

XXVII INTERNATIONAL SYMPOSIUM ON RESEARCH IN APPLIED LINGUISTICS

PROGRAM

MA IN APPLIED LINGUISTICS TO ELT

November 4th and 5th, 2021



**AÑOS
MLAEI**
Ministerio de Educación Nacional
y de Buen Gobierno de Colombia
1991 - 2021



**UNIVERSIDAD DISTRITAL
FRANCISCO JOSÉ DE CALDAS**

XXVII INTERNATIONAL SYMPOSIUM ON RESEARCH IN APPLIED LINGUISTICS

PROGRAM

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**AÑOS
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Maestría en Lingüística Aplicada
a la Enseñanza del Inglés
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XXVII INTERNATIONAL SYMPOSIUM ON RESEARCH IN APPLIED LINGUISTICS

ACKNOWLEDGEMENTS

The *XXVII INTERNATIONAL SYMPOSIUM ON RESEARCH IN APPLIED LINGUISTICS* is an institutional event of the MA Program in Applied Linguistics to ELT (MLAEI, by its initials in Spanish), Universidad Distrital Francisco José de Caldas. We feel very grateful to all the local, national and international presenters. They grant this academic event a genuine academic and research spirit.

We are honored to count on the participation as Invited Plenary Speakers:

Dr. Astrid Nuñez Pardo - Universidad Externado de Colombia, Colombia

Dr. Yecid Ortega- University of Toronto, Canada

And the following Panelists:

Dr. Bertha Ramos Holguín - Universidad Pedagógica y Tecnológica de Colombia, Colombia

Dr. Diego Fernando Macías - Universidad Surcolombiana, Colombia

Dr. Pauline Moore - Universidad Autónoma del Estado de México, México

Prof. Jairo Castañeda (Moderator) - Universidad Distrital Francisco José de Caldas, Colombia

Our gratitude also goes to the School of Sciences and Education, Instituto de Lenguas de la Univesidad Distrital - ILUD and our university for their collaboration.

Álvaro H. Quintero P.

Chair

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BRIEF DESCRIPTION OF THE MA IN APPLIED LINGUISTICS TO ELT

The MA in Applied Linguistics to ELT is a graduate program of the School of Sciences and Education of Universidad Distrital Francisco José de Caldas. Its trajectory of thirty years (1991-2021) has ensured pluralistic participation of in-service English language teachers from different sectors of the population in Bogotá and Colombia. The program has offered them an alternative for graduate education that fosters ELT pedagogical and research agendas in public and private school settings. The MA Program has also fostered the construction of both social and cultural identity regarding the relationship between the English language and the in-service teachers' L1. All this has been achieved based upon principles resulting from global and local applied linguistics studies in the field of ELT.

The chart below contains some highlights of the evolution of the Program in terms of accreditation:

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 MLAEI (Resolución 1533 del 8 de Junio de 2000, del Ministerio de Educación Nacional)
2010	Attainment of the program's <i>Registro Calificado</i> for seven years (Resolución 8070 del del Ministerio de Educación Nacional)
2017	Renewal of its <i>Registro Calificado</i> granted to the program for 7 years by the Colombian Ministry of Education (Resolución 04337, Marzo 10, 2017)

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2018	Evaluation of the program to apply for its <i>Acreditación de Alta Calidad</i> by every actor of the MLAEI
2019	<p>Clare de Silva award granted to the MLAEI by the Colombian Association of English Language Teachers (ASOCOPI by its initials in Spanish) in recognition of the MLAEI contribution to the strengthening of ELT as a profession in Colombia.</p> <p>Visit of two external academic evaluators from the National Accreditation Council (CNA by its initials in Spanish) to the MLAEI as one of the last stages of the process to apply for its <i>Acreditación de Alta Calidad</i> on Oct. 31st to Nov. 2nd.</p>
2020	Continuation of evaluation of the program by every actor of the MLAEI
2021	Renewal <i>Resolución de Acreditación de alta Calidad</i> granted to the program for 4 years by the Colombian Ministry of Education (Resolución 003122 del 1 de Marzo de 2021)

Currently, the pedagogical, investigative, and disciplinary fields that make up the Program continue to be developed in four semesters. There are seminars and workshops in each semester that are intended to lead in-service teachers to develop their theses. The research topics that thesis authors opt for relating to the three research areas of the Program: Discourse Studies within Educational Contexts, Literacy Studies and Local Pedagogies for Social Transformation, and Processes of Teacher Education and Development.

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Invited plenary speakers

Dr. Astrid Nuñez Pardo - *Universidad Externado de Colombia, Colombia*

Dr. Yecid Ortega - *University of Toronto, Canada*

Invited Panel of Representatives from MA Programs Related to Applied Linguistics to ELT

Dr. Bertha Ramos Holguín - *Universidad Pedagógica y Tecnológica de Colombia, Colombia*

Dr. Pauline Moore - *Universidad Autónoma del Estado de México, México*

Dr. Diego Fernando Macías - *Universidad Surcolombiana, Colombia*

Prof. Jairo Castañeda (Moderator) - *Universidad Distrital Francisco José de Caldas, Colombia*

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International Scientific Committee

Sandra Ximena Bonilla Medina - *Universidad Distrital Francisco José de Caldas, Colombia*

Bryan Meadows - *Seton Hall University, USA*

Harold Andrés Castañeda Peña- *Universidad Distrital Francisco José de Caldas, Colombia*

Steve Daniel Przymus - *Texas Christian University, USA*

Bertha Ramos Holguín - *Universidad Pedagógica y Tecnológica de Colombia*

Ferney Cruz Arcila - *Instituto Caro y Cuervo, Colombia*

Pilar Méndez Rivera - *Universidad Distrital Francisco José de Caldas, Colombia*

Álvaro H. Quintero P. - *Universidad Distrital Francisco José de Caldas, Colombia*

XXVII INTERNATIONAL SYMPOSIUM ON RESEARCH IN APPLIED LINGUISTICS

Organizing Committee

Alvaro H. Quintero P.

Chair

Maestría en Lingüística Aplicada a la Enseñanza del Inglés

Angie Melissa Marín Parada.

Assistant

Licenciatura en Lenguas Extranjeras con Énfasis en Inglés

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Program

Day 01

Thursday, November 4th, 2021

8:00 a.m. – 8:30 a.m.	Opening
8:30 a.m. – 9:30 a.m.	<p>Plenary 01</p> <p>Unsettling Coloniality in EFL Textbooks</p> <p>Astrid Nuñez-Pardo, Ph.D</p> <p>Universidad Externado de Colombia, Colombia</p> <p>Room:</p> <p>https://us06web.zoom.us/j/87674377720?pwd=eXJldDhpRII1czYycWVhU205WGpudz09</p> <p>ID de reunión: 876 7437 7720</p> <p>Código de acceso: 881230</p>
9:30 a.m. – 9:45 a.m.	Coffee Break

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Concurrent Sessions 1

	Room A https://meet.google.com/wno-jhyd-spt (Host: Camila Andrea Duarte)	Room B https://meet.google.com/ymj-howh-bxq (Host: Nixon Gamba)	Room C https://meet.google.com/fzk-jncx-uwx (Host: Lorena Silva)	Room D https://meet.google.com/fst-mgdn-zgh (Host: Natalia Segura)
9:45 a.m., - 10:15 a.m.	<p>Becoming Teacher-Researchers: English Language Teachers' Identities in the Experience of a Master Program</p> <p>José David Largo Rodríguez Universidad Distrital Francisco José de Caldas</p>	<p>Self-representations in an EFL Online Classroom</p> <p>Lina Paola Quete Alarcón Universidad Distrital Francisco José de Caldas</p>	<p>Social Sciences Students as Authors of Critical Texts in their Communities</p> <p>John Jeiver Obando León Universidad Distrital Francisco José de Caldas</p>	<p>Resistance Discourses from EFL Teachers in Memes</p> <p>Cesar Andrés Meneses Perdomo Universidad Distrital Francisco José de Caldas</p>
	Room A https://meet.google.com/wno-jhyd-spt (Host: Camila Andrea Duarte)	Room B https://meet.google.com/ymj-howh-bxq (Host: Nixon Gamba)	Room C https://meet.google.com/fzk-jncx-uwx (Host: Lorena Silva)	Room D https://meet.google.com/fst-mgdn-zgh (Host: Natalia Segura)
10:15 a.m.-	<p>Vindicating EL Teacher's Voices within Neoliberal Times: A Narrative Study</p>	<p>Unpacking Future Language Teachers' Senses of Communities from a Knowledge otherwise Perspective</p>	<p>Towards an Emancipatory Classroom</p>	<p>The Creation and Piloting of a Reading ESP Course for Master-Level Students</p>

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10:45 a.m.	Jhonni Albeiro Quintero González Universidad Distrital Francisco José de Caldas	Julia Zoraida Posada Ortiz Universidad Distrital Francisco José de Caldas	Wendy Jinet Panche Arias Universidad Distrital Francisco José de Caldas	Ricardo Nausa, Liubava Sichko & Jovana Zivkovic Universidad de los Andes
	Room A https://meet.google.com/wno-jhyd-spt (Host: Camila Andrea Duarte)	Room B https://meet.google.com/ymj-howh-bxq (Host: Nixon Gamba)	Room C https://meet.google.com/fzk-jncx-uwx (Host: Lorena Silva)	Room D https://meet.google.com/fst-mgdn-zgh (Host: Natalia Segura)
10:45 a.m. – 11:15 a.m.	Implementation of a Live Virtual Classroom and Development of Communicative Competences in English Sergio Andrés Rodríguez Ruedas Université Paris 8 Vincennes-Saint-Denis	Ancestral Practices and Current Ways of Participation of Sikuaní Women in their Territories Deisy Lorena Caviedes Cadena Fabian Benavides Jiménez Universidad El Bosque	Students' Beliefs Towards Standardized Testing, and EFL Study in the Nicaraguan Context Cristopher Alejandro Torrez Miranda Universidad Distrital Francisco José de Caldas	Resignifying Culture through Critical Interculturality: An In-Service English Teachers' Narrative Experience Diana Natalia Segura Linares Universidad Distrital Francisco José de Caldas
	Room A https://meet.google.com/wno-jhyd-spt (Host: Camila Andrea Duarte)	Room B https://meet.google.com/ymj-howh-bxq (Host: Nixon Gamba)	Room C https://meet.google.com/fzk-jncx-uwx (Host : Lorena Silva)	Room D https://meet.google.com/fst-mgdn-zgh (Host: Natalia Segura)
	Feminism in a Female Teacher's	Representación de la Juventud en la Prensa	Construction of the Self-as-Teacher in Non-	Weaving and the Importance of this Practice

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<p>11 :15 a.m.- 11 :45 a.m.</p>	<p>Discourse in an EFL Classroom</p> <p>Mónica Patarroyo Fonseca Universidad Pedagógica y Tecnológica de Colombia</p>	<p>Colombiana: Análisis Crítico del Discurso basado en Técnicas de Corpus</p> <p>Valeria Rizzi Universidad de los Andes</p>	<p>formal English Educators</p> <p>Aura Cristina León Castro Universidad Pedagógica Nacional</p>	<p>within Colombian Indigenous Education.</p> <p>María Paula González Universidad El Bosque</p>
<p>11 :45 a.m.- 1 :45 p.m.</p>	<p>Lunch Break</p>			
<p>Concurrent Sessions 2</p>				
	<p>Room A https://meet.google.com/mri-xoob-zze (Host : Oscar Andrés Mosquera)</p>	<p>Room B https://meet.google.com/ih-u-dddd-apu (Host : Jhooni Quintero)</p>	<p>Room C https://meet.google.com/cv-s-iack-adn (Host: Camila Ortiz)</p>	
<p>1 :45p. m.- 2 :15 p.m.</p>	<p>Intercultural Competence Development through Students' Life Experiences</p> <p>Joan Sebastián Acevedo Acosta Universidad Distrital Francisco José de Caldas</p>	<p>Análisis de las Percepciones de Aprendientes de ELE Sobre las Formas de Tratamiento Tú, Usted, Vos y Sumercé en Bogotá.</p> <p>Andrés Felipe Aguirre Abril Instituto de Lenguas de la Universidad Distrital - ILUD</p>	<p>Developing Reading Skills Through Worksheets Related to Intercultural Issues</p> <p>Margarita Archila Velandia Instituto de Lenguas de la Universidad Distrital - ILUD</p>	

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	Room A https://meet.google.com/mri-xoob-zze (Host : Oscar Andrés Mosquera)	Room B https://meet.google.com/ih-u-dddd-apu (Host : Jhooni Quintero)	Room C https://meet.google.com/cv-s-iakc-adn (Host: Camila Ortiz)
2 :15 p.m. – 2 :45 p.m.	A Virtual Learning English Object (VLO) as a Tool to Teach Reading for Specific Purposes Social Communication and Journalism Program. Sandra Cecilia Hernández Urrego SED secretaria de Educación Distrital	Didactic Conception about Curriculum and Multimodalities Ana Milena Morales Sossa Instituto de Lenguas de la Universidad Distrital – ILUD	Perceptions of English Language Teachers from a Public-School regarding Teaching Students with Special Educational Requirements (Ongoing research study) Jetzelly Pastrana Sotto Universidad Surcolombiana
	Room A https://meet.google.com/mri-xoob-zze (Host : Oscar Andrés Mosquera)	Room B https://meet.google.com/ih-u-dddd-apu (Host : Jhooni Quintero)	Room C https://meet.google.com/cv-s-iakc-adn (Host: Camila Ortiz)
2 :45 p.m.- 3 :15 p.m.	Negotiating my Cultured Self as a Result of EFL-Motivated Online Cross-Cultural Interaction Carolina Pérez Bonfante Universidad Distrital Francisco José de Caldas	LGBTQ Acceptance in the Workplace: Heterosexual and LGBTQ English Teachers’ Perspectives José Antonio España Delgado Rafael Pombo/ Universidad Surcolombiana	

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3 :15 p.m.- 3 :30 p.m.	Coffee Break
3 :30 p.m.- 4 :30 p.m.	<p>Plenary 02</p> <p>Panel of Representatives from MA Programs Related to Applied Linguistics to ELT</p> <p>Bertha Ramos Holguín, Ph.D Universidad Pedagógica y Tecnológica de Colombia, Colombia</p> <p>Diego Fernando Macías, Ph.D Universidad Surcolombiana, Colombia</p> <p>Pauline Moore, Ph.D Universidad Autónoma del Estado de México, México</p> <p>Jairo Castañeda, Ed.M (Moderator) Universidad Distrital Francisco José de Caldas, Colombia</p> <p>Room: https://us06web.zoom.us/j/87674377720?pwd=eXJldDhpRlI1czYycWVhU205WGpudz09 ID de reunión: 876 7437 7720 Código de acceso: 881230</p>
Day 2 Friday, November 5th, 2021	
	Launching of Colombian Applied Linguistics Journal Vol. 23, Issue 2, 2021 Plenary 03

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<p>8 :00 a.m – 9 :00 a.m.</p>	<p>Decolonizing English Language Teaching in Colombia: Epistemological Perspectives and Discursive Alternatives</p> <p>Yamith José Fandiño Parra Ed.M Universidad de La Salle, Colombia</p> <p>Room: https://ucatolicaluisamigo-edu-co.zoom.us/j/83562894609?pwd=UUE3b3pHbDZsSGdhVzFBUEZNNURMZz09 ID de reunión: 835 6289 4609 Código de acceso: 906758</p>			
<p>9:00 a.m.- 9:15 a.m.</p>	<p>Coffee Break</p>			
<p>Concurrent Sessions 3</p>				
	<p>Room A https://meet.google.com/wno-jhyd-spt (Host: Camila Andrea Duarte)</p>	<p>Room B https://meet.google.com/ymj-howh-bxq (Host: Nixon Gamba)</p>	<p>Room C https://meet.google.com/rdc-qchq-cra (Carolina Pérez Bonfante)</p>	<p>Room D https://meet.google.com/ijp-ugto-grf (Host: Andrés Felipe Aguirre)</p>
<p>9 :15 a.m.-</p>	<p>Reconciling Local Knowledge with the Curriculum</p>	<p>Inclusion-Exclusion Tensions about Inclusive Education</p>	<p>Embodied Femininities in Language Pedagogy. A Study from Two English Language Teachers'</p>	<p>Understanding the Perspective of Six English Language Teachers about their Researcher Identity Construction</p>

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9 :45 a.m.	Johanna Patricia Caro Vargas Universidad distrital Francisco José de Caldas	Laura Camila Ortiz Castro Universidad Distrital Francisco José de Caldas	Karen Tatiana Camargo Ruiz Daniel Aponte Universidad Distrital Francisco José de Caldas & Semillero Internautas	Jenny Tatiana Quiñones Universidad Surcolombiana
	Room A https://meet.google.com/wno-jhyd-spt (Host: Camila Andrea Duarte)	Room B https://meet.google.com/ymj-howh-bxq (Host: Nixon Gamba)	Room C https://meet.google.com/rdc-qchq-cra (Carolina Pérez Bonfante)	Room D https://meet.google.com/ijp-ugto-grf (Host: Andrés Felipe Aguirre)
9:45 a.m. – 10:15 a.m.	Decolonizing English as a Foreign Language Teacher Education Andrés Fernando Valencia Mafla Escuela de Ciencias del Lenguaje, Universidad del Valle	The Role of Community-Based Pedagogies in the development of Ninth Graders’ Local Cultural Awareness and Sense of Cultural Belonging in Santa Ana’s School. Yimmy Alexander Hoyos Pipicano SED Huila. Institución Educativa Santa Ana / Universidad Surcolombiana	Reading Between the Lines Daniel Alirio Cruz Bernal Universidad Pedagógica y Tecnológica de Colombia- UPTC	Codeswitching and Writing-to- Learn-Language Strategies to Promote writing and Speaking Skills in Students-at Risk at a Public School in Chia Yady Lucía González Doria, Valentina García González & Sara Charry López Universidad de La Sabana
	Room A https://meet.google.com/wno-jhyd-spt	Room B	Room C https://meet.google.com/rdc-qchq-cra	Room D https://meet.google.com/ijp-ugto-grf

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	(Host: Camila Andrea Duarte)	https://meet.google.com/ymj-howh-bxq (Host: Nixon Gamba)	(Carolina Pérez Bonfante)	grf (Host: Andrés Felipe Aguirre)
10:15 a.m.- 10:45 a.m.	Personal Epistemologies of Bilingual Teachers in Formation Carlos Augusto Arias Cepeda ÚNICA, Institución Universitaria Colombo Americana	EFL Teacher's Professional Identity: A Narrative Study with Colombian Graduate Students Jhon Eduardo Mosquera Pérez Universidad Santo Tomás	Use of Translanguaging Strategies for the Teaching of Writing Skills in English as a Foreign Language to Fourth Graders Roberto Alvira Quiroga Universidad de la Sabana Julia González Carrera Universidad de la Sabana - Colegio Stella Matutina	Reflections from Intercultural Approach to Language Learning: Learning about the Voice behind the "Speakers" Diane Liseth Leonor Suárez Rodríguez Universidad La Gran Colombia Gina Marcela Pérez Romero Universidad Distrital Francisco José de Caldas
	Room A https://meet.google.com/wno-jhyd-spt (Host: Camila Andrea Duarte)	Room B https://meet.google.com/ymj-howh-bxq (Host: Nixon Gamba)	Room C https://meet.google.com/rdc-qchq-cra (Carolina Pérez Bonfante)	Room D https://meet.google.com/ijp-ugto-grf (Host: Andrés Felipe Aguirre)
10:45 a.m. - 11:15 a.m.	University Students' Investment in their Learning: Exploring All-in, Safe and Disengaged Profiles of Investment.	Pre-service English Teachers' Awareness on Gender Equity through Locally-Diverse Materials	Comparing the use of Adversative Transitions between English Language Teachers and Majors at a Colombian University	Non-Normative Corporalities : Transgender/Blind Identity in an English as a Foreign Language Student Teacher

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	<p>Angie Milena Caro Ávila Universidad Pedagógica y Tecnológica de Colombia</p>	<p>Jhonatan Vásquez Guarnizo Universidad Externado de Colombia</p>	<p>María Fernanda Londoño Ramos Juliana Alejandra Rodríguez Fandiño Universidad de Los Andes</p>	<p>Diego Ubaque- Casallas Universidad Distrital Francisco José de Caldas</p>
<p>11:15 p.m.- 12:15 p.m.</p>	<p>Plenary 04</p> <p>Countering Necropolitics in English Language Teaching: Towards a Decolonial Praxis and Slow Buen Vivir</p> <p>Yecid Ortega, Ph.D University of Toronto, Canada</p> <p>Room: https://ucatolicaluisamigo-edu-co.zoom.us/j/83562894609?pwd=UUE3b3pHbDZsSGdhVzFBUEZNNURMZz09 ID de reunión: 835 6289 4609 Código de acceso: 906758</p>			
<p>12:15 p.m. – 12:30 p.m.</p>	<p>Closing Ceremony</p>			

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PLENARIES

Plenary 01

Unsettling Coloniality in EFL Textbooks

Astrid Nuñez-Pardo, Ph.D

Universidad Externado de Colombia, Colombia

Abstract

This qualitative documentary research aimed at unveiling the ontological, epistemological, and power criteria, rooted in the decolonial turn and critical interculturality to resist the uncritical development of commercial EFL textbooks. Such criteria have a threefold purpose: first, to unsettle coloniality of EFL textbooks from the voices of Colombian teachers, authors, and experts; second, to raise teachers and students' awareness of power forces that cause inequalities and asymmetries, controlling the regulation, development, representation, production, consumption, and use of EFL teaching materials; and third, to orient the development of other contextualised, desirable, and decolonized materials that are sensible to cultural diversity, produced by other English teachers, and used with other students within their particular contexts. Critical content analysis framed within the socio-critical approach was used to study six EFL textbooks produced by foreign and local publishing houses. Besides, six local and rural English teachers, four local and regional authors, and two local experts were interviewed. Findings revealed colonial traces such as the representation of gender, race, sexual orientations, capacities, and social classes in the sampling unit. Moreover, references to congratulatory and superficial culture, features of the global textbook, and appropriation of the global discourse in language policy were present. The current study was carried out within the doctoral programme in Education at UPTC and sponsored by Universidad Externado de Colombia.

Biodata

Astrid Núñez-Pardo, a full-time professor and an associate researcher for the Master's Programme in Education with emphasis on English Didactics at Universidad Externado de Colombia, holds a PhD in Education Sciences from UPTC; an MA in Education from Universidad Externado de Colombia, and a Diploma in Linguistic Studies from University of Essex, Colchester (UK) and in the Advanced International Programme on Child Rights, Classroom and School Management from Lund University, Sweden.

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Plenary 02

Panel of Representatives from MA Programs Related to Applied Linguistics to ELT

Bertha Ramos Holguín, Ph.D

Universidad Pedagógica y Tecnológica de Colombia, Colombia

Diego Fernando Macías, Ph.D

Universidad Surcolombiana, Colombia

Pauline Moore, Ph.D

Universidad Autónoma del Estado de México, México

Jairo Castañeda, Ed.M (Moderator)

Universidad Distrital Francisco José de Caldas, Colombia

Abstract

This panel is the realization of an idea of academic collaboration among MA programs with ELT issues as a common concern that can be viewed from the perspective of applied linguistics. Two topics, among others, relate to such concern, one about the need to debunk dichotomous approaches that place boundaries between the global and the local ELT practices, and another one related to the possibilities of being, becoming, and knowing of ELT graduate students. With that in mind, the purpose of this panel is to generate a space for exchange and academic discussion in which MA program representatives from Universidad Autónoma del Estado de México, Universidad Pedagógica y Tecnológica de Colombia, and Universidad Surcolombiana share and disseminate their pedagogical and research work about these two issues:

- 1) Shall we think of alternatives for reconceptualizing ELT contexts as glocal spaces? For or against an interplay between global and local ELT discourses?
- 2) How do our ELT graduate students build identities, agency, and legitimacy in their glocal contexts as a consequence of studying our MA programs?

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Biodata

Bertha Ramos Holguín, Ph.D

Holds a Ph.D in Education Sciences from Universidad Pedagógica y Tecnológica de Colombia (UPTC) and an M.A in Applied Linguistics to the Teaching of English as a Foreign Language from Universidad Distrital Francisco José de Caldas. She is a professor in the School of Languages at UPTC and she is the leader of the research group TONGUE.

Diego Fernando Macías, Ph.D

An associate professor in the English Teacher Education Program and a former coordinator of the Master's Program in English Language Teaching at Universidad Surcolombiana. His research and professional interests span the areas of teacher education and professional development, classroom management, and English as an international language.

Pauline Moore, Ph.D

Pauline Moore tiene la Maestría en Lingüística Aplicada y el Doctorado en Lingüística de la Universidad Nacional Autónoma de México. Ha sido profesora de tiempo completo en la Facultad de Lenguas de la Universidad Autónoma del Estado de México desde septiembre 1993 e imparte clases en las áreas de semántica, pragmática y formación de docentes de lenguas. Actualmente es la Coordinadora de Estudios Avanzados en la Facultad de Lenguas donde supervisa en programa de la Maestría en Lingüística Aplicada, programa registrado en el Programa Nacional de Posgrados de Calidad del CONACyT.

Jairo Castañeda, Ed.M

Jairo Enrique Castañeda-Trujillo is the current president of ASOCOPI. He holds a M.Ed. with Emphasis on English Didactics and a B.A. degree in Spanish and English. He is currently an assistant professor and researcher at Universidad Surcolombiana (Neiva, Colombia) and a professor in the MLAEI at Universidad Distrital. He is a doctoral candidate in Education with emphasis in ELT. He belongs to the research groups ILESEARCH (Universidad Surcolombiana) and ESTUPOLI (Universidad Distrital).

XXVII INTERNATIONAL SYMPOSIUM ON RESEARCH IN APPLIED LINGUISTICS

Plenary 03

Decolonizing English Language Teaching in Colombia: Epistemological Perspectives and Discursive Alternatives

Yamith José Fandiño Parra, Ed.M

Universidad de La Salle, Colombia

Abstract

In times of geocultural subalternization of knowledge and education, English language teaching (ELT) is torn between subalternizing policies and subjectivating practices. Within this context, ELT teacher educators face policies and discourses aimed at framing their teaching practices, professional lives, and research agendas. However, at the same time, they are expected to engage in practices and processes that allow for personal adaptation and social change. Amid this ambivalence, this reflection paper makes a call to decolonize ELT in Colombia. To this effect, this paper reviews some basic epistemological perspectives such as colonialism and decolonial studies. Then, it proposes the decolonization of ELT, along with a grammar of decoloniality based on discursive alternatives about power, knowledge, and being with the potential of bringing about a transformative teacher subjectivation. The main conclusion is that the Colombian ELT community needs to first deconstruct dominant structures and strategies that enact epistemic and cultural dominance of the global north, and then construct alternative discourses and practices that acknowledge and disseminate the singularities of its knowledge and culture.

Biodata

Yamith José Fandiño Parra holds a B.A. in English Philology from the National University of Colombia and an M.A. in Teaching from La Salle University in Colombia. He is also a specialist in virtual learning environments from Virtual Educa Argentina. Currently, he is pursuing a Ph.D. in Education and Society at La Salle University. His research interests range from teacher education and language policies to decolonial studies and teacher subjectivation. At present, he is working for the School of Education Sciences at La Salle University where he teaches both undergraduate and graduate courses.

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Plenary 04

Countering Necropolitics in English Language Teaching: Towards a Decolonial Praxis and Slow Buen Vivir

Yecid Ortega, Ph.D

University of Toronto, Canada

Abstract

This evidence-based presentation opens a dialogue about the stealthy forces of capitalism, neoliberalism and globalization in the teaching of English as a foreign language (EFL) in Colombia and its impact on policy-decisions making processes. I have utilized a critical ethnographic case study approach to look at how a social justice and peacebuilding curriculum (SJPBC) examine the characteristics, strengths, and weaknesses of high school classroom practices that have been used to potentialize students to learn EFL. Additionally, a grounded theory analytical approach was deployed to theorized from the challenges and difficulties that affect the day-to-day educational processes as teachers have an urgent need to focus on preparing students for standardized tests and providing the English skills to compete in the world market. Unfortunately, this mentality keeps perpetuating a neoliberal, capitalist system that feeds globalized agendas of education at the expense of diminishing the community's resilience and wellbeing in the form of a Neocoloniality of power. Findings revealed that although learning the English language is important for economic reasons to further the Colombian leadership in Latinamerica, still the different social and economic intricacies teachers and students face are prevalent. I posit that a linguistic policy that focuses on English learning only, entrenches a necropolitical process of possibilities for teacher's autonomy, students' employment and freedom of choosing what languages to learn. I conclude, however, that teacher's pedagogies somehow counter this narrative in the form of decolonial praxis towards a Slow Buen Vivir for a thriving future for all in a post-capitalist / post covid era by fostering the next generation of humans (social agents of change) who care about others.

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Biodata

Dr. Yecid Ortega finished his program in Language and Literacies Education (LLE) with a collaborative specialization in Comparative International, and Development Education (CIDE) at OISE – The University of Toronto. His general research interests are within decolonial critical ethnographic and case study approaches to research. Dr. Ortega explores how globalization, capitalism and neoliberalism influence language policy decision-making processes and their effects on classroom practices and students' lived experiences. He has over 20 years of experience in the field of language teaching in Colombia, the USA and Canada and has worked with teachers in curriculum and syllabus design. His research looks at how plurilingualism and pluriculturalism (PLPC) juxtaposes with concepts of race and his most recent work is related to English language teaching using social justice lens in different international contexts. Most recently, he is exploring how students from immigrant and refugee background integrate into receiving countries such as Colombia and other international contexts.

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CONCURRENT SESSIONS 1

Presentation Summaries and Biodata

Becoming Teacher-Researchers: English Language Teachers' Identities in the Experience of a Master Program

José David Largo Rodríguez

Universidad Distrital Francisco José de Caldas

Abstract

The teacher-researcher movement, along with current language policies in Colombia have led language teachers to self-initiate research agendas that have served to support their pedagogical decisions. However, the positionality that teachers assume as teacher-researchers and the process of identity construction that they undergo while being part of their teaching education programs has been overlooked in the local scholarship. This presentation shows the preliminary results of an ongoing research project, which attempts to characterize the intricate process teachers experience to become teacher-researchers while being part of a Master's program at a public university. The presentation addresses the problematization around teachers' identity construction as researchers in the light of both educational policies and theoretical and empirical resources. Similarly, the concept of teacher-researcher identities is discussed within the framework of a poststructuralist perspective. In-depth interviews were carried out with 11 Master candidates. The findings show that participants undergo a constant (re)construction of their identities while they negotiate new epistemologies, perspectives, and roles within communities of practice. This turns to be pivotal for renewed ways of acting, becoming, and being teacher-researchers. Similarly, participants' narratives suggest that they experience their Identities in flux and in activity as they engage in (learning about) and with (doing) research.

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Biodata

José David Largo holds a B.Ed. in Modern Languages from UPTC. Currently, he is pursuing his MA in Applied Linguistics to TEFL at Universidad Distrital Francisco José de Caldas and belongs to the research group ESTUPOLI. He is a full-time teacher at a private school in Bogotá. His research interests include culture and identity issues, English language teaching, and language policies.

XXVII INTERNATIONAL SYMPOSIUM ON RESEARCH IN APPLIED LINGUISTICS

Self-representations in an EFL Online Classroom

Lina Paola Quete Alarcón

Universidad Distrital Francisco José de Caldas

Abstract

This presentation focuses on a study that sought to understand how high school students from a private institution located in the south of Bogota represented themselves during the adjustments caused by the Covid-19 pandemic. It also aimed at examining how their self-representations were connected to their EFL learning process, especially, while interacting in synchronous language classes mediated by different digital tools. The study was framed in a nethnographic, qualitative, descriptive, and interpretive standpoint. Different modes of communication that were available in video conferencing tools were analyzed, along with observations from regular classes to examine interactions and ways by which students represented themselves. Preliminary findings revealed that students modified and adjusted available icons and images to fit their interests, moods, and features of authenticity as individuals. Additionally, they disclosed aspects of their daily life and situations that they were dealing with during this new modality of schooling. The results are aligned with George's theory (2009, 2007) about self-representation as a means to understand the way students view themselves and how they connect with others and with the world during disruptive times. This is essential to shape pedagogical practices in the EFL class.

Biodata

Teacher of Spanish, English and French, graduated from Universidad de la Salle with experience in teaching English and Spanish in highschool. I am enrolled in administrative tasks as academic coordinator of primary school in a private institution. I am currently studying the MA in Applied linguistics at Universidad Distrital.

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Social Sciences Students as Authors of Critical Texts in their Communities

John Jeiver Obando León

Universidad Distrital Francisco José de Caldas

Abstract

This action research study intends to reveal the writing development of a group of eighth graders through two core elements: Community Based Pedagogies (CBP) and inquiry-based learning. This work was carried out at a private bilingual school in Bogotá as an alternative for a pedagogical context in which the national social sciences curriculum, and the local literacy practices are the main focus in the language classroom to support the learning objectives in both subjects areas. The objectives were to identify the role of social agency in students' texts considering their local contexts, and to determine the ways students' texts address the social issues in their communities. Considering the use of CBP and inquiry as a means to orient teenagers as readers, inquirers, and writers, this research was based on a qualitative methodology and data were gathered through students' artifacts and interviews. The results show that inquiry and CBP foster a sense of social awareness in the students that allows them to connect local and global issues such as climate change, drug trafficking, or the migrant crisis. Consequently, students turned writing as a meaningful tool to convey their understandings, arguments, and proposals for the problematic situations in their communities.

Biodata

Bachelor in Arts in elementary education with a focus on Social Sciences graduated from Universidad Distrital Francisco José de Caldas. 14 years of experience as bilingual teacher of social sciences in middle school.

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Resistance Discourses from EFL Teachers in Memes

Cesar Andrés Meneses Perdomo

Universidad Distrital Francisco José de Caldas

Abstract

Teachers around the world have started resisting certain pervasive discourses that affect their professional beings. There has been research about the resistance practices and discourses from teachers in public and private universities and schools. This study intends to expand the research on EFL teachers' resistance discourses from private language centers. Teachers in this setting have made memes that might contain resistance discourses. I intend to find out what discourses expressed in memes from a reddit sub (a group in reddit, a social network) inform about teachers' resistance; how these discourses in memes relate to humor, and how these discourses portray EFL teachers. The extraction of resistance discourses and humor is done through multimodal critical discourse analysis and a cybersocio-pragmatic analysis respectively. Data were collected from the posts made during the months of May, June and July 2021, it has been evidenced that through metaphors, sarcasm and text-image incongruities teachers not only mock but also reveal injustices and power relations in private language centers.

Biodata

César Meneses holds a Bachelor's degree in Spanish and English languages from Universidad Pedagógica Nacional de Colombia. He has worked as an English as Foreign language teacher for 10 years in different private language academies in Bogotá Colombia. His interests are the use of ICTs and resistance discourses in education.

XXVII INTERNATIONAL SYMPOSIUM ON RESEARCH IN APPLIED LINGUISTICS

Vindicating EL teacher's Voices within Neoliberal Times: A Narrative Study

Jhonn Albeiro Quintero González

Universidad Distrital Francisco José de Caldas

Abstract

This presentation centers on an in-progress narrative study that delves into English language teachers' voices in regards to the (re)construction of their identities, when they engaged in a reflexive and dialogical space in which storytelling was used. The question guiding this thesis is how do EL teachers (re)construct their identities as professionals of language education through life stories in face of ideologically-laden discourses of work-and-human-development institutes? Teachers' reflections served as the basis for making sense of meaningful events that revealed counter discourses against ideologically-laden circulating discourses at institutes for work and human development. EL teachers' stories were collected through narrative interviews that were transcribed and analyzed using short story analysis (Barkuhizen, 2016). Preliminary findings suggest that, opposed to traditional discourses that have positioned EL teachers as emotionless, non-human beings that perpetuate neoliberal agendas, they claim their identity as professional educators with a human dimensional agenda who navigate through a sea of tensions to reach to the shore of social change.

Biodata

Jhoni Quintero holds a Bachelor Degree in English education from Universidad Distrital Francisco José de Caldas. He is currently pursuing his title of MA in Applied Linguistics at Universidad Distrital. He is a full-time English teacher at a public institution in Bogotá. His research interests include identity, critical theory and discourse analysis.

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Unpacking Future Language Teachers' Senses of Communities from a Knowledge otherwise Perspective

Julia Zoraida Posada Ortiz

Universidad Distrital Francisco José de Caldas

Abstract

This presentation will share the results of a doctoral dissertation that sought to re-interpret the concept of communities from an otherwise perspective (Mignolo & Walsh, 2018). In order to do so, the researcher proposed a decolonial perspective by changing the ways we name the research process in order to dislocate the privileged role of the researcher and taking into account the future language teachers' senses of communities. The main instruments of data collection were autobiographies and transcripts. The data were presented through poetic representation (Leavy, 2009; Richardson, 2001). The results of the study showed that the future language teachers' daily lives develop within communities as immunity, struggle and commodity and that these communities go beyond the modern concepts of communities of practice, imagined communities and target communities.

Biodata

Julia Posada-Ortiz holds an Ed.D and an M.A in Applied Linguistics to TEFL from Universidad Distrital Francisco José de Caldas, a Specialization in Literature Teaching from Universidad del Quindío-Coruniversitaria and a B.Ed. in English and Spanish Teaching from Universidad del Tolima. She is an Associate Professor in the Faculty of Sciences and Education at Universidad Distrital Francisco José de Caldas and a member of the research group Aprendizaje y Sociedad de la Información.

XXVII INTERNATIONAL SYMPOSIUM ON RESEARCH IN APPLIED LINGUISTICS

Towards an Emancipatory Classroom

Wendy Jineth Panche Arias

Universidad Distrital Francisco José de Caldas

Abstract

Linguistic discrimination in the Latin American EFL speakers has been of concern in education since hierarchies and imaginaries about native and non-native are reinforced in the teaching – learning processes (Flores & Rosa, 2015; Yosson, 2005; Valdes, 2001). The current presentation will share the advances of a pedagogical experience that aims to discuss how racialized ideas about English as a global language are seen in the EFL classroom, particularly, in the Colombian context and a possible way to transform these practices. In order to achieve this objective, the presentation will be divided in three parts: Firstly, I will display a discussion about racialization (Campos- García, 2012) and English as a hegemonic language in the educational Colombian context (Panche, 2020). Secondly, I will show some examples of racialized discourses and pedagogical practices that reinforce discrimination in the classroom, and the influence it might have on the learners' identity as non-native speakers. Finally, I will present a pedagogical proposal called "Emancipatory classroom" that takes into account Paulo Freire's "awareness-raise" concept (Freire, 1977) that leads into a reflection about the teacher and students' role as English learners from a critical perspective.

Biodata

Master Degree in Communication - Education at Universidad Distrital Francisco José de Caldas. Bachelor Degree in English and Spanish Education at Universidad Pedagógica Nacional. Current English Teacher at Campus Don Bosco and a member of Semillero de investigación en enseñanza y aprendizaje de las lenguas extranjeras. Cultura y justicia social at U Distrital. Main research interests: Racial identities, communication and education.

XXVII INTERNATIONAL SYMPOSIUM ON RESEARCH IN APPLIED LINGUISTICS

The Creation and Piloting of a Reading ESP Course for Master-Level Students

Ricardo Nausa, Liubava Sichko & Jovana Zivkovic

Universidad de los Andes

Abstract

This paper presents a needs analysis to create an ESP course for Social Science master-level programs at a Colombian university. Three data collection methods were used: student (n=29) surveys to identify needs, lacks, and wishes (Hutchinson et al., 1987); professor (n=3) interviews to confirm needs and lacks, and identify relevant genres and tasks; and course syllabi (n=6) analyses to identify tasks and genres distribution. Survey analyses showed that students need English to read research articles (RAs) and update their disciplinary knowledge. Professors confirmed that their courses focus on updating disciplinary knowledge but reported that this purpose could be hindered by students' low level of English. Syllabi analyses provided two important pieces of confirmatory evidence: (1) professors' concerns about the need of English instruction for reading RAs as reflected in their inclusion of RAs' reading guides in the syllabi; (2) the predominance of the RA genre (58%) followed by book chapters (31%). Other genres (e.g. podcasts) did not constitute a significant proportion of class material. As a result, we proposed and piloted a course entitled Reading Research Articles in the Social Sciences based on a genre analysis (Swales, 1990) methodology. Conclusions and learnings from the pilot will also be shared.

Biodata

Ricardo Nausa

Ricardo Nausa holds a PhD degree in English language and applied linguistics from the University of Birmingham. His interests include corpus linguistics, discourse analysis, and English for Academic Purposes.

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Liubava Sichko

Liubava Sichko holds a Master's degree in Foreign Philology (English, French, Spanish and World Literature) and works as a professor of Academic English Program at Universidad de Los Andes, Cambridge ESOL speaking examiner at British Council Colombia and academic consultant in various educational institutions. Her research interests include bilingual education and EAP.

Jovana Zivkovic

Jovana Zivkovic is an adjunct professor at Los Andes University and an academic consultant for the British Council, with a master's degree in Pedagogy in Language Teaching. Her principal academic interests center on Utilization-Focused Evaluation for program improvement, and English for Specific Purposes. Jovana has led large-scale projects in education and has designed materials for continuing professional development.

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Implementation of a Live Virtual Classroom and Development of Communicative Competences in English

Sergio Andrés Rodríguez Ruedas

Université Paris 8 Vincennes-Saint-Denis

Abstract

A live virtual classroom (LVC) is considered as a learning environment where teachers make use of a variety of technological tools to help students acquire knowledge. The LVCs have become an alternative to keep providing a learning and teaching English process amidst the COVID19 pandemic. This educational environment was implemented at a public technological center. The main objective of this study is to evaluate the influence of the year-long implementation of a LVC on the development of communicative competences, and in doing so, presenting the opportunities and challenges it entails. The data from 168 participants was collected through two anonymous surveys, and the final results of the speaking exams. The findings indicate that the LVCs had a positive impact on students' development because it allowed them to improve their English level through interactions with the teacher, and classmates. Both teachers and students used a wide variety of technological tools, apps, and websites to carry out English related activities. Participants also indicated that this way of learning fulfilled their expectations regarding learning English during the pandemic. Nevertheless, the findings also reveal certain elements that hinder the learning process: Internet connection failures, turning on microphones reduced the time for participating in class, noise interferences, among others.

Biodata

Sergio Andrés Rodríguez Ruedas is a PhD student from Université Paris 8 Vincennes-Saint-Denis, holds a master's degree in linguistics and literature from the Sorbonne University and a bachelor's degree in foreign languages English and French from Universidad de Pamplona. He belongs to the research groups GRILEX and CIEL from the Universidad de Pamplona.

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Ancestral Practices and Current Ways of Participation of Sikuani Women in their Territories

Deisy Lorena Caviedes Cadena

Fabian Benavides Jiménez

Universidad El Bosque

Abstract

Even though social participation of minorities has begun to take a more relevant role in Colombia, there are still some populations that struggle to be heard and taken into account socially, politically and economically; indigenous women being one of them. As a result, knowledge about indigenous women's social participation in their territories is partial and limited, since most of it is derived from men's voices and the official government perspective. The present study takes into consideration the insights shared by three Sikuani indigenous women regarding their participation inside their community. Their narratives were collected through field notes and semi-structured interviews, which then were contrasted with existing theory; this allowed researchers to directly approach women's feelings and perceptions regarding their involvement in different social processes. The results show that they hold in high regard their traditional labors concerning the care of their families, as well as their interest to educate themselves and become more active leaders for the sake of their people's well-living.

Biodata

Fabián Benavides Jimenez y Lorena Caviedes Cadena are teacher researchers working at the B.Ed. In Bilingualism from Universidad El Bosque. Their research interests are related to social issues such as interculturality, gender and identity, as embedded phenomena in educational contexts.

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Students' Beliefs Towards Standardized Testing, and EFL Study in the Nicaraguan Context

Cristopher Alejandro Torrez Miranda

Universidad Distrital Francisco José de Caldas

Abstract

In the last decades the area of language testing in the EFL context has been severely criticized by scholars such as Hilliard (2000), Shohamy (2002), Cho (2004), Apple (2010), and others who refer to standardized language tests as tools to perpetuate segregation, discrimination and injustice, leaving aside students' experiences, lives stories and beliefs. This research project aims at deepening the understanding of standardized testing in an international setting. It is a phenomenological research project that intends to reveal the essence of the lived experiences of a group of students who took the Versant exam in Nicaragua. It also unveils students' beliefs about EFL testing. In-depth interviews along with students' journals were used to collect data. Preliminary data analysis shows that students' have inner visualizations of the exam that generate a constellation of feelings that impact their academic and social dimensions. The findings also reveal that students believe that the exam works as a mere instrument to measure their linguistic proficiency and it is a way to control their professional mobilization.

Biodata

I'm a Nicaraguan in-service English instructor with more than 6 years of experience in the area of ELT. I studied my BA in Teaching English as a Foreign Language in Nicaragua. I have done studies in the U.S, Costa Rica. I am currently finishing the MA in Applied Linguistics at Universidad Distrital.

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Resignifying Culture through Critical Interculturality: An In-Service English Teachers' Narrative Experience

Diana Natalia Segura Linares

Universidad Distrital Francisco José de Caldas

Abstract

This presentation reports on an ongoing narrative study that aims at unveiling the teachers' theories of practice concerning the teaching of the English language and culture in the so-called institutes for work and human development in Colombia. Five in-service English teachers participated by sharing their stories when addressing culture in their classrooms. The study proposes an atmosphere to problematize the Western notion of culture and its teaching in the EFL lessons, relying on the principles of critical interculturality (Candau, 2010, 2016; Walsh, 2009). It also advocates for educators' knowledge and expertise due to their subalternation in the ELT field. The data consist of written life stories that allowed the participants to reconstruct their experiences and understand them. Preliminary findings indicate that the teachers' theories of practice are self-constructed initiatives that emerge from making sense of their educational contexts and exercising their agency to overcome methodological constraints when teaching culture. The initiatives also account for the participants' constant negotiation between dominant agendas and the desire to use their local knowledge to make their teaching a more context-responsive practice. Likewise, teachers' initiatives contribute to demystifying and resisting the hegemonic cultural representations tied to the English language.

Biodata

Natalia Segura is a student of the Master's program in Applied Linguistics to TEFL at Universidad Distrital. She holds a bachelor's degree in Basic Education with an emphasis on the English language from Universidad Distrital. Her research interests are critical interculturality, culture teaching, children's rights, and listening competences.

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Feminism in a Female Teacher's Discourse in an EFL Classroom

Mónica Patarroyo Fonseca

Universidad Pedagógica y Tecnológica de Colombia

Abstract

This research article on feminism gives an account of the interaction between a female teacher and her students at a public university in Tunja, Colombia. The study aims to evidence features of feminism within an English as a foreign language classroom by analyzing the transcriptions of the teacher's discourse using the Feminist Poststructuralist Discourse Analysis. As a result of the study, it can be stated that feminism is not determined by gender, but rather, it is an individual choice that is socially constructed and transmitted through power relationships. Findings suggest that being female or male does not guarantee having a definite position towards feminism; instead, it is mostly demarcated by the specific situations and circumstances that each individual experiences within a society.

Biodata

Mónica Patarroyo Fonseca currently teaches general English to undergraduate students at Universidad Pedagógica y Tecnológica de Colombia. She holds a M.A in Language Teaching, a specialization in Educational Management and a B.A in Foreign Languages. Her research interests include discourse analysis and teaching materials.

XXVII INTERNATIONAL SYMPOSIUM ON RESEARCH IN APPLIED LINGUISTICS

Representación de la Juventud en la Prensa Colombiana: Análisis Crítico del Discurso basado en Técnicas de Corpus

Valeria Rizzi

Universidad de los Andes

Abstract

Los recientes hechos de violencia del Estado en contra de los jóvenes hacen pensar que la prensa colombiana tiene un papel importante en cómo se les está representando. Este proyecto tiene como propósito mirar las representaciones de los jóvenes en la prensa colombiana a partir de los términos joven y jóvenes. Se utilizaron técnicas de análisis del discurso basadas en corpus (Hunston, 2002; Baker 2008) orientadas a definir la frecuencia de los términos de búsqueda, cuáles son las palabras que se colocan alrededor de los términos y la prosodia semántica (Louw, 1993; Sinclair, 1991) que estos constituyen. A partir de este análisis y de los roles propuestos por Chaves (2005) se encontraron cuatro tipos de representación principales: joven como rostro de la tragedia, jóvenes peligrosos como víctimas, jóvenes como beneficiarios de ayudas de terceros y jóvenes como seres en formación. Este reporte no solamente muestra la prosodia discursiva que permite estas generalizaciones sino además los patrones lexicogramaticales que se usan con mayor frecuencia para hacer estas representaciones. El reporte concluye con la significatividad del estudio, algunas recomendaciones de investigación futura y una reflexión sobre cómo los resultados se pueden aplicar a la enseñanza de lectura crítica en español como lengua materna o extranjera.

Biodata

Bachelor's degree in Language and Cultural Studies of the Universidad de los Andes

XXVII INTERNATIONAL SYMPOSIUM ON RESEARCH IN APPLIED LINGUISTICS

Construction of the Self-as-Teacher in Non-formal English Educators

Aura Cristina León Castro

Universidad Pedagógica Nacional

Abstract

This study sought to examine non-formal English language educators' identity construction within the dilemma of professionalism and non-professionalism discourses. For this study non-formal English language educators are those individuals who do not hold a degree in teaching, and because they are proficient at using and speaking English, they became English teachers. In this sense, the dilemma of professionalism discourses (Gonzales, 2003) provides space to recognize and value other perspectives and discourses by empowering educators to voice their narratives about what they are and become as EFL teachers. This work is framed within a narrative inquiry (Mendieta, 2013) and qualitative type of study (Yin, 2011), as consequence, narrative interviews were chosen as the main source to gather data in the form of life stories. This master thesis underwent a process of collecting data through in-depth semi-structured interviews of 5 different non-formal language educators' life stories, and thematic analysis was the technic used to interpret the data providing rigurocity to the findings and reducing researcher bias. An important implication from this work is the opportunity to understand teaching from a different viewpoint and broader the ELT scope. Finally, a report from the preliminary findings is expected during the presentation.

Biodata

Aura Cristina León Castro is a teacher researcher who currently works at a private institution from the Ministry of Defense and at the Language Center at Universidad Pedagogica Nacional. She obtained her bachelor's degree in the Teaching of Foreign languages at Universidad Pedagogica Nacional, and is currently studying her master degree in Applied Linguistic to the TEFL at Universidad Distrital. Her research interest are teacher identity, teachers' professionalism, and educational discourses.

XXVII INTERNATIONAL SYMPOSIUM ON RESEARCH IN APPLIED LINGUISTICS

Weaving and the Importance of this Practice within Colombian Indigenous Education.

María Paula González

Universidad El Bosque

Abstract

This research is carried out within an educational context, in which the factors that make indigenous education disruptive, are analyzed. As such, the sense of belonging of the indigenous peoples towards their cultural practices and the environment, create a dialogical relationship to understand the world, and, within the same worldview, convey the integration of different cultures. The main purpose of this study is to understand the role played by indigenous women and their weaving inside indigenous education, as a way to foster the conservation of cultural identity and interculturality. This qualitative, exploratory project takes into account the Sikuni people, located mainly in the Colombian Orinoco region; through interviews, focus groups and documentation.

Biodata

María Paula Gonzalez, William Valest, Valeria León, Sofía Perilla, are students of bachelor's Degree in Bilingualism, they are in fifth semester at El Bosque University. They are interested in education, different educational contexts and approaches, which diversify learning and teaching processes.

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CONCURRENT SESSIONS 2

Presentation Summaries and Biodata

Intercultural Competence Development through Students' Life Experiences

Joan Sebastian Acevedo Acosta

Universidad Distrital Francisco José de Caldas

Abstract

This talk presents a research aimed at examining how the students from a local private school construct their intercultural competence while they listen to different life experiences and contrast them with their own life experiences, observing how students redefine their own cultural cosmovisions. The participants of the research are 16 students between 15 and 16 years old. This research examines the narrative productions of the students when they participate in different intercultural tasks. For data collection, field notes, students' artifacts and some interviews were used. This research is relevant to deeply understand the importance of planning and implementing new strategies which foster students' intercultural competence in order to create meaningful learning spaces. This study is in progress, but preliminary findings suggest that students have developed their cultural assumptions based on what they have observed in different media and what they have heard from other people.

Biodata

Joan Sebastian Acevedo Acosta is a Colombian English teacher who holds a B.A. in English and Spanish education from Universidad Pedagógica Nacional. He has worked in Bogota schools and institutions for eight years and currently he is a student of the Master's in Applied linguistics to the Teaching of English at Universidad Distrital.

XXVII INTERNATIONAL SYMPOSIUM ON RESEARCH IN APPLIED LINGUISTICS

Análisis de las Percepciones de Aprendientes de ELE Sobre las Formas de Tratamiento *Tú, Usted, Vos y Sumercé* en Bogotá.

Andrés Felipe Aguirre Abril

Instituto de Lenguas de la Universidad Distrital - ILUD

Abstract

Esta investigación analiza las percepciones de aprendientes de ELE en Bogotá sobre los usos sociales *tú, usted, vos y sumercé* y su manejo en las prácticas de enseñanza desarrolladas en el aula. Para tal fin, se llevó a cabo un estudio de caso enmarcado en una investigación cualitativa desde una perspectiva analítico-interpretativa. Se hicieron entrevistas semiestructuradas con 10 aprendientes de ELE en Bogotá de 9 diferentes nacionalidades. Después de llevar a cabo un análisis de contenido sobre los datos, como resultado del estudio se evidenció que los aprendientes no conocen los usos sociales de estas formas en el español. En general, las percepciones de los aprendientes tienden a alinearse a generalizaciones estereotipadas, monolíticas y prototípicas sobre sus usos. Por consiguiente, en las prácticas de enseñanza de ELE se hace necesario un tratamiento más cercano con la realidad y variabilidad de estas formas en sus múltiples usos sociales. En conclusión, se proponen los posibles usos sociales de estas formas de tratamiento en el español en Bogotá y se sugieren lineamientos didácticos que sustenten y promuevan la enseñanza y aprendizaje de estas formas en el aula de ELE, teniendo en cuenta la multiplicidad de factores que inciden en sus usos sociales.

Biodata

Andrés Felipe Aguirre Abril has a Master's Degree in Teaching of Spanish as a Foreign Language and as a Second Language at Instituto Caro y Cuervo. He finished his Bachelor's Degree in Modern Languages at Pontificia Universidad Javeriana. Currently, he is the academic coordinator of other languages at ILUD.

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Developing Reading Skills Through Worksheets Related to Intercultural Issues

Margarita Archila Velandia

Instituto de Lenguas de la Universidad Distrital – ILUD

Abstract

This research describes how reading skills were developed in tenth graders at a public school located in Chía- Cundinamarca, Colombia. This study came from an observation in which students showed their apathy against reading. In order to know, describe and understand how the students develop EFL reading skills through the design of worksheets related to intercultural issues, I carried out a qualitative research approach. The findings revealed that the students decode the words to build up meaning, and in doing so, they evoked their previous knowledge and acknowledged linguistic features. This reading process was also enhanced because the worksheets let them feel calm, affable and involved in the uncommon and appealing activities. Furthermore, the students learn preferably through a pleasant and comfortable learning setting. Likewise, they raised their intercultural understanding by learning, pondering, comprehending, and appraising cultural behaviors around the world through the intercultural issues. In brief, the findings of the current research show that reading skills are developed through teacher-made workshops that enhance inviting learning in comfortable environments. This also embraces pertinent and novel activities that bring learners' attention and that also allow them to work on linguistic features.

Biodata

Margarita Archila Velandia finished studying Spanish and Languages Bachelor's Degree at Universidad Pedagógica Nacional. She holds a Master's Degree in Education with emphasis in English Didactics from Universidad Externado de Colombia. Currently, she teaches English at Laura Vicuña school, and works as an English teacher at ILUD.

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A Virtual Learning English Object (VLO) as a Tool to Teach Reading for Specific Purposes Social Communication and Journalism Program.

Sandra Cecilia Hernández Urrego

SED - Secretaria de Educación Distrital

Abstract

This study aims to describe the possible influence of a Virtual Learning Object (VLO) in the promotion of reading strategies in a group of ESP, Social Communication and Journalism students at a private higher institution in Bogota, Colombia. Students' failure to meet with institutional reading competences demands lead to the design and implementation of a virtual tool to promote reading strategies. For study purposes, a sample of 15 students was studied and formation was collected through questionnaires, interviews and VLO reading cycle reports of Moodle. Results suggest that the VLO promoted the participants' implementation of reading strategies mediated by cycles and stages proposed in the design of the tool. Overtime, the process with the VLO not only prompted better reading comprehension abilities, but also facilitated and enriched students' reading and learning experience.

Biodata

Sandra Hernández holds a Master's Degree in Teaching Foreign Languages at Universidad Pedagógica Nacional. Currently, she is full-time English Teacher at Colegio Distrital Restrepo Millan Localidad Rafael Uribe Uribe and hours teacher at Universidad Distrital Francisco Jose de Caldas. She has taken some courses at Bogota's Secretaria de Educación Distrital Bilingualism Program.

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Didactic Conception about Curriculum and Multimodalities

Ana Milena Morales Sossa

Instituto de Lenguas de la Universidad Distrital – ILUD

Abstract

This research is focused on proposing a flexible curriculum in a higher education based on multimodality by using the PRACCIS research focus: process of prejudice, reflection, analysis, comparison, comprehension, interpretation and synthesis. It is part of a hermeneutic process, according to González (2011) "The hermeneutic experience translates an experience to carry out a research process that involves the formation of the being" p. 125. As this is a unique and unrepeatable experience, it is expected that there will be an individual transformation of the researcher, but at the same time, that there will be a social repercussion where this proposal has an echo and transcends to higher education scenarios. The presentation will be carried out as follows: The researcher is going to state the problem, I will describe the methodology implemented in this study, and finally I will display the state of the question.

Biodata

Ana Milena Morales Sossa is a professor at Instituto de Lenguas de la Universidad Distrital (ILUD). She holds a degree in Spanish and Languages from Universidad Pedagógica Nacional, and MA in language teaching from Universidad Pedagógica y Tecnológica de Colombia. Currently, she is a PhD student in Education from Universidad de Antioquia. Her areas of interests are: didactics, education, and research.

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Perceptions of English Language Teachers from a Public-School regarding Teaching Students with Special Educational Requirements (Ongoing research study)

Jetzelly Pastrana Sotto

Universidad Surcolombiana

Abstract

Teaching foreign languages to students with educational requirements is one of the areas within the field of teacher education that requires careful focus from educators, investigators, policymakers, and administrators (Pokrivčáková et al., 2015). According to the Colombian Ministry of Education (MEN), institutions should yield strategies and carry out adjustments that account for students with special needs. In other words, institutions are to provide this population with specialized instruction and meaningful opportunities to eliminate or minimize the obstacles that hinder their learning and participation. However, those requirements may not be achieved due to the lack of schools' awareness to train special education learners and teachers, lack of support, and lack of policies for inclusive education (Mosquera, Cárdenas, & Nieto, 2018). Therefore, this study will focus on English teachers who teach students with special educational requirements and aims to answer the questions: (1) what are the perceptions of English language teachers from a public school regarding teaching students with special educational requirements? (2) what are the attitudes of English language teachers from a public-school regarding teaching students with special educational requirements? (3) what challenges do English language teachers from a public school find when teaching students with special educational requirements? And (4) how do English language teachers from a public school face the challenge of working with students with special educational requirements? I draw theoretical foundations of Special Educational Needs, teachers' perceptions, and attitudes to analyze teachers' performances when teaching students with special educational requirements. Based on principles of qualitative case studies, I am conducting a within-site study. To achieve that purpose, I held classroom observations and interviews (Yin, 2014) and the framework approach to answer the questions posed. I will present more details about this ongoing study, addressing the theoretical and methodological frameworks adopted in this ongoing study.

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Biodata

I am an English teacher who graduated from Universidad Surcolombiana in 2017. After graduating, I worked for a private school for four years, where I had the chance to teach students with learning barriers. I am currently working for a public institution and studying the third semester of the MA in English Didactics of Universidad Surcolombiana. My area of interest is teacher education and professional development.

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Negotiating my Cultured Self as a Result of EFL-Motivated Online Cross-Cultural Interaction

Carolina Pérez Bonfante

Universidad Distrital Francisco José de Caldas

Abstract

The extent to which my recent experiences as an online EFL teacher working in a cross-cultural environment with international students, and an active inhabitant of the digital world have triggered both my reflective and my critical thinking, and so, I decided to engage in a process of auto-netnography, where I observe, analyze, and reflect upon my own interactions online, by adopting Chang's (2016) autoethnographic method, how I present myself to my interlocutors, why I do it, and what effects the whole process has on my identity construction. In this presentation, I will focus on reporting the preliminary data analysis I developed in order to answer the question: how is my cultured self negotiated as a result of EFL-motivated online cross-cultural interaction? I propose a multi-edged approach based on three main pillars: (1) the remote, digital environment provided by the online communication technologies I use to meet with my students; (2) participants' cultural backgrounds, which make for many of our beliefs, customs, values, and so forth; and (3) the dynamics predetermined by the language school I work for; whose business model, from my consideration, has been shaped by neo-capitalist principles, which have turned education, knowledge and culture into commodities to be traded.

Biodata

Carolina Pérez Bonfante is a third-semester student of Universidad Distrital Francisco José de Caldas' master's degree in Applied Linguistics to ELT. She graduated from Universidad de Cartagena as a Professional in Linguistics and Literature and has been working as an English teacher at an international language institute since then. Her research interests are in cross-cultural classroom interaction, self-representation, and socio-critical studies.

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bonfante

LGBTQ Acceptance in the Workplace: Heterosexual and LGBTQ English Teachers' Perspectives

José Antonio España Delgado

Rafael Pombo/ Universidad Surcolombiana

Abstract

LGBTQ teachers face multiple challenges due to marginalization and discrimination throughout their professional life (Eckes, 2018). Educators whose sexual and/or gender identities are “non-normative” need to feel protected so as to be supportive and serve as role models for LGBTQ youth (Wright, & Smith, 2013). Interestingly, LGBTQ acceptance among educators at school is an issue that has not been considerably explored since research has mainly focused on the students' perspectives (Gray, Harris, & Jones, 2016; Harris & Jones, 2014). Hence, LGBTQ teachers' realities remain somewhat undiscussed and underexplored, especially in Colombia. This research report presents partial results of a phenomenological study that seeks to deepen the perceptions and experiences of a group of LGBTQ and heterosexual teachers regarding the acceptance or rejection of diverse sexual and gender identities in the workplace environment.

Biodata

José Antonio España is a full-time English teacher at a private school in Neiva. He holds a BA in English Language Teaching from Universidad Surcolombiana and is an MA student in English Language Teaching at the same university. He is part of the research group IPES (Investigación en Prácticas Educativas y Sociales) from Universidad Surcolombiana.

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CONCURRENT SESSIONS 3

Presentation Summaries and Biodata

Reconciling Local Knowledge with the ELT Curriculum

Johanna Patricia Caro Vargas

Universidad distrital Francisco José de Caldas

Abstract

This presentation focuses on a project aimed at integrating local knowledge from students' communities in the ELT curriculum. The theoretical principles of an inquiry-based curriculum (Wells, 1996) oriented the study to address the local needs of students in a public school using the community-based pedagogy (Clavijo & Ramírez, 2019) to foster locally, situated learning. The goal was to identify how students position themselves towards community knowledge through critical inquiries in the ELT curriculum. This study is framed under the tenets of a qualitative, critical, youth participatory, action research. It is carried out with eleven graders at a public-school in a semi-rural context in Bogota. During three academic terms, students researched their communities with the purpose of identifying assets and issues of concern starting from a field experience of mapping the community and interacting with leaders. The students used different research methods to carry out their inquiries, they described their local settings, contacted leaders, interviewed them to better understand the complexity of community problems. Preliminary findings show that students' reflections suggest possible solutions to the problematic situations they identified. The results also indicate that when students' realities are included in the ELT curriculum, they use the language to communicate their ideas in a more significant manner and that their leadership and social agency are enhanced.

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Biodata

I carried out my undergraduate program at Universidad Libre. I currently work as an English teacher in a public school in Bogotá. I am a candidate for the Degree of Master of Applied Linguistics in English Teaching at Universidad Distrital Francisco José de Caldas.

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Inclusion-Exclusion Constitutive Tensions about Inclusive Education

Laura Camila Ortiz Castro

Universidad Distrital Francisco José de Caldas

Abstract

The inclusion of diverse students into regular educational settings has become an increasing demand; therefore, responding to that phenomenon constitutes one relevant aspect English Teachers should consider when facing inclusive classrooms. This study emerged from the concern about the inclusion-exclusion constitutive tensions from the official discourse about Inclusive Education that may differently appear in two already created English Language Teacher Programs. The discussion of the above developed through the lenses of ongoing theoretical constructs, including the official discourse of Inclusive Education: Paradigms struggle (Ainscow, 2001; Hornby, 2015; Stainback & Stainback, 2013); diversity: deconstructing normality (Lucas, 2009; Zapata, 2009; O'Brien & Guiney, 2001); Curriculum: Disproportionality: life and school by different paths (Arias, 2011; Agray, 2010; Quintero, 2003; Su, 2012). This qualitative study analyses an official document titled The Inclusive Higher Education Policy Guidelines (MEN, 2013), two English Language teaching programs, and some of their subjects' syllabi. Principles of SFL (Halliday, 1985; 2014) and CPDA (Fairclough & Fairclough, 2012) have guided the analysis. Preliminary findings suggest the correlation between certain discursive and sociocultural practices when devising and practicing inclusive education as an official discourse. Particularly, this presentation focuses on the appreciation of diversity(ies) that embraces inclusion-exclusion constitutive tensions.

Biodata

Laura Camila Ortiz Castro holds a BA in English Education. Currently, she is a student from the Master's in Applied Linguistics to TEFL at Universidad Distrital Francisco José de Caldas. She has worked in the private sector, and she is working in a public institution at present.

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Embodied Femininities in Language Pedagogy. A Study from Two English Language Teachers'

Karen Tatiana Camargo Ruiz

Daniel Aponte

Universidad Distrital Francisco José de Caldas & Semillero Internautas

Abstract

Gender studies have become very relevant in the research field of foreign language and teacher education. On this account, we use a narrative inquiry approach to inspect two language teachers' life stories and see how their femininities and identities are embodied through their language pedagogy. We argue that English language pedagogy has become a practice that allows resistance due to how some paradigms about what it is to be and to teach within the educational field can be subverted. As an analytical category, findings reveal that femininities provide us with a broader spectrum of individual gender realities and constructions. As a result, findings show that teachers' femininities are embodied. Despite some struggling relationships with hegemonic femininities, it was noticeable that affirmation of stereotypes gained other senses when Language Pedagogy was added while subverting canonical femininities gave opportunities for problematizing uncovered gender issues in TEP. Some traits of these embodiments could be related to hegemonic aspects of gender, without this necessarily meaning that there is no resistance in the pedagogical field. On the contrary, it shows the capacity of redefining these attitudes and how, from the pedagogy of language, it is possible to resist even from hegemonic notions of femininity.

Biodata

Karen Camargo and Daniel Aponte are currently student-teacher researchers at at the Bachelor of Foreign Languages with Emphasis in English (LLEI) at Universidad Distrital Francisco José de Caldas. They belong to the research hotbed INTERNAUTAS. A research division of the research group INTERTEXTO. Their research interests revolve around narrative studies, teacher identity, language pedagogy and gender.

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Understanding the Perspective of Six English Language Teachers about their Researcher Identity Construction

Jenny Tatiana Quiñones

Universidad Surcolombiana

Abstract

This qualitative study aims to understand the perspective of six graduate English Language teachers about their researcher identity (RI) construction.

Students who have accomplished higher education studies are expected to have developed research skills and a genuine interest in research. Consequently, students are likely to have constructed a researcher identity based on the assumption that RI is dynamic, formed across time, contexts, and through the exercise of research (Beijaard et al., 2004; Miller, 2009). Nevertheless, for many graduate students, it is not the case. Graduate students even from doctoral programs struggle to visualize themselves as researchers. This inquiry thus is likely to contribute to the literature on researcher identity by determining the factors that have hindered and promoted language teachers' RI construction throughout higher education and professional experiences. Participants are 6 graduate teachers from a master-level program in ELT. Currently, participants have written two out of the three narratives they are expected to do. Participants have been interviewed two times, but it is expected to have the three interviews done by the end of 2021. Documents such as undergraduate and master's curriculums were collected and analyzed. Artifacts are still to be collected. From the data that has been gathered and analyzed, it can be suggested that by the time participants finished their undergraduate program they did not feel researchers, they were not fully empowered to lead research processes and perceived the act of 'becoming a researcher' as an unachievable dream. Specific factors were identified as the ones promoting and hindering RI construction.

Biodata

Jenny Tatiana Quiñones is a full-time English Language teacher who works at a public school in Neiva, Huila. She graduated from the English Language teaching and teacher education program at Universidad Surcolombiana and she is currently a master's degree candidate in English Didactics there. Her research interests are professional development, and bilingualism.

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Decolonizing English as a Foreign Language Teacher Education

Andrés Fernando Valencia Mafla

Escuela de Ciencias del Lenguaje, Universidad del Valle

Abstract

This presentation showcases two projects carried out with pre-service student teachers of the Foreign Languages Program at Universidad del Valle (Cali-Colombia).

The first project challenges the written academic text as the “highest form of cognitive achievement” (Robinson, 2006); the linguistic bias/verbocentrism in communication; and the teacher as the possessor/conveyor of the episteme and techne in the language classroom. Students painted a mural, a collective-multimodal-public text as a “final paper.” The second project showcases an iterative performance staged to interrogate/denounce the femicides in Valle del Cauca. In the performance, male students dressed as women and female students as men; indigenous students dressed as settlers to decolonize the gender and sociopolitical identities imposed by the white-mestizo mainstream society.

Drawing on an anti-colonial thought (Dei, 2006), the projects followed a Participatory Action Research design (Fals-Borda & Rahman, 1991). Findings point that murals challenge the primacy of the written argumentative essay, mobilize hypotheses about reading away from reading as a skill, and enable teachers to become real learners, healing the “ontological wound” (Haraway, 2011) that positions the teacher above the student. The iterative performance interrogates identity and gender politics, helping students to move from a curricular to a pedagogical stance (Gaztambide-Fernández, 2012).

Biodata

Andrés Valencia is an assistant professor at the Escuela de Ciencias del Lenguaje, Universidad del Valle. He holds an MA in Language and Literacies Education from the University of Toronto. His interests lie in the intersections among anticolonial theory and anti-oppressive practices, queer and critical pedagogies, gender, and ethnic-racial categories.

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The Role of Community-Based Pedagogies in the Development of Ninth Graders' Local Cultural Awareness and Sense of Cultural Belonging in Santa Ana's School.

Yimmy Alexander Hoyos Pipicano

SED Huila. Institución Educativa Santa Ana / Universidad Surcolombiana

Abstract

The limited presence of local culture in the foreign language classroom impacts students at the academic and personal levels unfavorably. Several authors coincide that cultural awareness enables users to recognize their interlocutors and sociocultural background. Thus, communicative encounters maintain relationships that permit cultural exchanges and expand worldviews (Byram 1997, 2015; Deardorff, 2012; Kramsch, 2013; James 2007; Paris, 2012). Likewise, learners develop a sense of cultural belonging when teachers encourage cultural awareness in the foreign language classroom (Moncada, 2016; Ramos et al., 2012; and Zuluaga et al., 2009). However, local culture has been diminished in the English class due to increased standardization in testing and curriculum and focus on predominant foreign cultures (Bonilla & Cruz-Arcila, 2013). The absence of sociocultural factors in the foreign language class results in students' lack of local cultural awareness and sense of cultural belonging, especially in rural areas where foreign languages and culture represent a lesser priority than urban cities. Therefore, the present research report presents the advances of a study that analyses the incidences of community-based pedagogies (CBPS) in the development of ninth-graders local cultural awareness and sense of cultural belonging in a rural public school located in Colombia, Huila.

Biodata

Yimmy Alexander Hoyos Pipicano obtained a bachelor's degree in English Language Teaching at Universidad Tecnológica de Pereira and is currently a full-time teacher at a public school in Colombia. He has experience in the teaching field at public schools, universities, volunteer programs, and summer learning camps.

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Reading Between the Lines

Daniel Alirio Cruz Bernal

Universidad Pedagógica y Tecnológica de Colombia- UPTC

Abstract

An increase in access to a television, computer, or mobile device could mean that children are spending more time filtering digital information. According to Brangué (2010), 70% of children and adolescents, aged 6–18 years old, browse the network and use digital devices without their parent's supervision. Mass media and social media tend to influence consumers in positive and negative ways, especially TV advertisement. Consequently, it is necessary to foster critical thinking skills among children. The research proposal seeks to understand how a group of elementary students used critical thinking skills while being exposed to information provided by advertisements.

The students analyzed different advertisements following the Cognitive Academic Language Learning Approach (CALLA) model to explore their previous knowledge and get information to discuss while cooperating with others. The initial result depicted how the implementation of the CALLA model allowed students to relate new information to their previous experiences and background. The first finding revealed how students recalled what they knew or experienced in regard to TV ads for facing new challenges and issues that affect their realities and social context. On the other hand, a second result revealed how students found out hidden messages and situations presented in the visual content. They expressed their worry when observing how the music and the visual effects used in the videos tried to use children for transmitting sexual and stereotyped messages to the customers. Indeed, CALLA model unveiled students' reflections about reading the world critically.

Biodata

He holds a B.A in Modern Languages Teaching from Universidad Pedagógica y Tecnológica de Colombia. He is also a student of the Master's in Language Teaching program at the Universidad Pedagógica y Tecnológica de Colombia (UPTC). Currently, he is a high school teacher and professor in the International Language Institute at UPTC.

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Codeswitching and Writing-to-Learn-Language Strategies to Promote Writing and Speaking Skills in Students-at Risk at a Public School in Chia

Yady Lucía González Doria, Valentina García González & Sara Charry López

Universidad de La Sabana

Abstract

This presentation is based on an ongoing mixed-method research study that promises to contribute to the development of literacy studies. The researchers apply writing-to-learn-language and codeswitching strategies which seem to show that students improve their EFL writing and speaking skills. This study is based on Corcoll's (2016) perspective on codeswitching in which the two languages (L1 and L2) were used to scaffold the students and help them to both understand the message and convey their own utterances meaningfully. The qualitative data collected via the teachers-researchers' logs and children's perceptions are indicative of the students' progress in self-confidence, whereas the quantitative data collected via the students' written and oral production have shown that the experimental group has achieved higher scores than the control group in the development of both skills. The study so far is in line with the findings of Williams (2016) related to the potential of writing to develop foreign and second language learning, and with the findings of Corcoll (2013) on the benefits of codeswitching.

Biodata

Yady Lucía González Doria

Full time professor at La Sabana University. Professional in Modern Languages from Los Andes University and Magister in Education from Los Andes University. ESL teacher in different schools, universities and language academies. Professor of different subjects related

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to didactics of ESL and CLIL to young children and Bilingual Practicum professor.
International Relations coordinator of the School of Education at La Sabana University.

Valentina García González

I'm in 9th semester of early childhood education and I'm really interested in cultural education field based on decolonization principles and also, the kids learning process of a second language.

Sara Charry López

I'm finishing my degree in Early Childhood Education at the University of La Sabana. I'm in 10 semester and during this semester in collaboration with my teacher and my colleague, we are doing research in a public school in Chía called José Joaquín Casas.

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Personal Epistemologies of Bilingual Teachers in Formation

Carlos Augusto Arias Cepeda

ÚNICA, Institución Universitaria Colombo Americana

Abstract

This research in progress aimed at allowing auto-ethnography inside the psycholinguistics class of seventh semester Bilingual Education Student-Teachers, as a point of reference that permitted documenting the construction of their personal epistemologies in regards to the contents of psycholinguistics. This approach ignited a vindication of participants' learning while shifting from the more traditional knowledge transmission and knowledge consumption to the more agentic participants' knowledge production and validation. The data analysis shows that the construction of participants' personal epistemologies emerges from the intersections within three dimensions: i) the theoretical, ii) the experiential, and iii) the positional, and such personal epistemologies, more than mere individual beliefs, are becoming a fertile soil for the participants' building up of their loci of enunciation as teachers to be. The emerging categories in this study address the participants' shift of beliefs from absolutism to relativism, a vindication of their situated experience, and a fluid construction of professional identity as bilingual education student teachers. Their identities in construction seem to become less fond of perpetuating a vertical and standardizing transaction of knowledge, and more likely to promote a rather horizontal approach in which knowledge is constructed intersubjectively and is transformative of behaviors, realities, and power roles in and out of the classroom.

Biodata

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

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



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EFL Teacher's Professional Identity: A Narrative Study with Colombian Graduate Students

Jhon Eduardo Mosquera Pérez

Universidad Santo Tomás

Abstract

This presentation reports a qualitative narrative study aimed at exploring the trajectories of English language teachers' identities before and after their participation in a master's program in English language teaching (ELT) at a Colombian public university. After analyzing the data gathered through oral narratives and narrative interviews, results showed that teachers' identities are part of an endless process nurtured by experiences at the academic, pedagogical, and personal levels. It was found that such experiences were constantly cultivated and analyzed in the master's seminars, which positively influenced the development of the participants' identities by making them more reflective and critical practitioners. Most teachers reported developing higher levels of social commitment, critical-reflective engagement, and research-oriented practices as a result of their graduate academic experience, demonstrating why the intersection between postgraduate education and language teacher identity deserve more attention.

Biodata

Jhon Eduardo Mosquera holds a B.A in English language teaching and an M.A in English language teaching, both from Universidad Surcolombiana. Currently, he is a 3rd semester student in the master's degree in learning and teaching processes at Universidad Pontificia Bolivariana and belongs to the research groups "APRENAP" from Universidad Surcolombiana and LSLP (Literacies in Second Languages Project) at Universidad Pontificia Bolivariana.

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Use of Translanguaging Strategies for the Teaching of Writing Skills in English as a Foreign Language to Fourth Graders

Roberto Alvira Quiroga

Universidad de la Sabana

Julia González Carrera

Universidad de la Sabana - Colegio Stella Matutina

Abstract

This presentation reports on an ongoing study aimed at helping a group of fourth-grade students at a private school in Bogotá improve their written grammatical accuracy through the use of translanguaging strategies where their native language is employed to foster their self-confidence at the beginning of the class exercises. Initial findings show that the strategies have been successful for both the improvement of grammatical accuracy in superlatives, comparatives, quantifiers, adverbs and adjectives, and also to boost their self-confidence and motivation to learn English as a Foreign Language. Quantification of errors has been carried out, which allows for an analysis of tendencies in the students' performance, along with a semi-structured interview with the learners and the teacher's blog used to collect students' perceptions about the strategies used. These findings encourage the researchers to move forward with the study in this still underexplored but promising research thread.

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Biodata

Roberto Alvira Quiroga

Roberto holds a master's degree in Didactics of English as a Foreign Language and is currently doing PhD studies in Education with a dissertation in Bilingualism. He is a professor at the School of Education at Universidad de la Sabana.

Julia González Carrera

Julia González holds a BS degree in English Teaching and is doing Master's studies in Education at Universidad de La Sabana. She is a full-time elementary-school English teacher at Colegio Stella Matutina in Bogotá; her research preferences are about the development of English as a Foreign Language methodologies for children.

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Reflections from Intercultural Approach to Language Learning: Learning about the Voice Behind the "Speakers"

Diane Liseth Leonor Suárez Rodríguez

Universidad La Gran Colombia

Gina Marcela Pérez Romero

Universidad Distrital Francisco José de Caldas

Abstract

The current global health crisis has led to sudden and unexpected changes. As one of the numerous consequences, educational practices have been reevaluated and restructured to accomplish the new social requirements; the physical distance, as well as other variations in what used to be the regular interaction in the classroom, demands new environments and ways for such interaction. As teacher-researchers, we aim to look for, propose and share new alternatives that allow educators and students to be connected more than digitally. Throughout our project, we reveal how intercultural awareness is powerful in the processes of language teaching and learning. Going beyond regular listening activities, it was proposed a real interaction with those who usually participate in recordings, those who are "behind the speakers". The students involved in this project disclosed a genuine interest in learning about the culture of the foreign person, using the language as an excuse to interchange, compare and understand the characteristics of different cultures. That is why, from three fundamental components (Intercultural language learning, motivation and ICTs) a diagnosis, two sessions and final reflections were carried out with a group of 30 young students (15-18 years old), from 10^o and 11^o grades, in a public school in Mosquera. Finally, in the conclusions we will refer to the importance, impact and suggestions of the practice.

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Biodata

Diane Liseth Leonor Suárez Rodríguez

Diane Suárez-Rodríguez holds a Bachelor's degree in EFL Teaching and MA in Applied Linguistics to TEFL from Universidad Distrital Francisco José de Caldas. Her current research focus is on CDA, Educational policy, ICT, Linguistic policy, LHR, Interculturality, Language and Power Relationships, and Ideologies. At the moment, she works as a full-time professor at La Gran Colombia University and as an English language instructor at SENA.

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University Students' Investment in their Learning: Exploring All-in, Safe and Disengaged Profiles of Investment.

Angie Milena Caro Ávila

Universidad Pedagógica y Tecnológica de Colombia

Abstract

The following research report presents the findings of a study conducted with a group of public and private university students from two universities located in Tunja, Boyacá. The researcher explored her participants' investment in their English language learning process when participating in a mutual pen pal project. In this study, the researcher regarded investment as a concept that is in a constant state of flux (Norton, 2013). Likewise, she considered that investment was a concept embedded in a dynamic relationship with students' agency and identity. Thus, these concepts motivated the researcher to explore the issue under this lens to describe her participants' investment in the project. Although the nature of investment is fluid, the researcher identified and will talk about three profiles of investment that emerged from the data: all-in, safe, and disengaged bettors. These profiles allowed her to trace her students' investment by the time and specific context in which the study took place. In this presentation, the researcher will also report some of the factors affecting students' investment understanding that the concept of investment reflects our students' social and historical relationship with the language, elements that cannot be overlooked when exploring students' investment in their learning.

Biodata

Angie Milena Caro holds a B.Ed. in Modern Languages and an M.A. in Languages Teaching from UPTC. She has taught English in both private and public language institutes in Tunja. She is currently working at a public university language institute. Her research interests include identity, the connection between theory and practice and investment in language teaching.

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Pre-service English Teachers' Awareness on Gender Equity Through Locally-Diverse Materials

Jhonatan Vásquez Guarnizo

Universidad Externado de Colombia

Abstract

Growing up with a vision of no distinctions among human beings has moved myself to raise awareness on the importance of constructing an equitable society in our country. Thus, this presentation will be based on an ongoing research study which will start with an introduction where I will address reasons why I am interested in researching about contextualized materials, and what I have found so far regarding some literature review in our educational field. Then, I will present my context, the research problem I have evidenced in it and the research question that emerged. Later, the two main constructs that support this research study will be explained along with the methodology I attempt to carry out, the pedagogical and research design, and the critical pedagogy I will adopt for it. Consequently, results are expected to reveal pre-service English teachers' awareness on gender equity issues in Colombia through the use of contextualized materials which I have coined them as locally-diverse materials. These ones will be designed under the ontological, epistemological, and power criteria proposed by Núñez-Pardo (2020) and implemented with 15 sixth-semester pre-service English teachers at a public university in Colombia. Lastly, references will be displayed following APA 7th edition.

Biodata

Jhonatan Vásquez Guarnizo holds an M.A. in Language Teaching from Universidad Pedagógica y Tecnológica de Colombia where he is currently a full-time English language professor. Additionally, he is part of the research group "TONGUE" and a third-semester student in the master's in Education at Universidad Externado de Colombia.

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Comparing the use of Adversative Transitions between English Language Teachers and Majors at a Colombian University

María Fernanda Londoño Ramos

Juliana Alejandra Rodríguez Fandiño

Universidad de Los Andes

Abstract

This study aims to explore the use of adversative transitions in the written compositions of teachers and students of the Languages and Culture Department at Los Andes University. The two collected corpora consist of 80 texts (49497 words) written by students, which include paragraphs, essays, and reports; and 12 articles (75614 words) written by teachers and published in academic journals. Corpus procedures (concordance lines analysis: thinning and sorting) and statistical significance analyses (log-likelihood) are used to identify differences in the use of seven adversative transitions (however, on the other hand, nevertheless, on the contrary, notwithstanding, in spite of, and despite). Log-likelihood tests reveal an overuse of the adversative transitions in the students' corpus. Meanwhile, the discourse analysis of concordance lines shows that these language learners tend to misuse adversative transitions and even use them with other fixed transitions in the same sentence, creating wordy sentences that affect text cohesion. These findings hold some pedagogical implications in regards to the development of students' academic writing in English. We suggest the teaching of other frequent and equally important mechanisms to build cohesion as well as the training of students to self-evaluate their written productions.

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Biodata

Maria Fernanda Londoño Ramos

Languages and Culture professional from Los Andes University. Experience as co-Investigator and participant in intercultural research funded by Durham University. Guest Workshop Facilitator in Fulbright Enhancement Seminar during the session “Critical Intercultural Pedagogies. English language Teachers as Intercultural Mediator.” Current English tutor and assistant in a research group (Incorporal) in the field of Corpus Linguistics from Los Andes University.

Juliana Alejandra Rodríguez Fandiño

Languages and Culture professional from Universidad de los Andes. Current English tutor. Previous experience on research related to teaching and learning Mandarin Chinese pronunciation. Contributor to the research group “Education for Bilingualism and Multilingualism” led by Isabel Tejada Sánchez and Paula García Cardona from Universidad de los Andes.

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Non-Normative Corporalities : Transgender/Blind Identity in an English as a Foreign Language Student Teacher

Diego Ubaque-Casallas

Universidad Distrital Francisco José de Caldas

Abstract

Little international research exists on EFL (English as a Foreign Language) student teachers regarding transgender identity and non-normative corporalities (Bodies and identities that do not fit into the heteronormative-binary spectrum of the physically normal). Similarly, few studies in Colombia have investigated the concept of teacher identity of transgender EFL student teachers to understand this dimension of identity. This study explores the transgender/blind identity of an EFL student teacher. The study took on identity as multiple and fluid to understand how transgender identity serves as a lens to shape the process of becoming a teacher. Findings suggest that transgender identity is made from either experiences that modify or reconstruct the self. The study revealed that gender is contested when the idea of transgender works as a personal mechanism to question the existing normativity of one's own body and the self. Identity is then presented as a series of choices and performances situated in time that is validated in the transgender and blind condition.

Biodata

Diego Ubaque-Casallas is currently an assistant professor at the Bachelor of Foreign Languages with Emphasis in English (LLEEI) at Universidad Distrital Francisco José de Caldas. His research interests revolve around narrative studies, teacher identity, language pedagogy and gender. He holds an MA degree in Applied Linguistics to TEFL. He has been a teacher of the Languages Department at Universidad Pedagógica Nacional and Pontificia Universidad Javeriana.

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**MAESTRÍA EN LINGÜÍSTICA APLICADA A LA
ENSEÑANZA DEL INGLÉS**

