

 	<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 SEMINAR: Trajectories of ELT decolonization</p>	
<p>Academic Period: 2023– 3</p>	<p>Course credits: 3</p>
<p>ACADEMIC AREA <i>(Select with an X where appropriate):</i></p> <p><input checked="" type="checkbox"/> 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: Pilar Méndez (2 credits)</p>	<p>GUEST LECTURER: (1 credit) INSTITUTION<i>(Optional):</i> Dr. Alexander Steffanell Lee University- Cleveland USA.</p>
<p>ABSTRACT</p> <p>This seminar is intended to explore and map out what has been said and researched about decoloniality in ELT. Based on the review of seminal work in ELT (Colombia). The seminar allows participants to critically examine the ways decoloniality has been used as a political project, theory-based perspective or as a tool for pedagogization to spot, work or resist a colonial situation. In so doing, the seminar will delineate some routes to explore the documents while confronting students’ own works with the material provided.</p>	
<p>SEMINAR DESCRIPTION</p> <p>This seminar is aimed at exploring the trajectories of ELT decolonization. In the form of attempts, hit and misses. While doing this exploration, the place of tensions, contradictions, and uncertainties will be examined to connect with researchers’ voices and trajectories.</p>	
<p>SEMINAR OBJECTIVES</p> <p>General objective: To critically examine the contributions of local agendas towards decolonization.</p> <p>Specific objectives</p> <ul style="list-style-type: none"> • To explore national academic productivity on ELT decolonization • To examine the decolonial tactics used and suggested to resist a colonial situation in ELT Education. 	
<p>SEMINAR CONTENTS</p>	

General thematic problem: ELT decolonization: Time and space national academic productivity

Guiding question: What authors has said and researched about decolonization in ELT Education field?

Thematic problem 01: Contributions, intellectual production and extractivism

Guiding question: What is old? What is cited? What is novelty?

Thematic problem 02: Tensions, contradictions and Uncertainties

Guiding question: What are the main concerns these authors claim in their problematizations?

SCHEDULE:

Tuesdays (9:00-12:00) 3 hours' session per 8 weeks

3 sessions of 4 hours (One session per week with Guest lecturer in November

ROOM Aduanilla de Paipa. Classroom TBA

SEMINAR OUTLINE

DATE	TOPIC	KEY READINGS	ASSIGNMENT
Session 1 Professor Méndez	Syllabus Introduction Problematizing the field	Castañeda-Peña (2018). Structuralist, poststructuralist and decolonial identity research in English language teaching and learning: A reflection problematizing the field. In Book. Research Agendas in ELT I. Universidad Distrital Francisco José de Caldas	Reading & discussion,
Session 2	Decolonialism and Applied Linguistics	Castañeda-Peña (2020). Reflections on the Relationship between (De) Colonialism(s) and Applied Linguistics in ELT. In Book. Research Agendas in ELT I. Universidad Distrital Francisco José de Caldas	Reading & discussion
Session 3	Decoloniality as a political project	Guerrero, C. H., Jordão, C. M., & Veronelli, G. (2022). Decoloniality in elt: A political project [Editorial]. Íkala, Revista de Lenguaje y Cultura, 27(3), 586–594. https://doi.org/10.17533/udea.ikala.v27n3a01	Reading & discussion
Session 4	Initial Teacher Education /critical Interculturality	Granados-Beltrán, C. (2022). Disrupting Colonial Tensions in Initial Language Teacher Education: Criteria Based on Critical Interculturality. Íkala, Revista De Lenguaje Y Cultura, 27(3), 627–645.	Reading & discussion

		https://doi.org/10.17533/udea.ikala.v27n3a03	
Session 5	From coloniality to decoloniality Materials	Soto-Molina, J. E., & Méndez, P. (2020). Linguistic Colonialism in the English Language Textbooks of Multinational Publishing Houses. <i>HOW</i> , 27(1), 11–28. https://doi.org/10.19183/how.27.1.521 Núñez-Pardo, A. (2020). Inquiring into the Coloniality of Knowledge, Power, and Being in EFL Textbooks. <i>HOW</i> , 27(2), 113–133. https://doi.org/10.19183/how.27.2.566	Reading & discussion
Session 6	From coloniality to decoloniality Discourses	González Moncada, Adriana Professional Development of EFL Teachers in Colombia: Between Colonial and Local Practices <i>Íkala, revista de lenguaje y cultura</i> , vol. 12, núm. 18, enero-diciembre, 2007, pp. 309-332	Reading & discussion
Session 7	Decolonizing Gender	Granados-Beltrán, C. (2022). Attempting to decolonize gender in a B.A. ELT program. In Book	Reading & discussion
Session 8	Decolonizing pedagogies	Ubaque-Casallas, D. (2021). Language Pedagogy and Teacher Identity: A Decolonial Lens to English Language Teaching From a Teacher Educator’s Experience. <i>Profile: Issues in Teachers’ Professional Development</i> , 23(2), 199–214. https://doi.org/10.15446/profile.v23n2.90754 Castañeda-Peña, H., & Méndez-Rivera, P. (2022). Engaging in Decolonial ‘Pedagogizations’ at a Colombian Doctoral Teacher Education Program in English Language Teaching. <i>Íkala, Revista De Lenguaje Y Cultura</i> , 27(3), 804–821. https://doi.org/10.17533/udea.ikala.v27n3a12	Reading & discussion
Session 9	Colonialism and religion	Key readings in advance to his/her visit	Reading & discussion
Session 10	Colonialism and religion	Key readings in advance to his/her visit	Reading & discussion
Session 11	Colonialism and religion	Key readings in advance to his/her visit	Reading & discussion
Session 12	Final exam	Final paper submission	

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

Castañeda-Peña (2018). Structuralist, poststructuralist and decolonial identity research in English language teaching and learning: A reflection problematizing the field. In Book. Research Agendas in ELT I. Universidad Distrital Francisco José de Caldas

Castañeda-Peña (2020). Reflections on the Relationship between (De) Colonialism(s) and Applied Linguistics in ELT. In Book. Research Agendas in ELT I. Universidad Distrital Francisco José de Caldas

Castañeda-Peña, H., & Méndez-Rivera, P. (2022). Engaging in Decolonial 'Pedagogizations' at a Colombian Doctoral Teacher Education Program in English Language Teaching. *Íkala, Revista De Lenguaje Y Cultura*, 27(3), 804–821.

<https://doi.org/10.17533/udea.ikala.v27n3a12>

González Moncada, Adriana Professional Development of EFL Teachers in Colombia: Between Colonial and Local Practices *Íkala, revista de lenguaje y cultura*, vol. 12, núm. 18, enero-diciembre, 2007, pp. 309-332

Guerrero, C. H., Jordão, C. M., & Veronelli, G. (2022). Decoloniality in elt: A political project [Editorial]. *Íkala, Revista de Lenguaje y Cultura*, 27(3), 586–594. <https://doi.org/10.17533/udea.ikala.v27n3a01>

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

Núñez-Pardo, A. (2020). Inquiring into the Coloniality of Knowledge, Power, and Being in EFL Textbooks. *HOW*, 27(2), 113–133. <https://doi.org/10.19183/how.27.2.566>

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

Soto-Molina, J. E., & Méndez, P. (2020). Linguistic Colonialism in the English Language Textbooks of Multinational Publishing Houses. *HOW*, 27(1), 11–28.

<https://doi.org/10.19183/how.27.1.521>

Ubaque-Casallas, D. (2021). Language Pedagogy and Teacher Identity: A Decolonial Lens to English Language Teaching From a Teacher Educator's Experience. *Profile: Issues in Teachers' Professional Development*, 23(2), 199–214. <https://doi.org/10.15446/profile.v23n2.90754>

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-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/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)

<https://libgen.is/>

<https://journals.sagepub.com/doi/10.1177/13540661211049491>

<https://theconversation.com/it-will-take-critical-thorough-scrutiny-to-truly-decolonise-knowledge-78477>

<http://www.dialoglobal.com/>

<https://journals.sagepub.com/doi/pdf/10.2304/pfie.2014.12.4.513>

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