



**UNIVERSIDAD DISTRITAL
FRANCISCO JOSÉ DE CALDAS**
Acreditación Institucional de Alta Calidad

XXIII SYMPOSIUM ON RESEARCH IN APPLIED LINGUISTICS & V INTERNATIONAL SYMPOSIUM ON LITERACIES AND DISCOURSE STUDIES

Organized by:

Maestría en Lingüística Aplicada a la Enseñanza del Inglés

In collaboration with:

Facultad de Ciencias y Educación, Centro de Relaciones Interinstitucionales
& Licenciatura en Educación Básica con Énfasis en Inglés

November 2nd & 3rd, 2017

ACKNOWLEDGEMENTS

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

We are honored to count on the participation as keynote speakers of Professor Lynn Mario Menezes de Souza (Universidade de São Paulo - Brazil), Professor Doris Correa (Universidad de Antioquia - Colombia), and Professor Ximena Bonilla (University of East London - England and Universidad Distrital Francisco José de Caldas - Colombia).

Our gratitude also goes to the School of Sciences and Education, Centro de Relaciones Interinstitucionales (CERI), and the Licenciatura en Educación Básica con Énfasis en Inglés (LEBEI) for their collaboration.

ALVARO H. QUINTERO P.

Chair

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 twenty-six-year trajectory (1991-2017). It has ensured the 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 undertaken 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)
2017:	Renewal of its Registro Calificado granted to the program by the Colombian Ministry of Education (Resolución 04337, Marzo 10, 2017)

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. It takes 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

Professor
Lynn Mario T. Menezes de Souza
University of Sao Paulo, Brazil

Professor
Doris Correa
Universidad de Antioquia, Colombia

Professor
Sandra Ximena Bonilla Medina
University of East London, England
Universidad Distrital Francisco Jose de Caldas, Colombia

INTERNATIONAL SCIENTIFIC COMMITTEE

Bryan Meadows - Fairleigh Dickinson University (USA)
Nathanael Rudolph - Mukogawa Women's University (Japan)
Steve Daniel Przymus - Texas Christian University (USA)
Bertha Ramos Holguín - Universidad Pedagógica y Tecnológica de Colombia (Tunja)
Álvaro H. Quintero P. - Universidad Distrital Francisco José de Caldas (Colombia)

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Zoraida Revelo S.
Maestría en Lingüística Aplicada a la Enseñanza del Inglés

XXIII Symposium on Research in Applied Linguistics & V International Symposium on Literacies and Discourse Studies



PROGRAM

Day 01 Thursday, November 2-2017			
07:30 am 08:00 am	Registration Auditorio Investigadores Foyer		
08:00 am 08:30 am	Opening Auditorio investigadores		
08:30 am 09:30 am	Plenary 01 – Auditorio Investigadores Using a Systemic Functional Genre-Based Approach to Promote a Situated View of Academic Writing Among EFL Pre-service Teachers Professor Doris Correa Universidad de Antioquia - Colombia		
09:30 am 10:00am	Coffee Break		
	AUDITORIO INVESTIGADORES	AUDITORIO AUXILIAR	SALA SABIO CALDAS
10:00 am 12:00 pm	Towards the Understanding of the (Re) Construction of Language Teacher Identity: A Narrative Em- bedded Study Leidy Paola Carrera Parra Universidad Distrital Francisco José De Caldas	Pre-Service Teachers' Voices About Teaching Practicum Ana Jackelin Aguirre Hernandez & Jairo Enrique Castañeda Trujillo Universidad De La Salle/Univer- sidad Distrital Francisco José De Caldas	An Exploration of Colombian EFL Teachers' Identities: Professional Life-Changing Experiences as a Means to Re-Construct and Decon- struct Personal and Profes- sional Selves Laura Posada Universidad Distrital Fran- cisco José De Caldas
	The Representation of The Chilean and Colombian Bilingual Programs by 'La Tercera' & 'El Espectador' Between 2011 & 2014 Lina María Rozo Grande Universidad Distrital Francisco José De Caldas	An Inquiry into Intercultural Aware- ness Mediated by Community- Based Pedagogy Patricia Imbachi España Universidad Del Tolima	Drawing The Teacher You Want to Be Luz Mery Arroyo Cervantes, Natalia Fonseca López & Yessica Sarmiento Universidad Minuto De Dios.

10:00 am 12:00 pm	EFL Students Authoring Texts and Performing Critical Social Issues Through Literature, Films and Theater Erika Debal Colegio Nuestra Señora del Rosario Bogotá/ Universidad Distrital Francisco José de Caldas	Co-Constructing Home and School Connections Based on EFL Rural-Urban Students' Literacy Practices and Their Community Assets Íngrid Paola López Navas Institución Educativa Distrital Juan Rey /Universidad Distrital Francisco José De Caldas	La Comunidad De San Cristóbal Como Contexto De Aprendizaje July Rincón Institución Educativa El RODEO
	Sense of Belonging: A Sign of Happiness and Appreciation for The School's Identity Paola Gómez Universidad Del Tolima	Loops and Intersections in A Community of Learning at UNICA Angela Andrea Ariza H. Institución Universitaria Colombo Americana – UNICA	EFL Eighth Graders' Conflict Negotiation Capacities: Their Voices Paola Andrea Rubiano Arana. Universidad Distrital Francisco José De Caldas
12:00 pm 01:30 pm	Lunch		
01:30 pm 03:00 pm	Maestros Reconociendo La Comunidad Como Agentes De Cambio En El Colegio CODEMA Ana Janneth Gómez Gutiérrez, Ana Isabel Cabra Vargas & Carlos Felipe Torres SED/ Colegio CODEMA IED	Exploring Local Literacies with EFL Students Through Blog Interactions Giselle Castañeda. Colegio Luis Carlos Galán Sarmiento/ Universidad Distrital Francisco José De Caldas	EFL Eleventh Graders' Decision-Making Via Critical Literacy Practices: A Study of Their Social Agency Marcela Liliana Cárdenas Cruz Universidad Distrital Francisco José De Caldas
	Content Area Teachers' Knowledge Co-Construction Upon Bilingual Education: An Opportunity of Pedagogical Reflection Paola Andrea Méndez Flórez Colegio CAFAM/ Universidad Distrital Francisco José De Caldas	The Emergence of Third Space and Gendered Subjectivities in The EFL Class Jonathan Delgado Centro Colombo Americano Bogotá/ Universidad Distrital Francisco José De Caldas	Meaningful Learning Experiences in Speaking Through Assessment and Evaluation Lady Nataly Camargo Pineda & Tatiana Andrea Vera García Universidad Distrital Francisco José De Caldas
	Colombian Indigenous University Students and English-Language Requirements, Bilingual Policy Contradictions. Katharine West Universidad De Los Andes / Universidad Distrital Francisco José De Caldas	To Learn English Today? Parents and Students' Discourses. Diego Felipe Castrillón Univio & Andrés Felipe Micán Castiblanco Universidad Pedagógica Nacional	EFL and Mathematics Literacies Development. Andrea Rodríguez Colegio Nuestra Señora Del Rosario Bogotá/ Universidad Distrital Francisco José De Caldas

03:00 pm 03:30 pm	Coffee Break		
03:30 pm 04:30 pm	Implementing A Cross-Disciplinary Inquiry Project Within a Community-Based Pedagogy Perspective in The EFL Classroom Yuly Andrea Nieto Gómez Universidad Distrital Francisco José De Caldas	Materialese: Peace Talk in EFL Resources Yeraldine Aldana Gutiérrez Universidad Distrital Francisco José De Caldas	Exploring the Use of Visual Literacies in an EFL Classroom to Promote Students' Sense of Ownership and Motivation to Write Johanna Marcela Sabogal Bedoya Universidad Del Tolima
	Mapping Our Ways to Critical Pedagogies Amparo Clavijo Olarte Universidad Distrital Francisco José de Caldas	Colombian Deaf Minority as Portrayed in The Dichotomy of Inclusion-Exclusion Within the Official Bilingualism Discourse Diane Liseth Leonor Suárez Rodríguez Universidad Distrital Francisco José De Caldas	Nativespeakerism and Teachers' Pedagogical Discourses German Estupiñán Universidad Distrital Francisco José De Caldas
04:30 pm 05:30 pm	Plenary 02 – Auditorio Investigadores Making (No-)Sense of the World: is it just language? Professor Lynn Mario T. Menezes de Souza University of Sao Paulo – Brazil		

Day 02 Friday, November 3-2017			
08:00 am 09:00 am	Launching of Colombian Applied Linguistics Journal Vol. 19 No.2 2017		
	AUDITORIO INVESTIGADORES	AUDITORIO AUXILIAR	SALA SABIO CALDAS
09:00 am 10:30 am	Fostering Literacy Processes in EFL Learners Through Collaborative Inquiry Mónica Liliana Sánchez Alfonso Universidad Distrital Francisco José De Caldas	EFL Students' Reflections: Positioning Themselves as Language Learners Christian Camilo Bernal González Colegio Jordán De Sajonia/ Universidad Distrital Francisco José de Caldas	Constructing Our Identity: A Matter of Us Julio Andrés Cortés Jaramillo Universidad Del Tolima

09:00 am 10:30 am	University EFL Students' Experiences When Facing Blended Learning Environment Alejandro Munar UNIAGRARÍA/ Universidad Distrital Francisco José de Caldas	A Blended Teacher Workshop: Reshaping Our Beliefs While Learning Together Gina Marcela Pérez Romero Universidad Distrital Francisco José De Caldas	Visibilizando las Subjetividades y la Participación Estética-Política de los Jóvenes de Grado Once SED Bogotá. Aura Inés Cerón Correa Luz Maribel Ramírez Galindo Colegio Alfonso López Pumarejo
	Linguistic Landscape Through "The Walls" In La Sagrada Familia School Luz Dary Cárdenas Avila Universidad del Tolima	Discourses that lead to Classroom Echology: pre-service teachers intending to change communities of practice Julio César Augusto Arenas Reyes Universidad Santiago de Cali	Resignifying Who I Am as Woman in Vereda Pavas-Villahermosa, Tolima Karol Castillo Universidad Del Tolima
10:45 am 11:45 am	Coffee break		
11:45 am 12:15 pm	Plenary 03 – Auditorio Investigadores Situating education and the development of racial identity in the context of Colombia: A Critical Discourse Analysis perspective Professor Sandra Ximena Bonilla Medina University of East London – England Universidad Distrital Francisco Jose de Caldas - Colombia		
12:15 pm 12:30 pm	Panel with the Plenarists - Auditorio Investigadores		
12:30 pm	Closing ceremony		
1:30 pm	Lunch		

PLENARY 01

**USING A SYSTEMIC FUNCTIONAL GENRE-BASED APPROACH TO PROMOTE A
SITUATED VIEW OF ACADEMIC WRITING AMONG EFL PRE-SERVICE TEACHERS**

PROFESSOR DORIS CORREA
Universidad de Antioquia - Colombia

This presentation discusses the results of a qualitative study which explored the gains and challenges encountered by two groups of pre-service English as a foreign language teachers from a public university in Medellin, Colombia in developing a situated view of academic writing through a systemic functional genre-based instructional unit. The unit was part of a written communications course and used an approach called the teaching-learning cycle. Results from the study suggest that one of the main gains was related to pre-service teachers' emerging understanding of context, purpose, and audience. One of the main challenges concerned pre-service teachers' difficulty with shifting their former views of grammar as a fixed system of rules.

Biodata

Professor Doris Correa holds a Doctorate in Language, Literacy, and Culture from the University of Massachusetts, Amherst. Currently, she works as an Associate Professor at the School of Languages, Universidad de Antioquia (Colombia), where she has undertaken research in English language policy, critical literacies, systemic functional linguistics, and linguistic landscapes.

PLENARY 02

MAKING (NO-)SENSE OF THE WORLD: IS IT JUST LANGUAGE?

PROFESSOR LYNN MARIO T. MENEZES DE SOUZA
University of São Paulo - Brazil

Uncommon in discussions of Foreign Language Education, the concepts of 'coloniality' and 'epistemologies of the South' propose that the inequalities, which originated historically in colonialism and modernity - and their accompanying notions of science, reason, humanity and knowledge - persist until today. This is so despite the fact that formerly hierarchised colonization has apparently been superseded by horizontalised globalization. This seminar proposes to discuss how hierarchised inequalities persist in

so-called mainstream notions of language, culture, and meaning-making (especially given current attention to 'language practices'); it proposes to do so by focussing on the concepts of 'zero-point' knowledge, epistemicide, epistemic violence and glocalization.

Biodata

Professor Lynn Mario T. Menezes de Souza holds a bachelor's degree in Linguistics from the University of Reading (1977), a master's degree in Applied Linguistics and Language Studies from the Pontifical Catholic University of São Paulo (1984), a doctorate in Communication and Semiotics from the Pontifical Catholic University of São Paulo (1992) by the University of São Paulo (2006). He is currently a full professor at the University of São Paulo. He has been a Visiting Professor at the University of Western Ontario (2004, Canada) and at Monash University (2010, Australia). He has experience in the area of Literature, with emphasis on Foreign Languages, mainly in the following subjects: teaching-learning, applied linguistics, language literary criticism and post-colonial literature.

PLENARY 03

SITUATING EDUCATION AND THE DEVELOPMENT OF RACIAL IDENTITY IN THE CONTEXT OF COLOMBIA: A CRITICAL DISCOURSE ANALYSIS PERSPECTIVE

PROFESSOR SANDRA XIMENA BONILLA MEDINA

University of East London - England

Universidad Distrital Francisco José de Caldas - Colombia

Globalisation has contributed to making identity a salient area of inquiry in relation to education (Tarc, 2012). It has been argued that education in this respect plays a key role in developing an understanding of what a globalised society means. However, emphasis on developing awareness on globalised identities has also been problematic as local identities tend to be disempowered. In this context and following a critical discourse analysis (CDA) perspective (Jorgesen & Philipson, 2002; Wetherell & Potter, 1992; Van Dijk, 1993; Said, 1976), this paper presents racial identity as one important area that needs to be examined in relation to education. Drawing on a doctoral research, this presentation specifically examines how race has been constructed in Colombia, how education has played a role in such construction and how this same construction appears to impact social practices. Furthermore, this presentation tackles epistemological, ontological and methodological complexities of CDA that were relevant to consider in this examination.

Biodata

Professor Sandra Ximena Bonilla Medina has recently obtained a degree of Doctor in Education degree (University of East London, UK). She holds a Master degree in Applied Linguistics to TEFL from Universidad Distrital Francisco José de Caldas, Colombia, where she is a full time professor. She has published articles concerning language, culture, and education.

**PRESENTATIONS SUMMARIES AND BIODATA
(ALPHABETICALLY BY PRESENTER'S LAST NAME)**

AGUIRRE HERNÁNDEZ ANA JACKELIN
CASTAÑEDA TRUJILLO JAIRO ENRIQUE
Pre-Service Teachers' Voices about Teaching Practicum
Universidad de La Salle
Universidad Distrital Francisco José de Caldas

Summary

Teaching practicum has been considered as one of the most crucial and influential stages in teacher education (Trent, 2013). Teaching practicum brings the opportunity to have pre-service teachers exposed to the real world of teaching English to students of other languages and gaining knowledge about the complexity of current classroom practices, which contribute to enhance their motivations, attitudes, and engagement towards the teaching profession (Fajardo & Miranda, 2015). Nevertheless, for some, teaching practicum could also become one of the most challenging, puzzling, though, and unsatisfying experience along the B.A. program (Farrell, 2001; Ferrier-Kerr, 2009; Trent, 2013). Whatever the effect teaching practicum could have over pre-service teachers, this can affect their learning experience, confirming or changing the impressions they had about the teaching practicum before enrolling in the B.A. program (Calderhead, 1988).

This presentation intends to show how pre-service English language teachers perceive their classrooms during their field based experiences (teaching practicum) from three different angles: their understanding of their own classroom, the learnings from their mentor teacher, and their mastering in the art of language teaching in general (Brinton and Holten, cited in Farrell, 2001). In this way, we can unveil how aware they are of the need for a change in language teaching processes.

The main conclusions show that pre-service teachers are aware of the reality related to the educational context and the students at school. However, pre-service teachers' reflections about their practices reflect that they usually resort to strategies and methodologies taken from previous experiences, which lead them to objectify language teaching and normalize the classrooms.

Biodata

Ana Jackelin Aguirre Hernandez works as a teacher at Universidad de La Salle. She holds a B.A. in Basic Education with emphasis in English from Universidad Distrital and a M.Ed. from Universidad de Los Andes. Her research interests revolve around teacher education and teaching practicum.

Jairo Enrique Castañeda works as a teacher and researcher at Universidad de La Salle and Universidad Distrital FJC. He holds a M.Ed. with Emphasis on English Didactics, Universidad Externado de Colombia, and a B.A. degree in Spanish and English, UPN. Currently, he is a student of the Interinstitutional PhD in Education - ELT emphasis.

ALDANA GUTIÉRREZ YERALDINE
Materialese: Peace Talk in EFL Resources
Universidad Distrital Francisco José de Caldas

Summary

In a transitional process from a conflict to a post-conflict scenario, Colombia needs to shape alternative languages for interaction purposes. Besides, tools for teaching EFL seem to support cultural patterns of violence such as microaggressions, cyberbullying and cybercrime. Thus, our research project aims at interpreting EFL learners' interactional practices and perceptions on the other and surrounding reality through a blended learning environment towards peace education. Literacy activities on Facebook, YouTube, DVDs and printed workshops are connected in a didactic material for peace as an alternative solution of problems. Key theoretical concepts revolve around Education for Peace (Martínez, 2017), materials development (Tomlinson, 2011; Rico, 2012), bilingual settings (Cummins, 2005) and blended learning (Ginns and Ellis, 2007). This research is framed within the qualitative paradigm and the exploratory research design (Hernández, Fernández and Baptista, 2010). Data collection methods include participant observation supported by field notes; students' artifacts and focus groups. Our participants are tenth graders selected as information-rich cases through purposeful sampling. They are Colombian EFL students who experience the shift from a conflict to a post-conflict setting; they are familiar with ICTs and display interest in them. The first part of the material was developed. Preliminary findings suggest that students gradually create peace strategies for interacting with others, based on bilingual and intercultural contents. Materials' talk (Materialese) may be enriched by students' voices when building up their personal constructs around peace solutions while interacting one another. Citizenship and intercultural competences could be practiced in didactic materials towards peace education in the EFL class.

Biodata

Yeraldine Aldana works as a professor at Universidad Distrital FJC. She graduated as an EFL teacher and she holds a Master's Degree in Applied Linguistics of Spanish as a FL, Universidad Javeriana. She is a teacher-researcher in two research groups and her inquiry lines are: Bilingualism, ICTs and literacy.

ARENAS REYES JULIO CÉSAR AUGUSTO
Discourses that lead to Classroom Echology: pre-service teachers intending to change communities of practice
Universidad Santiago de Cali

Summary

This paper presentation will look at how pre-service teachers, teachers, and boards mediate different kinds of discourse for facing their role as communities of practice, and the challenges they have to pursue language teaching, policies, and school goals. Preliminary results obtained from ongoing research in different institutions in Cali, Valle del Cauca will be shared. The presenters will draw on authors who have discussed how discourse turns to be transformational as members of communities are empowered. They will, then, look into the preliminary results from some cases of pre-service teachers within the context of Teaching Practicums of English as a Foreign Language. Next, the presenters will go overviews of some theorists and the perspectives suggested by prior related research in the field at a national and international level. Finally, the presenters will suggest local actions needed to reinterpret teacher education.

Biodata

César Arenas Reyes holds a B.A. in Teaching English as a Foreign Language from Universidad Distrital. Holds a Specialization in Curriculum, and a M.Ed. – Bilingualism from Universidad de los Andes. Currently he is his first year of the Interinstitutional Ph.D. in Education at Universidad del Valle, ELT major, research line in Intercultural Studies



ARIZA H. ÁNGELA ANDREA
Loops and Intersections in a Community of Learning at UNICA
Institución Universitaria Colombo Americana – UNICA

Summary

This presentation reports on the main considerations of an action research study attempting to start and maintain a community of learning among student teachers at UNICA. Student teachers were guided through participating, discussing and, in some cases, questioning their teaching philosophies based on presenting, supporting and sharing insights of their actual teaching experiences. During practicum mentoring sessions they were led to ask authentic questions – a strategy suggested by Rithchart, Church & Morrison (2011) in their proposal on How to Make Thinking Visible. Besides, insightful interactions delved in the kind of thinking they intended to contribute to the group discussions through dialogic intersubjectivity as follows: “P (problem), MT (my theory), INTU (I need to understand), NI (new information), C (comment), and WHWL (what have we learned?)” Harpaz, Y. (2014). The main source of data was the recorded notes during weekly meetings, student teachers authentic and spontaneous answers to on the spot questions and responses to peers’ concerns, readings and mentor’s ideas. We also resorted to reflections on the main principles that guided their practicum as well as cooperating teachers and mentor teacher’s perceptions on student-teachers’ performances. Based on the analysis of data, we noticed that discussions led to more group activity that can be described as a cyclical process that entails action- discussion / reflection- action similar to a double loop way to understanding. This cycle shows progression in the construction of student teachers pedagogical knowledge. Besides, student teachers value the knowledge that is constructed as a group and that gives more meaning to their role in a collective.

Biodata

Andrea Ariza holds an MA in Education from the Universidad Javeriana. She has worked as language professor and language and practicum mentor at the Universidad de la Sabana and Universidad Nacional de Colombia respectively. At this moment she is a full time professor at UNICA and belongs to the research group INNOBED at the same institution.

ARROYO CERVANTES LUZ MERY
FONSECA LÓPEZ NATALIA
SARMIENTO YESSICA
Drawing the Teacher you Want to Be
Universidad Minuto de Dios.

Summary

The idea to do this research is because in the program it is not known what students from first semester think language teaching is, and sometimes students are not aware about the importance to be teachers. Besides, they have in minds many beliefs about what being a teacher is, and these ideas might be reflected in their actions and behaviors in the real educational context. These factors may influence negative or positive in their learning process as future English teachers. Our project is focus on 3 theoretical concepts: the first one is teacher professional identity defined by Barkhuizen (2017) as “the cognitive, social, emotional, ideological, and historical beliefs, knowledge and theories teachers have” (p.31). The second concept is beliefs defined as our own ideas or perspectives, and knowledge of an individual about something or someone that he thinks is truth (Hermans, Van Braak, and Van Keer, 2008 & Green, 1971), and the sub-construct beliefs about teaching defined by Castellanos (2013) who explained that beliefs about teaching tend to change depending on the context and experiences that pre-services teacher must face when they come into different components as: “course content, reflection, and research” (p.196). In the same line of thought, Richards and Lockhart (1994) affirmed that beliefs about teaching are taken in a different way by every teacher because they have their own idea about teaching, this means, each teacher is free to have their own interpretation about teaching. Finally, this study connected the third construct imagination to the way people perceive the world in different aspects, this means each one can create an image or vision about something; it can be understood as real or unreal depending on how people interpret the reality. This research took as reference Wenger (1998) who claimed that “imagination is an important component of our experience of the world and our sense of place in it” (p.176). This is a descriptive case study and a questionnaire, drawings and interview have been used as instruments to collect information. Up to this moment it was found the following categories and results: vision about teaching, in results were found that transmission of information was the main factor that represents students vision about teaching; Class development, students recognized that grammar and teach through dynamics are important factors to give the instructions how to introduce the topic, how the explain the topic, etc.; Language teaching methodologies, students showed that audio-lingual method and communication is an interesting way to implement in class; Resources, learners explained that audio-visual and didactic resources are the most important to develop the interaction of the students with the lessons; Classroom management, students expounded that the semi-circle and clusters organizations in the classroom are fundamentals to create an interaction between students-teachers; and finally, Teacher roles, learners exposed that controller and mediator roles are the best for them to manage their class.

Biodata

My name is Luz Mery Arroyo Cervantes. I’m studying a bachelor’s English degree at corporation Universitaria Minuto de Dios. Besides, I’m working on research group project. Also, I love teaching and I think teachers can change human being lives in a positive way.

My name is Natalia Fonseca, I’m in eighth semester of the Bachelor program of English language teaching at Uniminuto university. My interests are focus on know more about the teacher profession, for this reason I joined to the research group “Language teachers’ and Identity” in order to improve my knowledge in research.

My name is Yessica Sarmiento, I study Bachelor Degree in English. I am really interested in research. I think that it is very important for the advances in education and even more for us as teachers who must be researchers to give our students a better education with the help of new methods and approaches.



BERNAL GONZALEZ CHRISTIAN CAMILO
EFL Students' Reflections: Positioning Themselves as Language Learners
Colegio Jordán de Sajonia / Universidad Distrital Francisco José de Caldas



Summary

This presentation reports on a study that examines EFL students' positioning explored by means of reflective practices. First, it presents information that led to formulating the question: What do self-assessment practices in the EFL classroom inform about students' positioning while responding to a school curriculum based on international proficiency levels? This project has twofold purposes which aim to unveil the positions that students enact during the implementation of a self-assessment language portfolio in an EFL classroom and to specify how those positions are shaped when developing self-assessment practices. Second, it describes identity and positioning theories that serve as the theoretical foundation of the project. Third, it presents the pedagogical implementation that included self-assessment practices implemented in a language portfolio as a means to foster reflection and dialogue in the classroom. Finally, it reports on the methodological route used and synthesizes preliminary findings that show the need to have students express their voices with regards to their roles as EFL learners.

Biodata

Christian Bernal holds a Bachelor's degree in EFL teaching from Universidad Distrital Francisco Jose de Caldas; his research interest focuses on discourse analysis within Educational Contexts. Currently, he works in a private Catholic school as English teacher and is finishing his Master's degree in Applied linguistics to TEFL.

CASTILLO KAROL

Re-signifying who I am as Woman in Vereda Pavas-Villahermosa, Tolima
Universidad del Tolima

Summary

The concept of women and the role she plays in the society has been discussed over decades by many people. In the 21st century, this concept has been changing slowly in some places, thanks to some feminist groups and people who defend women's rights. This presentation reports, a small-scale research project based on community based-pedagogy approach, which is undertaken in a local community in (Tolima) Colombia, taking into account the women's voices mainly. The study aims at re-signifying the traditional concept of women that people have in their local contexts, which affects girls' self-esteem in the school directly. In this context, this study calls into a question about how self-esteem influences in the re-signifying of the concept who I am: as women in my community? This research, is based on the appreciation of the communities in which school is located and students and their families inhabit. The goal of this study is to explore the community concept of woman and through a collaborative work with female students from the school carry out a campaign with different activities in order to re-signify this concept and in that way, look for a change in the girls' self-esteem from the school community. Surveys, questionnaires, observations and diaries are the instruments used in order to explore, collect local knowledge, which will lead community become active participants to share ideas, beliefs, conceptions, perceptions about the concept of woman and bring them into the English classroom the students realities and connect with the English curriculum.



Biodata

Karol Castillo studied Bachelor of Arts in English Education and she is studying her master's degree in English Didactics at Universidad del Tolima. Karol was an exchange student at Hankuk University of Foreign Studies in South Korea, studying and working as a pre-service English teacher. She has experience as English teacher for 5 years in different private sectors of Ibagué (Tolima). Currently she is working as English teacher in a rural state school, and where she is doing a research based on community-based approach.

CÁRDENAS ÁVILA LUZ DARY

Linguistic Landscape Through "The Walls" in La Sagrada Familia School
Universidad del Tolima

Summary

Language is everywhere, we can find it on advertisements, warning signs, graffiti, and names of places, traffic signs, streets and stores. These means constitute sources of vivid linguistic expressions that represent not only names but convey social and emotional meanings. Linguistic Landscape attempts to understand the motives, uses, ideologies and all forms of language that are displayed in public places (Kallen, 2016). In this way, linguistic landscape becomes an instrument of paramount importance in the field of language studies.

This presentation is intended to report on a small-scale qualitative study undertaken in a public school in Ibagué with seventh grade students. Two main objectives were established for this study: First, to analyze social meanings represented in paintings designed by students and located inside and outside spaces of the school and second, to describe the effects of using them as a pedagogical resource for critical literacy implementation. To achieve these objectives, the participants did a linguistic landscape around the school and by using critical literacy principles analyzed and report on social meanings. The data was also collected through the use of class video recordings, teacher journals and interviews to students.

Findings report the merits of using critical thinking and the linguistic landscape as pedagogical resources in the EFL classroom which suggest ideas for activities that connect the language classroom to the learners' community and allow students to assume critical attitudes by reading, analyzing and valuing others' world represented in paintings.

Biodata

Luz Dary Cárdenas has a B.A. in Español y Literatura e Inglés and Administradora Financiera. She works in la Sagrada Familia public school. She studies the Master's in English Didactics at Universidad del Tolima.

CÁRDENAS CRUZ MARCELA LILIANA
EFL Eleventh Graders' Decision-making Via Critical Literacy
Practices: A Study of Their Social Agency.
Universidad Distrital Francisco José de Caldas



Summary

This presentation is intended to report on an ongoing qualitative-research study, framed within the Critical Pedagogy perspective. It looks into the issue of EFL students' agency explored by means of critical literacy practices. Specifically, through their engagement in an inquiry-based process - i.e. The Authoring Cycle proposed by Burke & Short (1996). The research question is: What does eleventh graders' Authoring Cycle in an EFL classroom portray about their social agency? Therefore, the primordial aim is to achieve a better understanding to the eleventh graders' decision-making capacity and what characterizes those decisions upon social issues that emerge in their daily school experiences.

The presentation will start off by providing a brief account of the research problem. Following, the presenter will illustrate the balance between theory, mainly the Freirean philosophy of education (Freire, 1994, 1997, 2002; Giroux, 2010; McLaren, 2008; and Wink, 2005) and practice, that is, the pedagogical intervention and qualitative research design (Cresswell, 2013; Denzin & Lincoln, 1994) which outline the research platform on which some preliminary findings have been produced. As an emphasis of this presentation, there will be a discussion of such findings and the projection for the culmination of the study.

Biodata

Marcela Liliana Cárdenas Cruz holds a BA in Modern Languages Spanish and English from La Salle University (2006). She has 12 years of experience as an English teacher in the private sector teaching to young and adult learners. She is a current student of the MA in Applied Linguistics to English Teaching at Universidad Distrital FJC. Her research interests involve Literacy, ELT methodology and Post-method education.

CASTAÑEDA GISELLE.
Exploring Local Literacies with EFL Students Through Blog Interactions.
Colegio Luis Carlos Galán Sarmiento/ Universidad Distrital Francisco José de Caldas

Summary

This presentation shares the process of an action research project whose purpose is to understand eleventh grade students' development of their literacies through local inquiries in the English classroom. The study comes from the need to establish connections between students' interests and the local resources in the curriculum. A pedagogical intervention was carried out with a group of 32 students during of five-month period, in a public school in Puente Aranda. The study is framed within a sociocultural perspective of learning and teaching that implied the participation of students, their families and friends in discussing the contents of videos, chronicles and blogs about Colombia and Bogota. The opinions collected from family and friends were used by students to write their own review of the videos. Students were also asked to informally collect information from a relative about experiences they wanted to share about travelling in Colombia to write a chronicle reporting that experience. A blog was created for the

class to post their reviews of the videos about Bogotá, photos, chronicles and stories told by people they can interview in the city to know their perceptions of Bogotá. The results show students' interest in collecting stories of Bogotá to write about the graffiti, the ciclovía, art in Bogotá, and other cultural events that make the city interesting to the visitors.

Biodata.

Giselle Castañeda holds a bachelor's degree in EFL teaching from Universidad Distrital Francisco José de Caldas. She works in a public school as an English and Spanish teacher and is finishing her Master's degree in Applied Linguistics to EFL.

CASTRILLÓN UNIVIO DIEGO FELIPE
MICÁN CASTIBLANCO ANDRÉS FELIPE
To Learn English Today? Parents and Students' Discourses
Universidad Pedagógica Nacional

Summary

This ongoing project reports part of a mixed study (qualitative and quantitative) that attempts to identify students and parents' discourses on learning English in the local context, where both groups are influenced to develop a foreign language competence by media and socio-economic factors. Nowadays, some people in Bogotá's society seem to feel the need of learning English for getting job positions, a well-known degree, social status, a privilege over non-English speakers, personal interests, among others. Based on the previous reflections, three main concepts guided this project: identity, English language learning and motivation. The methodology of this study follows the critical classroom discourse analysis. Surveys, interviews and teachers' observations were used as instruments for collecting data. More than one hundred parents and students have participated in this study that started in February, 2017. The preliminary results have evidenced that there are two groups of discourses embodied by our population and related to their motivations: one belongs to the Instrumental Orientation, a perspective that arises from a need and sees language as a tool to get economic goals or improving English proficiency at school; and, the other, attached to the Integrative Orientation which is based on personal likes and interests such as communicating with native speakers, learning more about the culture where English is spoken or configuring an identity related to an Anglophone country. More research related to the influence of media, advertising and government policies on parents and students' discourses is relevant to characterize the reasons why people decide to learn English in Bogotá and in a broader area.

Biodata

Diego Castrillón B. Ed. in Humanities: Spanish and English from UPN. His working experience includes English teaching at language centers focusing in different populations, children, teenagers and adults. He is interested in applied linguistics, foreign and second language acquisition, discourse analysis and education.

Felipe Micán B.Ed. in Humanities: Spanish and foreign languages from UPN. He studying Linguistics at UN. His working experience includes tutoring in Spanish at UWI, English teaching at schools and language centers. He is interested in discourse analysis, applied linguistics, gender studies and education.



CAMARGO PINEDA LADY NATALY
VERA GARCÍA TATIANA ANDREA

Meaningful Learning Experiences in Speaking Through Assessment and Evaluation
Universidad Distrital Francisco José de Caldas



International Symposium
on Literacies

Summary

This research report focuses on how reflections on assessment and evaluation practices have constructed meaningful experiences which strengthen eleventh graders' speaking development. These students from the state school Colegio Técnico República de Guatemala are labeled as A1 English language learners according to the Common European Framework of Reference (CEFR). The purpose of this study is to discover and understand how evaluating and assessing speaking tasks provide meaningful learning experiences. Regarding methodological issues, it is an ongoing action research framed within a mixed methods design that helps providing qualitative data in terms of assessment and quantitative data in regards to evaluation. Furthermore, the instructional design of this proposal is carried out through tasks and it is based on the approach Task-Based Teaching and Learning (TBTL) in keeping with Nunan (1988). Preliminary procedures such as needs analysis and surveys inform that there is a need to strengthen students' oral production abilities and a students' general misunderstanding and discouragement in relation to assessment and evaluation practices.

Biodata

Nataly Camargo Pineda. Ninth semester student of the Bachelor in English Education at Universidad Distrital Francisco José de Caldas. Academic Assistant. Member of the Top Grade Journal Editorial Board. Volunteer in Youth Colombian Leaders. Currently working as an English teacher. Interested in solutions to language-related to real-life problems.

Tatiana Andrea Vera García. Eighth semester student of the Bachelor in English Education at Universidad Distrital Francisco José de Caldas. Former member of the Top Grade Journal Editorial Board. Certified French speaker by A.L.I. Académie Linguistique Internationale in Canada. Currently working as an English teacher. Interested in assessment and EFL methodologies.

CARRERA PARRA LEIDY PAOLA

Towards the Understanding of the (Re) Construction of Language Teacher Identity:
A Narrative Embedded Study
Universidad Distrital Francisco José de Caldas

Summary

This presentation is intended to report on the preliminary findings of an ongoing research study about language teacher identity within a multimodal distance environment. The study takes place in a private Colombian university and participants are language teachers who are currently working in the institution referred. This qualitative research aims to describe and interpret the way language teachers (re) construct their identities when being called to progressively make sense of their teaching and academic experiences by means of narratives. For this, language teachers' written stories based on their academic and teaching significant experiences have been explored and analyzed through a narrative inquiry perspective. Thus, some theoretical considerations have been addressed to a) highlight the (re) construction of LTIs as a cognitive, social, and historical process (Barkhuizen, 2017; Block, 2014); b) show the (re)



construction of LTIs as a prospect for teacher's professional development (Johnson & Golombek, 2002); and c) make visible how sense-making and meta awareness practices can encourage language teachers to undertake a more critical position towards their practices by reinforcing the ideas of agency and empowerment (Giroux, 1988; Freire, 1970). Lastly, teachers' outcomes and experiences will be described to share, with other foreign language teachers, the issues that have emerged from this guided reflection process. Hence, this presentation hopes to contribute to the discussion of how language teacher identity needs to be addressed and explored under the light of the digital era.

Biodata

Leidy Paola Carrera Parra holds a BA in Spanish and English from Universidad Pedagógica Nacional (2010). She has nine (9) years of experience as English teacher in the private sector. She is currently working as a virtual tutor at Corporación Universitaria Iberoamericana and is finishing her Master's Degree in Applied Linguistics to TEFL. Her research interests are centered in language teacher identity and virtual-distance language education.

CERÓN CORREA AURA INÉS
RAMÍREZ GALINDO LUZ MARIBEL
Visibilizando las Subjetividades y la Participación Estética-Política
de los Jóvenes de Grado Once
SED Bogotá.
Colegio Alfonso López Pumarejo

Summary

El proyecto, busca comprender cómo las experiencias artísticas, culturales, deportivas y democráticas que viven tanto en la institución como en el entorno del barrio vienen generando visiones, prácticas y mecanismos de apropiación del mundo y mundos posibles que no se conocen de ellos. Se trata de una mirada a su conformación como sujetos políticos en una sociedad a la cual se enfrentarán como "próximos ciudadanos", -aunque lo son desde su nacimiento- ratificando la "moratoria social" que se espera de ellos dentro la visión adulto céntrica (Martínez, 2013) con que son evaluados diariamente, tal vez de manera natural.

Comprender la dimensión estética de los jóvenes y entender el papel que desempeña en conexión con la dimensión política en la configuración de sus subjetividades, con el propósito de revelar también como asumen y construyen su "ciudadanía" a través del análisis de sus discursos son los retos que nos orientan. Pues en la escolarización es posible observar procesos de transformación de los sujetos, el espacio escolar cobra sentido, porque es allí, donde se produce la construcción de estos nuevos sujetos sociales, junto con la familia y los medios de producción y comunicación. Consiste en mirar de qué manera la estética contribuye a la formación de los jóvenes y a su emancipación.

En consecuencia, se trata de develar esas subjetividades de los jóvenes de undécimo en el Colegio Alfonso López Pumarejo que se quedaron atrapadas por el imaginario social "adulto" que ignora lo que está pasando con ellos, donde el sujeto no esté perdido en la globalización, en las tecnologías, en el mercado, en el mundo y sea posible, substraerse a esta realidad sin salirse de ella; con ideas, con argumentos, pero sobre todo con acciones. Y esto es posible a través del fortalecimiento y visibilización de las dimensiones estética y política que expresan diariamente en sus acciones de intervención y participación política en la institución educativa y fuera de ella.



Biodata

Las maestras participantes, somos licenciadas en Pedagogía musical y lenguas modernas respectivamente, contamos con especialización y maestría en diferentes líneas que fortalecen nuestra formación como investigadoras en el aula, en el tema de la educación y nos compromete el camino hacia la excelencia en el colegio Alfonso López Pumarejo.

CORTÉS JARAMILLO JULIO ANDRÉS

Constructing Our Identity: A Matter of Us

Universidad del Tolima

Summary

This paper presents a Youth Participatory Action Research (YPAR) study aimed at portraying the collaborative work of a group of tenth and eleventh graders through three main pillars: Community Based Pedagogy (CBP), Negotiated Syllabus and Curriculum Enactment. This work took place in the public educational institution Santo Domingo Savio in Planadas Tolima and it emerged as a students' initiative to improve the school facilities, which are abandoned due to the state negligence. Attempting to use CBP, Negotiated Syllabus and Curriculum Enactment as a means to involve and foster students in the search for a solution that allows them to be aware of their responsibility for constructing a scholar identity based on the care and preservation of the school facilities, and to take actions that eventually enable them to develop different activities with regard to this issue. This study expects to join the community members' efforts towards one common objective, trying to develop a sort of activities and actions to achieve the adequacy of the school's external fences, which are in a deplorable situation, work together with the educational community to beautify the different zones inside the school, and commit the surrounded community in the preservation of such zones. This project stems from a needs analysis study in which the teacher could notice that students were concerned of the situation of the school facilities, their desire to contribute to its improvement, and their interest in constructing the school identity.

Biodata

Julio Andrés Cortés Jaramillo has a B.A. in Foreign Languages and International Business from Universidad del Tolima.. His academic interests include CBP and Language Policies

CLAVIJO OLARTE AMPARO

Mapping Our Ways to Critical Pedagogies

Universidad Distrital Francisco José de Caldas

Summary

This presentation shares findings from a qualitative inquiry into the role of community-based field experiences in language teacher education in Colombia from the experience of a teacher researcher at a public university in Bogota who used the university campus as the main literacy resource for English language learning in a blended course. The guiding question is how do community investigations affect the ways in which language teachers connect their students' lives to their curriculum? I frame this qualitative inquiry on the concepts of community based pedagogies by Sharkey, Clavijo & Ramírez, (2016), critical approaches to TESOL by Pennycook, A. (1999), asset mapping Kretzman & Mcknight, (2003),

linguistic landscape (Shohamy & Gorter, (2009), Peter Sayer (2010) and Multiliteracies approach to EFL teaching (Medina, Ramirez & Clavijo, 2015).

The teacher researcher used project-based work and had her students explore the surroundings and reflect upon their community. The results showed that students learned language: by recognizing social, cultural and linguistic assets in the community; and, by reading the community issues critically. Moreover, students engaged in socially situated, multimodal and digital literacy practices. Aside from learning language by using it for meaningful purposes, situating EFL and recognizing the community as a literacy source allows teachers and students to change perspectives and propose actions to transform their communities.

Biodata

Amparo Clavijo-Olarte PhD is Professor of Literacy in the Department of Applied Linguistics at Distrital University in Bogotá. Her most recent research project focuses on Community Based Pedagogies and Literacies in Language Teacher Education. She has published articles and book chapters about Colombian public school teachers using community pedagogies with students to inquire about social and cultural issues that affect their neighborhoods, and on the role of digital literacies in schools when Teaching English as a foreign language.

DEBAL ERIKA

EFL Students Authoring Texts and Performing Critical Social Issues
Through Literature, Films and Theater

Colegio Nuestra Señora del Rosario Bogotá / Universidad Distrital Francisco José de Caldas

Summary

This research refers to a qualitative study about how a group of female eleventh grade students from a private school in Bogotá reflect and increase their social understanding, assume individual critical consciousness, and take action through an inquiry-based pedagogy, in which it allows students experience the analysis and creation of texts starting from the reading of theater, watching films and reading literature that depict social issues.

The study is based on the critical literacy perspective, in which students interpret and question social issues, with the objective of confronting, contributing and generating ideas assuming a critical view and creating a reflection of their own vision of the world.

This proposal intends to use theater, literature and film as sources that stimulate the analysis and increase the motivation and interest on students as they know and learn from other cultures (McKay, 1982 and Kramsch, 1993); expand their language awareness (Lazar 1993); interpret and use language in creative ways (Carter, 2008), and produce valuable written texts (Fernandez, 2008).

The main content of the pedagogical intervention of this research is the social issues they will identify, research, read and discuss about. Students will construct texts that will depict the way they think and present their opinions to propose possible solutions or ways that as women they can deal with the problems in the Colombian society. The data collection is through observation, reports and artifacts that reflect their critical perspective of society.

Biodata

Erika Debal Santafé - Currently teaches English at Colegio Nuestra Señora del Rosario in Bogotá with five years of experience. She is also pursuing graduate studies in Applied Linguistic to TEFL at Univer-

sidad Distrital. In 2010 she obtained a bachelor's degree in 'Maestra en Artes Escénicas con énfasis en actuación' from Universidad El Bosque.



DELGADO JONATHAN

The Emergence of Third Space and Gendered Subjectivities in the EFL Class.
Centro Colombo Americano Bogotá / Universidad Distrital Francisco José de Caldas

Summary

There is no evidence so far in the Colombian research literature about studies related to Third Space and its relation to gender. Therefore, Third Space is understood as a hybridization of people's own discourses with the discourses and the culture of their social context (Bhabha, 2004). Thus, this research report presentation discusses the preliminary findings of a Feminist Post-Structuralist discourse analysis (Baxter, 2003) that aims at exploring how EFL students generate discourses of resistance as alternatives to gender domination (Butler, 2002; Van Dijk, 1989) by means of the generation of the Third Space within a frame of gendered subjectivities to reflect upon implications of gender-related issues with students' learning process during interaction in the EFL class. This study was carried out in a private language center with five female and four male adult learners, whose ages vary from 17 to 42 years old. These students took classes in an upper-intermediate level (B1 level according to the common European framework of reference) The data was collected by audio recording students' discussions in class. And they were further interviewed in order to validate the researcher's interpretation of discourses. Consequently, this study discusses the concepts of Gender (Butler, 1990), Subject (Foucault, 1982) and the Third Space (2004). Preliminary findings show that students acknowledge the existence of social problems in class and rules as something normal. However, they try to resist domination by taking shared and encountered positions, in which gendered dominance and resistance can be exerted through language use.

Biodata

Jonathan Delgado holds a BA in ELT from District University. With six years of experience in teaching English, he has presented in ELT Cali, Colombo Symposium and ASOCOPI. He is currently working at UBJ Tadeo University and Centro Colombo Americano. He is studying a Master's degree in Applied Linguistics to TEFL.

ESTUPIÑAN GERMÁN

Nativespeakerism and Teachers' Pedagogical Discourses
Universidad Distrital Francisco José de Caldas

Summary

Nativespeakerism is a tendency in which the native speaker is a premium model (Holliday, 2014), and the competent authority of the language. (Chomsky, 1965). Nativespeakerism has been identified in different English teaching scenarios in which teachers seem to set this tendency based on their own personal constructs. Thus, this study took place in an English Teaching Institute located in Bogotá, Colombia with 5 EFL teachers between 25 and 45 years old. It was based on the socio-critical perspective (Alvarado & García, 2008), and it was framed into the qualitative paradigm. The research question stated is how

teachers' pedagogical discourses enact or resist nativespeakerism in an informal teaching setting. The main constructs are nativespeakerism and the official-and EFL teachers' pedagogical discourses (Clark, 2005). The research collecting methods were semi-structured interviews, and member-check was used as a validation technique. Preliminary results revealed the ways teachers enact or resist nativespeakerism through what they think, what they do and what they should do.

Biodata

German Estupiñán holds an English Teaching bachelor's degree from Universidad Industrial de Santander, UIS. He is currently finishing his master's degree in Applied Linguistics at Universidad Distrital. His main interests on research are focused on social and political issues. He considers himself as a free-man, and an activist who always contribute to make our world better:

GÓMEZ PAOLA

Sense of Belonging: A Sign of Happiness and Appreciation for the School's
Identity *Universidad del Tolima*

Summary

This community-based study explored the conceptions and feelings of students, teachers and community in general, about their school. This work was carried out at a private school in Ibagué where there is a situation in which the members of the institution express their feelings for the school that might build their sense of identity and belonging for the school. Identity is an important issue at schools because it helps us sort out what we pay attention to, what we participate in, and what we stay away from. Having a sense of belonging is a crucial aspect of learning in schools due to it shapes the identity of its members. In order to identify what builds the sense of identity and belonging for the school of students, teachers and community members in general, and to analyze if there is a tendency in how the members of this community see their school and how it may affect the school's identity, data was collected from several students, teachers and community members in general, such as drawings and writings about their school. I would expect to see from the results of this research if there is a tendency of how the members of this community see the school and how they interpret, feel engaged, make choices and value certain experiences within their school community.

Biodata

Paola Gomez has a B.A. in Biology, studied ESL in Chicago, USA. She has worked as bilingual teacher at prestigious schools in Colombia. She is currently doing her Masters in English Didactics at Universidad del Tolima, and she is doing research about Discourse studies within educational contexts.

GÓMEZ GUTIÉRREZ ANA JANNETH
CABRA VARGAS ANA ISABEL
TORRES CARLOS FELIPE
Maestros Reconociendo la Comunidad como
Agentes de Cambio en el Colegio CODEMA.
SED, Colegio CODEMA IED



Summary

El currículo como un entramado de acciones pedagógicas-administrativas se vive en este proyecto porque involucra a la comunidad educativa con sus problemas inmediatos al abordar la contaminación y la ciclo ruta “El Porvenir” como fuentes de conocimiento local que se decantan a partir de la IAP como metodología de investigación que conlleva un proceso dialectico intersubjetivo entre sus participantes (Rahman & Fals Borda 1989) y los lleva a una continua reflexión colectiva entre iguales (Freire 1968, Schön 1983, Roselli, 1999, Freinet, 1990, Putnam, 1993, Johnson, Johnson y Holubec 1999). Para lo anterior, se evidencia la PBC (Sharkey, Clavijo, & Ramírez 2016) y las pedagogías sociales (Pestalozzi 1902, Kolping 1849, Natorp 1913, p. 4, Nohl 1924, Kenschensteiner 1934) como herramientas de transformación de la realidad situada.

Biodata

Ana Janneth Gómez Gutiérrez, holds M.A. in Applied Linguistics to TEFL. Docente Inglés Primaria, Colegio CODEMA.

Ana Isabel Cabra Vargas, Especialista en Pedagogía de Proyectos y Lengua Materna. Docente Primaria, Colegio CODEMA.

Carlos Felipe Torres Basante M.A. en Educación con énfasis en Comunicación Intercultural, Etnoeducación y Diversidad Cultural. Docente Humanidades Secundaria, Colegio CODEMA

IMBACHI ESPAÑA PATRICIA

An inquiry Into Intercultural Awareness Mediated by Community-Based Pedagogy
Universidad del Tolima

Summary

This presentation describes the outcomes and insights gathered from implementing Community-Based Pedagogy to enhance 11th graders' intercultural awareness and becoming more mindful towards one's own culture and the local knowledge. This action research study was carried out in a rural school context in the department of Huila, Colombia. Based on the analysis of institutional documents and class observations it was possible to evidence the lack of relevant cultural content in the English syllabus. The instruments used to collect the data were students' artifacts, surveys, unstructured interviews, teacher field notes and photographs. Both the mapping activity done by the students as a starting point of the process as well as the projects they developed throughout the implementation of this research are depicted. The findings revealed that students' changed positively their attitude towards the English classes since the methodological approach implemented allowed them to explore, discover and value their local community. Besides, it gave them the freedom to develop their projects outside the school grounds giving them a greater chance for their voices to be heard. Learning a foreign language entails focusing less on the language per se and more on knowing about other cultures and beliefs, even sometimes confronting misconceptions about others and ourselves, and building bridges between local and global communities.

Biodata

Patricia Imbachí España has an MA in English Didactics. She is currently teaching at a rural public school in Huila. Her research interests deal with identity, cultural awareness and community work.

LÓPEZ NAVAS INGRID PAOLA

Co-Constructing Home and School Connections Based

On EFL Rural-Urban Students' Literacy Practices and Their Community Assets. *Institución Educativa Distrital Juan Rey /Universidad Distrital Francisco José de Caldas*

Summary

This qualitative exploratory and descriptive study aims to describe the home-school connection that is co-constructed as part of the process of valuing rural-urban students' L1 and L2 literacy practices, and consequently to characterize the particular literacy practices of these students. This research was developed with five participant families who belong to fifth grade in a rural public school in Bogotá, in which the potentialities of the contexts and the funds of knowledge that students have in their home and community were not totally acknowledged and incorporated in the school dynamics. Due to, certain aspects that blurred that possibility such as the incidence of limited tangible resources, the rural location, the parents' knowledge in regards to L2 and the participation in real terms in the school syllabi construction of all institutional members.

The pedagogical implementation was done through the development of tasks based on their community assets and as part of a qualitative research design, four instruments were used to gather the data (field notes, reflective journals, semi-structured interviews and artifacts) which were analysis using the grounded theory approach as a framework. The results showed that self-expression constitutes a liaison between home and school in which families funds' of knowledge and the contact with the community, let them to portray their reality and re-signify it. Likewise, the literacy practices of these rural-urban students were dialogical, in which the voices of all the participants were valued and gave them the opportunity to strengthen the bonds they had, not only as agents of the educational process but also as families. In addition, we all recognized the significance of using both languages (L1 and L2) in the development of the different home-school tasks, and as a consequence new connotations about the L2 learning processes emerged in the reflections of all the participants.

Biodata

Ingrid Paola López Navas holds a B.A in TEFL as well as M.A in Applied Linguistics to TEFL from Universidad Distrital FJ C. She has worked as an English teacher for 10 years in different schools and institutions. Currently, she works at I.E.D Juan Rey and her research interest is Literacy development in different milieus such as schools, homes and communities.



MÉNDEZ FLÓREZ PAOLA ANDREA

Content Area Teachers' Knowledge Co-construction Upon Bilingual Education:
An Opportunity of Pedagogical Reflection
Colegio CAFAM / Universidad Distrital Francisco José de Caldas



International Symposium
on Literacies

Summary

This presentation reports a research project whose main objective is to unveil content area teachers' knowledge co-construction upon bilingual education while being part of a teacher study group. The presentation begins by describing the concerns that content area teachers had regarding bilingual education and to teaching their classes in the English language. Those concerns and the particularities of the context led to posing the question: how content area teachers co-construct knowledge about bilingual education when participating in a teacher-study group? Then it synthesizes tenets from socio-constructivism and professional development that position teaching as a social practice. The research methodology is described along with some preliminary findings that emerged from the transcriptions of the sessions, the researcher and the participants' reflective logs. The data indicate that teachers base their reflections on their personal and professional knowledge and that as the sessions progressed, they transitioned from individual and anecdotal experiences to building a sense of collective support. The project highlights the importance of fostering context embedded professional learning opportunities and the role that teachers' study groups play in supporting reflection and building school capacity.

Biodata

Paola Mendez holds a bachelor's degree in TEFL from Universidad Distrital Francisco José de Caldas. Her research interest focuses on processes of teacher's education and development. Currently, she works in a private high school as an English teacher and is finishing her Master's degree in Applied Linguistics to TEFL.

MUNAR ALEJANDRO

University EFL Students' Experiences when Facing Blended Learning Environment
UNIAGRARIA/ Universidad Distrital Francisco José de Caldas

Summary

This qualitative research aims at collecting and analyzing university EFL students' written life stories about the transition from a traditional learning environment to a blended learning environment in which the online platforms and multimedia tools are used. This study has emerged because the blended learning environment has been institutionalized at the university for English students, and this transition from an environment to another has provoked some reactions and behaviors, both, positive and negative, in most students. The instruments to collect data are written life stories and semi-structure interviews. In the preliminary findings it is evident that learners consider that in blended learning there are some advantages such as working at their own pace, managing their time and practicing a lot of times, as well as disadvantages, for instance, some learners do not know how to manage technology and feel stressed, a tutor on line should be available to solve the doubts and problems emerged when working in the platform. An important finding is concerned with the ethics related to information and communication technologies (ICT), ethics behind blended learning, because it is known by some learners that



at times some students use to pay someone in order to get the activities on the platform done, or these tasks are developed by learners' friends or relatives instead of them because it is the easiest way to get high grades and to save time.

Biodata

Alejandro Munar holds a bachelor degree in Philology and languages, English, from Universidad Nacional de Colombia. His research interest focuses on discourse studies within educational contexts. Currently he works at a private university as an English teacher and is finishing his Master's degree in Applied Linguistics to TEFL.

NIETO GÓMEZ YULY ANDREA

Implementing a Cross-disciplinary Inquiry Project Within
a Community-based Pedagogy Perspective in the EFL
Classroom *Universidad Distrital Francisco José de Caldas*

Summary

This presentation reports an EFL teacher reflection about a pedagogical implementation, planned in a literacy seminar, and carried out with a group of 9 students from different programs (Industrial Engineering, Marketing, and psychology) within a community-based pedagogy perspective in an EFL class. This three-week intervention was based on the mapping of the community (Kreztman & Mcknight, 2003) around a private University in Bogota, to explore new shifts in cultural beliefs through low-price supermarkets in the city. Thus, this cultural event was analyzed from a cross-disciplinary dialogue (Smith & Sobel, 2010) which inspires teachers and students to explore problems and projects beyond their area of knowledge; provided that local textual practices are resources that influence students and teachers' everyday life. The curricular activities were implemented following an inquiry process (Short, 1996) by posing questions, doing research and reflecting through class discussion. The findings stand out positive outcomes when fostering meaningful language learning practices that students feel related to, through the analysis of issues of their own significance to rename and reconstruct their own version of the world (Luke & Woods, 2009). Additionally, it was observed that integrating local practices in the language curriculum can become a possibility to meet educational requirements that place students as important actors in transforming their social realities (Comber, 2015), from their own fields of knowledge, by strengthening their relations with other disciplines.

Biodata

Yuly Nieto is a Colombian English teacher, and student from the Master's in Applied Linguistics to TEFL at Universidad Distrital. She has been teaching EFL for 7 years in private and public university programs. Currently, she is carrying out a research study about local literacies as sources for curriculum and teaching in EFL teaching programs.



PÉREZ ROMERO GINA MARCELA

A Blended Teacher Workshop: Reshaping our Beliefs While Learning Together
Universidad Distrital Francisco José de Caldas



International Symposium
on Literacies

Summary

This presentation attempts to inform about an ongoing qualitative investigation related to the research area of teacher education and development. After carrying out a needs analysis in a private school, we concluded EFL teachers might be in the process of building up a position around English teaching. This is part of our research problem in terms of necessity, lack and want (Nation and Macalister, 2010). The research question is stated as follows: How do EFL teachers reshape their beliefs on EFL didactics when teaching multidisciplinary contents through a blended learning methodology at a private school and participating in a workshop on hybrid learning? The chief goal is to analyze English language teachers' beliefs on EFL didactics when teaching multidisciplinary contents in a Blended Learning environment. The socio constructivist perspective informs our research through concepts such as teachers' beliefs (Richards & Lockhart, 2007; Pajares, 1992), EFL didactics (Richards and Rodgers, 1999; Harmer, 2008) and teacher education in a digital era (Blake, 2013; Litwin, 2005; Garcia, 2001). This qualitative descriptive project embraces data collection instruments, including interviews and teachers' discussions. These ones in turn are applied to six English teachers during a workshop planned for them as our intervention for teachers. Preliminary results indicate that English Language teachers' beliefs are adapted, accommodated and adjusted to institutional demands. (Data analysis in progress)

Biodata

Gina Marcela Pérez Romero holds a BA in EFL teaching from Universidad Distrital FJC. She is currently an EFL teacher in the private sector. She is a candidate of the Master's program in Applied Linguistics to English Teaching at Universidad Distrital. Her research interests involve teacher education and development.

POSADA LAURA

An Exploration of Colombian EFL Teachers' Identities: Professional Life-changing Experiences as a Means to Re-construct and Deconstruct Personal and Professional Selves
Universidad Distrital Francisco José de Caldas

Summary

The primary motivation in this proposal is to develop the present comprehension of how the teachers' self is built. In particular, the examination plans to coordinate into this understanding the path in which dialect personal, professional, and student teacher identities illuminate this procedure. A unique accentuation is put on the part that Colombian teachers' life histories play on the development of teacher selves. Narrative research constitutes the research design for this thesis project since I emphatically trust that selves are narratively constructed through stories. This examination is centered around the *storied self* (Chase, 2005) that is co-constructed between the researcher and narrator that uncovers how individual, professional, and student teacher identities oppose and collaborate with digressive situations keeping in mind the end goal to make and reproduce a language teacher's self.

Life histories constitute the data collection in this proposal. This encouraged the development of a more extensive comprehension of how three Colombian teachers' identities are shaped, constructed and de-



constructed all through a lifetime and the way these impact the formation of teachers' self. The outcomes that have arisen so far suggest that language teachers' selves are in close connection to emotions. Language teachers negotiate their identities and emotions in order to make sense of the different sets of values that the social context presents to them. This thus drives them to make/reproduce their own teachers' selves that fill in as sources of agency that produces new arrangements of social/moral principles or stagnation that prompts the conservation of the current status quo.

Biodata

Laura Posada: Profesional en Licenciatura en Lengua Castellana, Inglés y Francés (Salle University) con conocimientos avanzados en el idioma inglés e intermedios en francés. Experiencia pedagógica y desarrollo de proyectos de investigación etnográfica. Conocimientos prácticos de metodologías y técnicas de investigación, con capacidad argumentativa y de análisis de información. Currently, she is working at Centro Colombo Americano since 2012.

RINCÓN JULY

La Comunidad de San Cristóbal como Contexto de Aprendizaje
Institución Educativa EL RODEO

Summary

Esta investigación muestra el trabajo interdisciplinario de cinco docentes de un colegio público de Bogotá, quienes desde cuatro áreas del currículo analizaron problemáticas sociales, económicas, ambientales y culturales de su comunidad con dos grupos de trabajo constituidos por 41 estudiantes de grado décimo, jornada mañana, con edades entre los 15 a 17 años y un segundo grupo de 34 estudiantes de grado cuarto, jornada tarde con edades entre 8 a 10 años. Teniendo en cuenta los fines del proyecto educativo se estableció como objetivo incentivar la investigación a partir de experiencias de comunidad que contribuyeran al fortalecimiento del pensamiento crítico, acudiendo para ello a la metodología SIMONU (Simulación de las Naciones Unidas); la cual es una propuesta pedagógica que bajo el lema "Acercando Realidades" busca que el estudiante pueda ubicarse en la posición del otro y de esta manera comprender la realidad desde un punto de vista crítico y reflexivo. (SEDBOGOTA, 2013). A partir de recorridos dentro de sus comunidades los estudiantes realizaron mapeos (Kretzman & McKnight, 2003), recolectaron información en portafolios y construyeron discursos que les permitieron intervenir en debates con argumentos sólidos a partir de información verídica. Esta documentación les permitió reconocer su habilidad para reflexionar y debatir críticamente frente a problemáticas socioculturales y ambientales que afectan a su comunidad. Los resultados muestran textos escritos por los estudiantes en español y algunos en inglés que evidencian los procesos de pensamiento, como interpretación, argumentación y proposición para dar posibles soluciones a las situaciones identificadas. Este proyecto pedagógico se desarrolló en el marco de la investigación del grupo Lectoescritas de la Universidad Distrital titulado "Local Literacies as critical resources in Teacher Education: Local and Global Impacts"

Biodata

July Andrea Rincón. MA in Applied Linguistics. English teacher, El Rodeo school.



RODRÍGUEZ ANDREA

EFL and Mathematics Literacies Development.

Colegio Nuestra Señora del Rosario Bogotá / Universidad Distrital Francisco José de Caldas



International Symposium
on Literacies

Summary

The research Project is directed to understand how EFL and mathematical literacies are developed inside the mathematics classroom in fourth graders at a bilingual school. During the needs analysis stage, English language and making sense of texts to solve problems emerged as factors that have posed a problem inside bilingual classrooms. It was revealed by English and math teachers that students' lack of English language interferes with their purposes in mathematics class. In elementary grades, problem solving is the core of what the mathematics curriculum proposes. Therefore, collaboration and English language appear as means to scaffold in the development of strategies and construction of knowledge that enable learners to understanding and to solve everyday situations.

The study is framed under the principles of qualitative and action research. This type of research and the goals of the project implied the design of several sessions with students in which the promotion of collaboration to solve problems and the use of English language was required. Analysis of the data collected from class observations and students' artifacts, revealed the development of EFL and mathematics literacies when solving problems. English language and mathematics skills were strengthened as sessions progressed.

The project highlights the importance of English not as a plain set of fixed skills to be develop in language content classes, but to understand it as a socially constructed product and a resource that relates to different symbolic systems such as mathematics. In this regard, English language in the mathematics class allows learners to grasp new situations by means of collaboration (Amineh & Asl, 2015; Au, 1998; Vygostky, 1978), to propose and support different strategies to solve problems relying on previous knowledge (Solomon, 2009; Hemphill, 2010) and to reflect, explain and justify decisions (Committee, M. S, 2008).

Biodata

Andrea Rodríguez holds a bachelor's degree in EFL teaching form Universidad de La Salle. Her research interest is focused on literacy development. Currently she works in a private bilingual school as an English and Mathematics teacher.

RUBIANO ARANA PAOLA ANDREA

EFL Eighth graders' Conflict Negotiation Capacities: Their Voices.

Universidad Distrital Francisco José de Caldas.

Summary

This presentation is based on an ongoing research study about qualitative-research study, embedded in the Socio Critical perspective, additionally inquiries about the issue of EFL students' conflictive experiences described in written life experiences. The research question is: What do eighth graders' written life stories unveil about their capacity for conflict negotiation at a peace classroom environment? Consequently, the main objective is to understand students' autonomous and creative conflict resolution capacity through the interpretation of their written life stories, and to describe students' negotiation



capacities at the time conflicts emerge and are faced. The presentation will start off by providing a brief account of the research problem. Afterwards, the presenter will give an account of the balance between theory, mainly the conflict resolution (Ridao, 2007) and Negotiation (Spector, 1997), the pedagogical intervention and qualitative research design (Cresswell, 2013; Denzin & Lincoln, 1994), which is the practical realization of the research study that characterizes the research platform on which some preliminary findings have been produced. As an emphasis of this presentation, an account based on discussion of such findings based on the participants' introspections towards their conflicts faced showing their negotiation skills to solve them autonomously and creatively; additionally, the projection for the culmination of the project will be displayed.

Biodata

Paola Andrea Rubiano Arana holds a BA in TEFL from Universidad Distrital Francisco José de Caldas (2008). She has 10 years of experience as an English teacher in the private sector teaching to young and adult learners. She is a current student of the MA in Applied Linguistics to English Teaching at Universidad Distrital FJC. Her research interests involve Social issues, ELT methodology and post-method education.

SABOGAL BEDOYA JOHANNA MARCELA

Exploring the Use of Visual Literacies in an EFL Classroom to
Promote Students' Sense of Ownership and Motivation to Write
Universidad del Tolima

Summary

Literacy understood as a social practice and a purposeful activity, takes place in social interactions among individuals (Chapetón, 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 the preliminary findings of a qualitative exploration that was developed with eight grade students 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 and self-assessment reports on students' writing process, reactions to the space provided to foster written production "the wall" and self-reflections upon sense of ownership and the effects of using visual literacies.

Results revealed that providing a new space "The Wall" and through the use of visual literacies, students could express their desires, reactions, and feelings which allowed students to improve not only their writing skills but also create an adequate learning environment in which they could express their beliefs and reactions as well as establish an informal way to dialogue freely and spontaneously in English making evident values as respect and sense of ownership.

Biodata

Johanna Marcela Sabogal holds a B.A. in Modern Languages from Universidad del Tolima. Student from Master's in English Didactics, has been a teacher in the public sector for twelve years. She is currently teacher at La Sagrada Familia School in Ibagué. Her academic interests include community based projects, curriculum design and teaching young learners.



SÁNCHEZ ALFONSO MÓNICA LILIANA
Fostering Literacy Processes in EFL Learners Through Collaborative Inquiry.
Universidad Distrital Francisco José de Caldas



Summary

This action research attempted to foster literacy practices in a group of third graders by means of collaborative inquiry of socio-cultural knowledge present in the students' school community. This study was conducted in a private, catholic school in Bogotá, Colombia, as an opportunity to consider another pedagogical proposal that pertains to the process of developing literacy practices from a socio cultural perspective, within an inquiry-based learning environment. Throughout the pedagogical implementation, students used multiple modes of language and literacy to explore and make meaning of the historical and human assets within their school community. This qualitative study followed grounded theory, as the framework for data analysis and the instruments for data collection were students' artifacts, field notes and journals. The results showed how the inquiry-based learning approach provided language learners with opportunities and environments to develop multimodal literacy as a social situated practice to co-construct socio-cultural knowledge. Such experiences positioned students as owners and agents of their own language and literacy learning to make meaning with regard to their previous knowledge, and the new information they found through their collaborative inquiry projects.

Biodata

Mónica Liliana Sánchez studied a BA in English Language Teaching at University La Gran Colombia. She obtained a Master's in Applied Linguistics to TEFL from District University focusing on literacy studies and inquiry-based learning. Nowadays, she works at Liceo Cervantes school.

SUÁREZ-RODRÍGUEZ DIANE LISETH LEONOR
Colombian Deaf Minority as Portrayed in the Dichotomy of
Inclusion-Exclusion Within the Official Bilingualism Discourse
Universidad Distrital Francisco José de Caldas

Summary

With the expectation of raising social awareness about invisibility and disregard of diverse population caused by the delineation and enactment of public policies within Colombian educational contexts, this presentation is intended to report on some preliminary findings of a qualitative and interpretive study that is part of the requirements for the degree of MA in Applied Linguistics to TEFL. This study has emerged from a growing concern about the discrepancy between the official bilingualism discourse of Colombian Ministry of Education and the position of the Colombian Deaf Community as a linguistic minority. Particularly, issues associated to the dichotomy of inclusion-exclusion will be discussed from a theoretical perspective framed on the Linguistic Human Rights (Skutnabb-Kangas, T. & Phillipson, R. 1994;1998;2000;2001), Inclusion (Booth, Ainscow, & Dyson, 1997;1999) and Otherness (van Dijk, 2006). The practical component will be the focus of this presentation. Data emerges naturally from three official documents, UNESCO's *Universal Declaration of Linguistic Rights*, Colombian Government's *Plan Nacional Decenal de Educación* and Colombian Ministry of Education's *Ley 1651 de Bilingüismo*. Prin-



ciples of SFL (Halliday, 1961; 1975; 1985) and CDA (Fairclough, 2001; Fairclough & Fairclough, 2012) will inform the discussion of the findings obtained so far. The final outcomes of this study are expected to be included in the final master's thesis with its corresponding conclusions and implications. These results will also be shared through an article to be published in an academic journal.

Biodata

Diane Suárez-Rodríguez holds a BA in TEFL and is currently pursuing her MA in Applied Linguistics to TEFL from Universidad Distrital. Her research interests include CDA, educational and linguistic policies, Linguistic Human Rights, power relationships, and ideologies. She has worked as a high school EFL teacher for eight years.

ROZO GRANDE LINA MARIA

The Representation of the Chilean and Colombian Bilingual
Programs by 'La Tercera' & 'El Espectador' Between 2011 & 2014
Universidad Distrital Francisco José de Caldas

Summary

This paper presents a research study that describes the manner in which the online press sites 'La Tercera' from Chile, and 'El Espectador' from Colombia have represented language policies related to the bilingual programs EODP 'English Opens doors Program', and the 'National bilingual Program'. The corpus of this study is composed by the news reports published from 2011 to 2014; due to during this period of time both countries were facing social and political changes, marked by students' protests, educational reforms, and a transition of political leaders. Under those circumstances, there was a significant number of news reports that were analyzed following the principles of qualitative content analysis approach. Findings revealed that as Chile and Colombia have been looking forward becoming advanced and developed countries; hence, they have been implementing different educational neoliberal policies focus on training of the workforce, where English plays the main role, as it is viewed as an important asset that assures opportunities to be successful and competitive countries worldwide, according to the different political authorities and celebrities; disregarding, the negative effects that neoliberal policies - like the bilingual programs - bring to their countries, owing to, as the findings illustrate, during the last years the implementation of these policies, have only achieved to expand more the social, cultural and economic gap already existing in both Chile and Colombia.

Biodata

Lina María Rozo Grande is an undergraduated student form LEBEI 'Licenciatura en Educación Básica con Énfasis en Inglés' at the Universidad Distrital Francisco José de Caldas (UDFJC), Colombia. She teaches at a language institute and cooperates with 'Secretaría de Educación del Distrito' (SED). Her research interests include language planning and policy, critical discourse analysis, and EFL.

WEST KATHARINE
Colombian Indigenous University Students and English-Language Requirements,
Bilingual Policy Contradictions.
Universidad de Los Andes / Universidad Distrital Francisco José de Caldas



Summary

Speakers of minority languages in Colombia (indigenous or ‘imported’) witness the attrition of these languages under (at best) indifference or (at worst) active policies to force assimilation into the demoliberal state. Education is a powerful tool for this process of stripping cultural richness, by giving minority students “permission to fail” or by lowering expectations by marking nonstandard speakers as unintelligent or unable to learn.

To attract foreign investment Colombia has gambled on implementing the *Colombia Bilingüe* policy to increase knowledge of English. Representing a projected investment of 1.3 trillion Colombian pesos over 10 years the annual number of annual university graduates with a high-intermediate level should increase from 55,000 to 140,000 by 2018. English is not just a professional requirement, passing international examinations is now a graduation prerequisite.

Indigenous students are especially vulnerable; additionally, they face an onerous language-learning requirement not required of other students, as they may not have comprehensive competence in academic Spanish. This is especially concerning - as Indigenous students present high rates of incompleteness of tertiary studies.

This research project is intended to analyse the experience of indigenous people who have been obligated to learn English at university from their perspective. It is intended to analyse their perceptions of their English language learning experiences, their consideration of the relevance of English in their lives, their rights (both linguistic and educative) in order to consider the perspective of Colombian citizens who speak languages that are considered co-official in their territories.

Biodata.

West Katharine: Holding undergraduate degrees in Archaeology (UCL) and Law (Universidad Nacional de Colombia), a Master’s in Latin American Studies, she is presently undertaking a Master’s in Applied Linguistics and ELT at the Universidad Distrital Francisco José de Caldas. Her research interests include ethnic and linguistic rights, identity, and cultural resistance.

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