



**UNIVERSIDAD DISTRITAL FRANCISCO JOSÉ DE CALDAS**

**School of Sciences and Education**

**MA in Applied Linguistics to ELT**

**Seminar: Critical Pedagogy in ELT**

**Term 2021-3**

**COURSE PROFESSOR**

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**ROOM**

Meet Room: [meet.google.com/qtz-igbq-ogf](https://meet.google.com/qtz-igbq-ogf)

**DESCRIPTION & JUSTIFICACIÓN:**

Critical Pedagogy in ELT seminar is intended for language teachers to be acquainted with the concept of critical pedagogy and analyze the underlying principles and the impact this perspective has had on ELT. The course fosters a reflective attitude and a critical perspective from which English as foreign language teachers are expected to position themselves and establish a horizon of action within their particular contexts. The course consists of three moments: understanding the principles of critical pedagogy, analyzing the scope of this perspective within the Colombian context of ELT, and visualizing the possibilities of implementing this perspective in local and particular contexts. The contents, distributed in the course planner, imply a balance between theory and practice. Some topics are treated by relevant authors in specialized texts. Students need to read these texts to prepare for their active participation in discussions, presentations, and workshops in each session.



## COURSE GOALS

1. To understand the principles and different angles of Critical Pedagogy applicable to ELT.
2. To establish a common ground where Critical Pedagogy could be a possibility for ELT.
3. To propose an alternative to incorporate Critical Pedagogy in each students' context.

## MAIN TOPICS

1. Critical Pedagogy: definition and principles
2. Critical pedagogy, a perspective in constant change
3. Critical pedagogy in the Colombian context.

## METHODOLOGY

This seminar

### ASSESSMENT

Criteria	Description	Weight
<b>Participation in class and</b>	Participants post a short comment in the class blog before each session responding to one of the assigned readings answering the question: <b>how does this text relate to my context/compel me/make me reflect?</b>	20%
<b>Presentations and Discussions</b>	Oral presentation of chosen papers	20%



<b>Workshop</b>	Students choose one reading and prepare a 30 minute workshop	20%
<b>Final paper and presentation</b>	For the final paper, more specific guidelines will be given with time in advance.	40%

### COURSE PLANNER

Week/Date	Topic	Activity	Assigned Reading
Week 1 Aug. 23rd	Program introduction	<p>Presentation of modules organization, assessment criteria, class tasks, and final document.</p> <p><b>Relating experiences towards critical pedagogy</b></p> <p><b>Create a preliminary glossary about critical pedagogy.</b></p>	<p><b>Course program</b></p> <p>Aliakbari, M. &amp; Faraji, E. (2011). Basic principles of critical pedagogy. <i>IPEDR</i>, 17</p>
Week 2 Aug. 30 <sup>th</sup>	Digging into the roots of critical pedagogy	<p><b>Discussion about the reading</b></p> <p><b>Question posing about the reading</b></p> <p>Students share and discuss their insights provoked by the readings and develop a range of questions that are left answered by the authors and that they may answer themselves, considering the context in which they are involved.</p>	<p>Freire, P. (2000). <i>Pedagogy of the oppressed</i>. Bloomsbury Publishing. Ch. 3 and 4</p> <p>Luke, A (2004) Two takes on the critical. In: B. Norton &amp; K. Toohey (Eds.). <i>Critical pedagogies and language learning</i>. Ernst Klett Sprachen.</p>



Week 3 Sept. 6 <sup>th</sup>	Understanding the Critical pedagogy journey in TESOL	<b>Mapping the ELT field in terms of Critical pedagogy</b>	Pennycook, A (2004) Critical moments in a TESOL praxicum. In: B. Norton & K. Toohy (Eds.). Critical pedagogies and language learning. Ernst Klett Sprachen.
Week 4 Sep 13 <sup>th</sup>	Theorizing the anti-oppressive education	<b>Discussion about the reading</b> <b>Question posing about the reading</b> Students share and discuss their insights provoked by the readings and develop a range of questions that are left answered by the authors and that they may answer themselves, considering the context in which they are involved.	Kumashiro, K. (2000). Toward a theory of anti-oppressive education. Review of Educational research, 70(1), 25-53.
Week 5 Sep 20 <sup>th</sup>	Re-thinking about language teachers' role	<b>Exploring teachers' identity in terms of critical pedagogy – graphic organizer</b>	Giroux, H. A. (1988). <i>Teachers as intellectuals: Toward a critical pedagogy of learning</i> . Greenwood Publishing Group. Ch. 7: Critical pedagogy, cultural politics, and the discourse of experience
Week 6 Sept. 27 <sup>th</sup>	Unveiling the place of standard English and language varieties	<b>Case-study</b> Participants will analyze a case to analyze the intersection between language, race, and culture.	Motha, S. (2014) Producing Place and race: Language varieties and nativeness. In <i>Race, Empire, and English Language Teaching: Creating responsible and ethical anti-racist practice</i> (pp. 109-128). Teachers College Press.
Week 7	Critical pedagogy and	<b>Students organize a class discussion</b>	Giroux, H. A. (1988). <i>Teachers as intellectuals: Toward a critical pedagogy of learning</i> . Greenwood Publishing



Oct. 4 <sup>th</sup>	ELT in Colombia 1	Based on the articles students proposed, they will propose the line of discussion in the session.	Group. Ch. 7: Critical pedagogy, cultural politics, and the discourse of experience
Week 8 Oct. 11 <sup>th</sup>	Critical pedagogy and ELT in Colombia 2	<b>Students organize a class discussion</b> Based on the articles students proposed, they will propose the line of discussion in the session.	Free selection of articles
Week 9 Oct. 25 <sup>th</sup>	Critical pedagogy and ELT in Colombia 3	<b>Students organize a class discussion</b> Based on the articles students proposed, they will propose the line of discussion in the session.	Free selection of articles
Week 10 Oct. 25 <sup>th</sup>	Re-thinking our classrooms	<b>Outlining a proposal towards critical pedagogy in ELT.</b> By crafting reflections and hearing voices from teachers as knowledge producers, students will delve into their own proposal of how to incorporate critical pedagogy principles in their own context.	Samacá Bohórquez, Y. (2012). On Rethinking Our Classrooms: A Critical Pedagogy View. HOW Journal, 19(1), 194-208.



Week 11 Nov 8 <sup>th</sup>	Taking action towards transformation	<b>Structuring the proposal towards critical pedagogy in ELT.</b> Students develop a complete proposal to incorporate critical pedagogy principles into their own teaching experiences, evaluating the risks, and possible impact it could have.	
Week 12 Nov 22 <sup>nd</sup>	Sharing proposals	<b>Presentation of proposal</b>	
Week 13 Nov 29 <sup>th</sup>	<b>Final meeting</b>		

**BIBLIOGRAPHY:**

Aliakbari, M. & Faraji, E. (2011). Basic principles of critical pedagogy. *IPEDR*, 17

Freire, P. (2000). *Pedagogy of the oppressed*. Bloomsbury Publishing. Ch. 3 and 4

Giroux, H. A. (1988). *Teachers as intellectuals: Toward a critical pedagogy of learning*. Greenwood Publishing Group. Ch. 7: Critical pedagogy, cultural politics, and the discourse of experience

Kumashiro, K. (2000). Toward a theory of anti-oppressive education. *Review of Educational research*, 70(1), 25-53.

Luke, A (2004) Two takes on the critical. In: B. Norton & K. Toohey (Eds.). *Critical pedagogies and language learning*. Ernst Klett Sprachen.

Motha, S. (2014) Producing Place and race: Language varieties and nativeness. In *Race, Empire, and English Language Teaching: Creating responsible and ethical anti-racist practice* (pp. 109-128). Teachers College Press.



Pennycook, A (2004) Critical moments in a TESOL praxicum. In: B. Norton & K. Toohy (Eds.). *Critical pedagogies and language learning*. Ernst Klett Sprachen.

Samacá Bohórquez, Y. (2012). On Rethinking Our Classrooms: A Critical Pedagogy View. *HOW Journal*, 19(1), 194-208.

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