	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 ELT I: <i>status quaestionis and problematization</i>	
Academic Period: 2022 – III	Course credits: 5
<p>ACADEMIC AREA (<i>Select with an X where appropriate</i>):</p> <p>() EFE Emphasis () EFEP Education and Pedagogy (x) 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>	
SEMINAR CONVENOR: Pilar Méndez-Rivera Carmen Helena Guerrero	GUEST LECTURER: INSTITUTION (<i>Optional</i>):
<p>ABSTRACT</p> <p>This seminar is tailored for doctoral students to establish the <i>status quaestionis</i> in order to trace the gap in literature and to address in a proper way the statement of the problem. This revision is also important for the identification of trends in the theoretical components of similar works. In this seminar, we will try to unveil the subtle ways in which colonialism operates at different levels of the ELT education field.</p>	
<p>SEMINAR DESCRIPTION</p> <p>This seminar proposes to co-construct the <i>status quaestionis</i> of the emphasis ELT, identity, power and inequality faces within the context of the (re)visited participants' doctoral proposals:</p> <ul style="list-style-type: none"> ● Colonial situations in curriculum, knowledge and power in ELT ● Identities of foreign English Teachers in Education 	
<p>SEMINAR OBJECTIVES</p> <p>General objective:</p>	

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 some initial and tentative research questions.

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: Tuesday 2:00 -6:00 p.m.

ROOM Aduanilla de Paiba – TBA

SEMINAR OUTLINE

DATE	TOPIC	KEY READINGS	ASSIGNMENTS
Week 1	Introduction to Research seminar, expectations, comments, assessment procedures Doctoral dissertations Scope	Méndez, P. (2018). " Schoolteachers' Resisted Images: Facing Stereotypes and Affirming Identities ", <i>En: Canadá, International Education Studies</i> , ed: Canadian Center of Science and education , Vol. 11 , Núm. 5, págs. 100-109. Mendez Rivera, P. (2016). Constitución de sujeto maestro en prácticas de resistencia en Colombia. <i>Enunciación</i> , 21(1), 15–30. https://doi.org/10.14483/udistrital.jour.enunc.2016.1.a01	Reading to formulate questions to professors
Week 2	Problematizing the field. Three glances	Carmen Helena Guerrero Nieto (2018). " Problematizing ELT education in Colombia: Contradictions and possibilities " <i>ELT Local Research Agendas I</i> , ed: Universidad Distrital Francisco José de Caldas , págs. 121-132 Harold Castañeda-Peña (2018). " Structuralist, poststructuralist and decolonial identity research in English language teaching and learning: A reflection problematizing the field ", <i>ELT Local Research Agendas I</i> , ed: Universidad Distrital Francisco José de Caldas, págs. 17-34 Méndez, P. (2018) " Problematizing English Language Teachers' Subject Constitution ", <i>En: Colombia, ELT Local Research Agendas I</i> , ed: Universidad Distrital Francisco José de Caldas págs. 203-220 https://die.udistrital.edu.co/publicaciones/elt_local_research_agendas_i	Reading & Discussion Individual presentations. What makes me tick? (PPT) Relations with research lines

Week 3	Profiling academic research*	(Bragge, Relander, Sunikka, & Mannonen, 2007; Porter, Kongthon, & Lu, 2002) (Amini, Ibrahim, Othman, & Selamat, 2014) Guest speaker: Martínez Luengas, M. (2021). THE CLASS OBSERVERS AND THEIR SUBJECT POSITION (S) IN THE ELT FIELD. <i>Ingeniería Investigación y Desarrollo</i> , 20(2), 31–48. https://doi.org/10.19053/1900771X.v20.n2.2020.13387	<ul style="list-style-type: none"> • Reading and discussion
Week 4	Epistemologies of the south	Epistemologies of the South and the future. FROM THE EUROPEAN SOUTH 1 (2016) 17-29 Guest speaker: Méndez Yeisson.	<ul style="list-style-type: none"> • Reading and discussion •
Week 5	Said orientalism	Said (1978) Orientalism. Chapter 1. Guest Student: Oscar Abella	<ul style="list-style-type: none"> • Reading and discussion
Week 6	Problematizing discourse	Foucault, M. (1970) The order of discourse. Guest speaker: Sebastián Figueroa	<ul style="list-style-type: none"> • Reading and discussion
Week 7	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"> • Reading and discussion • Each participant will present 5 RARs (own topic)
Week 8	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"> • Reading and discussion • Each participant will present 5 RARs
Week 9	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"> • Reading and discussion • Each participant will present 5 RARs
Week 10	Thinking of one’s own reference framework	What has been said about your topic ELT? The no yet	<ul style="list-style-type: none"> • Socialization activity – Student 1 • will present insights

	Thinking of one's own reference framework	What has been said about your topic ELT? The no yet	<ul style="list-style-type: none"> • Socialization activity –Student 2 • will present insights
Week 11	Thinking of one's own reference framework	What has been said about your topic in ELT? The no yet	<ul style="list-style-type: none"> • Socialization activity – Student 3 • will present insights
	Thinking of one's own reference framework	What has been said about your topic? The no yet	<ul style="list-style-type: none"> • Socialization activity Student 4 Each participant will present his insights
Week 13	Thinking of one's own reference framework	What has been said about your topic? The no yet	<ul style="list-style-type: none"> • Socialization activity –Student 5 will present insights
	Thinking of one's own reference framework	What has been said about your topic in ELT? The no yet	<ul style="list-style-type: none"> • Socialization activity –Each Student will bring a rationale for trends found (10 minutes each)
Week 14	Thinking of one's own reference framework	Tentative research questions	<ul style="list-style-type: none"> • Socialization activity – Students will present their RQ / and objectives
Week 15	Thinking of one's own reference framework	Tentative research questions	<ul style="list-style-type: none"> • Socialization activity – Students will present their RQ /and objectives

Week 16	Thinking of one's own reference framework	Chapter book writing workshop	Guidelines
---------	---	-------------------------------	------------

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. 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

Convenor's contact details:

harold.castaneda71@gmail.com

hacastanedap@udistrital.edu.co

Note: Some readings are subject to change.

	<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	
<p>ELT EDUCATION DOCTORAL MAJOR SEMINAR:</p>	
<p>COLONIAL SITUATIONS IN ELT I: <i>status quaestionis and problematization</i></p>	
<p>Academic Period: 2019 – I</p>	<p>Course credits: 5</p>
<p>ACADEMIC AREA (<i>Select with an X where appropriate</i>):</p> <p>() EFE Emphasis () EFEP Education and Pedagogy (x) 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: Carmen Helena Guerrero</p>	<p>GUEST LECTURER: INSTITUTION (<i>Optional</i>):</p>

chguerreron@udistrital.edu.co			
<p>ABSTRACT</p> <p>This seminar is tailored for doctoral students to establish the <i>status quaestionis</i> in order to trace the gap in literature and to address in a proper way the statement of the problem. This revision is also important for the identification of trends in the theoretical components of similar works. In this seminar, we will try to unveil the subtle ways in which colonialism operates at different levels of the ELT education field.</p>			
<p>SEMINAR DESCRIPTION</p> <p>This seminar proposes to co-construct the <i>status quaestionis</i> of the emphasis ELT, identity, power and inequality faces within the context of the (re)visited participants' doctoral proposals:</p> <ul style="list-style-type: none"> • Colonial situations in educational policies • Inequality, injustice and exclusion 			
<p>SEMINAR OBJECTIVES</p> <p>General objective: To profile academic research in the specific area of study</p> <p>Specific objectives</p> <ul style="list-style-type: none"> • To structure and write the state of the art • To structure and write some initial and tentative research questions. 			
<p>SEMINAR CONTENTS</p> <p>General thematic problem: profiling academic research Guiding question: What is the academic research profile of the problem/area of study to be researched?</p> <p>Thematic problem 01: Literature reviews vs Academic research profiles Guiding question: What is one's own research proposal's <i>status quaestionis</i>?</p> <p>Thematic problem 02: Reference framework Guiding question: What is one's own research proposal's reference framework?</p>			
SCHEDULE: Tuesday 8:00 pm – 12:00 m			
ROOM Aduanilla de Paiba – TBA			
SEMINAR OUTLINE			
DATE	TOPIC	KEY READINGS	ASSIGNMENTS
Week 1	Introduction to Research seminar, expectations, comments, assessment procedures	Castañeda-Peña, H. " The next teacher is going to be... Tereza Rico: Exploring Gender Positioning in an all-girl Preschool Classroom ", Magis. <i>Vol. 3 , Núm. 5, págs. 107-124</i>	Reading to formulate questions to professors

	Doctoral dissertations Scope	<p>Guerrero, C.H. (2010) "The portrayal of EFL teachers in official discourse: The perpetuation of disdain", <i>En: Colombia</i> , PROFILE Issues in Teachers' Professional Development , <i>ed: Universidad Nacional de Colombia</i> , ISSN 1657-0790 , Vol. 12 , Núm. 2 , págs. 33-49</p> <p>Méndez, P. (2018). "Schoolteachers' Resisted Images: Facing Stereotypes and Affirming Identities", <i>En: Canadá, International Education Studies</i> , <i>ed: Canadian Center of Science and education</i> , Vol. 11 , Núm. 5 , págs. 100-109 ,</p>	
Week 2	Problematizing the field. Three glances	<p>Carmen Helena Guerrero Nieto (2018). "Problematizing ELT education in Colombia: Contradictions and possibilities" ELT Local Research Agendas I , <i>ed: Universidad Distrital Francisco José de Caldas</i> , págs. 121-132</p> <p>Harold Castañeda-Peña (2018). "Structuralist, poststructuralist and decolonial identity research in English language teaching and learning: A reflection problematizing the field", ELT Local Research Agendas I , <i>ed: Universidad Distrital Francisco José de Caldas</i> , págs. 17-34</p> <p>Méndez, P. (2018) "Problematizing English Language Teachers' Subject Constitution", <i>En: Colombia, ELT Local Research Agendas I</i> , <i>ed: Universidad Distrital Francisco José de Caldas</i> págs. 203-220</p>	<p>Reading & Discussion</p> <p>Individual presentations. What makes me tick? (PPT) Relations with research lines</p>
Week 3	Profiling academic research*	<p>(Bragge, Relander, Sunikka, & Mannonen, 2007; Porter, Kongthon, & Lu, 2002) (Amini, Ibrahim, Othman, & Selamat, 2014)</p> <p>Harold Castañeda-Peña, Jorge Winston Barbosa-Chacón, Gloria Marciales Vivas, María Idaly Barreto Galeano (2015). "Profiling information literacy in higher education: traces of a local longitudinal study" , <i>En: Colombia</i> , Universitas Psychologica , <i>ed: Pontificia Universidad Javeriana</i> , ISSN 1657-9267 , Vol. 14 , Núm. 2 , págs. 445-458</p> <p>Harold Castañeda-Peña, Adriana Salazar Sierra, Nadya González Romero, Luis Ignacio Sierra Gutiérrez, Alfredo Menéndez Echavarría (2013). "Profiling academic research on Massively Multiplayer On-line Role-Play Gaming (MMORPG) 2000-2009: Horizons for educational research", <i>En: Colombia</i> , Folios , <i>ed: Universidad Pedagógica Nacional</i> , ISSN 0123-4870 Núm. 38 , págs. 75-94</p>	<ul style="list-style-type: none"> • Reading and discussion

Week 4	Epistemologies of the south	Epistemologies of the South and the future. FROM THE EUROPEAN SOUTH 1 (2016) 17-29	<ul style="list-style-type: none"> • Reading and discussion •
Week 5	Said orientalism	Said (1978) Orientalism. Chapter 1.	<ul style="list-style-type: none"> • Reading and discussion
Week 6	Problematizing discourse	Foucault, M. (1970) The order of discourse.	<ul style="list-style-type: none"> • Reading and discussion
Week 7	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"> • Reading and discussion • Each participant will present 5 RARs (own topic)
Week 8	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"> • Reading and discussion • Each participant will present 5 RARs
Week 9	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"> • Reading and discussion • Each participant will present 5 RARs
Week 10	Thinking of one’s own reference framework	What has been said about your topic ELT? The no yet	<ul style="list-style-type: none"> • Socialization activity – Student 1 • will present insights
	Thinking of one’s own reference framework	What has been said about your topic ELT? The no yet	<ul style="list-style-type: none"> • Socialization activity –Student 2 • will present insights
Week 11	Thinking of one’s own reference framework	What has been said about your topic in ELT? The no yet	<ul style="list-style-type: none"> • Socialization activity – Student 3 • will present insights
	Thinking of one’s own reference framework	What has been said about your topic? The no yet	<ul style="list-style-type: none"> • Socialization activity Student 4 Each participant will present his insights
Week 13	Thinking of one’s own reference framework	What has been said about your topic? The no yet	<ul style="list-style-type: none"> • Socialization activity –Student 5 will

			present insights
	Thinking of one's own reference framework	What has been said about your topic in ELT? The no yet	<ul style="list-style-type: none"> • Socialization activity –Student 6 will present his insights
Week 14	Thinking of one's own reference framework	Tentative research questions	<ul style="list-style-type: none"> • Socialization activity – Students will present their RQ •
Week 15	Thinking of one's own reference framework	Tentative research questions	<ul style="list-style-type: none"> • Socialization activity – Students will present their RQ
Week 16	Thinking of one's own reference framework	Chapter book writing workshop	Guidelines

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. 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

Convenor's contact details:

chguerreron@udistrital.edu.co

Note: Some readings are subject to change.



UNIVERSIDAD
DEL VALLE

UNIVERSIDAD DISTRITAL
FRANCISCO JOSÉ DE
CALDAS

UNIVERSIDAD
PEDAGÓGICA
NACIONAL



**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 ELT I: <i>status quaestionis and problematization</i>	
Academic Period: 2019 – I	Course credits: 5
<p>ACADEMIC AREA (<i>Select with an X where appropriate</i>):</p> <p>() EFE Emphasis () EFEP Education and Pedagogy (x) 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>	
SEMINAR CONVENOR: Pilar Méndez Rivera pmendez@udistrital.edu.co	GUEST LECTURER: INSTITUTION (<i>Optional</i>):
<p>ABSTRACT</p> <p>This seminar is tailored for doctoral students to establish the <i>status quaestionis</i> in order to trace the gap in literature and to address in a proper way the statement of the problem. This revision is also important for the identification of trends in the theoretical components of similar works. In this seminar, we will try to unveil the subtle ways in which colonialism operates at different levels of the ELT education field.</p>	
<p>SEMINAR DESCRIPTION</p> <p>This seminar proposes to co-construct the <i>status quaestionis</i> of the emphasis ELT, identity, power and inequality faces within the context of the (re)visited participants' doctoral proposals:</p> <ul style="list-style-type: none"> ● Coloniality of being, subjection and subjectivity ● Discursive practices, power-resistance, historicity 	
<p>SEMINAR OBJECTIVES</p> <p>General objective: To profile academic research in the specific area of study</p> <p>Specific objectives</p> <ul style="list-style-type: none"> ● To structure and write the state of the art ● To structure and write some initial and tentative research questions. 	
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: Tuesday 8:00 a.m. – 12:00 m

ROOM Aduanilla de Paiba – TBA

SEMINAR OUTLINE

DATE	TOPIC	KEY READINGS	ASSIGNMENTS
Week 1	Introduction to Research seminar, expectations, comments, assessment procedures Doctoral dissertations Scope	Castañeda-Peña, H. "The next teacher is going to be... Tereza Rico: Exploring Gender Positioning in an all-girl Preschool Classroom" , <i>Magis. Vol. 3 , Núm. 5, págs. 107-124</i> Guerrero, C.H. (2010) "The portrayal of EFL teachers in official discourse: The perpetuation of disdain" , <i>En: Colombia , PROFILE Issues in Teachers' Professional Development , ed: Universidad Nacional de Colombia , ISSN 1657-0790 , Vol. 12 , Núm. 2, págs. 33-49</i> Méndez, P. (2018). "Schoolteachers' Resisted Images: Facing Stereotypes and Affirming Identities" , <i>En: Canadá, International Education Studies , ed: Canadian Center of Science and education , Vol. 11 , Núm. 5, págs. 100-109 ,</i>	Reading to formulate questions to professors
Week 2	Problematizing the field. Three glances	Carmen Helena Guerrero Nieto (2018). "Problematizing ELT education in Colombia: Contradictions and possibilities" <i>ELT Local Research Agendas I , ed: Universidad Distrital Francisco José de Caldas , págs. 121-132</i> Harold Castañeda-Peña (2018). "Structuralist, poststructuralist and decolonial identity research in English language teaching and learning: A reflection problematizing the field" , <i>ELT Local Research Agendas I, ed: Universidad Distrital Francisco José de Caldas, págs. 17-34</i> Méndez, P. (2018) "Problematizing English Language Teachers' Subject Constitution" , <i>En: Colombia, ELT Local Research Agendas I, ed: Universidad Distrital Francisco José de Caldas págs. 203-220</i>	Reading & Discussion Individual presentations. What makes me tick? (PPT) Relations with research lines

Week 3	Profiling academic research*	<p>(Bragge, Relander, Sunikka, & Mannonen, 2007; Porter, Kongthong, & Lu, 2002) (Amini, Ibrahim, Othman, & Selamat, 2014)</p> <p>Harold Castañeda-Peña, Jorge Winston Barbosa-Chacón, Gloria Marciales Vivas, María Idaly Barreto Galeano (2015). "Profiling information literacy in higher education: traces of a local longitudinal study" , <i>En: Colombia , Universitas Psychologica , ed: Pontificia Universidad Javeriana , ISSN 1657-9267 , Vol. 14 , Núm. 2, págs. 445-458</i></p> <p>Harold Castañeda-Peña, Adriana Salazar Sierra, Nadya González Romero, Luis Ignacio Sierra Gutiérrez, Alfredo Menéndez Echavarría (2013). "Profiling academic research on Massively Multiplayer On-line Role-Play Gaming (MMORPG) 2000-2009: Horizons for educational research", <i>En: Colombia , Folios , ed: Universidad Pedagógica Nacional , ISSN 0123-4870 Núm. 38 , págs. 75-94</i></p>	<ul style="list-style-type: none"> • Reading and discussion
Week 4	Epistemologies of the south	Epistemologies of the South and the future. FROM THE EUROPEAN SOUTH 1 (2016) 17-29	<ul style="list-style-type: none"> • Reading and discussion •
Week 5	Said orientalism	Said (1978) Orientalism. Chapter 1.	<ul style="list-style-type: none"> • Reading and discussion
Week 6	Problematizing discourse	Foucault, M. (1970) The order of discourse.	<ul style="list-style-type: none"> • Reading and discussion
Week 7	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"> • Reading and discussion • Each participant will present 5 RARs (own topic)
Week 8	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"> • Reading and discussion • Each participant will present 5 RARs
Week 9	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"> • Reading and discussion • Each participant will present 5 RARs
Week 10	Thinking of one's own reference framework	What has been said about your topic ELT? The no yet	<ul style="list-style-type: none"> • Socialization activity – Student 1

			<ul style="list-style-type: none"> • will present insights
	Thinking of one's own reference framework	What has been said about your topic ELT? The no yet	<ul style="list-style-type: none"> • Socialization activity –Student 2 • will present insights
Week 11	Thinking of one's own reference framework	What has been said about your topic in ELT? The no yet	<ul style="list-style-type: none"> • Socialization activity – Student 3 • will present insights
	Thinking of one's own reference framework	What has been said about your topic? The no yet	<ul style="list-style-type: none"> • Socialization activity Student 4 Each participant will present his insights
Week 13	Thinking of one's own reference framework	What has been said about your topic? The no yet	<ul style="list-style-type: none"> • Socialization activity –Student 5 will present insights
	Thinking of one's own reference framework	What has been said about your topic in ELT? The no yet	<ul style="list-style-type: none"> • Socialization activity –Student 6 will present his insights
Week 14	Thinking of one's own reference framework	Tentative research questions	<ul style="list-style-type: none"> • Socialization activity – Students will present their RQ •
Week 15	Thinking of one's own reference framework	Tentative research questions	<ul style="list-style-type: none"> • Socialization activity – Students will present their RQ
Week 16	Thinking of one's own reference framework	Chapter book writing workshop	Guidelines

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. 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

Convenor's contact details:
pmendez@udistrital.edu.co

Note: Some readings are subject to change.