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## MEMORIAS

# 4th. Online International Symposium on Research in Foreign Language

**"Reshaping Teaching Practices in Changing Times"**

UNIVERSIDAD DEL TOLIMA  
FACULTAD DE CIENCIAS DE LA EDUCACIÓN

MAESTRIA EN DIDÁCTICA DEL INGLÉS,  
LICENCIATURA EN INGLÉS,  
LICENCIATURA EN LENGUAS EXTRANJERAS  
CON ÉNFASIS EN INGLÉS  
Y LA UNIVERSIDAD SURCOLOMBIANA



# 4<sup>th</sup> International Symposium on Research in Foreign Language Education Reshaping Teaching Practices in Changing Times November 18 & 19, 2021

UNIVERSIDAD DEL TOLIMA  
FACULTAD DE CIENCIAS DE LA EDUCACIÓN

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“Reshaping practice” puts the focus on what we educators do - not only in teaching praxis, but in that of research also. It is changing the habits and practice of education to work within new perspectives. There are many ways educators have reshaped their practices given the dramatic changes education has undergone in recent times. Universidad del Tolima in partnership with Universidad Surcolombiana invites researchers, lecturers, independent scholars, graduate and undergraduate students to share their insights and discuss issues derived from research regarding language teaching in these changing times.

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Editora  
Universidad del Tolima





**4<sup>th</sup> International Symposium on Research  
in Foreign Language Education**  
Reshaping Teaching Practices in Changing Times  
**November 18 & 19, 2021**

UNIVERSIDAD DEL TOLIMA  
FACULTAD DE CIENCIAS DE LA EDUCACIÓN

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## CONCURRENT SESSIONS

*Session 1: Implementation of a live virtual classroom and development of communicative competences in English: the case of the Centro Tecnológico de Cúcuta.*

**Andrés Rodríguez Ruedas (Universidad de Pamplona)**

Biodata: Sergio Andrés Rodríguez Ruedas is a PhD student from Université Paris 8 Vincennes-Saint-Denis, holds a master's degree in linguistics and literature from the Sorbonne University and a bachelor's degree in foreign languages English and French from Universidad de Pamplona. He belongs to the research groups GRILEX and CIEL from the Universidad de Pamplona. He has been French and English teacher for the last 7 years. His most recent publication is *La Réflexion comme outil d'amélioration de la praxis des futurs professeurs : stage de formation initiale professionnelle des enseignants*

### ABSTRACT

A live virtual classroom (LVC) is considered as a learning environment where teachers make use of a variety of technological tools in order to help students acquire knowledge. This educational environment was implemented at the institution Centro Tecnológico de Cúcuta due to COVID19 pandemic. The main objective of this study is to analyze the impact of the implementation of a live virtual classroom on students' communicative competences in English after a year-long implementation. The participants of this study are 176 students. The data come from the following instruments: two anonymous surveys and the results of the final speaking exams. The findings present a series of positive impacts on students' development since the LVC allowed them to improve their English level through interactions and the use of technological tools and apps. Nevertheless, the findings also reveal certain elements that hinder the learning process: Internet related failures.



## *Session 2: The Global and Local Power of a Dominant Language*

### **Gonzalo Camacho (Universidad del Tolima)**

Biodata: Gonzalo Camacho Vásquez is full-time teacher at Universidad del Tolima. He holds a BA in Language Teaching and a MA in Education. He has been as an English instructor and Teacher trainer for more than 12 years. He participated as an Exchange teacher in the United States with Visiting International Faculty Program (VIF PROGRAM). His areas of interest are Foreign Language Teaching Didactics, Critical Thinking and Philosophy of Education.

ORCID iD: <https://orcid.org/0000-0002-3207-6689>

### ABSTRACT

A research proposal is presented on the base of the theoretical constructs proposed by David Crystal in his book *English as a Global Language* (2003). The author illustrates the reason why English is the dominant language in the world, which goes beyond the numbers of speakers, the ease of learning or the regions it impacts. The main reason is the power of its people in politics, finances and military force. This power is not only influenced globally, but in the micro level of the speakers in terms of Anglonormality and Translingualism,. This analysis let see the probability of conducting a research study guided by the following questions: what is the influence of English in the determination of LOTE (Learning other Languages than English), Is there linguistic discrimination among English learners? What kind? How does this discrimination affect language learning? The objectives of the study are to determine the influence of English in Learning other Language, and find out expressions of discrimination among English learners and the learning community in general. The target population is students and professors from the B.A. in Foreign Language with emphasis in English. The research method is exploratory and incorporates principles of Grounded theory in the analysis of data.

***Session 3: A school management project proposal for preschool virtual education in a private school during pandemic***

**Faber Andrés Vanegas Montero (Colegio San Bonifacio de las Lanzas)**

Biodata: BA in English (Universidad del Tolima), Master in leadership and management of educational centers (Universidad internacional de la Rioja). English teacher at Corporación Colegio San Bonifacio de las Lanzas.

Areas of Interest/Research: Codeswitching, bilingualism, style, stance, identity, virtual education quality, childhood education, ICT skills, curriculum, time management.

**ABSTRACT**

In the following integrated project management proposal, an assessment about the methodology of virtual education in early education and working from home was carried out at a private school in Ibagué. The assessment took place throughout grades pre-k to second, each one of them of about 25 kids between 5 and 8 years old. To assess the quality of the virtual methodology implemented due to the pandemics caused by Covid-19, aspects proposed by Marciniak & Gairín (2018) were considered, also, some evaluation instruments such as surveys and semi structured interviews, allowed to obtain a SWOT analysis as a point of reference towards improving. Among the proposals for improvement, it is suggested providing pedagogical and technical tools to the body of teachers; enriching the curriculum planning for this specific population, with ICT competencies in times of pandemic, where is possible to foresee a rotation between in-person and virtual methodologies.

*Session 4: Examining attitudes to non-binary and neopronouns in university foreign language education.*

**Dr. Joshua James Zwisler (Universidad del Tolima)**

Biodata: James has a PhD in Linguistics from Monash University, Australia. He is a lecturer and researcher at the Universidad del Tolima, where he is the director of the Tolingüística research group. His research interests are the intersection of language and social theory, indigenous language revitalization, multilingualism, and the general linguistics of the Tolima department. He has a variety of publications both national and international and has participated both nationally and abroad in research events. Outside of the UT, he also coordinates projects in indigenous language and education in the south of Tolima.

**ABSTRACT**

Societies around the globe are seeing a shake-up in pronominal systems that accompanies a wider move in the recognition of gender equality and a more general challenge to traditional gender roles. This research project looks at university students and their attitudes to the pronoun debate and its ensuing social commentary, in the case of foreign language education, through a mixed-method survey applied to the BE in Foreign Language at the Universidad de Tolima. Students were asked whether the university should teach gender-neutral neo-pronouns in foreign language courses, whether their lecturers have used or asked for them, or whether they have been taught in the classroom. Additionally, attitudes towards non-binary and neopronouns were obtained and analyzed against the quantitative data. The results show that the current generation of students show a general support of neo-pronouns with an array of complex opinions for the foreign language teacher and language change in general.

***Session 5: An Attempt to design an ELT proposal on Students' intrinsic Motivation.***

**Karol Tatiana Gomez – Edwin Guillermo Ramirez**

Biodata: Edwin Guillermo Ramirez Penagos, 28 years old, English teacher since 2016 graduated from the University of Tolima In Bachelor of Art in English and specializes in ICT applications for teaching. Currently doing a master in teaching English as a second language and Karol Tatiana Gomez, 26 years old. English teacher since 2017. Bachelor of Arts in English of the University of Tolima, experienced in high school and currently studying a Master in Psychology in Education.

**ABSTRACT**

During this report, it will be exposed how knowledge cannot be considered as something linear or teleological, but rather a network of multiple connections moved by the pleasure of learning, directly related to intrinsic motivation, based on the concept of Rizoma by Gilles Deleuze. that focuses on opportunities to develop students' skills and critical thinking; So, it is important to understand that if students feel motivated, they will gain knowledge and this knowledge will awaken the desire to investigate for themselves and to learn new things about education.

***Session 6: EFL Teachers' Experiences About the Transition from Face-to-Face to Emergency Remote Teaching from a Narrative Perspective.***

**Yazmin Delgadillo Collazos - Nelsy Alexandra Delgado (Universidad del Cauca)**

**Biodata:** Yazmin Delgadillo Collazos. MA in Educational Technology and Innovative Means for Education from Universidad Autónoma de Bucaramanga, Colombia. Specialist in Pedagogy for the Autonomous Learning from Universidad Nacional Abierta y a Distancia, Colombia. Bachelor in Modern Languages: English and French from Universidad del Cauca, Colombia. Full Time Tenured English teacher at Universidad del Cauca, Colombia since 2003.

Nelsy Alexandra Delgado Burbano

MA in Educational Technology from Universidad de Santander, Bucaramanga, Colombia

Specialist in Translation from Universidad del Valle, Cali, Colombia

Bachelor in Modern Languages: English and French from Universidad del Cauca, Colombia. Full Time Tenured English teacher at Universidad del Cauca, Colombia since 2003.

**ABSTRACT**

In 2020, the world faced a pandemic which led us to a radical change in the way we used to teach our classes, moving from face-to-face to emergency remote teaching. The present study gave an account of the experiences lived by nine foreign language teachers during this process from a narrative perspective. The data collection was based on the stories told by these teachers. The results indicated that at the beginning of the process the transition was stressful and upsetting, however as time went by, teachers started to feel more confident and calmer about the way they addressed their classes.

*Session 7: Teaching American English sounds to blind / low vision learners through the use of assistive technology*

**Hardison Debra - Maritza Medina González**

Biodata: Maritza Medina Gonzalez, an English teacher interested in teaching phonetics to increase the phonological awareness in the English learners to enhance their oral skills and involved in promoting spaces of cooperative learning and Inclusive Education in the EFL / ESL classroom through the use of different tools to bring accessibility and equality for all students without barriers. With high expectations in the application of the Universal Design for Learning in the construction of the English teaching didactic to become the learning process available for everyone.

**ABSTRACT**

Assistive Design for English Phonetic Tools (ADEPT) was developed to improve inclusion in language classrooms and enhance collaboration among sighted, blind, and low vision learners of American English (AE) as a second/foreign language through better access to the International Phonetic Alphabet (IPA) symbols and the sounds they represent.

Grounded in multisensory training efficacy, ADEPT involves auditory-visual-tactual integration through the use of visual-tactile IPA symbol cards and an auditory-visual companion website based on the Universal Design for Learning. Each card includes the symbol, its description, and a reference number associated with the website, all with corresponding braille notations. The website includes printed and audio-recorded information on the articulation of AE consonants and vowels with recordings of each sound in isolation, syllables, and words. The tools' pedagogical efficacy was field tested with 21 adult L2 learners of AE (L1 Spanish), focusing on vowel production in a pretest-training (10 weeks)-posttest design. Quantitative data included native-speaker ratings of speech samples recorded using the delayed repetition technique. Results revealed a significant improvement in learners' pronunciation. Qualitative data included pre- and post-study interviews and the instructor's notes. Learners described the approach as "invaluable". ADEPT can facilitate a collaborative learning environment for sighted and visually-impaired individuals.



*Session 8: Developing critical and creative thinking skills in the library: A case study with students from a Language Teacher Education program in a Colombian public university*

**Jhon Jairo Losada Rivas- Francisco Javier González Castañeda- (Universidad Surcolombiana)**

Biodata: Jhon Losada has been an English educator for over seven years. He holds a BA in English Language Teaching and an MA in English Didactics from Universidad Surcolombiana. He is currently a full-time professor at Universidad Surcolombiana. His research interests are language assessment, bilingual education, and critical pedagogy.

Francisco González holds a BA in English Language Teaching from Universidad Surcolombiana and he has been an English teacher for over five years. He is currently an editorial assistant in Revista Jurídica Piélagus at Universidad Surcolombiana. He is also an English teacher at ILEUSCO. His research interests are critical literacies and teaching English as a second language.

**ABSTRACT**

The main objective of this qualitative case study was to establish how the implementation of critical literacy practices influenced the development of critical and creative thinking skills in students of the Foreign Language Teacher Education program at Universidad Surcolombiana. For the data collection, the participants were firstly interviewed to identify their imaginaries and beliefs about the purposes and activities carried about in their setting. Additionally, two narratives were collected to obtain accurate information on the incidence these literacy practices had on students' critical and creative thinking skills. Findings suggest that the incorporation of critical literacy practices as well as varied text types with EFL learners have a relevant influence in the way they construct meaning and take action on social matters.

*Session 9: Exploring bilingual education student-teachers' personal epistemologies in their psycholinguistics formation*

**Carlos Augusto Arias Cepeda- (Institución Universitaria Colombo Americana UNICA)**

Biodata: Carlos Arias is an M.A. on Applied Linguistics to the Teaching of English. He works as a Teacher and teacher-educator for Institución Universitaria Colombo-Americana- ÚNICA. He is currently studying the Interinstitutional PhD in Education at Universidad Distrital

Francisco José de Caldas. His research interests include linguistics, pedagogy, decolonial studies, and identity.

**ABSTRACT**

This research in progress aimed at allowing auto-ethnography inside the psycholinguistics class of seventh semester Bilingual Education Student-Teachers, as a point of reference that permitted to document the construction of their personal epistemologies regarding the contents of psycholinguistics. This approach ignited a vindication of participants' learning while shifting from the more traditional knowledge transmission and knowledge consumption to the more agentic participants' knowledge production and validation. The study, which is in its data analysis stage, signals the construction of participants' personal epistemologies as emerging from the intersections within three dimensions: i) the theoretical, ii) the experiential, and iii) the positional. The emerging categories seem to address the participants' shift of beliefs from absolutism to relativism, a vindication of their situated experience, and a fluid construction of professional identity as bilingual education student teachers.

*Session 10: Addressing the intercultural dimension through research in ELT formation: A challenge for language educators*

**Alejandro Fernández (Universidad del Valle)**

Biodata: Alejandro Fernández Benavides is an adjunct professor at Universidad del Valle. He holds a B.A. in Foreign Languages and an M.A. in Intercultural and Interlinguistic studies from Universidad del Valle. He has conducted research in the fields of didactics, interculturality, multimodality and critical pedagogy.

**ABSTRACT**

Training language teachers implies the development of competences that go beyond the communicative dimension. In this sense, skills to critically comprehend the cultural milieu and the multifaceted nature of culture are paramount in pre-service teachers. Therefore, this study analyzes the reflection of preservice teachers about culture and language teaching from their own action-research experiences. The participants were last-year preservice teachers who developed their B.A. final research following the principles of intercultural language teaching. Data were collected through focus group sessions, reflective journals and questionnaires. The findings suggest that the participants understood the connection between language and culture, the importance of addressing the intercultural dimension in EFL teaching and the role of the cultural dimension beyond communicative elements. Similarly, the students reflected on the need to integrate intercultural language teaching in their bachelor formation.

*Session 11: Exploring Intercultural Pedagogical practices in the Colombian EFL classroom*

**Ana maría Sagre Barboza- Leonardo Jose Pacheco Machado- Yurisan Tordecilla Zumaque.  
(Universidad de Córdoba)**

Biodata: Anamaría Sagre is a full-time teacher-educator at the Universidad de Córdoba (Montería, Colombia), where she works as a teacher trainer in the Department of Foreign Languages. Her research focuses on foreign language teacher preparation, L2 learning, social interaction, and interculturality.

Leonardo Pacheco holds a Master of arts in Education from Universidad del Norte. He is a full-time English language teacher at a state school in Córdoba - Colombia. He teaches secondary school students from sixth to eleventh grade. His work relates to the adaptation and contextualization of National Language policies.

Yurisan Tordecilla holds a Master of arts in Education from Universidad Internacional Iberoamericana. She is a full-time English language teacher at a state school in Córdoba - Colombia. She teaches secondary school students. She also works as a part-time teacher at Universidad de Córdoba. Her work relates to bilingualism, social interaction, language and culture.

**ABSTRACT**

Interculturality has gained significant interest in foreign language education. As a result, scholarship has delved into the procedures, methodologies, and, more recently, the core-practices that teachers use to foster interculturality in the high school and college foreign language curriculum. Yet, little is known about the intercultural pedagogical practices (Grossman, 2019) teachers use in non-elite communities where inequity, lack of access, and inclusion have prevailed, especially during COVID-19. This paper describes how four teachers in three South American state schools, where economic divides are notorious, teach for interculturality in distance and virtual learning educational environments during the outburst of COVID-19. Findings indicate that teachers' approach to interculturality could be categorized into four intercultural teaching practices emerging from their understanding of interculturality, existing intercultural frameworks, and contextual realities. This study presents potential contributions to EFL education, suggesting situated intercultural pedagogical practices that could be enacted worldwide.

***Session 12: BA IN ENGLISH PRE-SERVICE TEACHERS' VOICES: Current and Future Challenges in changing/adaptation times.***

**Gloria Milena Castellanos and Norma Constanza Durán (Universidad del Tolima)**

Biodata: Norma Constanza Durán Narvéez holds an MA in Applied Linguistics to TEFL from Universidad Distrital Francisco José de Caldas and a Specialist in English Language Teaching from Universidad del Tolima (Colombia). Her research interests include teacher learning and professional development, cognition processes in teacher education and EFL teaching and learning processes. She is currently a full-time teacher in the B.A. in Foreign Languages with emphasis on English at the University of Tolima, Ibagué, Colombia, and part-time teacher in the English Didactics Master program at Universidad del Tolima, Colombia.

Milena Castellanos Mendoza holds an MA in English Language Teaching – Autonomous Learning Environments from Universidad de la Sabana. Her teaching and research interests include teacher learning and professional development, applied linguistics in EFL, Autonomous Learning, and EFL

**ABSTRACT**

Since the beginning of the global health emergency that afflicts us until today, education in the world has undergone dramatic changes due to the reconsideration of teaching and learning methodologies that all the actors in this scenario have had to face. Bachelor of English program of the University of Tolima offers Pedagogical Practicum 1, 2, and 3 in the 8th, 9th, and 10th semesters, respectively. The students participating in this proposal belong to Practicum 3. This particular group of teachers in training had to face the transitory stage from face-to-face classes to mediated teaching environments. Consequently, and for which we present this proposal, the teachers in training have had to experience various situations inside and outside the remote classroom, which have confronted them and made them reconsider the vision of teaching and learning English from a different perspective. The period of contingency has allowed practitioners to discover skills and resources that contributed to the development of their pedagogical practice, which must be socialized to put forward new directions that pedagogical practice requires when getting back to face-to-face environments.

*Session 13 Characterization of a bilingual higher education model as a strategy for internationalization of the curriculum at UTP*

**Dany Andrés Hoyos Serna & Sebastián Arcila Ramírez (Universidad Tecnológica de Pereira)**

Biodata: Dany Andrés Hoyos Serna: is a teacher of English at the foreign languages institute (ILEX) at Universidad Tecnológica de Pereira (UTP) where he has worked since 2011. He holds a B.A. in English Language Teaching from UTP and is currently studying a M.A. in Bilingual Education at the same university. The teacher has also 8 years of simultaneous experience in AngloAmericano Pereira High School, where he worked as an English teacher from the different courses (from A1-B2) and played the role of lead teacher of the English department during the last 5 years of service there.

Sebastián Arcila Ramírez is a teacher of English as a foreign language at the foreign languages institute (ILEX) at Universidad Tecnológica de Pereira (UTP) where he has worked since 2017. He holds a B.A. in English Language Teaching from UTP and is currently studying a M.A. at the same university. Additionally, he has worked for different institutions of higher education, including Universidad Libre, Corporación Universitaria Comfamiliar Risaralda, SENA, and American Business School. Currently he is conducting research on CLIL, translanguaging and internationalization of education for his dissertation at the master's program.

## ABSTRACT

This qualitative interpretive study aims at characterizing a higher bilingual education model as a strategy for internationalization of the curriculum that is based on pedagogical interventions framed under CLIL approach and Translanguaging methodology. It focuses on the characterization of the outcomes of a process of training and mentoring of 10 content professors, from different academic programs at a state university, who will teach their subjects through the use of bilingual (English-Spanish) practices. In addition, the professors' perception of the mentoring process and implementation will be gathered. This data will be collected through field diaries, stimulated recall, and artifacts and it will be analyzed through content analysis. In general terms, we expect to identify the features that structure a bilingual higher education model that combines CLIL and translanguaging, and provides a way to foster internationalization at home.



*Session 14: Introducing digital devices with students of Software Engineering, Nursery, BA in Natural Sciences and Journalism and Mass Media as to incorporate English for Specific Purposes (ESP) strategies in the Institutional English Courses at Surcolombiana University.*

**David Fernando Fernández, Diana Isabel Rivera Corrales, Giancarlo Serrano Sánchez**  
(Universidad Surcolombiana)

Biodata: Fernando Fernández David. Full-time professor of Surcolombiana University. Professor Fernández holds a MA in Foreign Language Teaching and ICT University Lumière Lyon II and also a Specialization in Language and Cultures from the English-speaking countries of the same University, and finally a BA in Modern Languages: English and French from Universidad del Cauca.

Diana Isabel Rivera. Eight semester student in the BA in English Teaching, member of the incubator research group TICyTAC at Surcolombiana University. Her interests include English for Specific Purposes in upper education and the infusion of technology in educational settings. She currently works with children in elementary education.

#### ABSTRACT

The research study aims to implement digital devices to fill the gap with demands from students in Institutional English Courses (IEC). The first phase presents the design of four digital prototypes and the entry surveys for teachers and students. Each virtual learning object includes the six linguistic competences which incorporate two activities and four tasks aligned to A2 and B1- levels proposed in the Common European Framework (CEF) with a focus on English for specific purposes (ESP). The second phase evaluates the perception of the first prototypes of the resources by the students of the four different IEC. Finally, we present the conclusions and recommendations.

*Session 15: Online Teacher Identities and Agentic Capacities of EFL Pre-service Teachers in their pedagogical practicum*

**Kevin López (Universidad del Tolima)**

Biodata: Kevin López holds an MA in English Didactics and a BA in English from Universidad del Tolima. He currently works as a full-time teacher educator at Universidad de Cundinamarca. His research interests include Critical Interculturality, Identities, and Foreign Language Didactics.

**ABSTRACT**

Examining online teacher identities and agentic capacities becomes highly essential in current times wherein education is mediated by ICTs (Engeness, 2021; Thanaraj, 2016; Richardson & Alsup, 2015) and will certainly continue to prevail in post-pandemic times due to practicality and convenience factors for both students and teachers, especially in distance learning.

Drawing on recorded class observations, surveys, and teacher's journal to collect data and the phases of thematic analysis, this qualitative case study examined during two academic semesters how 18 EFL pre-service teachers from a public university in Colombia constructed their online teacher identities and enacted their agentic capacities during their online practicum. Findings revealed that student-teachers' agentic capacities showed to be downplayed in their synchronic encounters by contextual factors such as unstable connection and scarce literacy on communication and collaboration mediated by software; however, such a fact was not a barrier for student-teachers to position themselves as eager, resilient, and creative.

### ***Session 16: Emergency Remote Learning in times of Covid-19***

#### **María Fernanda Jaime Osorio, Daniela Campo Mejía (Universidad Surcolombiana)**

Biodata: Maria Fernanda Jaime Osorio is an associate professor and current head of the Foreign Language Teacher Education Program at Universidad Surcolombiana. She received her Master's Degree in Foreign Language Teaching from Universidad Internacional Iberoamericana in 2013. She has been the Director of the Research Group ILESEARCH since 2012.

Daniela Campo Mejía is a seventh-semester student of the English Language Teacher Program at Universidad Surcolombiana. He belongs to the research group ILESEARCH.

#### **ABSTRACT**

Remote learning has been a relatively new phenomenon faced during the COVID-19 pandemic that has replaced the traditional face-to-face education so as to maintain and ensure continued learning for students. This exploratory-transversal study explores and describes students' perceptions about their experience of remote learning in the times of COVID-19 during the year 2020. By implementing a mix method approach, the students' voices showed their reactions, struggles, opinions and concerns regarding this abrupt shift of learning. The data was collected through two different surveys addressed to secondary and primary school students from Neiva and Pitalito. The findings highlighted the importance of considering students' viewpoint together with the different strategies used by them to cope with remote learning activities; the factors that influenced their learning, and the teaching potential issues from students' perceptions which suggest areas of improvement for stakeholders in the educational field.

*Session 17: Suggesting a Colombian model of how to handle emotional factors affecting undergraduate students' academic achievement: a social proposal of didactic implementation.*

**Adriana María Morales and Santiago Velásquez Tangarife (Universidad del Tolima)**

Biodata: Adriana María Morales Vasco. Master in English Didactics from Universidad de Caldas (Manizales), 1998. B.A. in Modern Languages from Universidad del Quindío (Armenia), 1994. English Lecturer in the Modern Languages Program at Universidad del Quindío, 2005-2009. English teacher at different state and private schools working with children and teenagers, 1994-2004. Researcher in the fields of EFL Methodology, ELT Pedagogy, and Teacher Development. Speaker at numerous national and international academic events. Author and co-author of several articles published in indexed national journals. Full-time professor in the B.A. in English and the Master Program in English Didactics at Universidad del Tolima since 2009 to the present.

Santiago Velásquez Tangarife

Master in English Didactics from Universidad del Tolima (Ibagué), 2018. B.A. in Modern Languages from Universidad del Quindío (Armenia), 1994. English teacher at different state and private schools working with children, teenagers, and adults, 1994-2010. Researcher in the field of ELT. English lecturer in different academic programs at Universidad del Quindío. Lecturer in the English Program and FL with emphasis in English Program at Universidad del Tolima, since 2010. Speaker at national and international academic events. Author and co-author of articles published in indexed national journals.

## ABSTRACT

It is undeniable that human beings learning process is mediated by emotions; thus, this study will focus on exploring the level of consciousness that students from 1 to 5 semesters from the BA in Foreign Languages have of their own emotions and how they handle them. More specifically, through this qualitative Action Research we aim at characterizing which emotional factors have the highest effect on academic achievement of students and, then, designing and implementing some didactic strategies that help pupils struggling with the negative effects that emotions might have over their academic achievement. As researchers, we pretend to enlighten the community in what regards emotions affecting undergraduate students from the targeted BA, as well as establishing the relationship that might exist between those emotions and students' academic success or failure. By the same token, we wish we can contribute the academic community with a set of useful tools in order to live a healthier emotional life.



***Session 18: Entrepreneurship: A Viable Professional Option For English Teacher Education***

**Cristian Camilo López Zuleta (Altona, Learning Center)**

Biodata: Bachelor of Arts in English from the University of Tolima. Founder, CEO and teacher in Altona Learning Center in the city of Ibagué. Full-time English and German Teacher. Passionate theologian.

**ABSTRACT**

Entrepreneurship has been traditionally associated with economics and job market. However, there might be a relationship between the generation of new jobs, economic growth, financial independence, which is what entrepreneurship is traditionally linked with, and education. The present research work aims at exploring attitudes and beliefs towards entrepreneurship as an option to professionally exercise the teaching practice. In order for that to be done an exploratory research design has been conducted in which twenty-four students from 10th-semester of the BA in English program at the University of Tolima took part. Two data collection instruments were applied, on the one hand an initial survey, and on the other hand a focus group. The qualitative results allow to partially establish that students consider that entrepreneurship can be an eventual viable professional option for educators, highlighting however a considerable lack of instruction in the university that provides the tools for teachers to start entrepreneurship projects within the field of education. Further research is recommended in order to collect more accurate data, study larger populations whose results might be less convenient, more heterogeneous, and also reveal more numerical data.

***Session 19: The what and the how of ‘tiny talks’ WORKSHOP***

**Paula Golombek – University of Florida**

Biodata: Dr. Paula Golombek is a clinical professor of Linguistics at the University of Florida where she teaches beginning teachers in the Undergraduate TESL certificate program and supervises their teaching internship.

Her research interest includes language teacher’s narrative inquiry as a professional development, teacher learning in second language education and Vygotskian sociocultural approaches to research and perspectives on teacher professional development.

In addition to her work with language teachers, she is currently teaching adult ESL to horse farm workers in rural areas of Florida.

**ABSTRACT**

This workshop is meant to inspire practicing teachers and teacher educators to integrate ‘tiny talks’ (Zoshak, 2015) into their professional practice as a way to manage the emotions of teaching under our current socioeconomic, political, and pandemic challenges. It will briefly cover the theory behind tiny talks, various ways to implement them given obstacles to connecting with others, and ideas for how to use the tiny talks for emotional self-regulation and/or catalysts for professional development.



*Session 20: Conveyed English Teachers' critical Literacies Practices to develop students' self-awareness to social action*

**Deyssi Acosta Rubiano (Universidad del Tolima)**

Biodata: PhD. in Science of Education-bilingualism. Master in English Didactics. Bachelor in Modern Languages. Full time English Teacher at Tolima University. Coordinator of the Foreign Language Didactics Research Group. Email:dacosta@ut.edu.co. ORCID. <https://orcid.org/0000-0001-6948-7206>.

**ABSTRACT**

Critical literacy as an instructional approach supports for the embracing of critical views toward texts. This means to use different strategies to uncover hidden messages assuming pedagogical approaches to drive students to self-awareness and social action. In this sense, a group of sixth and eleventh public English teachers showed how through their own personal and pedagogical experience students are conducted to be critical readers and writers. Partial results of a research study showed two different perspectives: The teachers attain literacy on the linguistic aspects of the language to understand the texts, and on the use of various texts to not only motivate their students to read and write in English but also to ensure them with arguments and evidences to social change. Also, this research study highlights the different perceptions the participants have about critical literacy and critical thinking.

*Session 21: Narrating our knowledge-base for bettering teaching practices*

**Angela Yicely Castro Garces (Universidad del Cauca)**

Biodata: Angela Castro has a B.A. in Modern Languages, a Specialization in Pedagogy of Reading and Writing, and an M.A. in TESOL. She is a Doctoral Candidate at Universidad del Valle, and a Professor at Universidad del Cauca. Her research interests include literacy studies, intercultural communication, and teacher education.

**ABSTRACT**

Knowledge and experience, mediated by reflection, are essential components in teacher education and development programs. This presentation discusses core elements that have guided ELT education, and analyzes the case of five English language teacher educators who - in the Colombian context- reflect about their own pedagogical practice through narrative. I guide the discussion by four probing questions that generate a reflective overview of English language teachers' knowledge-base, identity construction, and decision-making when it comes to localizing knowledge. This reflection uncovers teacher educators' gains and challenges and becomes input for those other who are at different stages of their teaching career.

*Session 22: Reading and Valuing Rural Communities by Exploring Community Based Pedagogies*

**Sandra Patricia Lastra R. (Universidad del Tolima)**

Biodata: Sandra Patricia Lastra Ramírez holds an MA in Applied Linguistics to TEFL from Universidad Distrital (Colombia). She is a full-time EFL professor at Universidad del Tolima (Colombia). Her research interests include teacher education, professional development, community based pedagogies, rural education and EFL methodology.

**ABSTRACT**

Community based pedagogies offer teachers and learners possibilities to construct meaningful learning experiences that involve their nearest context and their daily activities as sources to build local knowledge inside and outside the classroom. These situated pedagogies resignify the space in which learners move and live and provide a broad range of learning possibilities in which language, in this case English, becomes a mediator to know local communities and learn the language. Rural education in Colombia, provides autonomous teaching decisions that allow teachers to make pedagogical choices that can promote meaningful and authentic learning and pave ways for the implementation of community based pedagogies. In this presentation, I present two experiences from a group of English teachers at two rural areas in Colombia, exploring their voices and insights derived from the implementation of community-based pedagogies in their classes as sources for language learning and rediscovering the students' local communities.

## PLENARIES

### INAUGURAL CONFERENCE

#### *Beyond Conventional Language Education: Endorsing Coil in the Classroom*

##### **Dr. Liliana Cuesta Medina**

Biodata: Dr. Liliana Cuesta Medina is an Associate Professor at the Faculty of Education, Universidad de La Sabana (Chía, Colombia). She holds a PhD in English Philology from the Universidad Nacional de Educación a Distancia (UNED-Madrid, Spain), a B.A. in English and Spanish from the Universidad Pedagógica Nacional (Bogotá, Colombia), and a Specialization in Applied Linguistics to the Teaching of English from the Universidad La Gran Colombia (Bogotá, Colombia). Currently, she is also the Director of the Master's in English Language Teaching programs at Universidad de La Sabana.

Her research areas include (but do not restrict to) computer-assisted language learning (CALL), teacher education, content and language integrated learning (CLIL), **academic** writing, and learners' self-regulation in blended/virtual learning environments, on which topics she has published in a number of indexed journals and conference proceedings. Dr. Cuesta has participated in numerous national and international teacher development programs and is an active member of worldwide associations in the area of CALL, EFL, and blended learning. She serves as an evaluator for the National Council of Accreditation and various assesment boards of ELT programs in Colombia.

### ABSTRACT

Current educational transformations have opened a myriad of possibilities to foster new ways to access and generate knowledge and skills to build more equitable and productive learning environments. In this session, participants will get acquainted with the pillars underpinning the concepts of intercultural and international education, as they discuss a smooth integration of theory and practice in collaborative online international learning scenarios. Attention will be given to strategic plans for the establishment of teaching, research and project work across cultures, and to the structures upon which the language learning curriculum should be nurtured, in going beyond traditional instructional and learning practices confined exclusively to the four-walled classroom.

## Plenary 1

### *Managing Language Teacher Isolation through the Collaborative Dialogue of ‘Tiny Talks’*

**Dr. Paula Golombek**

Biodata: Paula Golombek is a clinical professor of Linguistics at the University of Florida where she teaches beginning teachers in the Undergraduate TESL certificate program and supervises their teaching internship.

Her research interest includes language teacher’s narrative inquiry as a professional development, teacher learning in second language education and Vygotskian sociocultural approaches to research and perspectives on teacher professional development.

In addition to her work with language teachers, she is currently teaching adult ESL to horse farm workers in rural areas of Florida.

## ABSTRACT

Lortie (1975) represented the isolation inherent in many teaching venues through the image of ‘egg carton structure’: each teacher works within the confines of their own ‘cell’, their classroom, with little opportunity to interact with other teachers. The isolation teachers feel has been exacerbated by the challenging teaching conditions caused by the global pandemic, as well as other factors such as many countries grappling with racial injustice, economic inequalities, climate change, political unrest, social media disinformation, and global migration. “Reshaping Teaching Practices in Changing Times”—the theme of this conference—recognizes a reality we face in language teacher education and foreign language classrooms. How can language teachers, already managing the emotional toll such conditions have triggered in their students, manage their own emotions to continue to meet their instructional challenges and maybe even develop professionally?

This plenary illustrates an informal but powerful form of professional dialogue, ‘tiny talks’ (Zoshak, 2015), “freshout-of-the-classroom post-teaching discussions” (p. 210), that provide reciprocal cognitive and emotional support between peers. As a form of ‘narrative as externalization’ (Johnson & Golombek, 2011), tiny talks create a mediational space in which language teachers can express their emotions and thinking about their interactions with students and families, as well as their teaching activity. Emotional/cognitive dissonance expressed through emotive language in the tiny talks can foster ZPD activity (Holzman, 2018) in which teacher identify their struggles for themselves or the other, offer emotional support, and possibly offer instructional alternatives. On a

human level, such dialogue with a knowing peer creates connection to deal with our heightened isolation. Such dialogue can result in creative collaborations in which teachers support each other emotionally and cognitively in problem solving. On a professional level, such dialogue can foster develop. By using ‘tiny talks’ in ways that meet local conditions, practicing teachers can support their peers and teacher educators can support novice teachers in the learning-to-teach experience.

## Plenary 2

### *CLIL in Colombia: Bilingual education, sectorization and policy.*

#### **Dr. Carl Edlund Anderson**

Biodata: Carl Edlund Anderson is an Assistant Professor at the Facultad de Educación, Universidad de La Sabana (Bogotá, Colombia). Formerly Editor-in-Chief of the Latin American Journal of Content and Language Integrated Learning (LACLIL), he currently serves on the scientific committees of GIST Education and Learning Research Journal and Scandia: Journal of Medieval Norse Studies. He has published papers on various topics in the humanities, social sciences, and physical sciences in indexed journals and books from international academic publishers. He holds an A.B. in Folklore & Mythology from Harvard College and a Ph.D. from the Faculty of English (Department of Anglo-Saxon, Norse, & Celtic) at the University of Cambridge, as well as a CELTA from the British Council in Bogotá, Colombia. His research interests include bilingual education and CLIL, rhetorical communication, Germanic philology, and Colombian minority languages and cultures.

#### ABSTRACT

In Colombia, governmental policy for public language education has focused on traditional English-language teaching approaches, though the results have not been recognized as successful. In the private sector, there is increasing interest in bilingual education (that is, teaching content in a language other than the learners' first), though there is a lack of training in the relevant approaches—except from publishers, who also sell the materials. This feeds into an environment of growing competition, in which private schools seek to distinguish their offerings from competitors by showcasing their use of the latest materials and approaches. In this context, “CLIL” (content and language integrated learning) has become an increasingly common term, though it may be seldom well understood or implemented. The association of CLIL with the private sector in Colombia encourage a perception of it as an ‘expensive’ approach that is suitable only for high-performing students at elite schools. Yet this contrasts with the understandings held by many of CLIL’s founders, who have emphasized that CLIL is a flexible approach that can be customized to prepare students from diverse backgrounds for success in a multilingual, multicultural world. Colombia’s public educational policy should open spaces to support teaching content in additional languages, and then teacher-training programs could likewise begin to provide training for genuine bilingual



educational approaches. Better knowledge of CLIL approaches that were customized teachers empowered with knowledge and authority could then help build a path toward more effective and equitable public education in Colombia.

### Plenary 3

#### The Indigenous Chronotope: The Pijao Post-Linguicide

**Dr. Joshua James Zwisler (Universidad del Tolima)**

Biodata: James has a PhD in Linguistics from Monash University, Australia. He is a lecturer and researcher at the Universidad del Tolima, where he is the director of the Tolingüística research group. His research interests are the intersection of language and social theory, indigenous language revitalization, multilingualism, and the general linguistics of the Tolima department. He has a variety of publications both national and international and has participated both nationally and abroad in research events. Outside of the UT, he also coordinates projects in indigenous language and education in the south of Tolima.

#### ABSTRACT

The Pijao are one of several indigenous groups that lost their indigenous language as a result of Colombia's language policy during the 1900s, and as a result, struggle for recognition as an indigenous people of modern Colombia. Through Interactional Sociolinguistics and more than a year and a half of fieldwork in Coyaima, Colombia, my research looks at how the Pijao of Coyaima construct their indigeneity in the absence of the Pijao language. The Pijao mark their indigeneity differently depending on whether their interactant is local in which case the Pijao use a constellation of phonetic, lexical and morphological features to mark a unique Spanish variety, or extra-local in which case the Pijao use an 'indigenous chronotope' to mark their indigeneity. In this presentation I explore the workings of the 'indigenous chronotope' which speakers enact in interaction through strategic choices at two political events – the 2019 Minga and an indigenous congress held later the same year. The indigenous chronotope is performed specifically through the careful selection of honorifics, pronouns and lexicon regarding territory and tradition. The combination of these aspects when used together express a form of conceptual space that represents both pre-colonial ownership and a human-land bond that cannot be disentangled.

**Keywords.** Chronotope, indigenous chronotope, Pijao,

## Plenary 4

### *From Theory to Practice: Tools to Enhance Listening Comprehension in FL/L2 Learners*

**Dr. Mónica S. Cárdenas**

Biodata: Dr. Mónica S. Cárdenas is the author of several articles to do with computer-based L2 listening, technology integration in language learning, and blended learning. Her work has been published in top-tier CALL journals such as *Language Learning & Technology*, *ReCALL*, *Computer Assisted Language Learning*, *CALICO Journal*, and *Technology Pedagogy & Education*. She has also published in mainstream ELT journals such as *The ELT journal*, the *Colombian Applied Linguistics Journal* and *English teaching and Critique*. Mónica is also co-author of the book *Blended Language Program Evaluation* (Routledge, 2016) and co-author of a chapter about the flipped classroom in the *Routledge Handbook of English Language Teaching* and on computer-based listening in the book *Research Questions in Applied Linguistics* (Springer, in press). She has also presented at CALL research conferences worldwide.

Mónica's research team organizes the International Conference on L2 listening.

## ABSTRACT

Relying on research and practice for over 10 years, in this presentation, we outline a series of challenges and opportunities that teachers and researchers face when integrating technology-enhanced listening in foreign and second language classrooms. Accordingly, we first discuss the status of listening comprehension in Colombia and Chile to make a case for initiatives that help listeners develop their comprehension abilities autonomously. Followed by a brief discussion of studies investigating how computer affordances can be used to favour listening comprehension processes, we provide an overview of free online applications. Then, we discuss learner training opportunities for in-class and out-of-class activities using such applications. We conclude with an invitation for researchers to explore ways in which such initiatives can be investigated.

## Plenary 5

### *Indigenous Youth in Higher Education. An Invitation to Reshape Teaching and Research*

#### **Dr. Norbella Miranda**

Biodata: Dr. Norbella Miranda is Bachelor in Languages (UIS), Specialist in English Teaching (UIS), Master in Education (PUJ) and PhD in Education Sciences (Uniquindío). Visiting researcher at the University of Pennsylvania. Dr. Miranda researches and publishes on educational policy for languages and curriculum. Member of ASOCOPI, TESOL, BAAL and AILA.

#### ABSTRACT

During the last decades, the number of indigenous students accessing higher education in Colombia has increased. Too often, however, conventional universities have failed to recognize and value their linguistic and cultural resources, as well as their ways of learning and being in the world. This plenary will share findings from a recently completed research study that aimed to identify the sociolinguistic and academic profile of Indigenous students in a public university. Through collaborative work with students from different Indigenous communities, we learned about their agentic actions to be and resist hegemonic practices in the university. We also engaged in an intercultural dialogue while doing research and were able to imagine how to reshape our teaching practices. This talk is an invitation to welcome other forms of researching, teaching and learning in order to help reduce epistemic injustice with Indigenous students in our educational settings.

## Plenary 6

### *La E-Evaluación - El E- Aprendizaje*

#### **Richard Alexander Caycedo**

Biodata: Richard Alexander Caycedo es Ingeniero de Telecomunicaciones con formación y 17 años de experiencia en el liderazgo de procesos administrativos y académicos propios de la Gerencia de Instituciones de Educación Superior. En estos años de desarrollo profesional he liderado proyectos de alto impacto que han permitido hacer uso y apropiación de las tecnologías en la educación, con resultados que se evidencian en la obtención de registros calificados de programas en modalidad e-learning.

Consultor de Instituciones de Educación Superior en formulación de políticas para el desarrollo del E-learning, formación tecno pedagógica a docentes, planeación estratégica para incorporación de las TIC en los procesos de Enseñanza y aprendizaje presencial, diseñador de Programas de formación, técnica, tecnológica y Universitaria en modalidad virtual, estructuración de procesos administrativos para la prestación del servicio educativo ON LINE.

#### ABSTRACT

Ante la situación del aislamiento social para prevenir el contagio del nuevo coronavirus, en más de 180 países, las Instituciones de Educación Superior se vieron obligadas a cerrar sus puertas físicas para abrir espacios virtuales y desarrollar los procesos formativos a través las Tecnologías de la Información y la Comunicación (TIC). Las Unidades Tecnológicas de Santander (UTS) no fue la excepción, pues también nos dimos a la tarea de usar diferentes sistemas digitales para la creación de espacios de enseñanza y aprendizaje. Este uso de las tecnologías ha puesto en escena didácticas que facilitan la participación de los estudiantes, como son: el aprendizaje basado en problemas, en casos y en proyectos. En general, evolucionamos a la construcción de una comunidad académica en el ciberespacio.

Ahora nos enfrentamos al reto de utilizar las TIC para desarrollar una evaluación que sea “procesual, continua, integral, cooperativa y formativa” (Política para la gestión curricular, 2019, p. 39), para lo cual proponemos diseñar procedimientos para implementar una evaluación sostenible (Boud,2000) y orientada al aprendizaje de los estudiantes (Brown, 2019). El contenido de la propuesta e-evaluación para el e-Aprendizaje sigue los principios y orientaciones de los diferentes

trabajos del grupo de investigación Evaluación en Contextos Formativos (EVALFor) de la Universidad de Cadiz, España y se presentarán dando respuesta a las siguientes preguntas:

1. ¿Qué es la e-evaluación para el e-aprendizaje?
2. ¿Cómo diseño la e-evaluación para el e-aprendizaje?
3. ¿Cómo califico y reporto calificaciones, a partir de lo aprobado por el consejo directivo de las UTS para el período 2020-1?

## Plenary 7

### *Empowering Language Education To Changing Times While Recurrent Concerns Remain*

**Sandra Ximena Bonilla Medina**

Biodata: Sandra Ximena Bonilla Medina is a doctor of Education from University of East London. She also holds a MA in applied linguistics for TEFL from Universidad Distrital FJC and a BA in Spanish and English from Universidad pedagógica. Her research interests are foreign language education and its relation with culture, race and technology. She is currently the Director of ILUD.

#### ABSTRACT

Despite the fact that the 2020 brought us an abrupt change in social life and that in the ELT context actors had to face bravely that new stage by accommodating practices to the new dynamics, the conditions showed that the nerve point, beyond the contingency change, is the understanding of the complexities involved in language, society and culture. In this context, in the two last couple of years, I have been exploring the relationship of race in language education from an anthropological perspective and my studies have opened my eye to understand that language and education are enterprises that configure identities and that in this role, teachers, many times, reproduce ideas that perpetuate discriminatory practices unwittingly. This is because many of those practices are grounded in racial structures that are imperceptible and because many of those are also inherent to our role as language teachers. These two reasons have led us to naturalize such discriminatory practices as part of our own formation. This presentation has the purpose of contextualizing the issue of English teaching in the contemporary context of the pandemic and virtual education and to relate that to the area of race and racism in language education. Through a reflection on the racialization of different dimensions of educational practice of English, the intention is to show possibilities to shift discriminatory practices to possibilities for empowerment to different actors underlying humanism and social sensitivity.