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LICENCIATURA EN LENGUAS EXTRANJERAS CON ÉNFASIS EN INGLÉS
Y
UNIVERSIDAD SURCOLOMBIANA

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CONCURRENT SESSIONS

The teaching of English to children in Ibagué: a state of the art originated in the analysis of the Basic Learning Rights for English from transition to 5th and their corresponding Pedagogical Principles – First Part

Adriana María Morales Vasco

M.A. in English Didactics. B.A. in Modern Languages. English Lecturer at UQ for 5 years. Elementary and high school English teacher for 11 years. ELT, Pedagogy and Teacher Development Researcher. Speaker at national and international academic events. Co-author of articles in specialized journals. Full-time professor at UT since 2009.

ABSTRACT

The research report at hand is the first of a series of reports which will account for the findings of a local study conducted during the last year, sponsored by Universidad del Tolima. This particular report sheds light on the current situation of English Teaching to children at state schools in Ibagué. Though purposeless as a diagnosis, the research project garnered information from transition and elementary school teachers, in order to identify their knowledge of the Basic Learning Rights in English and their general pedagogic practice in classrooms. Given that one of the project's expected outcomes was the design of a Teacher Development Program, the documents launched by the Ministry of National Education were analyzed with the objective of pinpointing their strengths and weaknesses from two standpoints: Psycholinguistics and Critical Pedagogy, as they should be acknowledged as sine qua non conditions for good primary practice nowadays. The results are enlightening!

Self-study: reflexive teacher educators advancing elt scholarship

Dr. Judy Sharkey

Judy Sharkey is a professor in the Faculty of Education and Women's and Gender Studies at the University of New Hampshire, USA. Her recent research focuses on forging decolonizing feminist praxis in language teaching education. She is a Ph.D., Curriculum and Instruction, Pennsylvania State University, M.A.T., English, School for International

Training and a B.A., English, Franklin Pierce College. She has authored, edited and published numerous books, articles. Her research interests are related to community-based participatory pedagogies; education, immigration, and citizenship; critical sociocultural approaches to language and literacies; pedagogies and scholarship of second language teacher education and teacher learning and development across the career span.

ABSTRACT

The purpose of this workshop is to invite participants to explore, critique, and expand the role of self-study in advancing the English Language Teaching (ELT) scholarship. Self-study in Teacher Education Practices (S-STEP) is a type of practitioner research undertaken by teacher educators dedicated to improving their own practice while also contributing to the larger knowledge base on teacher education. S-STEP recognizes teacher educators as valuable contributors to the ELT scholarship as professionals who work at the nexus of research, practice, and program development. It entails a commitment to critical reflexivity and opening one's practice and research to public scrutiny. S-STEP has experienced increasing acceptance and legitimacy in general teacher education but is just beginning to gain traction in ELT. This is a bit surprising given the field's social and critical reflexive turn, the increasing interest in narrative inquiry, and the explosive growth of research on the role of teacher identities in teaching and learning.

Specifically, the session addresses the following questions:

What is S-STEP?: Definitions and Examples

How does S-STEP Advance the ELT Scholarship?

Who does S-STEP and why?

What are the critiques of S-STEP, particularly through a critical pedagogies lens?

In synthesizing the large group discussion, participants are invited to consider drafting abstracts for their own S-STEP projects and publications.

Social Justice in Action: Possibilities for Teaching Practice

Dr. Yecid Ortega

Yecid Ortega is a Ph.D. candidate in the program of Language and Literacies Education (LLE) and the specialization program in Comparative International, and Development Education (CIDE) at OISE – University of Toronto. He has over 15 years of experience in the field of language teaching in Colombia, USA and Canada and has worked with teachers in curriculum design and action-oriented pedagogies. His general research interests are within decolonial critical ethnographic and case study approaches in international contexts. Yecid explores how globalization, capitalism and neoliberalism influence language policy decision-making processes and their effects on classroom practices and students' lived experiences.

ABSTRACT

Do you think controversial issues are hard to discuss in ELT classes? Have you wondered how to incorporate more critical lessons in your pedagogy? How do you acknowledge your students' cultural and linguistic backgrounds on your daily practice?

In this workshop, we will explore classroom practices and experiences on how to address issues of Social Justice and Peace. This session aims to motivate English teachers to value students' linguistic and cultural background and use it as a resource for lessons that inspire critical thinking and promote social justice issues such as, equality, race, and pluri/multiculturalism. Social justice is “a philosophy, an approach, and actions that embody treating all people with fairness, respect, dignity and generosity.” (Nieto & Bode, 2012) and as English language educators, we are competent, socially just and politically conscious, and capable to make personal and professional transformations and as such our classrooms become hubs for fostering those transformations. We will discuss possibilities for classroom practices and experiences on how to set up the ground for meaningful and provocative hands-on lessons for primary, secondary and postsecondary education. In this workshop, we will 1) overview several lesson plans 2) explore possibilities for classroom practices 3) choose a topic and create a lesson plan according to the teachers' context and 4) highlight some resources for educators and possible calls to action. We will finish by sharing the outcomes of our workshop with the symposium community.

Teacher's Perceptions on Extensive Reading.

Claudia Marcela Suescún

Claudia holds a BA in EFL Teaching, a specialization in University Teaching and a master's in Neuropsychopedagogy from Universidad Católica Luis Amigó, is a full time professor and researcher from the same university and founder / coordinator of the Semillero Procesos Lecto-Escritores en Lengua Extranjera.

ABSTRACT

English teachers from 3 private schools of Medellín who participated in ER (extensive reading) projects were asked to complete a written interview with semi-open questions after completing a year including this reading methodology in their classrooms. Their answers were categorized into 3 sections: advantages of ER, challenges for ER implementation and ER inclusion in schools' English programs. Survey results suggested that ER helped improving students' attitudes towards reading as well as their vocabulary range, however, institutions need to be shown these results in order to include this methodology in their English programs.

The City as Literacy: Exploring language coexistence and literacy practices in our cities.

Raúl Alberto Mora

Raúl Alberto Mora is Associate Professor of English Education at Universidad Pontificia Bolivariana in Medellín. His research intersects literacies theory and second language education

ABSTRACT

Bilingual policies in Colombia have traditionally stemmed from the notion that our cities are entirely monolingual and that there is a need for a “bilingual turn”, always driven by economic reasons. Since 2013, our research lab has been studying the languaging flow of Medellín, proposing an adaptative, evolving conceptual framework called “The City as Literacy” aimed at explaining the relationship between languages, city inhabitants, and the

city itself. This presentation will first problematize past languaging and literacies research in our region as rationale for our study. Then, we will introduce the framework and its evolution since the project began. We will share a composite summary of our findings across the city and what we are learning from our current research. The final section of this presentation will propose how the City as Literacy framework may provide a realistic alternative to rethink second language literacies research in urban and rural spaces in Colombia, exploring the potential to explore language coexistence as the North Star for languaging research in our country and Latin America at large.

Foreign Language learning and racial identity construction

Sandra Ximena Bonilla Medina

Sandra Ximena Bonilla Medina is a professor at Universidad Distrital Francisco Jose de Caldas. She holds a bachelors' degree in Spanish and English from Universidad Pedagogical Nacional, an MA in applied linguistics for TEFL from Universidad Distrital Francisco Jose de Caldas and she is a Doctor of Education from University of East London. Her main research interests are: Foreign Language teaching and learning, media and education, culture and race.

ABSTRACT

The issue of racial identity has been a topic scarcely explored in the educational field, especially in the Colombian context. This presentation focuses on presenting the progress of an investigation that seeks to explore the type of connections that may exist between second language learning and the configuration of racial identities of English as a foreign language learners. This concept of racial identity is analyzed as a relevant factor that also affects language learning processes. The research uses a narrative approach for data collection with 10 English learners at different stages of their process. This session aims to show the analytical advances in which discourses reveal social and cultural practices that influence the identity formation of individuals.

CLIL for eighth graders at the San Isidoro School: A program for Environmental Education.

Oscar Dario Palacios Acosta

B.A. in Language Teaching: English and Spanish. Specialist in Pedagogy. MA. In Education (Student). ITEC-2016 scholarship holder by the Indian Government. Current President of the EFL Teacher Network of the Department of Tolima. Current EFL Teacher at San Isidoro High School (Espinal, Tolima). Current Teacher at FUNDES University (Espinal, Tolima)

ABSTRACT

CLIL Methodology: Environmental Education for Eighth Graders at San Isidoro High School, is an attempt of curricular innovation for EFL Teaching and Learning. The program welcomes the pedagogical principles of language acquisition and learning of a foreign language, engaging specific contents related to Environmental Education, and incorporating three essential components: learning a language (English), the use and application of knowledge and the development of social skills.

To approach the program, was arranged three stages in which Culture, Content, Cognition and Communication worked simultaneously, allowing participants become skilfully more and more in socio-communicative and socio-cognitive settings. In this way, they first started learning basic concepts about Nature and Vegetation. Then, they followed an exploration in-context for species recognition using the natural areas at school and finally, learners experienced growing aromatic plants to make their reports.

As a result, the students participating in the class acquired linguistic elements to develop communicative competence in English, at the same time they arranged new cognitive-structures. Furthermore, to expose students to CLIL strategies for English language development allowed them to use academic material to manage exploration and experimentation methods, contributing to develop curiosity, imagination, and autonomous learning.

What do concept maps reveal about student teachers' process of teacher learning in English language teaching?

Diego Fernando Macías, Ph.D.

Katerine Alarcón Castañeda

Liseth Dayana Martínez Olaya

Diego Fernando Macías, Ph.D. is an associate professor in the English Teacher Education Program at Universidad Surcolombiana in Neiva, Colombia. His research and professional interests span the areas of teacher education and professional development, classroom management, and English as an international language.

Liseth Dayana Marínez is a student in the 8th semester in the undergraduate English Teacher Education Program at Universidad Surcolombiana. She works as a research assistant in the project called “Investigating the process of learning to teach English through student teachers’ conceptions of language teaching”. Some of her areas of interest are teacher education and development, and critical literacies.

Katerine Alarcón is a student in the eighth semester of an English teacher education program at Universidad Surcolombiana. She currently works as a research assistant in the project titled “Investigating the process of learning to teach English through student teachers' conceptions of language teaching” with the research group ‘Comuniquémonos’. Her areas of interest include teacher education and development, educational research, and pedagogical strategies.

ABSTRACT

Several scholars (Freeman, 1989, 2016; Johnson, 2009; Wright, 2010) have claimed that despite an interest in what foreign language teachers need to know and the influence of areas such as applied linguistics and second language acquisition, how teachers learn to teach is an area in need of further research and discussion in second language teacher education.

This session presents findings of a qualitative study on teacher learning by examining, via concept maps and retrospective interviews, a group of student teachers’ conceptions of language teaching upon entering an English teacher education program and while completing their second practicum period at a public primary or secondary school.

Preliminary findings revealed participants' dissatisfaction with traditional practices of English language teaching that they experienced in basic education, and how the incidence of contextual factors may lead novice teachers to abandon the conceptions of language teaching they built through a four-year teacher education program. These and other outcomes suggest a series of implications for the field of second language teacher education in an attempt to ease the transition from university teacher education programs to actual teaching settings.

Teachers of language are also teachers of culture: Yes, but what does that mean?

Bryan Meadows, Ph.D.

Assistant Professor

Department of Educational Studies

Dr. Bryan Meadows's professional interests center on two primary areas: (a) language educational practices and (b) the development of successful language teachers. His published work addresses issues of power in the context of language education and can be found in peer-reviewed and professional venues. He presents at international and regional academic conferences regularly and is an active member of his field, serving on review boards of academic journals and on the NJ state advisory committee for bilingual education.

<https://www.shu.edu/profiles/BryanMeadows.cfm>

ABSTRACT

In this workshop, we will address a set of essential questions of relevance to novice and experienced teachers. We will begin with the question, "What does it mean to teach culture in the language classroom setting?". To address this question, we'll look at what the scholarly literature in English Language Teaching (ELT) has said on this topic over time since the 1970s/1980s, and we'll look specifically at the recent guidance on culture teaching provided by ELT scholars writing from the Colombian context. We will next consider the question, "How are ELT educators in different places addressing culture in their current classrooms?". To address this question, we'll examine the results of an interview study conducted with ELT

educators in multiple locations such as the United States, Serbia, France, Iran, and Saudi Arabia. We will further explore this question in dialogue and self-reflection among workshop attendees. In the final part of the workshop, we will consider the question, “What does culture teaching mean for me in my context, and what is something new I can add to my teaching routine or curriculum?”. In thinking about this final question, workshop attendees will get active and work in small groups to develop their own statements on culture teaching to share with the group. In addition, each group will be encouraged to develop a rough idea for something new they can add to their teaching, and to share with the entire workshop. The workshop is appropriate for ELT educators new to the profession and those with many years of experience. Please join us for a thought-provoking session that includes some literature review, some time for self-reflection, some time for mutual dialogue, and lots of active participation.

Virtual testing and automatic reviewing of institutional English tests at Universidad Surcolombiana.

Fernando Fernández

Juan David Castro

Fernando Fernández David is full-time professor at Universidad Surcolombiana. He holds a MA in FLT and ICT University at Lumière Lyon II and also a Specialization in LCL of English of the same University, and a BA in English and French from Universidad del Cauca. Active member of the Research Group Aprenap and current coordinator of the Institutional English Courses.

Juan Castro is full-time professor at Universidad Surcolombiana. He holds a MSc in Engineering Management and Website Design from La Rioja International University, a Specialization in ICT for Education at Universidad Antonio Nariño and a B.SE. in Software Engineering in the same University. He is an active member of the research group La Colonia.

ABSTRACT

Virtual testing and automatic reviewing of institutional English tests at Universidad Surcolombiana. In the last 10 years all new students of the different undergraduate programs

at the University are required to take a sufficiency test in English. According to the results, they are thus placed in any of the four English levels available.

The average students cited ranges from 1500 to 1700 students per semester. Roughly 70% of them take the test, that is around 1200 students and 10.000 copies. The students take this test in two moments and only the ones reaching the four level take the oral and the listening section in the fourth weeks after the written section.

Answer sheets manual reviewing demands much effort in the first weeks of every semester and affect the placing of students in the different levels before academic tuition deadlines. This produces a bottleneck effect in the beginning of the L2 language learning process with increasing demand to open new courses and in the end when the students are about to graduate.

How to make the process faster, cost-effective, reliable and less tedious to meet the growing demand for IEC at the Universidad Surcolombiana? The experience included an innovative piloting strategy of a full virtual test and a software to automatize the sheet answer reviewing process to improve time, human and cost efficiency mechanisms.

A Teacher's Guide for Cooperative Teachers to Enhance Vocabulary Acquisition Through the Use of Animated Television Series in the Fourth Grade at a State Primary School.

Jairo Alberto Hoyos

Jairo A. Hoyos is a Master's candidate in the program of English Language Teaching at Universidad Surcolombiana. He holds a Bachelor's degree in English from USCO. He has gained experience in teaching toddlers, children, teenagers and young adults at several private schools and language institutes in Neiva since 2011. He currently works at National Training Service (SENA) full-time as an English teacher in Pitalito.

ABSTRACT

I extracted some vocabulary from some animated television series called Peppa Pig and Horrid Henry to design a teacher's guide for the cooperative teachers because there is a huge gap that student teachers leave after finishing their practicum process until a new student teacher arrives. The pupils did not learn only vocabulary through the implementation of this

proposal but fostered all the language skills. The methodology implemented was Action Research. With respect to the results; the surveys, the observations, the journals, the exercises and the final scores demonstrated that teaching vocabulary through the use of animated television series impacted and increased the students' motivation and the interaction of the lesson. Not only the students' motivation was affected but their test results reassured me how effective it is working with animated cartoons to learn vocabulary in the classroom. In conclusion, the implementation of these kinds of authentic materials has an impact on the teaching and learning processes of each pupil and enhances the vocabulary acquisition of the learners.

Foreign languages and local identities.

James Zwisler

Hernando José Bejarano

James Zwisler is the director of the investigation group Tolingüística at the Universidad del Tolima. His research interests include (but are not limited to) language and identity, sociophonetics, the Pijao language and morphological change in language. He is currently completing his PhD in linguistics at Monash University, Australia.

Hernando Bejarano is an 8th semester Licenciatura en Inglés student at the Universidad del Tolima and a student member of the aforementioned research group.

ABSTRACT

This research explores the relationship between local identities (nationality and departmental belonging) and the learning of a foreign language in the city of Ibagué, Colombia. Prior research (Zwisler, 2018) has demonstrated that there exists a link between English language learning and nationality, and this research further explores this argument. Building on an initial phase that used a sociological survey to establish what local identities are, this presentation will socialize the findings from the second phase which is currently in execution but will be analysed by November this year. This phase employed 1000 surveys distributed via quota sampling during the month of September 2019. The survey examined the relationship between the total time of English language learning (outside of primary and high-

schooling) as an independent variable in relation to a series a 9-scale Likert items related to local identities, in addition a two lexical production-classification questions related to these same identities.

They say that numbers don't lie, however numbers can be easily manipulated so that the public can believe unreasonable or unsound arguments. Educational and linguistic research alike often fall prey to the practice of poor number management. While this is often deliberate, much poor numerical discourse is the result of researchers (student researchers and professional researchers alike) not having the grasp on numbers that they perhaps should have. This workshop is designed to help students recognize when numbers are being manipulated and how to avoid misrepresenting numbers. It will cover basic statistics, margins of error and question manipulation.

Increase your teaching power...point. Creating teaching and learning resources to foster intrinsic motivation.

Vladimir Caicedo

EFL teacher and teacher trainer from Bucaramanga, Colombia. He received his B.A. in English language teaching at Universidad Industrial de Santander in 2016. Since then, he has excelled for his creativity and innovative approaches to teaching, receiving an innovative educator certificate from Microsoft education in 2018.

ABSTRACT

Grammar teaching has always been a matter of concern in the EFL classroom due to its prescriptive nature. Several teachers rely only on ELT textbooks to teach grammar, posing limitations in students' engagement and motivation. The aim of the session is to provide participants with a practical approach create teaching and learning resources with Microsoft PowerPoint based on students' interest and context to target intrinsic motivation. Based on the principles of Deci & Ryan's self-determination theory: autonomy, relatedness and competence, he will provide research-based evidence on how theme-based learning and gamification can target the above mentioned principles to foster intrinsic motivation, boosting students' engagement, productivity and overall performance within the EFL

classroom. As the theoretical background is discussed, the presenter will start a step-by-step tutorial on how to create a themed slideshow in PowerPoint. Participants will learn how to effectively select and use image file formats, fonts and media elements to design an interactive experience around a grammar topic as well as effects and transitions to create practice-focused games. Attendees are expected to leave the session with a new strategy to target students' intrinsic motivation using PowerPoint as a tool to create interactive resources for EFL grammar teaching and learning.

11th Graders Acknowledgment of their Community through Multiliteracies in the EFL Classroom.

Diana Magaly Florez B.

An English and Spanish teacher graduated from the University of Tolima in Modern Languages: English and Spanish; 1996, Specialist in Education with emphasis on English teaching; 1998 and candidate to the Master's Degree in English Didactics. With a vast experience in private and public schools as well as Universities and Language Centers.

ABSTRACT

Using students' local realities as the basis to get meaningful learning not only in the English class but in all the subjects and go further the simple class that starts and finishes there, is what school communities should expect from education. As Hawkins states: "Learning is enhanced when teachers invite and acknowledge the knowledge, beliefs, and experiences that students bring with them into the classroom" (Bransford, Brown, & Cocking, 2004). This paper reports a pedagogical involvement into students' closest contexts; the school and their neighborhood in order to depict the eleventh-grade students' perception of their community context through their school and neighborhood inquiring in a public school in Ibagué. In this exploration English has been used as a means to communicate what the students have found during their process of observing both contexts, by making connections between the subject syllabus and the findings they made as a result of their local explorations.

Data collected from student's artifacts, student's reports and the teacher's field notes have shown the student's growing interest towards their contexts' recognition generated through

the inquiring process which has been determinant to make them feel part of the change and contribution in their school.

A critical learning design to Foster critical thinking in the classroom

Gonzalo Camacho

Associate professor and researcher Universidad del Tolima. Master's in education Pontificia Universidad Javeriana. B A in English Teaching Universidad Industrial de Santander. Exchange teacher Pitt County Schools North Carolina (USA).

ABSTRACT

A reflection about two classroom experiences is presented in the attempt to incorporate the Logic of Sense into the notion of inquiry for learning in order to foster the use of high order thinking skills. The Problem question that lead the study inquires on: what could happen when the two theories are integrated into the design of a learning design? The author used the method of Experimentation introduced by Deleuze (2008), who based its principles on philosophical conceptions by Baruch Spinoza (Deleuze,1988). The first experience is conducted with students from the subject called Reading and Speaking workshop from the BA in English Teaching at Tolima University. The researcher designed a reading protocol which, in an initial stage, allowed students to comprehend the texts assigned for the class. Afterward, this protocol enabled students to reach levels of application and evaluation through the formulation of questions based on the Series of the Logic of Sense. The second experience was carried out with students from the Masters in English Didactics from the same university. The same reading protocol format was used; but this time the questions constructed let students envision perspectives in the design of new curricular proposals. There were different results in the two experiences. The application of the design with undergraduate students showed the difficulties they had when formulating problem questions, which require to envision "happenings" (Acontecimientos) instead of obstacles. Posgraduate students seem to have more capacities to formulate this type questions. One could tell that one of the main conclusions of the study is the demonstration on how philosophical constructs can be landed to the practice in the classroom.

Successful reading and writing.

Melissa Estrada Lopera,

Santiago Riveros Restrepo

Last semester students from Licenciatura en Inglés program at Universidad Católica Luis Amigó. Members of Semillero de Procesos de Lecto-Escritura en Lengua Extranjera from the same institution.

ABSTRACT

This study aims to analyze successful strategies in reading and writing processes in English of first semester Licenciatura en Lenguas Extranjeras con énfasis en inglés students from Universidad Católica Luis Amigó. This research is being conducted in-situ and oriented from a qualitative approach which uses multiple case study as its methodology. These strategies have been identified through a close-ended questionnaire to students, and are currently in the stage of characterization by carrying out a focus group with the same population. An interview with semi-closed questions will be applied to teachers of the mentioned program in order to categorize strategies. As this is an on-course research, and the strategies are in the stage of characterization, results are in the preliminary phase, however, our expectations are to find guidelines for the design and / or improvement of reading and writing strategies in English. Additionally, it is expected that this information makes a contribution for future studies that promote better learning outcomes in EFL students.

Teaching English through a Literature Project: First Steps towards Raising Critical Thinking Awareness

Andrés Mauricio Potes Morales

Andrés Potes is an English teacher at IE Santo Tomás in Cali - Colombia. He holds a BA in English, a Specialization in Pedagogy, and a Master's degree in Education at Universidad del Tolima. He is currently enrolled in the Interinstitutional Doctorate in Education -ELT Emphasis at Universidad del Valle. Teacher Potes has taught in all educational levels from primary school to higher education and Language Institutions.

ABSTRACT

This workshop aims to share the process carried out in a literature project so as to raise critical thinking awareness by taking the first steps on reading literature at the secondary level at IE Santo Tomás, a public school in Santiago de Cali - Colombia.

The workshop will have three moments. First, I will talk about the importance of teaching-learning experiences for an English language teacher and the impact reading has on individuals in general. Second, I will share the process, experiences, and outcomes in the school project based on reading literature as a step towards building critical thinking at IE Santo Tomás. In the third moment, the workshop assistants will be given a format with the necessary steps for planning and implementing a literature project. Later on, assistants will work in small groups following the steps presented in the format in order to come up with alternative project ideas including literature for developing not only language skills, but most importantly, raising awareness towards critical thinking by creating a reading habits.

Developing agency through situated literacy practices in urban communities.

Dr. Amparo Clavijo

Amparo Clavijo-Olarte is a professor of literacy and a researcher in the areas of Literacies and Teacher Education at Universidad Distrital Francisco José de Caldas in Bogotá. Her most current research is on Local Literacies as Critical Resources in Teacher Education: Local and Global impact.

ABSTRACT

My presentation aims at sharing results of collaborative research with teachers performing agency in their communities as resources for teaching. The studies address twofold purposes: the disconnection that exists in school curricula with the life and realities of the students, and equity issues related to access to different ways of knowing and diverse backgrounds of students. We have investigated the educational potential of local languages and literacies as resources for learning and teaching in schools in Colombia. Drawing from a critical literacy perspective and a pedagogy of place, I present the notion of place as the context that allows perceiving social, linguistic, and cultural realities. Therefore, exploring the local literacy practices of the school and its neighborhood as places we occupy every day becomes the starting point to connect schools, curricula, and students' communities.

Connecting to the places in the city in different ways as residents, users of the public space, visitors, beneficiaries, and city agents can inform us about the social, cultural and economic realities and challenges that exist due to the fluidity of people to the large urban centers. Documenting such socio-economic, cultural, linguistic and political realities that people live in places us a great opportunity to educate bilingual students and citizens as civic agents and inquirers.

Critical Dialogues: Constructing Pre-service Teacher Education Processes

Yolanda Samacá Bohórquez

Sandra Ximena Bonilla Medina

Yolanda Samacá Bohórquez is a teacher educator and researcher at Universidad Distrital Francisco José de Caldas. She holds a B. Ed (Spanish-English) from UPTC- Tunja, and a M.A. in Applied Linguistics to the Teaching of English as a Foreign Language from Universidad Distrital. At present, she is a Doctorate student in the ELT Emphasis at the Interinstitutional PhD Education Program from the same University. She is a member of the Research Group ESTUPOLI.

Sandra Ximena Bonilla Medina holds a Bachelor Degree in Spanish and English from Universidad Pedagógica Nacional de Colombia, a Master in Applied Linguistics for Teaching English as a Foreign Language from Universidad Distrital Francisco Jose de Caldas and a Doctor of Education from University of East London, UK. She is also a full time professor and researcher at Universidad Distrital Francisco Jose de Caldas. She is a member of the research group ESTUPOLI.

ABSTRACT

To assume a critical vision and doing of and in education, it is necessary to share ideas, perspectives, and experiences that promote teachers-selves' construction and their pedagogical knowledges. These visions and experiences underlie the nature of the teacher through dialogue. We have adopted the name "critical dialogues" as a concept that emerges from the principles of critical pedagogy. Freire's revolutionary theory of pedagogy has influenced the reflective practice and action of teachers and has inspired educational and social activism with the aim of promoting more egalitarian social changes and social

relations. In this qualitative research report, the emphasis is placed on pre-service teachers' critical dialogues about their experiences on ELT classroom contexts transcending the professional scenario, to rethink and transform from their realities inside and outside the classroom, towards the development of a more participatory society.

Rethinking Methods Courses Through a Pedagogy of Multiliteracies: From Experiencing to Applying

Dr. Raúl Alberto Mora

Raúl Alberto Mora is Associate Professor of English Education at Universidad Pontificia Bolivariana in Medellín. His research intersects literacies theory and second language education.

ABSTRACT

Since its emergence in the late 90s, the Pedagogy of Multiliteracies has sought to transform educational practices as a response to ongoing (and unexpected) technological and societal changes, keeping social justice and the role of Englishes as two essential considerations. Including elements from multiliteracies in our language education programs is, therefore, a chance to revisit our practices and transform them according to the realities our teachers and students are facing, always from a critical perspective.

This session will share the presenter's experiences infusing key elements from multiliteracies into his language methods courses at his university. The presentation will first outline the evolution of the pedagogy of multiliteracies to define the four elements of its pedagogical proposal. Then, the presenter will share how he has woven these elements between the course activities and the assignments for this course in a way where, even if there are no explicit mentions of multiliteracies, the pedagogy is present in every step of the course from beginning to end. The final section of this presentation will share some insights with the audience about how to bring these elements in their own instructional practices at the school and university levels.

Assessing students through EVIDENCE MATRIX a proposal for language testing and assessment

Tilli Jaem Lozano Cortès

Is an English teacher in Flandes Tolima, Teacher during 20 years.

ABSTRACT

The proposal is based on the testing an assessment of our students from each language competences (sociolinguistic, pragmatic, textual and linguistic) mixing all of them with some of the topics from suggested curriculum and using a format that we call “EVIDENCE MATRIX. The proposal is innovating from the perspective that we pretend to combine the competences and do not work them in isolation. The evidence matrix has made our student more comfortable and communicative with the foreign language, focus on fluency more than accuracy. Besides, our proposal give the opportunity to students work on their own learning pace.

Breaking the silence and writing to right in Language Teacher Education through Collaborative Autoethnography.

Jairo Enrique Castañeda T.

Jairo Enrique Castañeda-Trujillo is a full-time teacher educator at Universidad Surcolombiana. He holds a M.Ed. with Emphasis on English Didactics from Universidad Externado de Colombia and a B.A. degree in Spanish and English from Universidad Pedagógica Nacional. Currently, he studies a Ph.D. in Education, ELT emphasis, at Universidad Distrital Francisco José de Caldas.

ABSTRACT

This presentation aims at showing how a methodological and pedagogical strategy such as Collaborative Autoethnography contributes to draw attention to pre-service English language teachers’ selves within a teacher education context. From a socio-cultural perspective, language teacher education is understood as a “dynamic process of reconstructing and transforming [the existent social practices] to be responsive to both individual and local needs.” (Johnson, 2009). Then a question emerge, how do teacher education programs in Colombia provide pre-service English language teachers the spaces for becoming aware of

those individual and local needs? To answer this question, it was necessary to go further from the traditional methods and use Collaborative Autoethnography as the means for having pre-service English language teacher understand their process of becoming professional teacher throughout a contextualized teacher education path (Chang, Ngunjiri & Hernandez, 2013). In this regards, I decided to use collaborative autoethnography as a pedagogical approach with pre-service English language teachers to break their silences, (re)claim their voices and write to right (Holman Jones, Adam & Ellis, 2016). The previous ends in and wider understanding of ELT programs, and most importantly, pre-service English language teachers get and closer view of who they are as teachers and who they want to become.

Who teaches the teachers?

Analyzing ELTEs' subject constitution at English Language Teaching Education Programs

Alejandro Mauricio Dávila R.

He is currently doing his PH.D. program at Doctorado Interinstitucional en Educacion – Universidad Distrital. He works at the Master in Education program at Universidad Libre and he has been academic consultant in bilingual education for the Universidad Distrital in different interinstitutional agreements. His academic interests are in the areas of subjectivity, narratives, teacher education and curriculum.

ABSTRACT

The way subjects constitute themselves and become the people they are is characterized or influenced by the different life's stances or moments that individuals live throughout their lives. Therefore, studying the subject constitution of ELTEs also implies a study of the different ways how the subject has been understood at different cultural, geopolitical, social, economic and historical moments. Bearing in mind that this inquiry for the subjectivity of teacher educators pays attention to teacher educators at different English Language Teaching Programs, this research will focus on the way ELTEs are interpellated by a variety of discursive formations while looking closely at the construction of meaning that these subjects give to those external interpellations.

The category of subject is used to analyze not only those practices of subjection and control along with practices of self-government to understand ELTEs' subject constitution (Foucault, 1982). The category of subject is also used from a narrative perspective (Ricoeur, 2003) to untangle how ELTEs give meaning to those discursive formations from the external-public arena.

This research study aims to provide a comprehensive picture of the personal forces that move ELTEs in Colombia to become the teacher educator they are in the present time. Thus, the social appropriateness of comprehending the way a teacher educator becomes the subject he/she is nowadays might provide policy makers, stakeholders, researchers and the ELTEs themselves an interesting portrait of the teacher of teachers responsible of educating the new generation of EFL teachers in Colombia from both multiple discourses and ELTEs' own perception of themselves.

Exploring local communities as significant resource for language learning to foster farming identities

Ingrid Troncoso

Lucelly Paredes

Ingrid A. Troncoso holds a B. A. in foreign languages and international business. She is a specialist in English Teaching from Ibaguè University. Currently she is studying a master in English Didactics at University of Tolima. She works at a public school in a rural area.

Lucelly Paredes is a language teacher. She holds a B.A In English Language Teaching; she is also a student of the master's in English Didactics at university of Tolima. Currently, she is a teacher in a private institution where she specializes in teaching to early years.

ABSTRACT

Rural areas should be the most important zones of Colombia, our farmers produce the 70% of food that the country need and they are the ones who suffer more discrimination, poverty, lack of resources, high rates of abandoning school and few of them get to go to a collage or higher studies (Ministerio de cultura y desarrollo rural, 2011). However, behind all bumps they are peasants who live proud on their lands and products. This report shares the advances of a research project carried out in a school from a rural area in Alvarado Tolima. Where

students explored their communities in order to enhance farming identities. The teachers created a project based curriculum taking the community as the content that would empower the students to explore the social and cultural aspects of their community while promoting their EFL learning. Data is being collected through students' artifacts, teachers' journals, narratives and focus groups. Advances show the power of using local knowledge to engage students in the class. Besides, how Community Based-Pedagogies is a vehicle to raise values as self-belonging, identity, empathy which promote social changes in students' lives.

Transformative learning through community based pedagogies in a rural school in Neiva, Huila: The bilingual cafeteria

Juanita Ponce de León

English teacher at a public school and a private university, specialist in Communication and Creativity for Teaching and student from The Master in English Didactics of Surcolombiana University.

ABSTRACT

The value students give to English is a matter teachers have to deal with in rural classrooms as it directly affects learning and it is commonly attributed to the settings of the context. The students' interests and questions motivate much of the teaching and learning, and if there is one thing students have in common is the very fact that they are attending at a particular school (Azano, 2011). In this regards, knowledge should come from their settings, obtained by the students and not imposed by the adults (Moll, Amanti, Neff, & Gonzalez, 1992). By describing the advantages and disadvantages of the implementation of a Community-Based Approach in a tenth graders English Language class, and determining its rol on students' development of agency, this action research study seeks to determine to what extent Community-Based Pedagogies contribute to tenth graders English Learning of a public rural school when stablishing a Bilingual School Cafeteria. The use of data collection methods such as focus group, teacher's journal, and students' class projects will be essential to understand what happens when classroom and community are connected.

The Importance of Educational Inclusion for Visually Impaired Students.

Karen Lesmes, Yahira Campo, Karen Gómez, Sharon Rodríguez, Oscar Carvajal, Zamira Mena

Karen Lesmes, former specialist in Inclusive Education for People with Visual Impairment, current Foreign Language student from sixth semester from Universidad Surcolombiana. She's 23 years old, and lives in Neiva. Moreover, she has experience working with people with visual impairment.

Zamira Mena, current Foreign Language student from eighth semester from Univesidad Surcolombiana. She's 22 years old, and lives in Neiva.

Karen Gómez, current Foreign Language student from eighth semester from Univesidad Surcolombiana. She's 20 years old, and lives in Neiva.

Sharon Rodríguez, current Foreign Language student from eighth semester from Univesidad Surcolombiana. She's 20 years old, and lives in Neiva.

Yahira Campo, current Foreign Language student from eighth semester from Univesidad Surcolombiana. She's 20 years old, and lives in Neiva.

Oscar Carvajal, current Foreign Language student from eighth semester from Univesidad Surcolombiana. He's 20 years old, and lives in Neiva.

ABSTRACT

This research aims to train English teachers from Departamental school in the pedagogical strategies to teach foreign language to visual impairment students as well as the capacity of creating didactic material to promote the educational inclusion.

The interest to investigate this problem arises from the results of the research project 'Describing challenges in order to improve English in students with visual limitations at Departamental school' that was carried out by the researcher Karen Lesmes.

This research project will be carried out in the educational institution "Departamental Tierra de Promisión" from Neiva. It will involve the participation of 4 English teacher from 6th to 11th grade.

The methodology used in this research is qualitative, action research, and descriptive. Through the teaching training we are going to promote pedagogical strategies that guarantee the educational inclusion to students with visual impairment and through observation we are going to measure the impact that these proper strategies and resources have on the improvement in the learning process of this population. It is intended that this research provide recommendations and suggestions that favor the learning process of students with visual impairment and thus ensure greater academic and employment opportunities through learning English in a globalized world.

Technologies and language learning and teaching.

Luis Alberto Vera

Bachelor of education with emphasis in Spanish and English teaching, from Universidad de Cundinamarca; specialized in education institutions management, from Universidad del Tolima and Master's student in pedagogy and ICT mediation, from Universidad del Tolima. Currently, he works as an EFL teacher in basic general education in Mariquita-Tolima.

ABSTRACT

This research project has as a main goal to propose a pedagogical strategy to improve grammar skills, in English language, implementing ICT resources at class. Actually, grammar is an important element in a language; because, grammar helps to the speaker say what he/she wants in a context (Crystal, 2010). However, in some schools, it is not taught in a meaningful and functional way, as a result of this, students don't see its importance. So, teachers use to put grammar in a second gear. However, grammar is a great tool for learning a foreign language (García & Senovilla, 1998).

With this in mind, the question is how are the teachers teaching grammar in EFL?

Therefore, ICT has an important role in new approaches in language teaching because it helps to build a virtual environment for teaching English skill out of the classroom (Zayas-Martínez, 2014). With this, grammar teaching will be taught in a different way, so students will be able to see its importance to communicate. As a consequence of this, the researcher

proposes to design a pedagogical strategy by a Flipped Classroom method that leads students to improve their grammar skills.

Exploring Factors of Speaking Anxiety in students of Advanced English II course at Universidad de la Amazonia A case of study

David Fernando Roa Barrera- Esneider Silva Collazos

They are 28 and 23 year-old Caquetá students of the English Language Teaching Program at Universidad de la Amazonia. David is currently working for a bilingualism program in a municipality called El Doncello, while Esneider is focused on research.

ABSTRACT

Speaking Anxiety has been found as a debilitating factor that affects the development of oral production critically. (Na, 2007; Bashir et al. 2011 cited in Leong & Ahmadi, 2017; Bahrani & Soltani 2011; Robles, 2011). This Case Study will test the existence of Speaking Anxiety in students of the English Advanced II course in the English Language Teaching Program at Universidad de la Amazonia in Florencia, Caquetá. Specifically, it will explore the factors that cause the Speaking Anxiety in such population and how this issue might affect those students' performance. A Foreign Language Classroom Speaking Anxiety Scale (FLCAS), (Horwitz et al. 1986) will be administrated along with video recorded observations of students' participation in class, and a semi-structured interview to a focus group. The most relevant constructs to consider in the development of the study are Speaking, Speaking Skills, Speaking Skill in the FL Learning and Teaching, Anxiety, Foreign Language Classroom Anxiety, and Speaking Anxiety.

EFL teacher's professional identity: A master's level exploration

Jhon Eduardo Mosquera Pérez.

He lives in Gigante, Huila and holds a bachelor degree in English language teaching from Universidad Surcolombiana. He is currently a second year student of the master program in English Language Teaching at Universidad Surcolombiana.

ABSTRACT

Three research objectives will guide this research study with the purpose of answering the question posed which is: How does EFL teachers' participation in a master's program in English Language Teaching from a public university in the southeast region of the country shape their professional identity based on that experience? Then, in this order of ideas the first objective is to examine the impact that a master's program in English Language Teaching from a public university might have had on the professional identity of a group of 4 EFL teachers. The second aim is to explore the ways in which their professional identities could have been shaped and reshaped based on that experience. And the third aim is to describe the role of the master's program in English Language Teaching in shaping or reshaping EFL teacher's professional identity. Thus, following principles of a narrative qualitative research, and drawing on theoretical foundations of a post-modern interpretive framework, the use of data collection methods such as a three interview series, better known as phenomenological interviewing, the writing of three autobiographical essays and the subsequent use of a discourse analysis will be essential to understand the aforementioned phenomenon.

Effects of code-switching on the oral performance in English of seventh grade students when developing group task - based activities.

Lyda Yaneth Molano Castañeda

Alexander Torres Gutierrez

Lyda Molano, estudiante de Licenciatura en Inglés de la Universidad San Buenaventura.
Docente de Inglés actualmente me desempeño en secundaria.

Alexander Torres; estudiante de Licenciatura en Inglés de la Universidad San Buenaventura.
Docente de Inglés.

ABSTRACT

This study reports on the findings of a research that investigated the effect of code-switching on the oral production in English of seventh grade students when developing group task - based activities at a private School in Bogota. The participants of the research were 32 students between 12 and 13 years old. This research examines the oral production of the students when developing TBL activities in two groups: one of them was allowed to use Spanish to develop the tasks (identify as G1), and the other group (G2) did not have the option to use Spanish during the development of the activities.

For data collection, audio recordings, transcriptions and rubrics of the speaking tasks were used. Quantitative research methods were used to evaluate the findings about speaking competences in both groups. The analysis of the data revealed that students worked in teams in both groups in order to achieve the task assigned and encouraged each other when noticing a communication break up. The students also gained confidence when participating of speaking activities to practice the requested vocabulary for communicative purposes, even though sometimes the pronunciation was just fair. On the other hand, the analysis of the data also revealed that students who were allowed to use Spanish asked more confidently for help and did not restrain themselves to communicate when not knowing a word.

The study concluded that TBL activities not only encourage students' oral participation but promotes the sense of group work and lead students to peer correction and self-correction. In addition, students' confidence and good attitude towards the activities increased during the development of tasks. We consider that the use of TBL activities helped the group of students who were allowed to speak Spanish, to self-correct themselves, be more confident when using the language and made easier their learning.

Pre-Service Teachers and their teaching practicum: Struggles and Realities

Eliana Maritza Alarcón Camacho, María Fernanda Jaime Osorio

Eliana Maritza Alarcón Camacho:

English Instructor at Universidad Surcolombiana. She holds a MA in Virtual Learning Environments from Universidad de Panamá, and a MA in TESOL and Applied Linguistics from University of Leicester. Current member of ILESEARCH research group. Her research interests are related to EFL, Teacher education, and e-learning.

María Fernanda Jaime Osorio:

Full time professor at Universidad Surcolombiana. She holds a MA in TEFL from Universidad Iberoamericana Internacional. Coordinator of the research group ILESEARCH. Much of her research experience has focused on the understanding and improvement of pedagogical practices of pre and in-service teachers, and the use of the ICT in ELT.

ABSTRACT

The Foreign Language Teacher Education Program at Universidad Surcolombiana, requires students to teach English language at public schools for two sixteen-week periods. They prepare and teach lessons, and support the teaching and learning processes of their students on site for 12 hours a week. To do so, the university assigns them to advisors, who through a complex process of tutoring, help them make decisions in their teaching practicum path. Also, students take a *Reflective Teaching* course in which they follow cycles of reflection (Bartlett, 1990; Farrell, 1996) as part of the development of critical reflective teaching and thinking. Instruments such as journals, peer-observation, autobiographies, lesson recordings, among others are crucial to the understanding and recognition of students' own voice in the critical reflective teaching process.

The researchers and presenters expect to invite the participants to know the basis of a research proposal whose main objective is to describe the realities and struggles pre-service teachers face during their teaching practicum process. Data will be collected by analyzing the journals written by four cohorts of student teachers (2018A, 2018B, 2019A, 2019B) during their first teaching practicum process. We expect to describe how students develop their self-knowledge and awareness through the reflective teaching cycle, and how their questioning disposition leads them to cope with the common and uncommon situations their particular and general teaching contexts pose to their teaching realities

The Observer, the Teacher and the “Expert” A magnifying glass to Classroom Observation Practices

Miguel Martínez

Miguel Martinez is a Teacher in a BA in Teaching Modern Languages program. He holds a B.Ed. in Teaching English and a Masters in Teaching English as a Foreign Language. Currently, he is a PhD student at the Inter-Institutional Doctorate Program in Universidad Distrital FJDC-ELT emphasis. His research interests focus on Social practices, subjectivity, Teachers Training and Resistance practices.

ABSTRACT

This research proposal will show the unseen, silencing, muting and effectively invisibilizing practices in the process of classroom observations that are carried out by the Ministry of Education to English teachers of public schools in Colombia. I would like through this research to be able to sustain that the practices of classroom observation are not simply normalized practices (formats, rubrics and data), it is more than a process of instrumentalization, this deals into a social practice, where the teacher, the observer, school directors, among others are involved in a dynamic of reflection, criticism and reasoning within school contexts.

The contribution of this research deals with systems of reasoning, power-knowledge mechanism of observation and control that are hatched in procedures of observational practices of English Teachers. I would like to revise the practices of English teachers in their classes that are done in the daily work, I would also like to hear the teachers' discourses when they get training from other entities, what they feel when they are observed by an external person, what teachers feel when trained with a specific and primordial parameter and finally, I would like to see the unseen practice during classroom observations.

I'm not good at English...yet. Lowering the affective filter in EFL learners through the growth mindset approach

Vladimir Caicedo

EFL teacher and teacher trainer from Bucaramanga, Colombia. He received his B.A. in English language teaching at Universidad Industrial de Santander in 2016. Since then, he has

excelled for his creativity and innovative approaches to teaching, receiving an innovative educator certificate from Microsoft education in 2018.

ABSTRACT

“I don’t like English” or “I tried but it’s not for me”; are often expressed feelings by most Colombian EFL learners. This predisposition to the L2 learning process, according to Stephen Krashen’s second language acquisition theory, is known as a high affective filter, and is one of the most common phenomena among EFL learners in our country. This paper reports a pedagogical intervention aimed at lowering the affective filter towards English language of three groups of sixth graders in Bucaramanga, Colombia. At the beginning of every week an introductory lesson was designed and implemented based on Dr. Carol Dweck’s growth mindset theory, which conceives intelligence as a skill that can be developed through effort and consistency rather than a fixed, innate ability (fixed mindset). This lesson was reinforced throughout the rest of the week by performing student-centered activities and effort-praising feedback. Data collected from interviews with students and parents, class observations and a research journal showed that not only this experience dramatically lowered students’ affective filter towards English language but also helped them reframe their beliefs about intelligence and to focus on effort and consistency in order to achieve desired outcomes, which has implications far beyond the EFL classroom.

Exploring Project based learning with undergraduate students: learning experiences and Challenges

Sayra Milena Lozano Carvajal

Sayra Lozano is Master in English Didactics from the Universidad del Tolima. Right now, she teaches at the B.A. in foreign languages with emphasis on English of the Universidad del Tolima. Her interests in metacognitive processes and critical thinking have led her to do research on those fields.

ABSTRACT

The following proposal has the aim to share some of the approaches we have done towards a future research project about critical thinking based on the new pedagogical experience of

PBL (Project Based Learning); experience which was implemented in the B.A. In Foreign Languages with emphasis on English in the English subject from first until sixth semester. This proposal collects the reflections of the first and third semester students about the development of each of their projects “On their shoes” (project about Venezuelan immigrants), “Source of life” (project about the Combeima river contamination), “Helping the little giants” (project about teaching English to two vulnerable neighborhoods of the city), and “Do something” (project about the indifference). The instruments to collect their voices will be the interviews, questionnaires, and project reports and students artifacts. With this project, we try to explore the alternatives we have in our hands in order to bring impact to students’ critical skills.

Tracing the Cultural Component in Teacher-Generated EFL Materials

Astrid Núñez-Pardo - María Fernanda Téllez-Téllez

Astrid Núñez-Pardo, a professor in the Master’s Programme in Education at Universidad Externado de Colombia, is currently pursuing her PhD in Education at UPTC (Colombia). She holds an MA in Education, a Specialisation in International Economics, a BA in Hotel and Tourism Business Management from Universidad Externado de Colombia, and a Diploma in Linguistic Studies from the University of Essex (UK).

María Fernanda Téllez-Téllez, a professor in the Master’s Programme in Education at Universidad Externado de Colombia, is pursuing her PhD in Education at UPTC (Colombia). She holds an MA in Education from Universidad Externado de Colombia, a BA in Business Administration from Fundación Universitaria San Martín, and a BA in Modern Languages from Universidad de Los Andes (Colombia).

ABSTRACT

This qualitative documentary research sought to analyse the cultural content in the EFL materials generated by in-service teachers for the pedagogical interventions of their studies in the master’s programme in Education with Emphasis on English Didactics (MEED) at Universidad Externado de Colombia. The analysis contemplated cultural materials regarding the notions of target, local, or international cultures and aspects of superficial and deep culture. Six in-service teachers participated in this study and the data was gathered through

their artefacts and a questionnaire. The findings revealed the emergence of deep culture issues in teacher-generated materials, which was possible through reflection on students' values, beliefs and behaviour for transformation and improvement of self-concept. Deep culture was also addressed through students' inquiry skills such as observation, prediction, interpretation and communication (OPIC) for problem solving. It was also evinced that superficial Culture prevailed over deep culture as it was a constant trend regarding topic selection in those materials. In essence, the identification and analysis of cultural contents of teacher-generated materials unveiled that although these locally created EFL teaching and learning resources have been able to resist cultural hegemony by addressing representations of visible and congratulatory local Culture, they still have some limitations regarding cultural representations of aspects entailed in deep culture.

Art in the English classroom: A proposal to develop the oral competence of 5th graders in a public school.

Carlos Daniel Vargas Aros

Cesar Eduardo Reyes Prada

Carlos Daniel Vargas Aros is a student from the eighth semester of the English Language Teaching Program at Universidad Surcolombiana. Part-Time English teacher at Rudolf Steiner School in Neiva. Main researcher of the research incubator IPLEX.

Cesar Eduardo Reyes Prada is a student from the eight semester of the English Language Teaching Program at Universidad Surcolombiana. Co-researcher of the research incubator IPLEX.

ABSTRACT

This research report is aimed at showing the preliminary results of a study whose main objective was to examine the level of the oral competence of children from 4th and 5th grade from a public institution after a research intervention based on an arts project based learning model. For this on-going project, the students have been using painting as a vehicle to motivate themselves and to express their ideas and thoughts in English. Regarding the methodology, data for this research study is being collected through quantitative and qualitative parameters which include classroom observations, surveys, and interviews.

By the end of the research study, we expect to evidence oral skill improvement throughout art classes in English from students of a nonprofit primary school where English has poorly been taught, the advantages and disadvantages of implementing PBL in the classroom and determine the activities that promote motivation towards English classes the most.

Numbers do not lie, or do they?

Joshua James Zwisler

James Zwisler is the director of the investigation group Tolingüística at the Universidad del Tolima. His research interests include (but are not limited to) language and identity, sociophonetics, the Pijao language and morphological change in language. He is currently completing his PhD in linguistics at Monash University, Australia.

ABSTRACT

This research explores the relationship between local identities (nationality and departmental belonging) and the learning of a foreign language in the city of Ibagué, Colombia. Prior research (Zwisler, 2018) has demonstrated that there exists a link between English language learning and nationality, and this research further explores this argument. Building on an initial phase that used a sociological survey to establish what local identities are, this presentation will socialize the findings from the second phase which is currently in execution but will be analysed by November this year. This phase employed 1000 surveys distributed via quota sampling during the month of September 2019. The survey examined the relationship between the total time of English language learning (outside of primary and high-schooling) as an independent variable in relation to a series of 9-scale Likert items related to local identities, in addition to two lexical production-classification questions related to these same identities.

Pre-service teachers' decision making processes in their pedagogical practices: A narrative study

Jhonatan Vásquez Guarnizo

Jhonatan Vásquez Guarnizo holds a B.A in English Language Teaching from Universidad de la Amazonia. He is a full-time English language professor in the school of Modern/Foreign Languages at Universidad Pedagógica y Tecnológica de Colombia (UPTC). Currently, he is enrolled in the fourth semester of the Master's in Language Teaching at the UPTC, where he is part of the research group "TONGUE". Additionally, he is a brand ambassador who promotes summer camps as cultural exchanges in the USA to language students in Colombia.

ABSTRACT

The following narrative study aimed at comprehending four pre-service teachers' decision making processes through their narratives in order to find the reasons for their future teaching when developing their pedagogical practice. In that sense, the four pre-service teachers were last semester students from the Modern Language Program at Universidad Pedagógica y Tecnológica de Colombia (UPTC) in Tunja – Boyacá, who kindly participated in this narrative study. In order to collect data, their narratives were heard through phenomenological interviews which were carried out in three different moments along their time in their pedagogical practices. In addition, once data was gathered, a performative analysis proposed by Riessman (1993), took place in order to comprehend pre-service teachers' decision making processes. Afterwards, pre-service teachers' data was transformed into books based on the three themes that emerged since when I was analyzing their narratives, I imagined myself reading their own books. They were given to each participant in order to develop a double checking process called "Interpretive Phenomenological Analysis" stated by Smith, Flowers and Larkin (2009). Thereby, results showed that pre-service teachers' decisions were permeated by the institutional power, a homeroom teachers' mark and the way they see their future teaching. Consequently, pre-service teachers' decision making processes were divided in five different kind of decisions "Hierarchical and sequential (Woods, 1989), interactive and evaluative (Richards and Lockhart, 1994) and individual decision (Parmigiani, 2012)", which helped them co-construct their future teaching since those decisions affected the way they saw themselves as future teachers.

Exploring the use of visual literacies and Community – Based Learning activities in the EFL classroom to promote seven graders’ writing skills

Johanna Marcela Sabogal Bedoya

Holds a B.A. in Modern Languages and she is currently finishing her Master’s degree in English Didactics at Universidad del Tolima where she is a part-time teacher. She is an English teacher at Colegio Santa Teresa de Jesús in Ibagué, Colombia. Her academic interests include Community pedagogies and literacy development.

ABSTRACT

Literacy understood as a social practice and a purposeful activity, takes place in social interactions among individuals (Chapeton, 2007) and it is also a situated practice that portrays realities and meanings of people. Visual literacies in this sense, become a useful tool to fulfill a twofold purpose, to develop abilities through which individuals can understand, analyze and communicate contextual cultural, ethical and aesthetic realities and to strengthen language teaching and learning processes.

This presentation aims at sharing findings from a qualitative study that was developed with seventh graders at a public school in Ibagué. The data was gathered by means of community mapping reports (Kreztmann & Mcnight, 1993), a needs analysis instrument, students’ artifacts, focus group and teacher’s field notes on the impact of students’ writing process, their reactions to the space provided to foster written production, and reflections upon the effects of using visual literacies.

Results revealed not only that students played an active role by becoming researchers and acute observers of their everyday contexts but also allowed the teacher researcher to examine the use of visual literacies as a tool inside the English classroom to foster students’ engagement in writing skills when portraying their own contexts through Community – Based Learning activities.

Intercultural perspectives on Language Teaching Workshop

Santiago Velásquez Tangarife

Santiago Velasquez Tangarife, Master in English Didactics, is a 24-year experience English teacher who has worked in private and public schools, lectured at UniTolima and UniQuindío, participated at UniAmazonia and UniTolima conferences, and published an article on cooperative development at CALJ and a book review at Íkala journals.

ABSTRACT

Mutual understanding has always been an issue in human communication. It is likely we all have wondered, at least once, why if I have uttered an accurate sentence, lexically, syntactically and pragmatically speaking, I could not convey my message in this simple interaction with this familiar person? What role did the individual beliefs, values, emotions, etc. play in the result of this dialogue? Can you imagine, then, what interplays when the interaction takes place with another Colombian from a different region in a totally different context, or what two or more people from different nationalities, languages and cultures, using English as a lingua franca can experience? This workshop is intended to sum up the major trends in intercultural perspective in language teaching ranging from the emphasis on the individual learner and his/her intercultural competence, the use of literature as an ethnographic pedagogical approach to intercultural learning that enable learners to create their own insights into local/global cultural complexities, the ideas of critical citizenship as a part of language and culture learning to a more universal approach to language and culture learning and the raising of (multi)cultural awareness, which is the teacher's proposal.

Learning to write now: A socio-material analysis of text production at school

Dr, Barabara Comber

Barbara Comber is a Research Professor in the School of Education at University of South Australia. Barbara has collaborated on and conducted a number of competitively funded research projects concerned with literacy development, teaching and socioeconomic disadvantage. She has developed or contributed to language and literacy teacher education materials in a number of Australian states, the US and Canada. She has authored, edited and published numerous books, articles and chapters for teachers and teacher educators on critical literacy, teachers' work and social justice. Her current research focuses on how young

children are learning to write now and also how early career teachers understand and attempt to enact quality teaching in schools located in low socio-economic status areas.

ABSTRACT

Australia's students perform less well in reading than in writing on standardized measures. The gap between children in low socio-economic communities and their more affluent peers is significant and increases as they continue through schooling. Contemporary literacy classrooms are spaces of intense curriculum and technological change; yet, even now reading seems to enjoy more space and time than writing, despite the fact that producing texts in various forms, genres, media and modes is a ubiquitous practice in everyday life. The advent of technologies, such as smart boards and iPads, changes the physical dimensions of some classrooms. Yet many classrooms remain in transition, with whiteboards and blackboards side by side, exercise books, pencils, and iPads together on student and teacher desks. Some classrooms have few tools or technologies. In this workshop we will discuss how students are learning to write as they participate in producing both print and digital texts with a range of tools and technologies in different cultural contexts. Learning to write is conceptualised as a situated dynamic social and material cultural process. Teacher and student perspectives on learning to write will be shared. Innovative approaches to teaching writing in early childhood classrooms in two schools situated in low socio-economic communities across two states were collaboratively designed with teachers will be illustrated. The affordances of new ways of understanding learning to write in action, in contemporary classrooms are explored along with what gets in the way.

Decolonizing the English Curriculum throughout a Cultural Post-method Approach

Yamit Favian Caviedes Roa

Yamit Favian Caviedes Roa holds a B.A in English Teaching and a Specialization in Pedagogy from Universidad de la Amazonia. He is a second semester student from the Master's program in Linguistics at the Universidad Pedagógica y Tecnológica de Colombia. He currently teaches English as a foreign language at Juan de Castellanos University. He has worked as an English teacher in different institutions from Caquetá and Boyacá. His research interests include pedagogy, languages in contact, and curricular design in EFL.

ABSTRACT

This study aims at revealing what happens after the implementation of a curricular design framed under a Cultural Post-method Approach to integrate cultural contents and resources in order to foster global awareness, restore the appreciation for cultural local and global elements and develop a collective and individual identity. By using a case study, data were collected from five English teachers and 14 students through students' artifacts and focus groups, as the main instruments, and document analysis as a secondary instrument. The preliminary results obtained have shown that the inclusion of minority communities supports the construction of historical consciousness but that also promotes critical conscience in students. Moreover, educational practices need to entail an emancipatory nature by opening up to other perspectives of knowledge that affect the contents to be taught and the teaching methodologies.

A contextualized multimodal and task-based tool to improve sixth graders' English learning

Paola Julie Aguilar Cruz

Magister in Education and Specialist in Pedagogy. Graduated from the EFL program at Universidad Surcolombiana. Currently English teacher at I.E. Jorge Eliécer Gaitán in Florencia, Caquetá and teacher of the EFL program at Universidad de la Amazonia.

ABSTRACT

This was an educational action research project, whose objective was to propose a contextualized multimodal and task-based tool to improve sixth graders' English learning at I.E. Jorge Eliécer Gaitán in Florencia, Caquetá. The instruments used were documental revision, surveys, diagnostic test, field notes and students' artifacts. The results suggest that contextualized materials, multimodality (Kress, 2010) and TBL foster effective learning environments in which students build up knowledge based on topics of their interest, resources such as videos, games and digital platforms and, in addition, develop language skills in an integrated way.

PLENARIES

PLENARY 1

“Literacies, places and power: geographically-responsive pedagogies for people and the planet”

Dr. Barbara Comber Research Professor in the School of Education at the University of South Australia and Adjunct Professor in the School of Early Childhood and Inclusive Education at Queensland University of Technology.

Increasingly many education systems are behaving as though a standardized global approach to curriculum design and pedagogical practices will lead to more competitive citizenry and economies. That is, they are placing a high degree of emphasis on comparative statistics and international and state rankings in order to judge the quality of teaching and schooling. Literacy is an area which attracts high stakes testing, political and media commentary, often with a narrowing of approaches and a never-ending hunt for a failproof answer. However, my research suggests that anxiety-driven same-size-fits-all systems programs may be contributing to literacy difficulties for students, teachers, school leaders and parents. I argue that what is needed is a fundamental re-imagining and re-design of school literacies. My collaborative research with teachers suggests that theories of social justice, social geographies, literacies and teachers’ work can inform and re-energise education for the planet and its peoples. In this presentation, I explore possibilities for research, theory, policy and practice that emerge in this contemporary literacy landscape. In particular, I will emphasise the ways in which school pedagogies can actively work to make young people aware of the positive potential of the interconnectedness and intersections of different people from different places when the welfare of the planet becomes a shared goal.

PLENARY 2

“Cultural and Linguistic Diversity: Towards Decolonial Praxis in Language Teaching”.
Yecid Ortega is a Ph.D. candidate in the program of Language and Literacies Education (LLE) and the specialization program in Comparative International, and Development Education (CIDE) at OISE – University of Toronto.

Cultural awareness is the sensitivity that individuals have towards the impact of culturally induced-behavior on language use and communication (Tomalin & Stempleski, 1993). It is the ability to understand life, values, beliefs, attitudes and feelings from other cultures while intercultural competence is “the ability to communicate effectively and appropriately in intercultural situations based on one’s intercultural knowledge, skills, and attitudes” (Deardorff, 2004, p. 194). In other words, individuals are first sensitive to other cultural differences and then learn the necessary skills to communicate and behave according to specific contexts (Deardorff, 2009). As English language educators who work with diverse students, we learn and understand the various nuances of cultures, part of our work is to translate that cultural knowledge into the classroom pedagogy. This presentation will discuss concepts of culture, diversity and intersectionality as possibilities for decolonial praxis. For Dei (2019), decolonial praxis is seen as a concrete action-oriented task or a purposeful and intentional act of doing decolonization, “...for us to be more effective, our decolonial praxis must be about resistance to all forms of oppression given that colonialism and colonization are fundamentally about exploitation and oppressions of peoples.” (p. viii). In other words, push-back actions enacted actively by colonial bodies that seem to challenge, problematize or counter oppressive narratives are part of a decolonial project in action which is “...deeply implanted in the ways we transform our political, economic, cultural and school systems.”(Dei & Lordan, 2016, p.vii). Here, I present several possibilities that draw on students’ interests and needs and instructors’ expertise (Knutson, 2006) to raise students’ cultural awareness and to destabilize cultural stereotypes, attitudes, behaviors and raciolinguistic ideologies (Flores & Rosa, 2015) that hinder social justice oriented pedagogies.

PLENARY 3

“Culture teaching in the ELT field: The past, the present, and the future”

Bryan Meadows, Ph.D. His professional interests center on two primary areas:

(a) Language educational practices and (b) the development of successful language teachers. His published work addresses issues of power in the context of language education and can be found in peer-reviewed and professional venues.

In this lecture, we will consider some key questions about the place of culture in English Language Teaching (ELT). Those questions are: what is culture—why teach it—and how

to teach it? I will provide a historical overview of how the field of ELT has answered these questions over time and highlight the recent initiatives advocated by ELT scholars in Colombia. I will next share the findings of two research projects on the topic of culture teaching that I completed recently. One is a survey study of 200+ ELT educators in multiple global locations. The second is an interview study of 15+ ELT educators also teaching in diverse places globally. I will conclude with a brief discussion of what may lie ahead for culture teaching in the coming future, especially given the critical movements within the field in the effort to re-set relationships of authority and legitimacy.

PLENARY 4

“A Social Justice Approach to Language Teacher Education”

Dr. Ferney Cruz is a lecturer in applied linguistics and teacher trainer. He holds a bachelor’s degree in Spanish and English from Universidad Pedagógica Nacional, an MA in Applied Linguistics from Universidad Francisco José de Caldas (2007) and a Ph.D. in Language, Discourse and Communication from King's College, London.

Traditionally, language teaching and learning are presented as instrumental and positivistic oriented activities, as critiqued by Pennycook (1990, 2001). In this view, language is seen as an objective system of communication that teachers should pass on to students, who in turn are supposed to passively receive the knowledge being offered to them (Canagarajah, 1999). This traditional perspective on language pedagogy fails to take account of the social reality of learners and teachers; that is, their capabilities as well as their problems, motivations, aspirations and needs. The failure of traditional approaches to language pedagogy to cater for the social context stresses the importance of alternative critical approaches that engage with socially responsive practices. In the context of Colombia, a country plagued with serious issues of social inequality, this critical and socially responsive approach takes heightened importance. However, as Hawkins and Norton (2009) explain, the term critical approach is subject to much debate due to the proliferation of related terms such as critical theory, critical pedagogy, critical applied linguistics, critical discourse analysis, critical reflection, among others. As these authors conclude, although each of these approaches seem to focus the critical dimension in different ways, they all have a common goal: “to contribute to the shaping of a social world in which all people, regardless of language, ethnicity, colour and class, have equal voices, access and possibilities” (Hawkins and Norton, 2009, p. 37). In

other words, it could be said that all the different faces of critical paths of education converge in one objective: strive for social justice.

In this context and drawing on my own research experience in rural schools, in this presentation I attempt to flesh out some ideas on what I think are valuable critical and socially responsive research and pedagogical perspectives to orient both language teacher education, more generally, and English language teaching, more particularly. In light of the above discussion, I propose a broad social justice perspective to language education as an umbrella term that embraces related critical epistemologies.

PLENARY 5

“Problematizing Teacher Education in World Language Teaching: Critical self-reflexivity in our pedagogies, programs, and policies”

Judy Sharkey is a professor in the Faculty of Education & Women’s & Gender Studies at the University of New Hampshire, USA. Her recent research focuses on forging decolonizing feminist praxis in language teacher education.

In this plenary I address two pressing yet often separate lines of inquiry: the lack of robust scholarship on/by second language teacher educators’ professional and social identities and the recent calls for a reflexive turn in applied linguistics particularly with an emphasis on self-reflexive criticality.

Language teacher education is not a neutral endeavor. Our pedagogies, methods, and assessment practices are imbued with racialized ideologies, hierarchies of language preferences, and ways of using professional standards to replace critique with more palatable forms of advocacy, or “domesticating dissent” (Morgan, 2016, p. 708). Yet we currently know relatively little about teacher educators as learners and as reflective scholars who are open to examining their own practice and research. Such inquiry is particularly limited within the scholarship in English language teacher education. In this plenary I invite professionals who identify as language teacher educators to critically examine and open to public scrutiny the ways in which our identities affect how we understand/problematize our work –from pedagogies to policies, and how this work is complexified by the current political, commodified neoliberal climate.

Engaging in this type of critical language teacher education means digging into our own pedagogies, acknowledging how those pedagogies are deeply grounded in and shaped by our identities and contexts. Such work illuminates how we enact pedagogies and policies that can contribute to and/or challenge dominant discourses and structures that (re)produce particular kinds of language educators.

POSTERS

The Importance of Music in Teaching English

Manuel Arturo Figueroa Grimaldo

Amy Victoria Torres Torres

Francisco Andrés Charcas

Cristian Salguero

Juan David Orjuela Perdomo

Immigrants project

Juan Manuel Hernández Arciniegas

Vanessa Vásquez Reyes

David Santiago González Pérez

We are studying right now the B.A. in foreign languages with emphasis on English at Universidad del Tolima. We are interesting in education because we think that the education is the base of the society and we want to know more about it.

In this pedagogical experience, as first-semester pre-service teachers of the B.A. in foreign languages with emphasis on English of the Universidad del Tolima, we want to share some of the reflections that the use of the PBL (Project Based Learning) has left in our English

learning. With this experience, we are learning that English is not only learned in the classroom, but it is also learned in the streets with the real people and real contexts. In the project that we have now, “On their shoes”, we are looking to promote the empathy and inclusion by leaving our differences aside and joining together to find a solution, or at least to generate awareness of what we know as xenophobia. We want to show to the Ibagué citizens that Venezuelan immigrants are also human beings and that everyone has a story to tell and something to teach us. Our plan is to show to the world their stories and anything they want to share with us; try to help them with donations and create awareness in the Ibagué citizens. Our plan is to make a “Bazar” where you can go and look for culture and typical food, trying to show that we are almost the same culture, so we can be also brothers and sisters. Our plan is to use the language as a means to create consciousness.

Profile of English Language teacher in a rural context

Maria Camila Benavides Valderrama is a student of foreign language at the Surcolombiana university. Currently, she is the main researcher of the research incubator “Explorers of Knowledge”. Camila has contributed, developed and collaborated on the research project “Profile of English teacher in rural context”. Its research propose are related to education, rural context, policies, and the acquisition of English as a second language.

Lady Maybeth Cediél Pantevis is a student of foreign language at Surcolombiana University. Member of the research incubator “Explorers of Knowledge”. Lady has contributed, developed and collaborated on the research project “Profile of English teacher in rural context”. Its research propose are related to education, rural context, policies, and the acquisition of English as a second language.

Angie Tatiana Henao Diaz is a student of foreign language at Surcolombiana University. Member of the research incubator “Explorers of Knowledge”. Angie has contributed, developed and collaborated on the research project “Profile of English teacher in rural context”. Its research propose are related to education, rural context, policies, and the acquisition of English as a second language.

The purpose of this study is to propose a professional profile for a rural English teacher. This research project is being conducted and was divided into two different stages. The first stage consisted of characterizing and analyzing the current English language teacher profile registered in previous studies and policies, categorizing this process as documentary research to write a professional English language profile in a rural context taking into account all the collected information. In the second stage, the purpose of the study is to be focused on looking for strategies to apply the proposed profile for rural context. In that order of ideas, qualitative- descriptive research is conducted in a rural context in Huila. Research instruments such as interviews teachers, observations within the classroom are used to collect data. As a result, this study aims to recognize how to analyze how far the English teachers comply with the expected professional profile in a rural context and determine the profile of the English language teacher in rural contexts to contribute to the educational field.

Development of the oral competence in 11th grade students from San Miguel Arcángel School.

Laura Nathalia Vargas Pajoy

Laura Catalina Trujillo Guaraca

María Margarita Salas Rujana

This poster aims to demonstrate the extent to which songs and movies enhance the oral skills of 11th graders of a public school from Neiva-Huila. As to develop the oral skills, discussions and role-plays were used to allow students to use the language since they were unable to fully express ideas in English. The qualitative and quantitative data of this action research was collected through field notes, pre and posttests. An interview and a survey were applied to know students' and the cooperator teacher's perspectives on the efficiency of such strategies applied. The results revealed a significant improvement in the acquisition of vocabulary which enabled students to convey ideas with more fluency.

Spreading love for languages

Daniel Felipe Muñoz

Paula Marcela Parra

Guillermo Alejandro Botero

Michael Leonardo Buitrago

We are students of second semester of degree in foreign languages of the University of Tolima.

Spreading the love for languages is a project that aims to increase the knowledge about the general culture of English-speaking countries, show the importance and the need of learning a foreign language, and also Introduce the culture of English-speaking countries (United States, Canada, England and Australia) as motivation for learning.

In a class of 9th grade of Leonidas Rubio Villegas school, we will teach to the students the basic culture and everyday life of the countries through presentations, activities, role plays and different dynamic ways where the students can participate actively, If possible, we will take some foreign people to the school to teach to the students their culture and make interactions. At the end of our project we intend to make a documentary where students, teachers and everyone involved in it can say how our project helped them.

The environmental rainbow

Luis Felipe Fandiño Gutiérrez

Dayanna Michelle Barrero

Dina Luz Gil Rodríguez

Juan José Muñoz Barbosa

My name is Luis Felipe Fandiño Gutiérrez, I am 17 years old and I am from Ibagué, Colombia. In addition, I am a second semester student of BA in foreign languages; my expectations with this PBL Project is to contribute to the society by the use of English.

My name is Dayanna Michell Barrero Vargas, I am from Colombia and I am seventeen years old. Actually, I am in second semester of the Degree in Foreign languages with English emphasis at Tolima University.

My name is Juan José Muñoz Barbosa, I am 20 years old, I am from Ibagué, I am a student of BA in foreign languages; I chose this career because I like English and I would like to teach this language and also its importance.

My name is Dina Luz Gil Rodriguez and I was born in Ibagué-Tolima. I am seventeen years old, and I am a student at this university. I chose this career because I like English and I would like to teach this language and also its importance.

We are 4 students of the second semester of Degree In Foreign languages with emphasis in English from the University of Tolima. Our purpose with this PBL project is that we want to contribute to the community and enrich our knowledge and our goal is to inspire young students to be able to achieve the environmental change from which everyone can be beneficiary, using the knowledge in foreign languages. All this through our methodology which is to carry out this project we will be interviewing students, in order to collect all of the needed information. Once started the project we will design different activities to do in each class; the idea is to create awareness about the environment, so the activities and games will be related to this topic, hopefully giving them a much more conscious way of thinking regarding our environment, and the different ways we have to preserve it, in a very dynamic way. We will also be evaluating the whole process, and helping them create a meaningful comic.

Factors that influence student drop out of Institutional Foreign Language Course - Level

1

María del Mar Martínez Llanos

Cristhian Felipe Andrade Vega

Marcos Alberto Perdomo Vanegas

Maria is from Neiva and she is a student from the ELT program, ninth semester at Universidad Surcolombiana. She is part of the research incubator “GAIA”. She is a co-investigator of the research project “Factors that influence student drop out of Institutional Foreign Language Course - Level 1.”

Cristhian is from Neiva and he is a student from the ELT program, ninth semester at Universidad Surcolombiana. He is part of the research incubator “GAIA”. He is a co-investigator of the research project “Factors that influence student drop out of Institutional Foreign Language Course - Level 1.”

Marcos is from Tello, Huila and he is a student from the EIT program, eighth semester at Universidad Surcolombiana. He is part of the research “GAIA”. He is the principal investigator of the research project “Factors that influence student drop out of Institutional Foreign Language Course - Level 1.”

This research project was conducted in the Institutional Foreign Language Courses at Universidad Surcolombiana. This research study had as its main objective to identify the factors and the percentage related with the students' dropout in the Institutional Foreign Language Courses, First Level. Besides, it helped to know teachers' perspective of the students' dropout at these courses. The theoretical framework established the definition, types and factors of dropping out that contribute to the analysis of the results found in this research study. The literature framework led us to present some previous research studies about students' dropout at Surcolombiana university and others. To conduct this research problem, we used the parameters in mixed-exploratory research, through questionnaires to collect quantitative data, interviews and focus group interviews to get qualitative information. Based on the results, we found the factors that lead students to abandon the Institutional Foreign Language Courses, and we provided some possible solutions based on the students and teachers' perspective.

Key words: dropping out, factors of abandonment, students' dropouts, qualitative and quantitative research, exploratory research.

Fostering English in rural children communities

Nicolás Gallego

Diego Valenciano

Jairo Salinas

Ana María Velásquez

This project is based on determining which activities are the most effective to improve the English learning in the children of Alaska Parte Alta. Bearing in mind that, it is crucial to foster basic English through activities when working with children. During the process, especially in the exploratory phase and the first interventions it has been evident that students have low English level. Students who have participated in this project are people who live around two hours and a half away from Ibagué City. They live in a rural area where they have been having some interruptions in their academic processes regarding all subjects and in this case the learning of a foreign language. It is noticeable that their English level must be fostered beginning with a basic level. At the end of the implementation, the outcomes will be that students have achieved an A1 English level through the implementation and practice of several dynamic activities in the school which has been abandoned around fifteen years ago. Another aspect of the project is to relive the school by painting and setting up some places such as the classrooms and the green areas where students can have the opportunity of learning in an enjoyable and meaningful way once again.

The Impact of Graduates from the English Language Teacher Education Program at Universidad Surcolombiana in the Academic and Social

Angie Goretty Celis Horta is a student from the English Language Teacher Education Program. She belongs to the YUMA researchers group from the Universidad Surcolombiana.

Diego Armando Meneses Sánchez is a student from the English Language Teacher Education Program. He belongs to the YUMA researchers from the Universidad Surcolombiana.

Thalía Quintero García is a student from the English Language Teacher Education Program. She belongs to the YUMA researchers from the Universidad Surcolombiana

This research study sought to determine the impact of the graduates from the English Language Teacher Education Program (ELT Education Program, Modern Languages and English as a Foreign Language) at Universidad Surcolombiana in the academic and social context. The parameters of mixed research studies were followed in this inquiry due to the fact it allows to have different prospects such as discovering, exploring and describing the current situation of the graduates in the academic and social context. Surveys were posed to obtain information about the graduates from the program. Most of the graduates from the ELT Program are working in the educational field, and they are highly motivated to improve their academic career. Based on the results obtained, the graduates have had a positive impact according to the different contributions to encourage an integral formation in the community through the teaching of English.