fit into the lines of research of this emphasis and how it connects to a decolonial perspective?</p> <p>Asking the research question</p>	<p>Ramanatha, Vai (2002) <i>The politics of TESOL in education</i>. New York and London: RoutledgeFalmer. Chapter: The politics of local MA-TESOL programs and implications for larger TC. Ch. 2. Pp. 35-65.</p> <p>Sayer, P. (2012). <i>Ambiguities and tensions in English language teaching: Portraits of EFL teachers as legitimate speakers</i>. Routledge.</p>	<p>Reading and discussion</p>
<p>Week 13</p>	<p>Thematic problem 03: Challenging dominant paradigms in research</p> <p>Guiding question: How does my research interest fit into the lines of research of this emphasis and how it connects to a decolonial perspective?</p> <p>Asking the research question</p>	<p>Vasilachis, Irene “La investigación cualitativa”, en Vasilachis, Irene (coord.), <i>Estrategias de investigación cualitativa</i>. España: Gedisa, 2006, pp. 23- 64.</p> <p>Suárez-Krabbe, Julia, “En la realidad. Hacia metodologías de investigación descoloniales”, en <i>Revista Tabula Rasa</i>. Bogotá-Colombia, Nº 14, enero-junio, 2011, pp. 183-204.</p>	<p>Reading and discussion</p>
<p>Week <u>14</u></p>	<p>Thematic problem 03: Challenging dominant paradigms in research</p> <p>Guiding question: How does my research interest fit into the lines of research of this emphasis and how it connects to a decolonial perspective?</p> <p>Asking the research question</p>	<p>Vasilachis de Gialdino, Irene, “Prólogo a la edición en castellano. Investigación cualitativa: Proceso, política, representación, ética”, en N. Denzin y Lincoln, Y. (comps.), <i>Manual de Investigación Cualitativa. Volumen IV. Métodos de recolección y análisis de datos</i>. Argentina: Gedisa, 2015, pp. 11-42.</p>	<p>Reading and discussion</p>

Week 15	<p>Thematic problem 03: Challenging dominant paradigms in research</p> <p>Guiding question: How does my research interest fit into the lines of research of this emphasis and how it connects to a decolonial perspective?</p> <p>Refining problem statement and research question</p>	<p>Zárate, A (2014) Interculturalidad y Decolonialidad. <i>Tábula Rasa</i>,</p> <p>Quijano, A (2000) Coloniality of power, Eurocentrism, and Latin America. <i>International Sociology</i>, 15 (2) 215-23220. 91-107</p>	Reading and discussion
Week 16	Final oral presentation	Participants' oral presentation of research problem, question and objectives. Part 2	

METHODOLOGY

This seminar will have common sessions where the entire 2018-III cohort will participate in readings and discussion. There will also be a common oral presentation at the end of the seminar. Individual sessions will be provided to help doctoral students shape their research problem, question and objectives.

ASSESSMENT

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

- Delivering an oral presentation at the end of the seminar – 30%
- Handing in a research paper with problem statement, research question, research objectives and rationale – 70%

BIBLIOGRAPHY, RESOURCES, DATABASE

Bell, J. (2005). *Doing Your Research Project* (4th edition). Milton Keynes: Open University Press.

Bryman, A. (2001). *Social Research Methods*. Oxford: Oxford University Press.

Burns, Anne. (2010). *Doing action research in English language teaching: A guide for practitioners*. New York: Routledge.

Burns, Anne. (2001) *Collaborative action research for English language teachers*. Cambridge: Cambridge University Press.

Bassey Michael. (2000). *Case study research in Educational Settings*. Philadelphia: Open

University Press.

Cohen, L., Manion, L., Morrison, K. (2007). *Research Methods in Education* (5th edition). London: Routledge.

Creswell, John. (2003). *Research design: Qualitative, quantitative, and mixed method approaches*, California: Sage Publications.

Dean Brown, J., Rodgers, T.S. (2002) *Doing Second Language Research*. Oxford: Oxford University

Denzin, Norman Kent; Lincoln, Yvonna S. (2011). *The SAGE handbook of qualitative research*. Thousand Oaks, CA: London : SAGE Publications

Guest, Greg, Namey, Emily E. and Mitchell, Marilyn L. (2013). *Collecting qualitative data: A field manual for applied research*. Washington: SAGE Publications.

Hubbard, R. and Power, B. M. (1999) *Living the questions. A guide for teacher-researchers*. York, Maine: Stenhouse.

Kumar, R. (1999) *Research Methodology: A step-by-step guide for beginners*. London: SAGE Publications.

Jorgensen, Marianne and Phillips, Louise. (2002). *Discourse analysis as theory and method*. London: SAGE Publications.

Liamputtong, P. (2010) *Qualitative research methods*. Oxford: Oxford University Press

Mack, Natasha and Woodson, Cynthia. (2005). *Qualitative research methods: A data collector's field guide*. North Carolina: USAID.

McDonough, S., McDonough, J. (1997) *Research Methods for English Language Teachers*. London: Arnold.

Merriam, S. (2009). *Qualitative research: A guide to design and implementation*. San Francisco, CA: Jossey Bass.

Nunan, D. (1992) *Research Methods in Language Learning*. Cambridge: Cambridge University Press.

Yin, Robert K. (2011). *Qualitative research from start to finish*, New York: The Guilford Press.

Sources

Biblioteca Virtual Miguel de Cervantes

En 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/>

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)

CALJ

IKALA

Forma y Función

Lenguaje

Profile

Folios

Convenor's contact details:

