



## UNIVERSIDAD DISTRITAL FRANCISCO JOSÉ DE CALDAS

School of Sciences and Education

MA in Applied Linguistics to TEFL

IDENTITY AND LANGUAGE LEARNING/OPTIONAL UNIT

2017 - III

### COURSE PROFESSOR

Pilar Méndez Rivera, [pilarmendezr@hotmail.com](mailto:pilarmendezr@hotmail.com)

### ROOM

Postg Building. 501

### DESCRIPTION

This optional unit will help students understand how identity can be an important component of research when studying language learning. Having in mind that identity can be both individually and co -constructed (Clarke, 2008) in some cases through acts of self-reflection and in some others as matter of habit and unconscious experiences (Johnstone, 2008) there are a number of elements that can be traced. This unit will highlight teachers/students struggles (Méndez, 2016) to relate with English language its teaching and its learning.

### COURSE GOALS

- Understand the individual, contextual and motivational factors that might influence identity formation.
- Decipher the rationale component of identity research works to serve as examples to use when setting up students' own research process.

### TOPICS

Identity and language learning. Themes and theories

Identity categories and language learning

Identity and language teaching

### METHODOLOGY

Discussion format will vary from class to class. A review of research documents will be done. You can learn a lot from doing reviews: you should provide the audience with feedback on the clarity of a) the writing; b) the research questions/hypotheses; c) the data; d) the method, and e) what the writer could improve in order to make the paper better. Students will be selectively called upon in class discussion and all students will participate



in each class. Students are expected to provide support and constructive feedback to their peers throughout the semester.

## ASSESSMENT

Criteria/Activity	Description	Weight/Percentage
Class participation	<ul style="list-style-type: none"> <li>• Oral presentations of the Reading assignments.</li> <li>• Presentation of tasks/practical teaching strategies.</li> </ul>	20%
Research review	<ul style="list-style-type: none"> <li>• A ppt/word document highlighting how identity was portrayed.</li> </ul>	30%
Research connections	<ul style="list-style-type: none"> <li>• Students' own research work advances in relation to readings and reviews.</li> </ul>	20%
Final work	<ul style="list-style-type: none"> <li>• Thesis advances-stressing identity features</li> </ul>	30%

## COURSE PLANNER

WEEK/DATE	TOPIC	KEY READINGS AND ASSIGNMENTS
<b>1</b>	Introduction to Optional Unit Diagnostic test Programme Expectations Assessment criteria	No Reading assignment.
<b>2</b>	Identity research to language learning	<p>Norton, B., 2000. Relevance of identity research to language learning/poststructuralist theories of identity (p. 2-5). In Identity and Language Learning. Extending the conversation. Multilingual matters.</p> <p>Gee, J. P. (2001). Identity as an analytic lens for research in education. Review of research in Education, 25, 99-125.</p> <p><b>Hand in Log #1</b></p>
<b>3</b>	Identity research matters	<p>Research review: Taylor, Busse et al. (2013). Identity in foreign language learning and teaching: why listening to our students' and teachers' voices really matters. ELT Research Papers 13-02 British Council</p>



		<b>Hand in Log #1</b>
4	Social identities and language learning	Norton, B., 2000. Identity and language learning: Gender, ethnicity and educational change. Essex, UK: Longman Chapter 1 Research review: Benavides, C. (2017). EFL Students' Social Identities Construction Through Gender-Based Short Stories. Colomb. Appl. Linguist. J., 19(1), pp. 11-21. <b>Hand in Log #1</b>
5	A subject perspective on identity studies	Mendez, P (2016). The question for the constitution of subjects/Problematizing the given subject. Working paper <b>Hand in Log #1</b>
6	Identity and resistance	-Giroux. (1983). Toward a theory of resistance. (p. 107-111). In Theory and resistance in Education. Bergin & Garvey. Research review: Gómez, J. (2012). Language learners' identities in EFL settings: resistance and power through discourse. <i>Colombian Applied Linguistics Journal</i> , 14(1), 60 - 76. <b>Hand in Log #2</b>
7	Identity and resistance	McKinney, C. & van Pletzen, E. (2004)...This apartheid story... we've finished with it': student responses to the apartheid past in a South African English Studies course <b>Hand in Log #2</b>
8	Teacher identity in TESOL	Pennington, M. (2015). Teacher identity in TESOL: a frames perspective. In Advances and current Trends in Language Teacher Identity Research. Routledge Research review: Demet Yayli (2015). Tackling multiple identities in a EFL teaching context, Turkey. In Advances and current Trends in Language Teacher Identity Research. Routledge (186-199) <b>Hand in Log #2</b>
9	The discursive construction of identity	Clarke, M. (2008). Language Teacher identities: Co-constructing Discourse and Community. Clevedon: Multilingual Matters. <b>Hand in Log #2</b>
10	The discursive construction of identity	Research Review: Duff, P. (2002). The discursive co-construction of knowledge, identity and difference. An ethnography of communication High School Mainstream. <i>Applied Linguistics</i> , 23/3, 289-322



11	The experiential construction of identity	Sonja Knutson (2003). Experiential Learning in Second-Language Classrooms. TESL Canada Journaurevue TESL Du Canada Vol. 20, No.2, Spring 2003 <b>Hand in Log #3</b>
12	The experiential construction of identity	<u>Research review:</u> Yen-Hui Lu, Ph. D., (2005). Stories of teacher identity: a narrative inquiry into east Asian ESL teachers' lives/ experience approach to identity formation <b>Hand in Log #3</b>
13	The negotiated construction of identity	Pei-Chia (Wanda) Liao (2014). Identity Negotiation and Demonstration of Agency in Two Non-Native English Speaking Teachers in the United States <b>Hand in Log #3</b>
14		Research review: Nesma Hossam Eldin Hassan Abdel Fattah (2016). Negotiated Identity of Teachers of English as a Foreign Language (EFL) A sociocultural perspective. <b>Hand in Log #3</b>
15	The narrative turn to study identity	Somers, M. R. (1994). The narrative constitution of identity: A relational and network approach. Theory and Society, 23(5), 605-649. <u>Research review:</u> Elyas, T. (2014). Exploring Saudi Arabia's EFL Student Identity: A Narrative Critical Approach. <b>Hand in Log #3</b>
16	The ethnographic approach to study identity	Research Review: Jun and Zhang (2015). Identity matters: an ethnography of two NNESTs struggling for legitimate professional participation. In Advances and current Trends in Language Teacher Identity Research. Routledge <b>Hand in Log #3</b>
17		Seminar evaluation and handing in of final marks to students
18		Seminar evaluation and handing in of final marks to students

## JOURNALS AND DATA BASES

Colombian Applied Linguistic Journal  
Profile  
ProQuest



Scopus  
ScienceDirect  
SpringerLink

## ACADEMIC EVENTS

“ELT Classroom Practices and The Construction of Peace and Social Justice” /52nd NATIONAL CONGRESS /Cali/ October 12th-14th, 2017

English in a Globalized World”/Florencia, Caquetá, Colombia/ September 7 – 8, 2017

Annual Symposium MLAEI

## ADDITIONAL BIBLIOGRAPHY

Benavides, C. (2017). EFL Students’ Social Identities Construction Through Gender-Based Short Stories. *Colomb. Appl. Linguist. J.*, 19(1), pp. 11-21. Retrieved from: <http://revistas.udistrital.edu.co/ojs/index.php/calj/article/viewFile/10641/12336>

Clarke, M. (2008). *Language Teacher identities: Co-constructing Discourse and Community*. Clevedon: Multilingual Matters. [https://books.google.com.co/books?id=fz-RoMU05nAC&printsec=frontcover&hl=es&source=gbs\\_ge\\_summary\\_r&cad=0#v=onepage&q&f=false](https://books.google.com.co/books?id=fz-RoMU05nAC&printsec=frontcover&hl=es&source=gbs_ge_summary_r&cad=0#v=onepage&q&f=false)

Duff, P. (2002). The discursive co-construction of knowledge, identity and difference. An ethnography of communication High School Mainstream. *Applied Linguistics*, 23/3, 289-322 Retrieved from: <http://faculty.educ.ubc.ca/norton/Duff%202002%20p.pdf>

Elyas, T. (2014). Exploring Saudi Arabia’s EFL Student Identity: A Narrative Critical Approach. *International Journal of Applied Linguistics and English Literature*, 3(5), 28-38. doi:<http://dx.doi.org/10.7575/aiac.ijalel.v.3n.5p.28> Available on: <http://www.journals.aiac.org.au/index.php/IJALEL/article/view/1124/1193>



Gee, J. P. (2001). Identity as an analytic lens for research in education. Review of research in Education, 25, 99-125. Retrieved from:

<http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.462.2577&rep=rep1&type=pdf>

Gomez Lobaton, J. (2012). Language learners' identities in EFL settings: resistance and power through discourse. *Colombian Applied Linguistics Journal*, 14(1), 60 - 76. Retrieved from <http://revistas.udistrital.edu.co/ojs/index.php/calj/article/view/3813/6118>

Jiryung Ahn (2011). Review of Children's Identity Construction via Narratives. *Creative Education* 2011. Vol.2, No.5, 415-417 Retrieved from: [http://file.scirp.org/pdf/CE20110500002\\_40717938.pdf](http://file.scirp.org/pdf/CE20110500002_40717938.pdf)

July Carolina Gómez Lobatón (2012). Language learners' identities in EFL settings: resistance and power through discourse. *Colomb. Appl. Linguist. J.* ISSN 0123-4641 • January -June 2012. Vol. 14 • Number 1 • Bogotá, Colombia. p. 60-76

Margaret R. Somers (1994). The narrative constitution of identity: A relational and network approach

[https://deepblue.lib.umich.edu/bitstream/handle/2027.42/43649/11186\\_2004\\_Article\\_BF00992905.pdf;jsessionid=3D6C1304EB7F84FBA8224FAC9F54649D?sequence=1](https://deepblue.lib.umich.edu/bitstream/handle/2027.42/43649/11186_2004_Article_BF00992905.pdf;jsessionid=3D6C1304EB7F84FBA8224FAC9F54649D?sequence=1)

McKinney, C. & van Pletzen, E. (2004)...This apartheid story ... we've finished with it': student responses to the apartheid past in a South African English Studies course. *Teacher in Higher Education*, 9.2, 159-170. Retrieved from:

<http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.521.2055&rep=rep1&type=pdf>

Nesma Hossam Eldin Hassan Abdel Fattah (2016). Negotiated Identity of Teachers of English as a Foreign Language (EFL) A sociocultural perspective.

<http://dar.aucegypt.edu/bitstream/handle/10526/4806/Nesma%20Hossam%20Abdel%20Fattah%20-%20Thesis%202016%20-%20Teachers%20Negotiated%20Identity%20-%20Dar.pdf?sequence=1>

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Pei-Chia (Wanda) Liao (2014). Identity Negotiation and Demonstration of Agency in Two Non-Native English Speaking Teachers in the United States

[http://www.academia.edu/27552468/Identity\\_Negotiation\\_and\\_Demonstration\\_of\\_Agency\\_in\\_Two\\_Non-Native\\_English\\_Speaking\\_Teachers\\_in\\_the\\_United\\_States](http://www.academia.edu/27552468/Identity_Negotiation_and_Demonstration_of_Agency_in_Two_Non-Native_English_Speaking_Teachers_in_the_United_States)



Pennington, M. (2015). Teacher identity in TESOL: a frames perspective. Ling Cheung, Ben Said and Kwanghyun (Edit). Advances and current Trends in Language Teacher Identity Research. Routledge

Sonja Knutson (2003). Experiential Learning in Second-Language Classrooms. TESL CANADA JOURNAUREVUE TESL DU CANADA VOL. 20, NO.2, SPRING 2003file:///C:/Users/PILAR%20MENDEZ/Downloads/948-975-1-PB.pdf

Taylor, Busse et al. (2013). Identity in foreign language learning and teaching: why listening to our students' and teachers' voices really matters. ELT Research Papers 13–02 British Council.

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[https://www.teachingenglish.org.uk/sites/teacheng/files/C683%20Identity%20in%20foreign%20language%20report\\_A4\\_WEB%20ONLY\\_FINAL.pdf](https://www.teachingenglish.org.uk/sites/teacheng/files/C683%20Identity%20in%20foreign%20language%20report_A4_WEB%20ONLY_FINAL.pdf)

Yen-Hui Lu, Ph. D., (2005). Stories of teacher identity: a narrative inquiry into east Asian ESL teachers' lives. Available on: <http://drum.lib.umd.edu/bitstream/handle/1903/3127/umi-umd-2944.pdf;sequence=1>

Méndez, july, 2017