

 	<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 /Critical perspectives in ELT (I)</p>	
<p>Academic Period: 2022– 3</p>	<p>Course credits: 5</p>
<p>ACADEMIC AREA <i>(Select with an X where appropriate):</i></p> <p><input checked="" type="checkbox"/> EFE Emphasis</p> <p><input type="checkbox"/> EFEP Education and Pedagogy</p> <p><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: Pilar Méndez (4 credits)</p>	<p>GUEST LECTURER: (1 credit) INSTITUTION <i>(Optional):</i> Kindai University Nathanael Rudolph</p>
<p>ABSTRACT</p>	
<p>This seminar is intended to revise two approaches to conduct research within the ELT emphasis at the Interinstitutional Doctoral Program. Students will be introduced to the research and reflexive work done in ELT within the critical and the decolonial perspectives 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 to engage ourselves in dialogues which challenge compulsory schooling and (ELT) education. This course will enable students to become aware of the power/domination practices and global colonial situations which perpetuate social exclusion, social hierarchies and social injustices. Key issues coming from both approaches will be discussed to understand the importance and value of resisting, emancipating and decolonizing the field.</p>	
<p>SEMINAR DESCRIPTION</p>	
<p>Seminar has two main components, one devoted to understand critical theories of schooling and education and the other to contextualise and critically assess current decolonial perspectives in ELT. In doing so, the review of some critical and decolonial tenets will be complementing our readings and comprehensions.</p>	
<p>SEMINAR OBJECTIVES</p>	
<p>General objective:</p>	

To construct a sound and critical understanding of the critical and decolonial perspectives as frames to build-up our own research proposals.

Specific objectives

- To Increase our reflexivity with regards to critical social issues.
- To problematize the field in terms of shortcomings of these epistemological perspectives.
- To spot colonial practices in (ELT) education and to familiarize students with central debates of decolonization
- To understand the key issues in both paradigms and the ways to embrace them as components of our reflexivity.

SEMINAR CONTENTS

General thematic problem: CDA: developments and challenges

Guiding question: What are the tenets of Critical Social Theory, its developments and challenges? What are the tenets of the Decolonial project, its developments and challenges?

Thematic problem 01: Critical Social Theory

Guiding question: What is critical about critical social theories?

Thematic problem 02: Decolonial Theory

Guiding question: What are the main contributions of the decolonial project? What does the decolonial project entail?

SCHEDULE:

**Tuesdays (8:00-12:00) 4 hours session per 12 weeks with professor Méndez
One intensive week with Guest lecturer.**

ROOM Aduanilla de Paipa. Classroom TBA

SEMINAR OUTLINE

DATE	TOPIC	KEY READINGS	ASSIGNMENTS
Session 1	Syllabus What is critical theory (for)?	General aspects of the course. Presentation, discussion, and negotiation of syllabus Pick readings overview. Mandatory reading: Granados-Beltrán, C. (2018). Revisiting the need for critical research in undergraduate Colombian English language teaching. <i>HOW</i> , 25(1), 174-193. https://doi.org/10.19183/how.25.1.355 Optional reading: Max Horkheimer. "Traditional and Critical Theory." <i>Critical Theory: Selected Essays</i> . https://criticaltheoryworkshop.com/wp-content/uploads/2018/03/horkheimer_traditional-and-critical-theory.pdf	Reading & discussion
Session 2	What is critical theory (for)? Critical pedagogy	Lomothey (2021). English Language Education as Practice of Freedom in Ghana: An Analysis of Teachers' Views and Opinions https://media.neliti.com/media/publications/351288-english-language-education-as-practice-of-freedom-in-ghana.pdf Optional & complementary reading: Freire (2001). <i>Pedagogy of freedom. Ethics, Democracy, and Civic Courage</i> . Rowman & Littlefield Publishers	Reading & discussion
Session 3	Resistance and Education	Méndez-Rivera (2021). "Subjectivity and Resistance Practices in the ELT Field". In <i>ELT research agendas II</i> . https://die.udistrital.edu.co/sites/default/files/doctorado_ud/produccion/subjectivity_and_resistance_practices_in_the_elt_field.pdf Optional & complementary reading: Giroux. (1992) <i>Resistance and Education</i> . (Chapter. 3) Madrid: Akal.	Reading & discussion
Session 4	Critical pedagogy	Sávio Siqueira (2021). <i>Critical Pedagogy and Language Education: Hearing the Voices of Brazilian Teachers of English</i> https://files.eric.ed.gov/fulltext/EJ1297324.pdf Optional & complementary reading: Peter McLaren (1994). <i>Critical Pedagogy and predatory culture: Oppositional Politics in a Postmodern Era</i> . Routledge	Reading & discussion
Session 6	Critical approaches to TESOL	Pennycook, A. (1999). Introduction: Critical approaches to TESOL. <i>TESOL Quarterly</i> , 33, 329-348 Optional & complementary reading: Simon, B. (1987). Empowerment as a pedagogy of	Reading & discussion

METHODOLOGY

Seminar style classes are discussion based. It is expected that students will come to class ready to engage in a discussion. There will be hands-on activities.

ASSESSMENT

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

- Participation in class discussion and activities– 30%
- Handing in an article-like paper – 70%

BIBLIOGRAPHY, RESOURCES, DATABASE

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.

Max Horkheimer. "Traditional and Critical Theory." *Critical Theory: Selected Essays*.
https://criticaltheoryworkshop.com/wp-content/uploads/2018/03/horkheimer_traditional-and-critical-theory.pdf

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

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.

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.

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).

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

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-histories>

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/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)

NB: This is a preliminary syllabus, subject to change according to participants' needs.