

 	<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>THE TOLD AND UNTOLD IN SUBJECTIVITY IN LANGUAGE TEACHER EDUCATION AND TEACHING PROFESSIONAL DEVELOPMENT</p>	
<p><b>Academic Period:</b> 2019 – I</p>	<p><b>Course credits:</b> 5</p>
<p><b>ACADEMIC AREA</b> <i>(Select with an X where appropriate):</i></p> <p>( ) EFE Emphasis  ( ) EFEP Education and Pedagogy  ( x ) 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>  Pilar Méndez Rivera  <a href="mailto:pmendez@udistrital.edu.co">pmendez@udistrital.edu.co</a>  pilarmendezr@hotmail.com</p>	<p><b>GUEST LECTURER:</b>  <b>INSTITUTION</b> <i>(Optional):</i></p>
<p><b>ABSTRACT</b></p>	
<p>This seminar is designed to assist doctoral students in the analysis of their research antecedents in terms of the status quaestionis and the theoretical framework to identify possible gaps and understand how similar works have problematized subjectivity in language teacher education. Participants are expected to trace back what has been told/untold about subject constitution in second language teacher education. In doing so, a critical review must be conducted within a philosophical and educational dialogue to trace the relationships between research approaches and colonial practices to better co-construct the status quaestionis of the research emphasis.</p>	
<p><b>SEMINAR DESCRIPTION</b></p>	
<ul style="list-style-type: none"> <li>The purpose of this seminar will focus on a critical review of researches that have been conducted in the field of second language teacher education in regards to subjectivity to explore how it can be studied and most importantly how this domain portrays complexity at different levels of analysis, i.e. self-subject- agent and identity. It is important to trace how subjectivity has been focused in the field of second language teacher education to identify the type of knowledge that has been provided/produced to explain how subjects in education struggle to govern themselves facing identity positions already established. Within a local perspective, it is relevant to inquiry how English teachers are educated, what type of roles</li> </ul>	

they are urged to perform or accomplish and what specific tasks, practices and identities they enact.

#### **RATIONALE**

Epistemologically speaking the language/social turn had an impact in the ways research has been conducted to try to solve problems in direct connection to inequality, domination and subjugated knowledges. That is to say, how research now is used to reveal how knowledge produced to perpetuate domination practices, hinders other type of knowledges that do not aspire to be considered as scientific but exist to explain people's lives. In this new turn, to give voice to subjects in education, for example, means to recognize the validity of their stances to explain facts and events with major implications to meaning construction in the education field. In this seminar, we are interested in revising what has been said to trace the unsaid as an opportunity to unveil naturalized discourses and practices in regards to teacher education to set research directions.

#### **SEMINAR OBJECTIVES**

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

To revise the ways subjectivity category has been employed to explain English language Teacher Education in Colombia to illuminate an epistemological position that opposes, complements or reformulates what has been said about English teachers, their education, teaching practices, and classroom interaction.

##### **Specific objectives**

- To back up the researchable problem with evidence taken from different sources
- To provide evidence of epistemological and methodological approaches to trace the problem of subject constitution and power-knowledge practices within ELT field.
- To describe to what extend researches in the field of ELT education have provided critical insights to think English language teacher education.

#### **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: profiling academic research**

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

##### **Thematic problem 01: Subjugated knowledges and its conditions of possibility in ELT research**

**Guiding question:** What is the significance of the literature review to inform and relate our research problem at the doctoral level within a local and a global perspective?

##### **Thematic problem 02: subjectivity and English teacher education practices in EFL**

**Guiding question:** What has been said in terms of Second Language Teacher Education to trace practices, experiences, cracks or gaps to be problematized in the Colombian ELT field?

**SCHEDULE: Tuesday 8:00 am – 12:00 m**

**ROOM** Postgraduate Building 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)	<ul style="list-style-type: none"> <li>• Reading and discussion</li> </ul>
Week 3	Profiling academic research	(Bragge, Relander, Sunikka, & Mannonen, 2007; Porter, Kongthon, & Lu, 2002) (Amini, Ibrahim, Othman, & Selamat, 2014)	<ul style="list-style-type: none"> <li>• Reading and discussion</li> </ul>
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)	<ul style="list-style-type: none"> <li>• Reading and discussion</li> </ul>
Week 5	What is gained with the literature review and research profiling?	(Boote & Beile, 2005) (Choi, Lee, & Sung, 2011) (Panda & Gupta, 2014)	<ul style="list-style-type: none"> <li>• Reading and discussion</li> <li>• Each participant will present 5 RARs</li> </ul>
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)	<ul style="list-style-type: none"> <li>• Reading and discussion</li> <li>• Each participant will present 5 RARs</li> </ul>
Week 7	Approaches to writing literature reviews	(Dunne, 2011) (Torraco, 2005) (Shin & Cummings, 2010)	<ul style="list-style-type: none"> <li>• Reading and discussion</li> <li>• Each participant will present 5 RARs</li> </ul>
Week 8	Deconstructing the concept of “Beyond” from a cultural perspective Focusing on one’s own <i>status quaestionis</i>	(Bhabha, 1994). <i>The Location of Culture</i> . New York: Routledge. Read chapter 1: Introduction: Locations of culture, pp. 1-27.	<ul style="list-style-type: none"> <li>• Reading and discussion</li> <li>• Each participant will present 5 RARs</li> </ul>
Week 9	Concepts of identity in the social sciences Focusing on one’s own <i>status quaestionis</i>	(Block, 2007). <i>Second Language Identities</i> . New York: Continuum. Read chapter 2: Identity in the social sciences today, pp. 11-45.	<ul style="list-style-type: none"> <li>• Reading and discussion</li> <li>• Each participant will present 5 RARs</li> </ul>
Week 10	The sociolinguistics of language and identity Focusing on one’s own <i>status quaestionis</i>	(Tabouret-Keller, 1997). Language and identity. In Coulmas, F. (Eds) <i>The Handbook of Sociolinguistics</i> . Malden, MA: Blackwell Publishing. 315-326	<ul style="list-style-type: none"> <li>• Reading and discussion</li> <li>• Each participant will present 5 RARs</li> </ul>
Week 11	Thinking of one’s own	What has been said about	<ul style="list-style-type: none"> <li>• Socialization</li> </ul>

	reference framework	Immersion practices in ELT? The no yet	<ul style="list-style-type: none"> <li>activity – Jair will present his insights</li> </ul>
	Thinking of one’s own reference framework	What has been said about Foreign English Teachers Identities? The no yet	<ul style="list-style-type: none"> <li>Socialization activity – lu Fen</li> <li>will present her insights</li> </ul>
Week 12	Thinking of one’s own reference framework	What has been said about pedagogical movements and practices in ELT? The no yet	<ul style="list-style-type: none"> <li>Socialization activity – Sindy will present her insights</li> </ul>
	Thinking of one’s own reference framework	What has been said about transgender identities in Teacher Education? The no yet	<ul style="list-style-type: none"> <li>Socialization activity -Pedro Each participant will present his insights</li> </ul>
Week 13	Thinking of one’s own reference framework	What has been said about bilingualism practices and school administration?	<ul style="list-style-type: none"> <li>Socialization activity -Mireya will present her insights</li> </ul>
	Thinking of one’s own reference framework	What has been said about observation and training practices in ELT?	<ul style="list-style-type: none"> <li>Socialization activity -Miguel will present his insights</li> </ul>
Week 14	Thinking of one’s own reference framework	What has been said about English and peace education?	<ul style="list-style-type: none"> <li>Socialization activity – Yeraldine will present her insights</li> </ul>
Week 15	Thinking of one’s own reference framework	Chapter book writing workshop	<ul style="list-style-type: none"> <li>Socialization activity Each participant will present how the chapter was organized</li> </ul>
Week 16	Thinking of one’s own reference framework	Chapter book writing workshop	<ul style="list-style-type: none"> <li>Socialization activity Each participant will present how the chapter was organized</li> </ul>

**METHODOLOGY**

Reading and discussions: 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 *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

## BIBLIOGRAPHY, RESOURCES, DATABASE

References in outline:

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<http://doi.org/10.1.1.104.6570>

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)

