UNIVERSIDAD DISTRITAL FRANCISCO JOSÉ DE CALDAS
School of Sciences and Education
MA in Applied Linguistics to TEFL
Identity and Language Learning

COURSE PROFESSOR

Katherin Lorena Silva
e-mail: klsilvaa@udistrital.edu.co

ROOM

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DESCRIPTION

This seminar is designed to explore the relationship between language and identity, recognizing the pivotal role language plays in shaping individuals' identities and influencing their interactions with the world. By delving into the evolution of the concept of identity and relevant theories, the course explores its intersectionality with key aspects such as multilingualism, socio-cultural dimensions, language acquisition, discursive practices in English Language Teaching (ELT) and technology. The goal is to provide students with a holistic understanding of how identity intertwines with language across diverse contexts. The reflections addressed throughout this exploration is intended to empower educators and language professionals, enabling them to construct inclusive learning environments that not only acknowledge but also genuinely respect the diverse identities among stakeholders.

COURSE GOALS

- To delve into a deep understanding of the theoretical frameworks and practical implications of identity in the context of language and language teaching.
- To critically analyze the impact of identity on language use and evaluate the relevance of identity in language learning scenarios and vice versa.
- To develop a personal conceptualization of identity, fostering agency in language learning.
- To develop research skills, fostering the ability to investigate and contribute to the ongoing discourse on identity and language.

TOPICS

- Introduction to Identity and Language
- Overview of identity theories. Historical perspectives on identity in linguistics
- Language Acquisition and Identity. Relationship between language and identity
- Intersectionality in language and identity. Socio-Cultural Dimensions of Identity. Race, ethnic, gender and class identities.
- Technology and Identity
- Identity in Language Teaching
- Researching the language and identity relationship. Language and identity case studies

METHODOLOGY

The course adopts a methodology that combines theoretical exploration and reflection, practical applications, and student-driven research. Lectures, discussions, and readings will provide the theoretical foundation, while case studies and real-world examples will illustrate the practical implications of identity in language contexts and vice versa. Interactive activities, group projects, oral presentations, workshops, and reflective assignments will engage students in constant reflection, independent inquiry, and critical thinking. As most sessions will be led by students, the course mainly encourages active participation, fostering a dynamic learning environment that values diverse perspectives and experiences.

ASSESSMENT

Activity	Description	Percentage
Active class participation, class assignments and attendance All classes	● Analysis of the readings ● Tasks for each class ● Peer feedback	20%
Report 1: Mini scale research proposal*	● Oral presentation of problem statement	25%
Report 2: Mini scale research proposal*	● Oral presentation of Literature review	25%
Report 3: Mini scale research proposal*	● Paper with outcomes, findings and conclusions.	30%

COURSE PLANNER

Week	Topic/Activity	Suggested Readings
1	Introduction to the course Why Identity?	Hall, S. (2003). Introducción: ¿quién necesita "identidad"? In Hall, S. & du Gay, P. (Eds.), *En Cuestiones de identidad cultural,* 13-39. Buenos Aires: Amorrortu.
2-4	Introduction to Identity and Language Overview of identity theories Historical perspectives on identity in linguistics	Preece Siân (ed.), *The Routledge Handbook of Language and Identity*, London: Routledge, 2016 Language and Identity: An Introduction. Edwards (2009) Stets, J. E., & Burke, P. J. (2000). Identity theory and social identity theory. *Social psychology quarterly*, 63(3), 224-237. The identity of identity Norton, B. (2000). *Identity and language learning: Gender, ethnicity and educational change*. London: Pearson education.
5-6	Language Acquisition and Identity Relationship between language and identity	Language and Identity: Discourse in the World Evans (2014). Identity in language learning and teaching: Research agendas for the future (2016) Backedge, A. & Pavlenko, A. (2004). Introduction: new theoretical approaches to the study of negotiation of identities in multilingual contexts. In Backedge, A & Pavlenko, A (Eds.) *Negotiation of identities in multilingual contexts,* 1-33. Great Britain: Cromwell press Ltd. Davies, B. & Harré, R. (1990). Positioning: The discursive production of selves. *Journal for the theory of social behavior*, 20(1), 43-63
7-8	Intersectionality in language and identity Socio-Cultural Dimensions of Identity Race, ethnic, gender and class identities.	Identity in Applied Linguistics. David Block and John Gray (2010) Intersectionality in language and identity research. David Block and Victor Corona (2016) Norton Peirce, B. (1995). Social identity, investment, and language learning. *TESOL Quarterly,* 29.1, 9–31.
9	Technology and Identity	Online Identities: Creating and Communicating the Online Self" Richards (2008) Language and identity in the digital age Ron Darvin (2016)

Week	Topic/Activity	Suggested Readings
10-11	Identity in Language Learning and Teaching	English Language Teaching and the Development of the English Language Teacher. Mercer (2016) Identity in language learning and teaching: Research agendas for the future (2016) Language, identity, and classroom pedagogies. Canagarajah, S. (2004). Subversive identities, pedagogical safe houses, and critical learning. In Norton, B & Toohey, K (Eds.), *Critical pedagogies and language learning*, 116-137. New York: Cambridge University Press. Norton, B. & Toohey, K. (2011). State of the Art Article: Identity, language learning, and social change. *Cambridge journals*. 44.4, 412–446. Cambridge University Press.
12-14	Researching the language and identity relationship Language and identity case studies	Challenges for language and identity researchers in the collection and transcription of spoken interaction. Eva Duran Eppler and Eva Codó (2016) Beyond the micro–macro interface in language and identity research. Kristine Horner and John Bellamy (2016) Lucero, E. (2018). Teacher educator interactional identities in English Language teacher education. In Castañeda, H. et. al., (Eds.). *ELT local research agendas 1*. 35-61. Bogotá: Editorial UD.
15-16	Research Project and Presentations	

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Backedge, A., & Pavlenko, A. (2004). Introduction: New theoretical approaches to the study of negotiation of identities in multilingual contexts. In A. Backedge & A. Pavlenko (Eds.), Negotiation of Identities in Multilingual Contexts (pp. 1-33). Great Britain: Cromwell Press Ltd.

Block, D., & Corona, V. (2016). Intersectionality in Language and Identity Research.

Block, D., & Gray, J. (2010). Identity in Applied Linguistics.

Canagarajah, S. (2004). Subversive identities, pedagogical safe houses, and critical learning. In
    B. Norton & K. Toohey (Eds.), Critical Pedagogies and Language Learning (pp. 116-137).
    New York: Cambridge University Press.

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    Theory of Social Behavior, 20(1), 43-63.

Duran Eppler, E., & Codó, E. (2016). Challenges for language and identity researchers in the
    collection and transcription of spoken interaction.

Edwards, J. (2009). Language and Identity: An Introduction.

Evans, N. (2014). Language and Identity: Discourse in the World.

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    identidad cultural (pp. 13-39). Buenos Aires: Amorrortu.

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    research.

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    education. In H. Castañeda et al. (Eds.), ELT Local Research Agendas 1 (pp. 35-61).
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Mercer, S. (2016). English Language Teaching and the Development of the English Language
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    29(1), 9–31.

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    change. Cambridge Journals, 44(4), 412–446. Cambridge University Press.

Preece, S. (Ed.). (2016). The Routledge Handbook of Language and Identity. London:
    Routledge.

Richards, J. C. (2008). Online Identities: Creating and Communicating the Online Self.

Stets, J. E., & Burke, P. J. (2000). Identity theory and social identity theory. Social Psychology Quarterly, 63(3), 224-237.

JOURNALS

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- PROFILE (Universidad Nacional de Colombia)
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- JOURNAL OF CURRICULUM STUDIES
- ELT JOURNAL

DATABASES

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- Scopus
- ScienceDirect
- SpringerLink
- Taylor & Francis

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