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|  | <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>SYLLABUS</p> | |
| <p>ELT EDUCATION DOCTORAL MAJOR</p> | |
| <p>SEMINAR:</p> | |
| <p>Decolonial Perspectives in ELT</p> | |
| <p>Academic Period: 2020– 1</p> | <p>Course credits: 5</p> |
| <p>ACADEMIC AREA <i>(Select with an X where appropriate):</i></p> <p><input checked="" type="checkbox"/> (X) EFE Emphasis <input type="checkbox"/> () EFEP Education and Pedagogy <input type="checkbox"/> () EFI Research</p> <p>Research Emphases: ELT Identity, power and inequality and Second Language Teacher Education</p> <p>Research Group: Aprendizaje y sociedad de la información</p> | |
| <p>SEMINAR CONVENOR: Harold Castañeda-Peña (2 credits/intensive seminar) Pilar Méndez (2 credits/regular course per week)</p> | <p>GUEST LECTURER: INSTITUTION <i>(Optional):</i> Dr. Clarissa Menezes Universidade Federal de Paraná (1 credit-intensive)</p> |
| <p>ABSTRACT</p> | |
| <p>This seminar is intended to revise the research and reflexive work done in ELT within the decolonial perspective in an attempt to broaden the knowledge produced by scholars in the field not only in theory but in practical applications in research. It means a global south exploration to tackle the global colonial situations and the manners that these scholars have suggested to decolonize the field.</p> | |
| <p>SEMINAR DESCRIPTION</p> | |
| <p>Professors will lead discussions in</p> | |
| <p>SEMINAR OBJECTIVES</p> | |
| <p>General objective:</p> | |
| <p>To construct a sound and critical understanding of the field of CDA/HDA as research methodologies.</p> | |
| <p>Specific objectives</p> | |
| <ul style="list-style-type: none"> • To trace the concept of discourse in which CDA and HDA are based. • To problematize the field in terms of shortcomings of these research methodologies | |

- To get acquainted with different discourse strategies in order to conduct CDA/HDA
- To produce the analysis of a piece (of participants' choice) using CDA/HDA

SEMINAR CONTENTS

General thematic problem: CDA: developments and challenges

Guiding question: What are the tenets of CDA, its developments and challenges? What are the HDA procedures, its developments and challenges?

Thematic problem 01: Discourse from critical and Historical

Guiding question: How has been "discourse" conceptualized within the frames of CDA/HDA?

Thematic problem 02: CDA: A field under construction/ HAD a field recovered

Guiding question: What are the main approaches to CDA? What are the main approaches to HDA?

SCHEDULE:

Two-intensive-weeks courses with Professor Castañeda:

(Afternoon sessions to be arranged with students/ 2 first weeks)

One-intensive-week course with Professor Menezes

Regular course a 4 hours session per 6 weeks with professor Méndez

Wednesday 2:00-6:00 pm

ROOM Aduanilla de Paipa. Classroom TBA

SEMINAR OUTLINE

| DATE | TOPIC | KEY READINGS | ASSIGNMENTS |
|-----------|----------------------------------|---|----------------------|
| Session 1 | Syllabus | General aspects of the course. Presentation, discussion, and negotiation of syllabus Pick readings for the | |
| Session 2 | The decolonial Turn | Vorster, Jo-Anne, & Quinn, Lynn. (2017). The "decolonial turn": what does it mean for academic staff development?. <i>Education as Change</i> , 21(1), 31-49. https://dx.doi.org/10.17159/1947-9417/2017/853 | Reading & discussion |
| Session 3 | Revisiting the Field in Colombia | Granados-Beltrán, C. (2018). Revisiting the need for critical research in undergraduate Colombian English language teaching. <i>HOW</i> , | Reading & discussion |

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| | | 25(1), 174-193. https://doi.org/10.19183/how.25.1.355 | |
| Session 4 | Epistemologies of the South | Sousa Santos, B. (2018). The end of the cognitive empire: the coming of age of epistemologies of the South. Durham: Duke University Press. | Reading & discussion |
| Session 5 | Decolonizing Identities | Menezes, C. (2016). Decolonizing identities: English for internationalization in a Brazilian university. <i>Interfaces Brasil/Canadá. Canoas</i> , v. 16, n. 1, 2016, p. 191–209. | Reading & discussion |
| Session 6 | Decolonial pedagogies | Walsh, C. E. (2015). <i>Decolonial pedagogies walking and asking. Notes to Paulo Freire from AbyaYala. International Journal of Lifelong Education</i> , 34(1), 9–21. doi:10.1080/02601370.2014.991522 | Reading & discussion |
| Session 7 | Language Teacher Education from decolonial lenses | Mastrella-de-Andrade, Mariana R., & Pessoa, Rosane Rocha. (2019). A critical, decolonial glance at language teacher education in Brazil: on being prepared to teach. <i>DELTA: Documentação de Estudos em Linguística Teórica e Aplicada</i> , 35(3), e2019350306. Epub July 22, 2019. https://dx.doi.org/10.1590/1678-460x2019350306 | Reading & discussion |
| Session 8 | Decolonial Praxis | Shenila Khoja-Moolji, "Pedagogical (Re)Encounters: Enacting a Decolonial Praxis in Teacher Professional Development in Pakistan," <i>Comparative Education Review</i> 61, no. S1 (May 2017 Supplement): S146-S170 | Reading & discussion |
| Session 9 | Resisting coloniality | Resisting the Coloniality of English: A Research Review of Strategies | Reading & discussion |

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| Session 10 | Lingusitic Imperialism revisited | Barrantes-Montero, Luis Guillermo. (2018). Phillipson's Linguistic Imperialism Revisited at the light of Latin American Decoloniality Approach. <i>Revista Electrónica Educare</i> , 22(1), 1-19. https://dx.doi.org/10.15359/ree.22-1.1 | Reading & discussion |
| Session 11 | Subaltern in English Teaching | Kumaravadivelu (2016). The Decolonial Option in English Teaching: Can the Subaltern Act? | Reading & discussion |
| Session 12 | Narrativas para descolonizar | Sarasa, M. (2017). Las posibilidades descolonizadoras de las narrativas en la formación inicial del profesorado. <i>Revista de Educación</i> , 12(12), 49-66. Recuperado de https://fh.mdp.edu.ar/revistas/index.php/r_educ/articulo/view/2151/2590 | Reading & discussion |
| Session 13 | Guest Professor Session | Key readings in advance to her visit | |

METHODOLOGY

This seminar will combine different ways of sharing knowledge. Some sessions will be lead by the professor but others will be lead by students. There will be workshops and hands-on activities.

ASSESSMENT

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

- Delivering an oral presentation– 30%
- Handing in an article-like paper – 70%

BIBLIOGRAPHY, RESOURCES, DATABASE

Zavala M. (2016) Decolonial Methodologies in Education. In: Peters M. (eds) Encyclopedia of Educational Philosophy and Theory. Springer, Singapore

Villanueva, S. (2013). Teaching as a healing craft: Decolonizing the classroom and creating spaces of hopeful resistance through Chicano-Indigenous pedagogical praxis. *The Urban Review*, 45(1), 23–40.

Mignolo, W. (2000). *Local histories/global designs: Essays on the coloniality of power, subaltern knowledges and border thinking*. Princeton: Princeton University Press.

Gudynas, E., & Acosta, A. (2011). The renewal of the criticism of development and harmonious coexistence as an alternative. *Utopía y Praxis Latinoamericana*, 16(53), 71–83.

Shenila Khoja-Moolji, "Pedagogical (Re)Encounters: Enacting a Decolonial Praxis in Teacher Professional Development in Pakistan," *Comparative Education Review* 61, no. S1 (May 2017 Supplement): S146-S170. <https://doi.org/10.1086/690298>

Smith, L.T. (1999). *Decolonizing Methodologies: Research and Indigenous Peoples*. New York, NY: Palgrave.

Walsh, C. (2009). Interculturalidad crítica y pedagogía de-colonial: in-surgir, re-existir y re-vivir, In P. Melgarejo (Ed), *Educación Intercultural en América Latina: memorias, horizontes históricos, y disyuntivas políticas*. México: Universidad Pedagógica Nacional-CONACIT, editorial Plaza y Valdés. Retrieved from <http://www.saudecoletiva2012.com.br/userfiles/file/didatico03.pdf> (accessed Oct 17, 2014).

Video: <http://www.alanalentin.net/2019/10/16/decolonial-thought-a-lecture-for-the-institute-for-culture-and-society-key-thinkers-concepts-series/>

Decolonial thinking and practice. See in <http://keywordsechoes.com/decolonial-thinking-and-practice>

Convivial thinking. See in <https://www.convivialthinking.org/index.php/works/>

Decolonial Education: our collective (hi)story(ies)

<https://www.pachaysana.org/single-post/2015/10/05/Decolonial-Education-our-collective-historyies>

Decolonial International Network: <https://din.today/theory/>

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/BV8EML2B3RF8PTCK2IHXQKAD3JRSPQMGICA596NJ44P6ID3>

SE2-01961?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 is a preliminary syllabus, subject to change according to participants' needs.