

Flesh and bones: Gender identities, western episteme and academic research in the field of education

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Abstract:

Western academic research has Plato's philosophy as its theoretical basis. Deciphering the impact and use of this philosophy is imperative in order to understand the relationship between education and gender studies. In this way, we aim to construct a situated, decolonised, contextualised and real view of education, deciphering dominant theories and methodologies rooted in our research.

Guiding Questions:

Dominant discourses within the academic research paradigm:

- What ideologies are hidden within the theoretical frameworks and methodologies prevalent in academic research in the field of education, and how are they deconstructed?
- How does the gender identity of the researcher affect the interpretation and analysis of the corpus under study?

Relations of dominance within the classroom:

- What standards are used to select symbolic elites within the classroom?
- What relations of domination are perpetuated in education by using Western academic research as the only way to determine what can be considered 'the truth'?

Invisible Threads of Gender and English Language Teaching Research

Dr. Harold Castañeda-Peña- District University of Colombia

Abstract:

In this presentation, I express the felt need to defend the continued existence of sex-gender diversities in English classrooms in Colombia. I make this defence in order to expose the challenges that this plural presence represents for a linguistics applied to the teaching of English and to teacher training that I conceive not as applied but rather as implied. Personally, "this is what keeps us honest", I speak and write as a white-mestizo man, a member of the gender-diverse Colombian gender, a researcher and teacher of English teachers who supports local studies of the interface between English language teaching and gender, in the hope of "decolonising" the patriarchalisms and various forms of misogyny that tend to dominate English in our country and, more generally, in the world.

I present, then, investigative works or "invisible threads" of research on gender and English language teaching carried out in Colombia by undergraduate and master's degree students. Invisible threads that weave multiple lines of research to become entangled and interwoven. Invisible threads whose opportunity for publication has been hidden, for two decades, in digital repositories of both private and public university libraries in our country.

Guiding Questions:

- Have you ever thought about gender when learning a foreign language? What strikes you about this?
- Have you witnessed gender discrimination in education? What do you think about it?
- Why do you think this kind of educational research is relevant?