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|  | <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: | |
| CONTEMPORARY COLOMBIAN SCHOLARSHIP IN ELT EDUCATION | |
| Academic Period: 2017 – I | Course credits: 3 |
| ACADEMIC AREA (<i>Select with an X where appropriate</i>): | |
| <input checked="" type="checkbox"/> EFE Emphasis <input type="checkbox"/> EFEP Education and Pedagogy <input type="checkbox"/> EFI Research | |
| Research Emphases: ELT Identity, power and inequality and Second Language Teacher Education | |
| Research Group: Aprendizaje y Sociedad de la Información | |
| SEMINAR CONVENOR: | GUEST LECTURER: |
| Harold Castañeda-Peña | INSTITUTION (<i>Optional</i>): |
| hacastanedap@udistrital.edu.co | Dr Adriana Patiño Santos (University of Southampton – Reino Unido) |
| | Dr Adriana Salazar Piedrahita (Universidad de Antioquia – Colombia) |
| ABSTRACT | |
| <p>This seminar as part of the doctoral emphasis component seeks to help doctoral students to locate their own research within the contemporary Colombian scholarship around ELT Education. The seminar focus will be on the two doctoral emphases of the ELT Education major: ELT, identity, power and inequality and Second language teacher education.</p> | |
| SEMINAR DESCRIPTION | |
| <p>This seminar seeks to understand the epistemologies, the thematic units, methodologies and local knowledge of the Colombian ELT academic community. In the context of the Colombian bilingual policy and the new educational reforms that the Ministry of Education has promulgated for initial teacher education programs it seems paramount to study the Colombian ELT thought around issues that could possibly inform from a bottom-up perspective such policies. The idea lies in analysing from a critical and a decolonial perspective and a sociology of absences and emergences scholarship work produced at the local level.</p> | |
| SEMINAR OBJECTIVES | |

General objective:

To comprehend the locally generated knowledge around ELT EDUCATION and decenter this in terms of epistemologies, thematic units, epistemologies, methodologies and contributions in the context of the two research emphases (ELT, identity, power and inequality and Second language teacher education).

Specific objectives

- To problematize local scholarship around ELT EDUCATION from the perspective of the two research emphases.
- To locate one's own research proposal within the local scholarship.

SEMINAR CONTENTS**Thematic problem 01: Teachers' professional Development**

Guiding question: What questions/problems/experiences have influenced/guided the field of teachers' professional development at the local level?

Thematic problem 02: Social justice and peace education

Guiding question: What questions/problems/experiences have influenced/guided the field of social justice and peace education at the local level?

Thematic problem 03: Critical pedagogy

Guiding question: What questions/problems/experiences have influenced/guided the field of critical pedagogy at the local level?

Thematic problem 04: Interculturality

Guiding question: What questions/problems/experiences have influenced/guided the field of interculturality at the local level?

Thematic problem 05: Local scholarship

Guiding question: What questions/problems/experiences have influenced/guided the local scholarship?

SCHEDULE: Tuesday 2:00 pm – 6:00 pm + Two-intensive-one-day courses with guest speakers in March and April.

ROOM Aduanilla de Paiba - TBA

SEMINAR OUTLINE

| DATE | TOPIC | KEY READINGS | ASSIGNMENTS |
|--------|---|---|---|
| Week 1 | Introduction to Seminar contents and assessment | | Discussion |
| Week 2 | Thematic problem 01 | Gimenez, Telma et al. Policies for English Language Teacher Education in Brazil Today: Preliminary Remarks. <i>Profile</i> , Jan 2016, vol.18, no.1, p.219-234. ISSN 1657-0790 | <ul style="list-style-type: none"> • Reading of seminar review • Discussion |
| Week 3 | Thematic problem 01 | Sarasa, María Cristina. Narrative Research Into the Possibilities of | <ul style="list-style-type: none"> • Reading of seminar • Discussion |

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| | | <p>Classroom-Generated Stories in English Teacher Education. <i>Profile</i>, Jan 2015, vol.17, no.1, p.13-24. ISSN 1657-0790</p> <p>Fajardo Castañeda, J. Alberto. Learning to Teach and Professional Identity: Images of Personal and Professional Recognition. <i>Profile</i>, July 2014, vol.16, no.2, p.49-65. ISSN 1657-0790</p> | |
| Week 4 | Thematic problem 01 | <p>Pineda Hoyos, Jorge Eduardo and Tamayo Cano, Luis Hernando E-moderating and E-tivities: The Implementation of a Workshop to Develop Online Teaching Skills in In-service Teachers. <i>Profile</i>, Jan 2016, vol.18, no.1, p.97-114. ISSN 1657-0790</p> | <ul style="list-style-type: none"> • Reading of seminar review • Discussion |
| Week 5 | Thematic problem 02 | <p>Sierra Piedrahita, Ana María. Contributions of a Social Justice Language Teacher Education Perspective to Professional Development Programs in Colombia. <i>Profile</i>, Jan 2016, vol.18, no.1, p.203-217. ISSN 1657-0790</p> | <ul style="list-style-type: none"> • Reading of seminar review • Discussion |
| Week 6 | Thematic problem 02 | <p>Mojica, Claudia and Castañeda-Peña, Harold A Learning Experience of the Gender Perspective in English Teaching Contexts: Implications for English Language Teacher Education and Teachers' Practices. <i>Profile</i>, Jan 2017, vol.19, no.1, (in press).</p> | <ul style="list-style-type: none"> • Reading of seminar review • Discussion |
| Week 7 Sept 27 | Thematic problem 03 | <p>Usma Wilches, Jaime A. Education and Language Policy in Colombia: Exploring Processes of Inclusion, Exclusion, and Stratification in Times of Global Reform. <i>Profile</i>, Apr 2009, no.11, p.123-142. ISSN 1657-0790</p> | <ul style="list-style-type: none"> • Reading of seminar review • Discussion |
| Week 8 Oct 4 | Thematic problem 03 | <p>Echeverri Sucerquia, Paula Andrea and Pérez Restrepo, Sebastián Making Sense of Critical Pedagogy in L2 Education Through a Collaborative Study Group. <i>Profile</i>, July 2014, vol.16, no.2, p.171-184. ISSN 1657-0790</p> | <ul style="list-style-type: none"> • Reading of seminar review • Discussion |
| Week 9 Oct 11 | Thematic problem 03 | <p>Guerrero Nieto, Carmen Helena and Meadows, Bryan Global Professional Identity in Deterretorialized Spaces: A Case Study of a Critical Dialogue Between Expert and Novice Nonnative English Speaker Teachers. <i>Profile</i>, July 2015, vol.17, no.2, p.13-27. ISSN 1657-0790</p> | <ul style="list-style-type: none"> • Reading of seminar review • Discussion |
| Week 10 Oct 18 | Thematic problem 04 | <p>Gómez Rodríguez, Luis Fernando. The Cultural Content in EFL Textbooks and What Teachers Need to Do About It. <i>Profile</i>, July 2015, vol.17, no.2, p.167-187. ISSN 1657-0790</p> | <ul style="list-style-type: none"> • Reading of seminar review • Discussion |
| Week 11 Oct 25 | Thematic problem 04 | <p>Ximena Bonilla, Sandra and Cruz-Arcila, Ferney Critical Socio-Cultural Elements of</p> | <ul style="list-style-type: none"> • Reading of seminar review |

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| | | the Intercultural Endeavour of English Teaching in Colombian Rural Areas. <i>Profile</i> , July 2014, vol.16, no.2, p.117-133. ISSN 1657-0790 | <ul style="list-style-type: none"> • Discussion |
| Week 12 November 1 | Thematic problem 04 | Viafara González, John Jairo and Ariza Ariza, J. Aleida From Awareness to Cultural Agency: EFL Colombian Student Teachers' Travelling Abroad Experiences. <i>Profile</i> , Jan 2015, vol.17, no.1, p.123-141. ISSN 1657-0790 | <ul style="list-style-type: none"> • Reading of seminar review • Discussion |
| Week 13 | Thematic problem 05 | Cárdenas, M. L. (2016). Challenges of the HOW journal in spreading teachers' works in times of ranking pressures. <i>HOW</i> , 23(2), 35-57. http://dx.doi.org/10.19183/how.23.2.333 . | <ul style="list-style-type: none"> • Reading of seminar review • Discussion |
| Week 14 | Thematic problem 05 | Mora, Alberto, Trejo, Paulina and Roux, Ruth English Language Teachers' Professional Development and Identities. <i>Profile</i> , June 2014, vol.16, no.1, p.49-62. ISSN 1657-0790 | <ul style="list-style-type: none"> • Reading of seminar review • Discussion |
| Week 15 | Thematic problem 05 | Lucero, E., & Díaz, Z. (2016). Characterizing ASOCOPI: Its affiliates, ideals, and contributions. <i>HOW</i> , 23(2), 10-34. http://dx.doi.org/10.19183/how.23.2.266 . | <ul style="list-style-type: none"> • Reading of seminar review • Discussion |
| Week 16 | Seminar closing session | Closing thoughts | <ul style="list-style-type: none"> • Reading of seminar review |

METHODOLOGY

The seminar will develop through a series of discussions of readings with guest speakers. These discussions have the purpose to present and critically analyze the range of epistemologies, thematic units, methodologies found in local scholarship in the general field of ELT EDUCATION and to support students in their search for the state of the art for their research proposals and the writing of a final essay paper. Each session will deal with a specific theme which will be reviewed in written form and discussed the next session.

ASSESSMENT

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

- Review of seminar session in written form – Guidelines will be provided – 30%
- Final reaction paper – 70%

BIBLIOGRAPHY, RESOURCES, DATABASE

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)

Convenor's contact details:

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Note: Some readings are subject to change.

Other references

Abad, José Vicente. **Pedagogical Factors that Influence EFL Teaching: Some Considerations for Teachers' Professional Development.** *Profile*, Apr 2013, vol.15, no.1, p.97-108. ISSN 1657-0790

Bonilla Carvajal, Camilo Andrés and Tejada-Sánchez, Isabel **Unanswered Questions in Colombia's Foreign Language Education Policy.** *Profile*, Jan 2016, vol.18, no.1, p.185-201. ISSN 1657-0790

Castellanos Jaimes, Judith. **The Role of English Pre-Service Teachers' Beliefs About Teachig in Teacher Education Programs.** *Profile*, Apr 2013, vol.15, no.1, p.195-206. ISSN 1657-0790

Durán Narváez, Norma Constanza, Lastra Ramírez, Sandra Patricia and Morales Vasco, Adriana

María **Autobiographies: A Way to Explore Student-Teachers' Beliefs in a Teacher Education Program.** *Profile*, Dec 2013, vol.15, no.2, p.35-47. ISSN 1657-0790

Escobar Alméciga, Wilder Yesid. **Identity-Forming Discourses: A Critical Discourse Analysis on Policy Making Processes Concerning English Language Teaching in Colombia.** *Profile*, Apr 2013, vol.15, no.1, p.45-60. ISSN 1657-0790

González Moncada, Adriana. **On Materials Use Training in EFL Teacher Education: Some Reflections.** *Profile*, Oct 2006, no.7, p.101-116. ISSN 1657-0790

Jerez Rodríguez, Sonia. Teachers' Attitudes towards Reflective Teaching: Evidences in a Professional Development Program (PDP). *Profile*, Dec 2008, no.10, p.91-112. ISSN 1657-0790

López Mendoza, Alexis A and Bernal Arandia, Ricardo **Language Testing in Colombia: A Call for More Teacher Education and Teacher Training in Language Assessment.** *Profile*, Oct 2009, vol.11, no.2, p.55-70. ISSN 1657-0790

Macías, Diego Fernando. **An Exploration of EFL Teachers' Awareness of the Sources of Pedagogical Knowledge in a Teacher Education Program.** *Profile*, Dec 2013, vol.15, no.2, p.99-114. ISSN 1657-0790

Ruiz-Esparza Barajas, Elizabeth, Medrano Vela, Cecilia Araceli and Karim Zepeda Huerta, Jesús Helbert **Exploring University Teacher Perceptions About Out-of-Class Teamwork.** *Profile*, July 2016, vol.18, no.2, p.29-45. ISSN 1657-0790

Sierra Piedrahita, Ana María. **The Professional Development of a Facilitator through a Study Group.** *Profile*, Dec 2007, no.8, p.91-102. ISSN 1657-0790