UNIVERSIDAD DISTRITAL
FRANCISCO JOSÉ DE CALDAS
Facultad de Ciencias y Educación

XXII Symposium on Research in Applied Linguistics

IV International Symposium on Literacies and Discourse Studies

PROGRAM

November 3 & 4, 2016

Organized by:

MLAEI
Maestría en Lingüística Aplicada a la Enseñanza del Inglés

In collaboration with:

FACULTAD DE CIENCIAS Y EDUCACIÓN
UNIVERSIDAD DISTRITAL

Doctorado Interinstitucional en Educación DIE
Universidad del Valle · Universidad Distrital Francisco José de Caldas · Universidad Pedagógica Nacional

School of Sciences and Education
LEBEI
Curricular Project

Acknowledgements

The XXII SYMPOSIUM ON RESEARCH IN APPLIED LINGUISTICS & IV INTERNATIONAL SYMPOSIUM ON LITERACIES AND DISCOURSE STUDIES is an institutional event of the MA Program in Applied Linguistics to TEFL (MLAEI, by its initials in Spanish), Universidad Distrital Francisco José de Caldas. We feel very grateful with all the local, national and international presenters. They grant these symposia with a genuine academic and research spirit.

We are honored to count on the participation as keynote speakers of Professor Ron Thomson (Brock University – Canada), Professor Steve Daniel Przymus (Texas Christian University – USA) and Professor Bertha Ramos Holguín (Universidad Pedagógica y Tecnológica de Colombia).

Our gratitude also goes to the School of Sciences and Education, Doctorado Interinstitucional en Educación - énfasis en ELT (DIE), and Licenciatura en Educación Básica con Enfasis en Inglés (LEBEI) for their collaboration.

Alvaro H. Quintero P.
Chair

25 AÑOS MLAEI
Maestría en Lingüística Aplicada a la Enseñanza del Inglés
1991 - 2016

Brief History of the MA Program in Applied Linguistics to TEFL

Alvaro H. Quintero P.
Program Coordinator

The MA Program in Applied Linguistics to TEFL of the Universidad Distrital Francisco José de Caldas is a program with a trajectory of twenty-five years (1991-2016). It has ensured a pluralistic and democratic participation of different sectors of the population by offering them a graduate education alternative for application and development in public and private institutions of Bogotá and Colombia. While such participation is guaranteed, the MA Program has fostered the construction of both social and cultural identity regarding the English language and teacher-researchers' L1 relationship. This has been done under theoretical and practical principles derived from research in the general area of applied linguistics and in the specific area of linguistics applied to the teaching of the English language.

The chart below contains brief description of the evolution of the Program as determined by official norms:

1991:	Creation of the program (Acuerdo 08 del 15 de Mayo de 1991, del Consejo Superior Universitario de la Universidad Distrital Francisco José de Caldas)
	Authorization to begin academic activities (Acuerdo 246 del 12 de noviembre de 1991, del ICFES)
2000:	Accreditation of the program (Resolución 1533 del 8 de Junio de 2000, del Ministerio de Educación Nacional)
2010:	Attainment of the program's *Registro Calificado* for seven years (Resolución 8070 del del Ministerio de Educación Nacional)
2016:	Submission of documents of the program to apply for renewal of its *Registro Calificado*

Currently, the MA Program continues to be developed in four semesters. The Research education of English language teachers is given in the pedagogical, investigative and disciplinary fields that make up the Program and take the specific form of seminars and workshops, which lead, in an integrated way, teacher researchers to develop their theses.

XXII Symposium on Research in Applied Linguistics & IV International Symposium on Literacies and Discourse Studies

Key note speakers

Ron Thomson, PhD - *Brock University (Canadá)*

Steve Daniel Przymus, *PhD - Texas Christian University (USA)*

Bertha Ramos Holguín, PhD Candidate - *Universidad Pedagógica y Tecnológica de Colombia, Tunja*

International Scientific Committee

Gary Barkhuizen - *University of Auckland (New Zeland)*

Bryan Meadows - *Fairleigh Dickinson University (USA)*

Nathanael Rudolph - *Mukogawa Women's University (Japan)*

Martha Lengeling - *Universidad de Guanajuato (Mexico)*

Irasema Mora Pablo - *Universidad de Guanajuato (Mexico)*

José Aldemar Álvarez Valencia - *Universidad del Valle (Colombia)*

Alvaro H. Quintero P. - *Universidad Distrital Francisco José de Caldas (Colombia)*

Organizing Committee

Alvaro H. Quintero P.
Maestría en Lingüística Aplicada a la Enseñanza del Inglés

Laura Camila Villareal Buitrago
Maestría en Lingüística Aplicada a la Enseñanza del Inglés

Laura Vanessa Rozo Ramírez
Licenciatura en Educación Básica con Énfasis en Inglés

XXII Symposium on Research in Applied Linguistics & IV International Symposium on Literacies and Discourse Studies

Program

Day 1 Thursday, November 3- 2016	
07:30 am 08-30 am	Registration Auditorio Investigadores Foyer
08:30 am 09:00 am	Opening Auditorio Investigadores
09:00 am 10:00 am	Plenary 01 – Auditorio Investigadores Critical literacy and critical interculturality: Where do they meet? Professor Bertha Ramos Universidad Pedagógica y Tecnológica de Colombia
10:00 am 10:30 am	Coffee Break

	Auditorio Investigadores	Auditorio Auxiliar	Sala Sabio Caldas
10:30 am 11:00 am	EFL Students' social identities construction through gender-based short stories Catherine Benavides Buitrago Universidad Distrital FJC	Practices of volunteer native English teachers Marcela Sosa Ingrid Molano Melisa Morales Universidad Minuto de Dios	Narrative analysis about the configuration of EFL Teachers´ subjectivities in connection with the Colombian Inclusion Policy Jennyfer Casas Universidad Distrital FJC
11:00 am 11:30 am	Practitioner research at the LLEI - VUAD: Implementation of macro projects to foster research in the program Martha Bonilla Emilena Hernández Manuel Medina Universidad Santo Tomás	Identidades profesionales docentes: Una construcción permeada por la sujeción y la subjetivación Yenny Rodríguez Smart	Collaborative Inquiry as a way to promote elementary students´ reflections in the EFL classroom Ana Gómez Secretaría de Educación de Bogotá
11:30 am 12:00 m	Unveiling ideological foundations in English language teacher education Jairo Castañeda Universidad Distrital FJC	Revealing students' discourses on constructions of gender through communicative tasks in an EFL classroom Andrés Micán Universidad Pedagógica Nacional.	Unveiling EFL students' reflections while using Critical Feminist Pedagogy (CFP) when debating. Jorge Chaparro Universidad Distrital FJC

12:00 m 02:00 pm	Lunch Break		
02:00 pm 02:30 pm	Implementing corpus-based editing processes into EFL pre-service teachers' academic writing Lorena Caviedes Angélica Meza Ingrid Rodríguez Universidad El Bosque	Exploring digital literacy practices. A project based approach to literacy development in the EFL classroom. Diego Ubaque Universidad Javeriana	Video-mediated listening and the multiliteracies approach in the construction of meaning Jhon Losada David Suaza Universidad Surcolombiana
02:30 pm 03:00 pm	Deaf people developing new literacies while learning an L3 through arts Karen Cruz Karol Rosas Universidad Distrital FJC	A critical analysis of the native and non-Native dichotomy immersed in English Language textbooks Aura Estacio Universidad Distrital FJC Universidad Pedagógica Nacional	
03:00 pm 03:30 pm	What is knowledge? Structuralist and poststructuralist perspectives Adriana Castañeda Universidad Distrital FJC	Teacher's feminist positioning in the language classroom Mónica Patarroyo Universidad Pedagógica y Tecnológica de Colombia	Exploring L2 preschoolers' learner identities constructed through cooperative work in the oral early literacy practices Diana Salazar Universidad Dsitrital

03:30 pm 04:00 pm	Modelo Tpack para la enseñanza del inglés como lengua extranjera Maribel Villareal Universidad de La Sabana	Narratives about the configuration of subjectivities of English language teachers as NNESTs in the frame of Colombian language policies Leidy Gómez Universidad Distrital FJC	Critical literacy development: The writing of academic papers Liliana Gil Universidad Distrital FJC
04:00 pm 05:00 pm	Plenary 02 - Auditorio Investigadores Teacher education, professional development and reflective practice in the teaching of English pronunciation Professor Ron Thomson Brock University - Canada		
05:10 pm 06:00 pm	Cultural Act - Main Cafeteria		

Day 2 Friday, November 4- 2016	
09:00 am 10:00 am	Plenary 03 – Auditorio Investigadores SIGNS: Uncovering the mechanisms by which messages in the linguistic landscape influence language/race ideologies and educational opportunities Professor Steve Daniel Przymus Texas Christian University - USA
10:00 am 10:30 am	Coffee Break

	Auditorio Investigadores	Auditorio Auxiliar	Sala Sabio Caldas
10:30 am 11:00 am	Devenir del profesor de FLE en Colombia: Un análisis del discurso relativo al rol de la legislación en la construcción de la identidad del docente en formación en la Universidad Pedagógica Nacional María Paula Galeano Universidad Javeriana	Inclusive pedagogy: Fostering inclusive education program within multiple disabilities classroom through topic-based unit approach Yanneth Montero Universidad La Gran Colombia	Issues involved in academic writing development for graduate and undergraduate students Rigoberto Castillo Universidad Distrital FJC
11:00 am 11:30 am	Intercultural and communicative competences through the enhancement of EFL for teachers at public schools in municipalities of Valle Angélica Gómez Universidad del Valle	The normative "Matrícula de honor" as an execution of disciplinary power Josue Forero Zully Serrano Wendy Villareal Universidad Distrital FJC	Unveiling EFL and self-contained teachers' discourses on bilingualism within the context of professional development Jennyfer Camargo Universidad Distrital FJC
11:30 am 12:00 m	Identity projection in the oral presentations of PhD-level EAP students: Level of performance and disciplinary differences Ricardo Nausa Universidad de Los Andes	Three metaphors of critical literacy, one neoliberal agenda: A reading of the basic learning rights in English Andrés Valencia Universidad del Valle	Classroom ecology: Language policy exertion changed Julio Arenas Universidad Santiago de Cali

12:00 m 12:30 pm	Launching of the Colombian Applied Linguistics Journal Vol 18 – # 2
12:30 pm 01:00 pm	Panel of Key Note Speakers
1:00 pm 1:15 pm	Closing Ceremony

Plenaries

Plenary 01

Critical literacy and critical interculturality: Where do they meet?

Professor Bertha Ramos -*Universidad Pedagógica Y Tecnológica de Colombia*

Considering the fact that literacy and interculturality are key concepts in education, this presentation will focus on what both concepts mean from a critical perspective. To do so, some basic theoretical elements will be addressed: literacies, interculturality, multiculturality, intercultural education. I will also argue that critical literacy and critical interculturality need to be seen as local and social constructions. Finally, a reflection is developed in regards to future areas of research for foreign language pre-service and in-service teachers.

Biodata

Bertha Ramos Holguín is an associate professor at Universidad Pedagógica Y Tecnológica de Colombia (UPTC). She is currently enrolled in a PhD in Education Sciences at UPTC. She holds an M.A. in Applied Linguistics from Universidad Distrital. She belongs to the research group "TONGUE". She has co-authored English textbooks, and published research articles related to English Language Teaching.

Plenary 02

Teacher education, professional development and reflective practice in the teaching of English pronunciation

Professor Ron Thomson. *Brock University*

The last decade has witnessed a resurgent interest in the teaching of second or additional language (L2) pronunciation (Lee, Jang and Plonsky, 2015). However, many of the methods and techniques that teachers use hail from earlier periods of interest, which largely preceded the emergence of empirical pronunciation research (Murphy and Baker, 2015). Other techniques seem to be based on teacher intuitions. This positions evidence-based pronunciation instruction as a relatively new enterprise within the larger field of L2 teaching and learning.

In this presentation, I will begin by highlighting why I believe explicit pronunciation instruction is important. I will then outline the extent to which teacher training programs prepare instructors to teach pronunciation, and underscore some risks associated with what I consider a piecemeal and largely remedial approach to professional development in this area. The consequences of inadequate teacher preparation will be demonstrated by way of a recent survey of teacher beliefs and practices (Thomson, 2013) and through analysis of widely used pronunciation teaching resources. The objective of my presentation is to raise participants' awareness of the complexities involved in teaching L2 pronunciation, and to encourage pre-service and in-service teachers to critically reflect on pronunciation teaching resources, with reference to recent research on the efficacy of pronunciation instruction (Thomson & Derwing, 2015).

Biodata

Ron Thomson is an associate professor of Applied Linguistics at Brock University. His research interests include second language (L2) speech perception and production, L2 oral fluency, and Computer Assisted Pronunciation Training. He also has an interest in ethical practice in the burgeoning accent reduction industry.

Plenary 03

SIGNS: Uncovering the mechanisms by which messages in the linguistic landscape influence language/race ideologies and educational opportunities

Professor Steve Daniel Przymus. *Texas Christian University*

Worldwide there is an increasing interest in environmental print or the linguistic landscape as a site of language and literacy learning. Paying attention to the language of street signs, billboards, storefronts, windows, etc. provides for meaningful and motivating ways for students to reflect upon, contrast, and explore different meanings constructed in their surroundings (Malinowski, 2015). Discussions in the classroom regarding why and where English and other foreign languages are used in the Colombian linguistic landscape, can serve as critical language awareness activities regarding conceived, perceived, and lived spaces (Lefebvre, 1991) and the resulting language ideologies of status that might emerge from analyzing the use of these languages in and around schoolscapes (Brown, 2012). However, I caution educators that the mere observation and documentation of signs in our surroundings, without adequately considering historical and often hidden meanings, may act to reinforce societal-dominant, first level interpretations of signs and may contribute to the strengthening of stereotypes that continue to position some with subaltern identities and limited educational opportunities.

The words "subliminal" and "unconscious" are commonly used to describe the influence of our linguistic landscape (LL) on language ideologies and subsequent pedagogical decisions in schoolscapes. However, exactly *how* these messages wield such subliminal power has gone relatively unexplored. In this presentation, I introduce the Semiotic Index of Gains in Nature and Society (SIGNS) (Przymus & Kohler, forthcoming; See, a new framework for LL analysis that investigates 1) diachronic and synchronic perspectives of place, 2) messages on syntagmatic and paradigmatic axes, 3) elective vs. circumstantial reverse indexicality, 4) societal myths (Barthes, 1972), and 5) messages as metonyms and metaphors.

In directing our attention to the influence of our LL on our ideologies we greater understand how so much of what is in our linguistic landscape comprises our metalinguistic processing of our daily experiences. Previous LL studies have shown how to implement environmental print into the classroom as critical language awareness activities. "Critical LA (CLA)

activities might help students recognize the different values attributed to languages and language speakers, interrogate stereotypic representations of languages, language speakers, and language learning, question social inequalities, and work towards greater equity" (Dagenais, et al., p. 140; see also (Fairclough, 1992). With a comprehensive analysis of the LL using the SIGNS framework, students can gain increased insights into motivational and meaningful language study, and begin to understand the role of our linguistic landscape on language ideologies and their resulting impact on life opportunities.

Biodata

Steve Przmus is an associate teacher at Texas Christian University. He holds a Ph.D in second language acquisition and teaching and holds a MA in Teaching English to Speakers of other Languages. He has published a variety of articles related to education.

Concurrent sessions
Presentation Summaries and Biodata
(Alphabetically by first presenter's last name)

Arenas Julio

Classroom ecology: Language policy exertion changed

Universidad Santiago de Cali

Summary

This paper presentation will look at how pre-service teachers, teachers and boards face their role as curriculum developers, and the challenges they have to pursue language policy and school goals. The main results obtained from a study started in 2015 and still being carried out in Bogotá will be shared. The presenter will draw on authors who have discussed the policies and their implications. He will, then, look into the results of a documentary revision done in official texts about the national and local bilingual programs. Next, the presenter will go over views of some pre-service teachers about the discourse found in the documents and what they are to do. Finally, the presenter will suggest local actions needed to reinterpret teacher education.

Biodata

BA in ELT from District University, specialist in Curriculum and MA in Education from the University of Los Andes. His experience in different places in Colombia has driven him to gain understanding on how education occurs, and to portrait a strong critical voice upon teaching practices and the sense of education.

Benavides Catherine

EFL Students' social identities construction through gender-based short stories

Summary

This research project took place in a public school in Bogota with 38 students from 7th grade who were among 12 and 16 years of age. This qualitative action research intends (a) to identify discourses students draw on to construct social identities in the EFL classroom b) to describe social identities constructed discursively in relation to gender-based short stories and c) to study the potential relationship between these discursively constructed social identities in gendered-related reading activities and foreign language learning. Data were collected by observing and analyzing three pedagogical units, which were designed by following the stages of Task Based Learning Approach (TBL). Besides that, I used field notes, video and audio recordings and students' artifacts. Data were analyzed by following the steps proposed by Grounded theory (GT) (Charmaz, 2006) and the principles of Critical Classroom Discourse Analysis (CCDA) (Kumaravadivelu, 1999). Data revealed a main category called "Social identities in relation to gender" and three subcategories named as: "The human as a gendered being: The gender discourse", "The learner as a collaborator: The collaborative talk discourse" and "Peer as an approver: The approval discourse". They showed the relationship between the gender-based short stories read by the students and the identities they portrayed during the lessons.

Biodata

Catherine Benavides Buitrago holds a BA in Spanish and English from Universidad Pedagógica Nacional (2007). She has 9 years of experience as English teacher in private and public sectors. She is currently working for Secretaria de Educación and she recently graduated from MA in Applied Linguistics to TEFL at Universidad Distrital Francisco José de Caldas. Her research interests are centered in social identities and classroom discourse analysis.

Bonilla Martha (co-presenters Hernández Emilena, Medina Manuel)

Practitioner research at the LLEI - VUAD: Implementation of macro projects to foster research in the program.

Universidad Santo Tomás

Summary

The Licenciatura en Lengua Extranjera Inglés (LLEI) at distance from the Universidad Santo Tomás is currently carrying out a project aimed at embracing practitioner research (Ellis, 2012) as a way to provide students with a meaningful research experience, and make those experiences visible and transcendental in the program's development of research. This project emerges from the need of optimizing the time spent by students in developing research, the guidance that professors provide to a large number of students, and linking the research carried out by students with the two research fields (líneas de investigación) at the program.

To overcome these difficulties the research group started a preliminary literature review, as to provide insights on how to deal with drawbacks in teaching research from a formative and pedagogical perspective. During this process, we stated that we wanted to emphasize on developing research competences by engaging in contextual research, rather than teaching research theory and asking students to figure out the path to propose, develop, and conclude a research study. Also, we noticed that individual research projects carried out by students were generally left behind after accomplishing their purpose of being a degree requirement. This research was not only abandoned and invisible, but it was not contributing to the research in the academic program and its research fields were static.

Revising the reality of similar educational contexts, we reached the conclusion of creating research networks, so all the research in the program becomes visible, and meaningful. We call those networks: Macro Projects.

Biodata

The LLEI research group from Universidad Santo Tomás is formed by three professors from the distance education program, who hold master degrees in education and applied linguistics to the teaching of English. They have been working on transforming the research practices at the program for the past two years.

Camargo Jennyfer

Unveiling EFL and self-contained teachers' discourses on bilingualism within the context of professional development

Universidad Distrital Francisco José de Caldas

Summary

Throughout history, the process of teaching and learning English as a foreign language in Colombia as in different countries has not been focused on understanding the role language plays in the construction of sociocultural systems but on the development of skills and the way these can be measured. As a result, polices aiming to provide bilingual education have arose in our monolingual context so as to fulfill foreign standards under the premise of being able to access to better and qualified educational and professional lives. Nonetheless, these have been implemented regardless of learners and both EFL and self-contained teachers' needs and expertise, leading to negative implications in terms of acknowledging local practices and knowledge.

This qualitative discourse study aims at unveiling EFL and self-contained discourses regarding bilingualism within a context of professional development in order to firstly understand the way educational practices have been shaped in relation to bilingual policies and secondly, as an opportunity to acknowledge local expertise. In the same line of though, it establishes an opportunity to conceive professional development beyond formal training, but as an ongoing process of reexamining beliefs and practices to transform the inside and outside of the classroom by means of sharing and relying upon colleagues. Hence, self-contained teachers' voices regarding bilingualism and bilingual education in Colombia will be visible since it is a topic that has not been widely explored.

Biodata

She is an EFL teacher for about 5 years. Obtained her bachelor degree at Universidad Distrital FJC where she currently studies her Master degree. She mainly worked with high school students and adults. Her interest is in the fields of bilingualism and professional development as well as discourse studies.

Casas Jennyfer

Narrative analysis about the configuration of EFL Teachers´ subjectivities in connection with the Colombian Inclusion Policy

Universidad Distrital Francisco José de Caldas

Summary

This study is framed within the qualitative paradigm. Adopting narrative inquiry as the type of study. This study looks into the subjectivities that are configured based on the experiences and practices of Colombian English language teachers when they have to teach English to population of inclusion. The research question that this study tries to answer is: What do narratives tell us about the relationship between EFL configuration of teachers' subjectivities and the Colombian inclusion policy? Therefore, the objectives are:To analyze the relationship between the EFL teachers´ configuration of subjectivities and the Colombian inclusion policy and to identify the practices that configure the subjectivities in the EFL teachers. I have worked with the participants on a timeline as a source for them to write a first narrative and from there questions emerged to dig and I have conducted narrative interviews, in order to build the story of each participant. So far, I have five participants all of them English teachers at school, SENA and a private university. Three of them studying a master program, one is a doctorate candidate and one is a blind teacher with undergraduate studies. The framework of analysis will be short story analysis and the theoretical constructs are subjectivities, inclusion policy and teacher development.

Biodata

Jennyfer Casas is an English language teacher from Universidad Distrital, candidate of Master in applied linguistics from the same university. She has worked in the public and private sectors teaching to kids, teenagers and adults with an experience of two years. Her interest are teacher development and narrative studies.

Castañeda Adriana

What is knowledge? Structuralist and poststructuralist perspectives

Universidad Distrital Francisco José de Caldas

Summary

The quest for knowledge has been a human pursue ever since Plato. Consequently, this presentation is a theoretical discussion about the nature of knowledge. The theme stems from a research interest in teacher knowledge building and as means to back up the preliminary research question: what do teacher know?

How do they acquire knowledge? to be problematized in the PhD in Education, ELT major. Here the author will specifically approach the question: what is knowledge? considering different theoretical stands (mainly philosophy and ELT research) The ideas presented here are the result of a literature revision. Therefore, the presentation concentrates on *a.* explaining key ideas of two approaches towards a conceptualization of the nature of knowledge and *b.* generating some reflections upon the origin of teachers' knowledge. It can be concluded that two visions of knowledge have permeated history: one that conceives knowledge as the ultimate truth (structuralism-positivism) and another that sees knowledge as a social construction of reality (poststructuralism-constructivism).

Biodata

Adriana Castañeda-Londoño holds a B.A in Teaching English as a Foreign Language as well as M.A in Applied Linguistics to TEFL from Universidad Distrital Francisco José de Caldas. She is currently in first semester of the PhD in Education, ELT major. Her areas of interest are: teachers' professional development, discourse analysis, and identities in ELT

Castañeda Jairo

Unveiling ideological foundations in English language teacher education

Universidad de la Salle- Universidad Distrital Francisco José de Caldas

Summary

This talk presents the preliminary results of a small documentary research project. The purpose of the study is to unveil the ideological grounds on which a philosophical perspective towards teacher education is built up. To achieve this purpose, the researcher collected the current study plans of fourteen public and nineteen private universities that offer Licenciatura programs in ELT in Colombia. The methodology followed was documentary research from a critical perspective (Scott, 1990), in which we borrowed Fairclough's (2007) levels of critical discourse analysis: firstly a text analysis (descriptive); secondly a processing analysis (interpretative), and thirdly a social analysis (explicative). The analysis has been illuminated by Foucault (1975) and his discourse about training; Kumaravadivelu (2002), and his explanation about teachers' orientations such as passive technicians, reflective practitioner and transformative intellectuals; and Pennycook (1998), Phillipson (2003), and Gonzalez (2007) and their dissertation about the relationship between English language and colonial practices, and the influence this can have in ELT. Preliminary conclu-

sions show that the current ELT programs respond to a positivist ideology that favors the colonial and hegemonic perspective.

Biodata

Jairo Castañeda Trujillo holds a M.Ed. with Emphasis on English Didactics and a B.A. degree in Spanish and English. Currently, he is an assistant professor and researcher at Universidad de La Salle. He is in his first year of the Interinstitutional Ph.D. in Education at Universidad Distrital, in the ELT major.

Castillo Rigoberto

Issues involved in academic writing development for graduate and undergraduate students

Universidad Distrital Francisco José de Caldas

Summary

Forming teacher-researchers and prospective scholars requires preparing them to communicate with communities at home and around the world. The author advocates a Strategic Approach in which language awareness, strategies and resources may help solve the problem teacher-researchers face of expressing their own voice in a polyphony of other voices, as Bajtin proposes. This paper refers to the genre *research report* in which participants need to display that their inquiry is informed by the literature, that they need to take a stand in the debates, and that they have to discuss the key concepts used. On the other hand, teacher-researchers need to understand the rationale behind the conventions of scholarly language for developing academic language proficiency. The paper illustrates some of the principles, the practices and some ICT tools the author uses in graduate and undergraduate teacher preparation programs. For discussion, the above will be illustrated with samples of materials (templates, worksheets) and of students' writing. In an academic writing course, the goal of helping learners find their voice frequently constitutes a challenge.

The presentation hopes to contribute to the discussion of how to orient writing proficiency development without curtailing the author's voice and creativity.

Biodata

Professor Castillo holds a Ph.D in foreign language education from the University of Texas at Austin. He teaches at Universidad Distrital FJC, he was a Fulbright grantee and recipient of the National Award of ASOCOPI. His book *Teaching*

and Learning another Language Strategically (2014) was runner up in the ELTons awards in the U.K. Dr. Castillo has published in several journal articles and has been a guest lecturer for the graduate programs at: La Gran Colombia, Libre, Sabana, U.P.T.C, Caldas, Córdoba, and U. Pontificia Bolivariana.

Caviedes Lorena (co-presenters Meza Angélica, Rodríguez Ingrid)

Implementing corpus-based editing processes into EFL pre-service teachers' academic writing

Universidad del Bosque

Summary

This study aimed at analyzing the impact of implementing a corpus-based editing process into pre-service teachers' academic writing. The research project was a mixed method case study that involved three groups of students at a Bilingual Education program from a Colombian private university. Each group was working on their thesis manuscript – a mandatory research paper for graduation. In order to provide feedback regarding the manuscripts' academic rigor, a teacher was assigned to each one of the groups. Students attended tutoring sessions with their corresponding tutor during an academic semester, were asked to progressively edit some chapters of their thesis paper through a corpus interface (Biber, Conrad & Reppen, 1998) and were invited to write journals and participate in interviews about their experiences when doing it. Teachers wrote journal entries to describe their observations from the meetings and examined the manuscripts the groups submitted in order to classify the types of mistakes the texts presented, as well as analyzing the interface functions students used the most when implementing the teachers' suggestions. Findings show the relevance of corpus-based editing process in academic texts (Lewin, Fine & Young, 2001) through the participants' perceptions (Ma et al, 2005; Dillon & Gayford, 1997). First, we explored their perceptions towards the use of the tool, then the types of mistakes the manuscripts showed and finally, the interface functions they used the most.

Biodata

Lorena Caviedes and Ingrid Rodriguez hold an M.A. in Applied Linguistics from Universidad Distrital "Francisco José de Caldas." Angélica Meza holds an M.A. in Education from Pontificia Universidad Javeriana. They are professors at Universidad El Bosque in Bogotá, Colombia. Their research interests involve ELT methodology, collaborative work and discourse studies.

Chaparro Jorge

Unveiling EFL students' reflections while using Critical Feminist Pedagogy (CFP) when debating

Universidad Distrital Francisco José de Caldas

Summary

This presentation reports on the findings of the implementation of a feminist pedagogy in an EFL classroom of adults in Bogotá, Colombia. After having found a lack of connections among the syllabus proposed by the institution, the linguistic and the sociolinguistic needs from students, the researcher decided to implement Critical Feminist Pedagogy (CFP), a poststructuralist methodology proposed by Connell (2009). The aim of this study was to unveil possible students' reflective discourses that emerged when a group of EFL Colombian students debated about topics of inequality in a conversational level; however, a deeper focus was on students' transformations (if any). Students were encouraged to see critically different situations of gender inequality. The results showed that students could be empowered to have a critical perspective on topics of inequality because they constructed reflections not only about gender but also about other characteristics of identity (Norton & Pavlenko, 2004). Besides critical reflections, there was evidence of some transformations, but the time scope to make such transformations real was insufficient. The use of CFP to empower students was effective (Khwaja, 2005). EFL trainers, professors, and SLA researchers may have the opportunity to see a new direction of teaching which focuses on a transformative methodology that comes from a post-method view of teaching and learning.

Biodata

Jorge Chaparro holds a Masters' and Bachelor Degree in English from Universidad Distrital Francisco José de Caldas. He is currently working as a teacher at Universidad Nacional de Colombia. He worked for Centro Colombo Americano, U.D.C.A., Universidad Católica and Universidad Pedagógica. He has also worked for private IB schools with children and teenagers from pre-school to 11th grade. He worked with people with disabilities in Baltimore, Maryland, for a year and has training for people with special needs. He is an open minded person who is willing to learn new things. He is a qualified teacher researcher from Universidad Distrital FJC. Right now, He will present his study that is focused on the application of a post-structuralist pedagogy to EFL learning at Universidad Pedagógica Nacional. His research interest are: Discourse analysis and Post-method education.

Cruz Karen (co- presenter Rosas Carol)

Deaf people developing new literacies while learning an L3 through arts

Universidad Distrital Francisco José de Caldas

Summary

New Literacies is an educational project designed to apply a pedagogical strategy in order to teach and learn English as a third language to a deaf group of people from the foundation "Árbol de Vida" (FUNDARVID) in Bogotá. This strategy is focused on reading and writing skills strengthened by the use of arts to enhance the learning content, improving the communicative competence of the students bearing in mind the visual abilities that Deaf people develop through the acquisition of their mother tongue, Colombian Sign Language (LSC). Through the design and application of this strategy, students worked on the representation of themselves as people with ideas and thoughts that can contribute to the society where they belong to. As a tool and as a result, the participants created works of art focused on their ideas to show them to the hearing community. The proposal of this project emerges as an alternative to foster academic inclusion of the Deaf community in Bogotá, designing different activities that enrich the knowledge already existent to teach the new language. Even though some people think that English language is not useful for the deaf community, the members of FUNDARVID think that this tool is important for their development as professionals and as persons.

Biodata

Karen J. Cruz and Carol T. Rosas are students from Licenciatura en Educación Básica con énfasis en Inglés from the Universidad Distrital Francisco José de Caldas. Their interest is to foster an inclusive education for people with special needs into normal classrooms through innovative methodologies.

Estacio Aura

A critical analysis of the native and non-native dichotomy immersed in English language textbooks

Universidad Distrital Francisco José de Caldas-Universidad Pedagógica Nacional- ECCI

Summary

Over time, native and non-native speakers' conflicts in regards to the ownership of the English language have had an impact on teaching and learning language practices around the world according to previous researches, and this

fact leads to the existence of a native and non-native dichotomy in educational contexts. Thus, the analysis of this trend allows to evidence how the native and non-native like models of education have a repercussion on the attitudes towards the language of all the actors that are involved in English education (students, teachers, institutions, editor houses, governments). Thereby, this proposal of an ongoing research intends to analyze tensions implicit in the native and non-native dichotomy, and the implications that the supremacy given to the use of the native speaker myth could bring when it is immerse in ELT materials such as textbooks taking into account an analysis of two English textbooks used by two Colombian universities.

Consequently, the preliminary findings of this study were taken from a method of Critical Discourse Analysis which allowed to portray the ideological implications of this phenomenon and its influence on the way in which native and non-native speakers shape their attitudes towards the language and its learning process.

Biodata

Aura María Estacio Barrios has a BA in Spanish and Foreign Languages from Universidad Pedagógica Nacional. She is a current student of the MA Program in Applied Linguistics to English Teaching at Universidad Distrital. Currently, she works as English and French teacher at Universidad ECCI for the Modern Languages Program. Additionally, she works at Universidad Pedagógica Nacional as an English language teacher for the Language Center of this institution.

Forero Josúe (co-presenters Serrano Zully, Villalba Wendy)

The normative "Matrícula de honor" as an execution of disciplinary power

Universidad Distrital Francisco José de Caldas

Summary

This presentation shows the results of a critical discourse analysis in regards to the incentive "matrícula de honor", offered to high-scored undergraduate students at Universidad Distrital Francisco José de Caldas. This critical analysis discourse is underpinned by a view of language and a discourse analysis model. The former is Halliday's systemic functional linguistics, which provides us with an alternative to language analysis different from the formalist perspectives. The latter is Fairclough & Fairclough's model (2012), divided into

three stages: description, interpretation and explanation, which serves us to determine our methodology. In this sense, in the descriptive level of our CDA, we analyze the normativity around "matrícula de honor", considering SFL by Halliday (n.d.) (cited in Flowerdew, 2013). Later, in the interpretation stage, we carry out a more detailed analysis making some inferences, which are supported by the concept of disciplinary power developed by Foucault (1990) and by the concepts of human mobile mechanisms and disciplinary methods at school developed by Saldarriaga (2005). In the explanatory stage of the analysis, we attempt to intertwine the text analyzed with the social reality by bringing up a perception of the incentive through interviewing one beneficiary of it, and relating the phenomenon to the Colombian educational system. The results of our study indicate that "matrícula de honor" seems to work as a mechanism of disciplinary power at school, aimed at fostering a determined subject through emulation (i.e. the desire of honor)

Biodata

Alber Josué Forero Mondragón is a tenth semester student of Licenciatura en Educación Básica con Énfasis en Inglés (LEBEI) at Universidad Distrital Francisco José de Caldas. He is currently a member of the editorial board of Top Grade Journal. His research interests include community building, CDA of political discourse and interculturality.

Galeano María Paula

Devenir del profesor de FLE en Colombia: Un análisis del discurso relativo al rol de la legislación en la construcción de la identidad del docente en formación en la Universidad Pedagógica Nacional

Universidad Javeriana

Summary

El trabajo que realicé en esta investigación fue un trabajo de análisis crítico del discurso –basado en mi adaptación metodológica de la perspectiva de Norman Fairclough- en el cual se buscaba encontrar trazos discursivos que dieran alguna luz sobre cómo las políticas educativas y su impacto en el salón de clase se imprimen en algunas de las esferas de la construcción identitaria de los docentes.

Analicé una sesión de trabajo con el grupo focal (estudiantes de maestría de la Universidad Pedagógica Nacional) , en esta sesión trabajamos con preguntas específicas que nacieron de la teoría que empiezo a esbozar en

el documento y sobre la cual sigo trabajando actualmente; esta teoría está basada en la idea de que las identidades docentes se configuran en esferas, estas esferas ya han sido propuestas por autores que han determinado su importancia a través de sus investigaciones, sin embargo, el concepto de esfera- que nos remite directamente a de Peter Sloterdijk- es nuevo y permite comprender los fenómenos de interacción entre los diferentes componentes de las identidades. Éstas actúan como conjunto, por tanto, interactúan y tienen puntos de convergencia, que se pueden comprender desde la teoría de la interseccionalidad.

Finalmente, puedo decir que este trabajo fue realizado buscando ayudar a los docentes a hacerse conscientes de su proceso de construcción identitaria. Los resultados que arrojó la investigación fueron motivadores; los docentes que hicieron parte del grupo focal se consideran agentes de cambio que están "sujetos" a políticas educativas pero no están determinados por ellas.

Biodata

María Paula Galeano. Docente en las áreas de inglés y francés como lenguas extranjeras. Estudios: Licenciatura en lenguas (Universidad Pedagógica Nacional), Maîtrise en didactique du français (Université Stendhal: Grenoble 3), Master FLE : Analyse de la programation didactique (Université de Nantes), Master en enseñanza de las lenguas extranjeras (Universidad Pedagógica Nacional). He sido docente desde el año 2008, tengo un gran interés por las áreas de investigación relacionadas con la literatura, la transculturalidad y las identidades porque considero que la hibridación es un concepto importante en la docencia hoy y estas áreas, en particular, nos permiten acercarnos a conceptos de la hybris desde perspectivas actuales y útiles para el ejercicio docente.

Gil Liliana

Critical literacy development: The writing of academic papers

Universidad Distrital Francisco José de Caldas

This ongoing research study regards the development of critical literacy in EFL, especially the writing of academic papers in a senior class. To begin with, literacy, especially writing, has been seen mainly from a structuralist perspective in a private school. Therefore, it is very likely that students might have not been given the opportunity to be critical when they write, phenomenon that is evident in the institutional documents, and in the literature review. The research question and objective are: What do the writing of academic papers in L2 inform us about the students' critical literacy? To

describe students' criticality when they write academic papers in L2. In the theoretical framework that supports this study, I affirm that literacy is a social practice (De Souza, 2007; Green, 2001; Norton, 2006; Shor, 1999; Street, 2003). Similarly, academic writing is a practice with social implications (Correa, 2009; Lea & Street, 2006; Macedo, 2003; and Williams, 2006). This is a descriptive qualitative study (Dawson, 2002; Denzin & Lincoln, 1998) and data was collected by means of on-board discussions, students' artifacts and audio recordings. In addition, the pedagogical intervention followed the four resources model (Freebody and Luke, 1990), a writing process approach (Curry and Hewings, 2003; Hyland, 2003) and a critical classroom practice approach (Kempe, 2001). Finally, preliminary findings suggest students show awareness of text constructions and these constructions position them. (Data analysis in progress)

Biodata

Liliana Gil holds a BA in Philology and Languages from Universidad Nacional de Colombia. She has worked as a teacher in schools and universities in Colombia for around 20 years. Currently she is the head of the Foreign Languages Department of a private school and a master's student of MLAEI.

Gómez Ana

Collaborative Inquiry as a way to promote elementary students´ reflections in the EFL classroom

Summary

The research approaches an inquiry based learning process in which fifth graders work collaboratively by examining a local topic from their school context, from many different perspectives of their interest. The collaborative inquiry was a way to promote elementary students' reflections in the EFL classroom. The EFL curriculum was organized around students' communities and realities as relevant resources for language learning. The school snack was the topic selected by students for inquiry and language learning. Lessons were organized around students' knowledge about the daily snack and what they wanted to learn about the topic. Exploring together issues related to the school snack, students wrote reflections, interviewed school administrators and the people in charge of bringing, serving and providing the school snack daily. They also searched for information in different sources to document their inquiries. Data were collected through reflective journal entries written

by students, a book about the learning experiences in inquiry groups and the researcher´s field notes.

Findings report that through a classroom project, fifth graders developed inquiry skills and literacies (digital, visual, oral, written) while learning together and improving their social competences through collaboration. Learning is about developing competencies for life and using language to learn to think and to express oneself. Inquiring in the language classroom evidenced the use of language (Spanish and English) as the means to learn about meaningful content beyond mere English grammar lessons. Inquiring collaboratively led to individual reflections about the challenges of working together and school coexistence as the way all the members of a scholar community relate to each other.

Biodata

Ana Janneth Gómez Gutiérrez holds a B.A. in Spanish and English from Universidad Pedagogica Nacional and a M.A in Applied Linguistics to TEFL from Universidad Distrital Francisco José de Caldas. Her work experience includes teaching English at all levels from children to adults in different public and private institutions like SENA, Secretaria de Educación de Soacha, Instituto Ciudad Jardín Norte, Uniminuto and currently in The Secreatria de Educación de Bogotá at Colegio Codema. Her research interest involves community based Pedagogies, citizenship competences, children as citizens, inquiry based learning in the EFL classroom and students as co-creators of curriculum.

Gómez Angélica

Intercultural and communicative competences through the enhancement of EFL for teachers at public schools in municipalities of Valle

Universidad del Valle

Summary

In the framework of the project 'Innovación de ambientes de aprendizaje para mejorar las competencias comunicativas en inglés en instituciones educativas oficiales de municipios no certificados del Valle del Cauca' there is a need to train English teachers, using foreing language as the tool to communicate about social and academic issues. This course was designed as a setting for developing interactive, sociocultural and discoursive skills, focusing on cognitive-linguistic skills (Jorba, 2000), learning strategies (Oxford, 1990) and retho-

rical strategies (Eschholz y Rosa, 1988) that would allow students to strenghten communicative and intercultural competences.

In this way, the focus of the course does not only focus on learning English as a tool for communicating in academic and professional field, but also as a way to interact with others to develop inter and intrapersonal skills and avoid ethnocentrism and sociocentrism. In order to do this, some units have been designed, in order to engage students with the improvement of English level, as well as allowing them to analyze and relate social and current issues with their personal and academic surroundings.

Biodata

English Professor for Extension program at Universidad del Valle. English and Methodology teacher for Escuelas normales in Cali.

Gómez Leidy

Narratives about the configuration of subjectivities of English language teachers as NNESTs in the frame of Colombian language policies

Universidad Distrital Francisco José de Caldas

Summary

The creation and implementation of language policies in Colombia has been a process carried out without taking into account the particular needs of the Colombian context and the expectations of the stakeholders, particularly the teachers, although their experiences could be a useful input to be taken into account as pointed out by Correa and Usma (2013). This research study explores on the configuration of subjectivities by analyzing the narratives of 4 Colombian English language (EL) teachers as Non Native Speaking Teachers (NNESTs) and their relation to language policies. The result of this analysis might be a contribution to the people in charge of policy creation as the narratives shown come from actual practice. This research study has been carried out under a bigger project entitled Configuration of Subjectivities of Professional Teachers and Colombian Educational Policies where different directions such as policies about technologies, inclusion, among others were taken by the researchers. This particular study focuses on Colombian language policies, and their involvement to the configuration of subjectivities by Colombian English language teachers as NNESTs, who narrated their experiences.

Biodata

My name is Leidy Yisel Gómez; I got a BA in English teaching from Universidad Distrital in 2008. Since then, I have worked as an English teacher in different schools, institutions, private lessons and currently as a university professor at Universidad de la Sabana. Nowadays, I am doing the Masters in Applied Linguistics at Universidad Distrital. My research interests are directed to teachers' development and educational policies. At the moment, I am part of a Research group named "Estudios Críticos de Políticas Educativas Colombianas - ESTUPOLI".

Hernández Emilena (see Bonilla Martha, Medina Manuel)
Practitioner research at the LLEI - VUAD: Implementation of macro projects to foster research in the program.
Universidad Santo Tomás

Losada Jhon (co-presenter Suaza David)
Video-mediated listening and the multiliteracies approach in the construction of meaning
Universidad Surcolombiana

Summary

Teaching English as a foreign language is a labor that involves dedication, commitment and lots of planning. The ongoing development of technology and a generation attracted by these new advances have called the attention of people in different fields worldwide, especially education. This research project intends to understand the construction of meaning in students through the use of videos following a multiliteracies framework. In it, literacy is conceived as "a social practice rather than an individual skill; literacy is shaped through interaction, as opposed to residing wholly in the private mind of the individual" (Paesani, Allen, & Dupuy, 2016, p. 10). From this perspective, Mills (2010) advocates that "knowledge and literacy practices are primarily seen as constructions of particular social groups, rather than attributed to individual cognition alone" (p. 247). Two important arguments are highlighted within this new framework: (a) the growing significance of cultural and linguistic diversity; (b) the influence of new communication technologies (Kalantzis & Cope, 2008, pp. 196-197).

Based on these aspects, this work seeks to understand the way videotexts contribute to the construction of meaning in the students' learning process. Theoretically speaking, meaning construction is possible through a "meaning design",

which essentially involves three important elements: "available designs, designing and redesigned" within the same process (Cope & Kalantzins, 2000, p. 177). In this respect, Kress (2005) points out the importance of such conditions that influence meaning making construction, which in his view are characterized by also being "social, cultural and technological" (p. 150). In the same line of thought, Fairclough (2005) highlights that "meaning-making is a creative application of existing resources for meaning in negotiating the constantly shifting occasions and needs of communication" (p. 159). All of this means that meaning construction is adapted and adjusted constantly to allow communication to happen.

Biodata

Jhon Losada holds a B.A. degree in English Language Teaching from Universidad Surcolombiana (2014) and is currently studying a M.A. in English Didactics at the same University. He works as the Head of the English department in a private school in Rivera, Huila.

Medina Manuel (see Bonilla Martha Bonilla, Hernandez Emilena)

Practitioner research at the LLEI - VUAD: Implementation of macro projects to foster research in the program.

Universidad Santo Tomás

Meza Angélica (see Caviedes Lorena, Rodríguez Ingrid)

Implementing corpus-based editing processes into EFL pre-service teachers' academic writing

Universidad del Bosque

Micán Andrés

Revealing students' discourses on constructions of gender through communicative tasks in an EFL classroom

Universidad Pedagógica Nacional

Summary

This ongoing project reports part of a qualitative action research experience that attempts to identify students' discourses on gender constructions when they develop EFL communicative tasks in an intermediate course at the Universidad Pedagógica Nacional, Centro de Lenguas. Since learners used to work only with people from their sex and their discourses tended to be based on gender and sex

stereotypes they were encouraged to reflect on what was happening in the classroom in terms of their interactions, the way they were seeing others (boys and girls) and how it could affect their EFL learning process. Communicative tasks were useful in two ways, on one hand, they provided the data required for analyzing students' discourses and, on the other hand, they showed the progress students had in terms of writing and speaking (production skills). Data was collected from teacher's observations, written and spoken production (artifacts) and interviews in a pedagogical intervention. The methodology takes elements of Feminist Poststructuralist Discourse Analysis and Action Research. Three discourses about masculinities and femininities were identified (We all are equal, but…; I probably don't like it but it's a cultural practice; This is not part of the English class) and two in relation to gender stereotypes (´Chicas' must be brave and 'chicos'…; Usually men don't do this). The results evidence that integrating reflections of gender constructions in and EFL classroom could foster students' performance and it constitutes a pedagogical contribution to researches conducted in the EFL Colombian community and specifically at the UPN languages department.

Biodata

He is an undergraduate X semester fellow student, B.A. in Humanities: Spanish and foreign languages at UPN. He also follows a Linguistics major at UN. He holds a certificate in Uso de TIC and a certificate in Promoción de Lectura. He worked as Spanish tutor at UWI (Trinidad and Tobago).

Molano Ingrid (co- presenters Morales Lesli, Sosa Marcela)

Practices of volunteer native English teachers

Universidad Minuto de Dios (UNIMINUTO)

Summary

Uniminuto university has native English speakers as volunteers to strengthen the student's linguistic competences, independently if they have teaching experience. However, it has been identified and perceived some difficulties when they teach their mother tongue, because they do not apply appropriate and communicative, learning activities and they do not know how to teach grammar properly. Based on this, the following research question arises: Which are the characteristics of native English speakers as volunteers' practices in three Uniminuto`s branches?. It is important to characterize native English speakers as volunteers' practices in three Uniminuto`s branches s (Bogotá, Zipaquirá and Soacha), to determine the methodologies, learning activities they use in their

classes. In addition, the development of the project will describe and show the strengths and weaknesses they have during their practice at UNIMINUTO. This project is qualitative and it is exploratory case study. Its participants will be six native English speakers as volunteers. It will be used interviews, observations and autobiographical narratives to answer the research question.

Biodata

Student of Teaching English at Uniminuto University. Belongs to a research group where she has been the opportunity to learn, and explore a lot of important things that help to her own growth, also, to broaden her horizons, to improve her self-confidence, and her self-esteem.

Montero Yanneth

Inclusive pedagogy: Fostering inclusive education program within multiple disabilities classroom through topic-based unit approach

Universidad La Gran Colombia

Summary

Inclusive education is the type of ideology that reflects a social tendency to accept diversity as one of the main features in any community. It has been spread in many countries to ensure, through national and international policies, the right to receive proper opportunities for personal development, life quality, and active participation in the society itself, of people with special educational needs. Inclusion programs in Colombia are relatively young and seem there is a lack of teachers´ training with regard this matter. However, it is not suitable to keep on thinking that training is going to be the unique possibility to face students' diversity, especially in multiple disabilities classrooms. if the schools do not take heed of the heterogeneity of the groups and the real objectives of an inclusion program by trying to incorporate what professors learned during their B. Ed. it will not be possible to adapt and transmit the policies aimed at transforming the social communities. This study investigated how the development and implementation of didactic units based on Topic-Based Unit approach could enhance the inclusive education program carried out with 8th-grade students at Colegio Hermanos Beltran in Colombia. The didactic units are aimed at fostering academic environments characterized by promoting a culture of equality and inclusion (Álvarez and López, 2015). Data from observation process was used to identify the pedagogical strategies adopted by the teachers and the role of physically challenged students within mainstream classes of English. Firstly, it is analyzed the different notions and models of inclusion that could serve as a guide in the schools, the national and international legislations

that have been trying to ensure the rights of physically challenged people as well as the educational terms related to a didactic unit design. Secondly, it is the research methodology, the description of the pedagogical intervention, and the data obtained after implementing the tool with the corresponding analysis.

Biodata

Student at Universidad Libre. Maestría en educación con énfasis en didáctica de las lenguas extranjeras Graduated from Universidad de La Salle. Licenciatura en lenguas modernas 2011, inglés, Español y Francés. Professor at Universidad La Gran Colombia and Universidad Escuela Colombiana de Escuelas Industriales-ECCI

Morales Melisa (see Molano Ingrid, Sosa Marcela)

Practices of volunteer native English teachers

Universidad Minuto de Dios (UNIMINUTO)

Biodata

Student of seventh semester at Uniminuto in the bachelor of foreign language teaching degree. Participant in a research group called semillero RELATE. She would like to help in education contexts with a good project about the way to teach.

Nausa Ricardo

Identity projection in the oral presentations of PhD-level EAP students: Level of performance and disciplinary differences

Universidad de Los Andes

Summary

First person pronouns can be used to perform different discourse functions (Hyland, 2012), adopt authorial stances (Tand & John, 1999) or project identity roles (Zareva, 2009). In oral presentations (OPs), pronouns allow speakers to construct persuading arguments and engage with the audience. This study analyzes how Colombian PhD-level EAP students use pronouns in their OPs to project their academic and language learning selves. Pronoun use was explored in a corpus of 58 pairs of essays and their corresponding OPs transcriptions (84755 tokens) to identify (1) types of identity projected, phraseology, and discourse functions performed and (2) how these varied in regards to two variables: levels of achievement in OPs (high, medium, and low) and discipline (hard vs soft). To achieve these objectives, quantitative (normalised frequencies

and statistical significance) analyses were performed. These were complemented with corpus and discourse analysis procedures. The analyses show projected identities that characterize the levels and disciplinary divide and specific tendencies in pronoun use, phraseology and functions performed. Limitations, implications, and perspectives for future research are also discussed. I finish this presentation discussing the pedagogical implications of the study in how personal pronoun use can help nonprofessional or nonnative English-speaking scholars in improving the ways in which they use English to position themselves in oral presentations.

Biodata

I proudly hold a degree in Philology and Languages from Universidad Nacional de Colombia. I am currently doing my PhD studies in Applied Linguistics and English Language with the University of Birmingham. I am also a professor in the IPD (inglés para doctorados) program at Universidad de los Andes.

Patarroyo Mónica

Teacher's feminist positioning in the language classroom

Universidad Pedagógica y Tecnológica de Colombia

Summary

This research study arises from listening to three different female teachers who work in the same place, and who reveal an issue in common, gender inequality, namely, feminism. These voices were based on genuine experiences in the language classroom. They were recorded and then transcribed to have a detailed description of each situation, where finally became the foundation of this feminist study. The main theoretical constructs that support the study are: gender and discourse, feminism and positioning. This qualitative study aims to analyze the female teacher's positioning about feminism in the language classroom. The project was carried out in three undergraduate English courses from first and second level at a public university in Tunja, Boyacá. Data was collected in twenty five video recordings (three months) in the first semester of this current year, where the transcriptions of seven of them are analyzed. The framework to analyze data is the Feminist and Poststructuralist Discourse Analysis (FPDA). Its purpose is to highlight key discourses on gender as they are negotiated and performed within specific, localized contexts (Baxter, 2003). Data analysis is focused on the teacher's discourse, where what she says and does in the classroom becomes the core source of the interpretation. Data is al-

ways connected with the research question, research objectives, and literature review, in order to come up with the analysis.

Biodata

She holds a B.A in Foreign Languages Program and a specialization in Educational Management from Universidad Pedagógica y Tecnológica de Colombia (UPTC). She is a M.A candidate in Language Teaching at the UPTC. Nowadays, she works as a full time teacher at the International Language Institute at the UPTC.

Rodríguez Ingrid (see Caviedes Lorena, Meza Angélica)

Implementing corpus-based editing processes into EFL pre-service teachers' academic writing

Universidad el Bosque

Rodríguez Yenny

Identidades profesionales docentes: una construcción permeada por la sujeción y la subjetivación

Universidad Distrital Francisco José de Caldas

Summary

Que la educación sea una prolongación de la forma-empresa y que los objetivos de aprendizaje de una lengua extranjera sean solamente utilitaristas, es una dramática situación propia del instituto privado en el que realizo actualmente mi investigación.

Dada la estrecha conexión entre educación y capital, los procesos educativos se supeditan a los intereses de producción económica y se legitiman con pseudo-metodologías que no contemplan la responsabilidad social, política y ética de los docentes, así como tampoco resaltan el rol de la praxis -teoría, práctica y reflexión- (Freire, 1968) en su quehacer pedagógico; y mucho menos les incita a mantener una postura crítica frente a acontecimientos de orden local, nacional o internacional.

Es bajo este contexto que erijo la investigación en la academia El Cielo Azul - Nombre ficticio para efectos de esta ponencia-, la cual tiene por objetivo identificar cómo los discursos institucionales que regulan la práctica docente de un profesor de francés lengua Extranjera (FLE), que labora en esta institución, se relacionan con la construcción de sus identidades profesionales docentes.

Para tal fin, realizo un estudio etnográfico, cuyos instrumentos serán analizados a la luz del análisis crítico del discurso, propuesto por Norman Fairclough (1992). En tanto, esta metodología permite establecer las relaciones entre los procesos socio-culturales y las propiedades lingüísticas utilizadas en los discursos institucionales, para representar a los docentes; y en los discursos de los profesores, para identificarse, rechazar o negociar tales representaciones, en el discurso.

Biodata

Egresada de la Universidad Pedagógica Nacional: Licenciada en Educación Básica con Énfasis en Español y Lenguas Extranjeras. Docente de francés como lengua extranjera. Actualmente realiza la tesis para obtener el título de Maestra en enseñanza de lenguas extranjeras en la Universidad Pedagógica Nacional. Debuta como Educadora Popular.

Rosas Carol (see Cruz Karen)

Deaf people developing new literacies while learning an L3 through arts

Universidad Distrital Francisco José de Caldas

Salazar Diana

Exploring L2 preschoolers' learner identities constructed through cooperative work in the oral early literacy practices

Universidad Distrital Francisco José de Caldas

Summary

This is a Qualitative Interpretive study which aims to explore and analyze the identities that emerge in preschoolers when they work in a cooperative learning environment within their Oral Early Literacy Practices in their Language class. Bearing in mind that these children are undergoing a process of bilingualism at school, where there are specific teaching policies that use approaches such as Teaching for Understanding (TfU) and Cooperative Learning, then these pedagogical tools within the classroom gave a light to this study to work upon how in the early stages in childhood self-worth, confidence, belief about self-ability can be built as well as the belief of becoming a social being. Therefore, using some elements from Grounded Theory this study will interpret what are those language learners' identities that emerge during these practices and cooperative interactions, and how they construct them. Since identity is a phenomenon that comes from children's themselves and not just merely from the researcher interpretation,

then the main source of data are children's voices. Thus, interviews, transcriptions and drawings (artifacts) were used to validate these preliminary findings.

Biodata

Diana K. Salazar has a BA in English as a Foreign Language from Universidad Distrital Francisco Jose de Caldas. She currently studies in the Master program in Applied Linguistics in English Teaching at Universidad Distrital. She has been in the teaching field for ten years now, and currently works as an ESL and Math teacher at GCB Bilingual School in preschool. In addition to this she teaches at Sergio Arboleda University to teens and adults at the Language Center. Throughout the years, her teaching experiences have given her opportunities to grasp the different ways in which children, teens and adults can learn and understand the world around them, providing her with new ideas and topics to research on.

Serrano Zully (see Forero Josúe, Villalba Wendy)

The normative "Matrícula de honor" as an execution of disciplinary power

Universidad Distrital Francisco José de Caldas

Biodata

Zully Nathaly Serrano is a graduate student of Licenciatura en Educación Básica con Énfasis en Inglés (LEBEI) at Universidad Distrital Francisco José de Caldas. Her research interest include literacy methodologies for English teaching, discourse analysis and collaborative learning environments in EFL classroom.

Sosa Marcela (see Molano Ingrid, Morales Melisa)

Practices of volunteer native English teachers

Universidad Minuto de Dios (UNIMINUTO)

Biodata

She is a student of seventh semester at Uniminuto in the bachelor of foreign language teaching degree. She has been working in her project with the research program known as RELATE (Semillero). She likes to research and try to understand educational topics to contribute any type of solution in that kind of process.

Suaza David (see Losada Jhon)

Video-mediated listening and the multiliteracies approach in the construction of meaning

Universidad Surcolombiana

Biodata

David Suaza is a B.A. in English Language Teaching from Universidad Surcolombiana (2015) and is currently enrolled in a M.A. in English Didactics at the same University. He lives in Baraya where he works at a public school, he also works as a teacher at Universidad Cooperativa de Colombia in Neiva.

Ubaque Diego

Exploring digital literacy practices. A project based approach to literacy development in the EFL classroom.

Universidad Javeriana

Summary

This qualitative action research study looked into different students´ class projects to understand how digital literacy practices emerged in a B1 EFL classroom in a private university in Bogota, Colombia. The study took on digital literacy as socially situated practices supported by skills and therefore essential to improve students´ language learning processes. The study aimed at documenting how students´ digital knowledge emerged through the development of different class projects. Findings revealed that digital literacy practices were shaped by elements like agreement and negotiation of meaning and students assessing their own learning. Data also showed that students collaborated among themselves to regulate their own learning when projects became a collaborative situated activity.

Biodata

Diego Ubaque is an English teacher who currently works for Centro Colombo Americano and Pontificia Universidad Javeriana. Diego holds an MA degree from Universidad Distrital Francisco Jose de Caldas. His research area of interest does with narrative and literacy studies.

Valencia Andrés

Three metaphors of critical literacy, one neoliberal agenda: A reading of the basic learning rights in English

Universidad del Valle

Summary

This paper examines the relationship between critical literacy, democracy, neoliberalism, and the policy document Basic Learning Rights issued by the Ministry of Education. On the one hand, through a document analysis it traces and characterizes the historical development of Critical Literacy by identifying three major periods of this practice since the 1950's to 2015 that could be conceptualized in three metaphors that work, at its time, as theoretical frameworks to construe literacy practices in EFL contexts. Of particular interest for this discursive approach is Allan Luke's critical (2014, 2013, 2012, 2010) literacy body of work and both theoretical and methodological perspective.

On the other hand, these frameworks are used as lenses to read and make sense of the Basic Learning Rights (BLR) within the neoliberal strategy of a bilingual (in English) Colombia. The analysis focuses on how students, teachers, and schools are positioned, constructed, and construed in the BLR. In addition, it highlights potential venues for negotiation of identities and cultures; contextualization in the different regions (with a particular focus on Valle); teachers' appropriation of this policy document; as well as an analysis of the resistance(s) and resilience(s) it might engender.

The immediate beneficiaries of this discourse analysis are English teachers in general, and high school English teachers (including Teacher Educators) in particular, for they are the "implementers" (Johnson, 2013) of the educational language policies enacted from the Ministry of Education.

In other words, such discursive approach, informed from a Critical Literacy perspective (Luke, 2014; 2013; 2012; 2010), would enable the above mentioned teachers and practitioners develop the conceptual tools to better understand their role as language planning and policy agents on the one side, and to better position themselves as agents of change (Janks, 2011) in a sociocultural, political and economic network of relationships (NLG, 1996).

Biodata

Andrés Valencia is a critical action researcher currently lecturing at the Foreign Languages program at Universidad del Valle. He holds an MA in Language and Literacies Education from the University of Toronto. His research interests include Multiliteracies, Critical Literacy, (Academic and Creative) Writing, and Social Justice Education.

Villalba Wendy (See Forero Josue, Serrano Zully)

The normative "Matrícula de honor" as an execution of disciplinary power.

Universidad Distrital Francisco José de Caldas

Biodata

Wendy Geraldine Villalba Meneses is a tenth semester student of Licenciatura en Educación Básica con Énfasis en Inglés at Universidad Distrital Francisco José de Caldas, she is focused on teaching English to disabled people, primarily in blind student through the creation of didactic material and the Braille technique.

Villareal Maribel

Modelo Tpack para la enseñanza del inglés como lengua extranjera

Universidad de La Sabana

Summary

Las competencias comunicativas en inglés como lengua extranjera se convirtieron en política pública nacional, el uso de medios y nuevas tecnologías forman parte de este proceso según el eje de acción y mejoramiento presentado por el programa de Bilingüismo Colombia 2004-2019. De acuerdo con lo anterior, deben propenderse por escenarios académicos donde converjan las tecnologías como mediación frente al aprendizaje significativo del inglés. En este sentido, Judi Harries, presenta como el Modelo TPACK integra lo pedagógico, lo disciplinar y lo tecnológico, que aplicado de manera correcta permite verdaderos aprendizajes cuando el docente tiene conocimiento de ellos y los aplica en un contexto en particular. Este modelo se presenta entonces, como una oportunidad para diseñar estrategias pedagógicas mediadas por Tic para la enseñanza del inglés y el aprendizaje de cualquiera de sus habilidades desde los ciclos iniciales de educación, lo que representa además, una oportunidad para fortalecer las estrategias de formación docente y material pedagógico para la educación básica y media según la ruta establecida en el programa Nacional de inglés 2015- 2025 Colombia Very well.

Biodata

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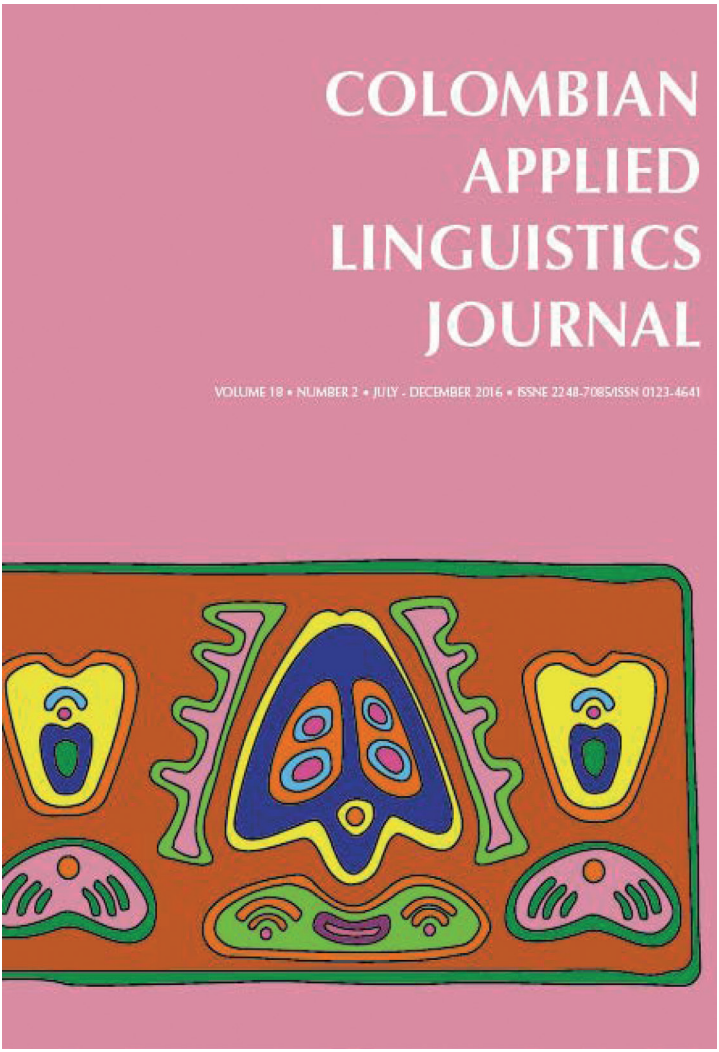
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