	UNIVERSIDAD DISTRITAL FRANCISCO JOSÉ DE CALDAS
	FACULTAD DE CIENCIAS Y EDUCACIÓN
	DOCTORADO INTERINSTITUCIONAL EN EDUCACIÓN
	DIE-UD

SYLLABUS

ELT EDUCATION DOCTORAL MAJOR SEMINAR:
COLONIAL SITUATIONS IN LANGUAGE TEACHER EDUCATION AND SECOND LANGUAGE LEARNING

Academic Period: 2019 – I	**Course credits:** 5

ACADEMIC AREA *(Select with an X where appropriate)***:**

( ) EFE Emphasis
( ) EFEP Education and Pedagogy
(x) EFI Research

Research Emphases: ELT Identity, power and inequality and Second Language Teacher Education

Research Group: Aprendizaje y Sociedad de la Información

SEMINAR CONVENOR: Harold Castañeda-Peña hacastanedap@udistrital.edu.co	**GUEST LECTURER:** **INSTITUTION** *(Optional)***:**

ABSTRACT
This seminar is tailored for doctoral students to establish the *status quaestionis* and the theoretical framework of their research proposal within the research emphasis ELT Identity, power and inequality. In this seminar, we will try to unveil the subtle ways in which colonialism operates at different levels of the educational system. We will attempt to trace the relationships between research approaches and colonial practices to better co-construct the status quaestionis of the emphasis in Second Language Teacher Education.

SEMINAR DESCRIPTION
This seminar proposes to co-construct the *status quaestionis* of the emphasis ELT, identity, power and inequality faces within the context of the (re)visited participants' doctoral proposals:
- Colonial situations in curriculum, knowledge and power in ELT
- Gender and transgender identities in second language learning.
- Identities of foreign English Teachers in ELT

SEMINAR OBJECTIVES

General objective:

To profile academic research in the specific area of study

Specific objectives

- To structure and write the state of the art
- To structure and write the reference framework (theoretical – conceptual – legal)

SEMINAR CONTENTS

General thematic problem: profiling academic research
Guiding question: What is the academic research profile of the problem/area of study to be researched?

Thematic problem 01: Literature reviews vs Academic research profiles
Guiding question: What is one's own research proposal's *status quaestionis*?

Thematic problem 02: Reference framework
Guiding question: What is one's own research proposal's reference framework?

SCHEDULE: Wednesday 2:00 pm – 6:00 pm

ROOM Aduanilla de Paiba - TBA

SEMINAR OUTLINE

DATE	TOPIC	KEY READINGS	ASSIGNMENTS
Week 1	Introduction to Research seminar, expectations, comments, assessment procedures		
Week 2	Workshop on INDEX-K - Motor de Búsquedas Integradas Biblioteca UD	(Fayyad, Piatetsky-Shapiro, & Smyth, 1996) (Nahm, 2004) (van Dijck, 2010)	• Reading and discussion
Week 3	Profiling academic research	(Bragge, Relander, Sunikka, & Mannonen, 2007; Porter, Kongthon, & Lu, 2002) (Amini, Ibrahim, Othman, & Selamat, 2014)	• Reading and discussion
Week 4	Discussing examples of academic research profiles and literature reviews	(Webster & Watson, 2002) (Castañeda-Peña, 2012; Castañeda-Peña, Salazar, González Romero, Sierra, & Menéndez, 2013)	• Reading and discussion
Week 5	What is gained with the literature review and research profiling?	(Boote & Beile, 2005) (Choi, Lee, & Sung, 2011) (Panda & Gupta, 2014)	• Reading and discussion • Each participant will present 5 RARs
Week 6	Examining the concept of literature review and writing processes	(Baker, 2000; Carnwell & Daly, 2001)(C. Cronin, 2011; P. Cronin, Ryan, & Coughlan, 2008) (Pautasso, 2013)	• Reading and discussion • Each participant will present 5 RARs
Week 7	Approaches to writing	(Dunne, 2011)	• Reading and

	literature reviews	(Torraco, 2005) (Shin & Cummings, 2010)	• discussion • Each participant will present 5 RARs
Week 8	Deconstructing the concept of "Beyond" from a cultural perspective Focusing on one's own *status quaestionis*	(Bhabha, 1994). *The Location of Culture*. New York: Routledge. Read chapter 1: Introduction: Locations of culture, pp. 1-27.	• Reading and discussion • Each participant will present 5 RARs
Week 9	Concepts of identity in the social sciences Focusing on one's own *status quaestionis*	(Block, 2007). *Second Language Identities*. New York: Continuum. Read chapter 2: Identity in the social sciences today, pp. 11-45.	• Reading and discussion • Each participant will present 5 RARs
Week 10	The sociolinguistics of language and identity Focusing on one's own *status quaestionis*	(Tabouret-Keller, 1997). Language and identity. In Coulmas, F. (Eds) *The Handbook of Sociolinguistics*. Malden, MA: Blackwell Publishing. 315-326	• Reading and discussion • Each participant will present 5 RARs
Week 11	Thinking of one's own reference framework	What has been said about Immersion practices in ELT? The no yet	• Socialization activity – Jair • will present his insights
	Thinking of one's own reference framework	What has been said about Foreign English Teachers Identities? The no yet	• Socialization activity – Iu Fen • will present her insights
Week 12	Thinking of one's own reference framework	What has been said about pedagogical movements and practices in ELT? The no yet	• Socialization activity – Sindy • will present her insights
	Thinking of one's own reference framework	What has been said about transgender identities in Teacher Education? The no yet	• Socialization activity -Pedro Each participant will present his insights
Week 13	Thinking of one's own reference framework	What has been said about bilingualism practices and school administration?	• Socialization activity -Mireya will present her insights
	Thinking of one's own reference framework	What has been said about observation and training practices in ELT?	• Socialization activity -Miguel will present his insights
Week 14	Thinking of one's own reference framework	What has been said about English and peace education?	• Socialization activity – Yeraldine • will present her insights
Week 15	Thinking of one's own reference framework	Chapter book writing workshop	• Socialization activity Each participant will present how the chapter was organized
Week 16	Thinking of one's own reference framework	Chapter book writing workshop	• Socialization activity

			Each participant will present how the chapter was organized

References in outline for common sessions:

Amini, B., Ibrahim, R., Othman, M. S., & Selamat, A. (2014). Capturing scholar's knowledge from heterogeneous resources for profiling in recommender systems. *Expert Systems with Applications*, *41*(17), 7945–7957.

Baker, M. J. (2000). Writing a Literature Review. *The Marketing Review*, *1*, 219–247. Retrieved from www.themarketingreview.com

Boote, D. N., & Beile, P. (2005). Scholars Before Researchers: On the Centrality of the Dissertation Literature Review in Research Preparation The Role and Purpose of the Literature Review in Education Research. *Educational Researcher*, *34*(6), 3–15.

Bragge, J., Relander, S., Sunikka, A., & Mannonen, P. (2007). Enriching literature reviews with computer-assisted research mining. Case: Profiling group support systems research. In *Proceedings of the Annual Hawaii International Conference on System Sciences*.

Carnwell, R., & Daly, W. (2001). Strategies for the construction of a critical review of the literature. *Nurse Education in Practice*, *1*, 57–63.

Castañeda-Peña, H. (2012). Profiling academic research on discourse studies and second language learning Perfiles de la investigación académica en estudios del discurso y aprendizaje de segundas lenguas. *Colombian Applied Linguistics Journal*, *14*(1), 9–27.

Castañeda-Peña, H., Salazar, A., González Romero, N., Sierra, L. I., & Menéndez, A. (2013). Profiling Academic Research on Massively Multiplayer On-line Role-Play Gaming (MMORPG) 2000-2009 : Horizons for Educational Research. *Folios*, *38*, 75–94.

Choi, D. G., Lee, H., & Sung, T. kyung. (2011). Research profiling for "standardization and innovation." *Scientometrics*, *88*(1), 259–278.

Cronin, C. (2011). Doing your literature review: traditional and systematic techniques. *Evaluation & Research in Education*, *24*(3), 219–221. http://doi.org/10.1080/09500790.2011.581509

Cronin, P., Ryan, F., & Coughlan, M. (2008). Undertaking a literature review: a step-by-step approach. *British Journal of Nursing*, *17*(1), 40–43.

Dunne, C. (2011). The place of the literature review in grounded theory research. *International Journal of Social Research Methodology*, *14*(2), 111–124.

Fayyad, U., Piatetsky-Shapiro, G., & Smyth, P. (1996). From Data Mining to Knowledge Discovery in Databases. *AI Magazine*, *17*(3), 37–54.

Hilderman, R. J., Hamilton, H. J., & Cercone, N. (1999). Data Mining in Large Databases Using Domain Generalization Graphs. *Journal of Intelligent Information Systems*, *13*(3), 195–234.

Nahm, U. Y. (2004). *Text mining with information extraction*. The University of Texas at Austin.

Panda, A., & Gupta, R. K. (2014). Making academic research more relevant: A few suggestions. *IIMB Management Review*, *26*(3), 156–169.

Pautasso, M. (2013). Ten Simple Rules for Writing a Literature Review. *PLoS Comput Biol*, *9*(7), 1–4. http://doi.org/10.1371/journal.pcbi.1003149

Porter, A. L., Kongthon, A., & Lu, J. C. (2002). Research profiling: Improving the literature review. *Scientometrics*, *53*(3), 351–370.

Shin, J. C., & Cummings, W. K. (2010). Multilevel analysis of academic publishing across disciplines: Research preference, collaboration, and time on research. *Scientometrics*, *85*(2), 581–594.

Torraco, R. J. (2005). Writing Integrative Literature Reviews: Guidelines and Examples. *Human Resource Development Review*, *4*(3), 356–367. http://doi.org/10.1177/1534484305278283

van Dijck, J. (2010). Search engines and the production of academic knowledge. *International Journal of Cultural Studies*, *13*(6), 574–592.

Webster, J., & Watson, R. R. T. R. R. T. (2002). Analyzing the Past to Prepare for the Future: Writing a Literature Review. *MIS Quarterly*, *26*(2), xiii–xxiii. http://doi.org/10.1.1.104.6570

References in outline for intra-group sessions and tutorials:

Bhabha, H. (1994). *The Location of Culture*. New York: Routledge. Read chapter 1: Introduction: Locations of culture, pp. 1-27.

Block, D. (2007). *Second Language Identities*. New York: Continuum. Read chapter 2: Identity in the social sciences today, pp. 11-45.

Tabouret-Keller, A. Language and identity. In Coulmas, F. (Eds) *The Handbook of Sociolinguistics*. Malden, MA: Blackwell Publishing. 315-326

Temple Adger, C. (2001). Discourse in educational settings. In Schiffrin, D., Tannen, D., & Hamilton, H. (Eds) *The Handbook of Discourse Analysis*. Malden, MA: Blackwell Publishing. 503-517.

Hall, S. (1990). Cultural identity and diaspora. In Rutherford, J. (Ed) *Identity: Community, Culture, Difference*. London: Lawrence And Wishart Ltd. 222-237.

Anderson, B. (1983). *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. London: Verso

Rutherford, Jonathan. 1990. *The Third Space. Interview with Homi Bhabha*. In Rutherford, J. (Ed) *Identity: Community, Culture, Difference*. London: Lawrence and Wishart, 207-221.

METHODOLOGY

Reading and discussions: This seminar will have common sessions where the entire 2016-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 *status quaestionis*.

References review: As a part of the mechanics of the class, you must prepare a written review of 5 references per class. This review format will contain: a) the research questions/hypotheses/concerns; b) the data; c) the method, and d) Contributions to your own paper (this is a written assignment per class).

Oral presentations: students will be selectively called upon in class to introduce their reviews.

ASSESSMENT

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

- Delivering and oral presentations– 20%
- References review-20%
- Class attendance, work and participation-20%
- Handing in a *status quaestionis* 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, 2019

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

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Note: Some readings are subject to change.