

MA in Applied Linguistics to ELT  
School of Sciences and Education  
Universidad Distrital Francisco José de Caldas

## XXVI INTERNATIONAL SYMPOSIUM ON RESEARCH IN APPLIED LINGUISTICS

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# XXVI SYMPOSIUM ON RESEARCH IN APPLIED LINGUISTICS

November 5 & 6, 2020

## PROGRAM



## XXVI INTERNATIONAL SYMPOSIUM ON RESEARCH IN APPLIED LINGUISTICS

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### ACKNOWLEDGEMENTS

The XXVI 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 with 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:

**Peter Sayer**, Ph. D. - The Ohio State University, USA.

**Mario López Gopar**, Ph. D. & **Vilma Huerta Córdova**, Ph. D. - Universidad Autónoma Benito Juárez de Oaxaca, México.

**Carlo Granados Beltrán**, Ed. D. - Institución Universitaria Colombo Americana – Única, Colombia.

We would also like to thank the School of Sciences and Education and the Language Institute -ILUD- of our University for their collaboration with the organization of the event.

**Álvaro H. Quintero P.**

Chair

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### BRIEF DESCRIPTION OF THE MA IN APPLIED LINGUISTICS TO ELT

The MA in Applied Linguistics (AL) to ELT is a graduate program of the Faculty of Sciences and Education from Universidad Distrital Francisco José de Caldas. Its trajectory of twenty-eight years (1991-2019) 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 AL studies in the ELT field.

The chart below contains some highlights around the evolution of the Program in terms of accreditation and self-evaluation:

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	Accomplishment of the program's <i>Registro Calificado</i> for seven years (Resolución 8070 del Ministerio de Educación Nacional)

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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)
2018	Evaluation of the program to apply for its <i>Acreditación de Alta Calidad</i> by every actor of the MLAEI
2019	<b>Clare de Silva</b> award granted to the MLAEI by the Colombian Association of English Language Teachers (ASOCOPI by its initials in Spanish) to acknowledge the MLAEI contribution to the strengthening of ELT as a profession in Colombia.  Visit of two external academic evaluators from the National Accreditation Council (CNA from 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> from Oct. 31 <sup>st</sup> to Nov. 2 <sup>nd</sup> .
2020	Continuation of evaluation of the program by every actor of the MLAEI

Currently, the pedagogical, investigative, and disciplinary fields that make up the Program continue developing in four semesters. There are seminars and workshops in each semester that lead in-service teachers to develop their theses. The research topics theses' authors opt for relate to the three research areas of the Program: Discourse studies within educational settings, Literacy studies and local pedagogies for social transformation, and Processes of teacher education and development.

**Álvaro H. Quintero P.**  
MLAEI Coordinator

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**INVITED PLENARY SPEAKERS**

**Peter Sayer**, Ph. D. - The Ohio State University, USA.

**Mario López Gopar**, Ph. D. & **Vilma Huerta Córdova**, Ph. D. - Universidad Autónoma Benito Juárez de Oaxaca, México.

**Carlo Granados Beltrán**, Ed. D. - Institución Universitaria Colombo Americana – Unica, Colombia.

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**INTERNATIONAL SCIENTIFIC COMMITTEE**

**Gary Barkhuizen**, Ph.D. – Auckland University, New Zeland

**Bryan Meadows**, Ph.D. – Seton Hall University, USA

**Liliana M. Cuesta Medina**, Ph.D. – Universidad de La Sabana, Colombia

**Bertha Ramos Holguín**, Ed.D. – Universidad Pedagógica y Tecnológica de Colombia

**S. Ximena Bonilla Medina**, Ed.D. – Universidad Distrital Francisco José de Caldas, Colombia

**Pilar E. Méndez Rivera**, Ed.D.- Universidad Distrital Francisco José de Caldas, Colombia

**Carmen Helena Guerrero Nieto**, Ph.D. - Universidad Distrital Francisco José de Caldas, Colombia

**Álvaro H. Quintero Polo**, Ed.D. - Universidad Distrital Francisco José de Caldas, Colombia

## XXVI INTERNATIONAL SYMPOSIUM ON RESEARCH IN APPLIED LINGUISTICS

### PROGRAM

Day 01						
Thursday, November 5-2020						
01:45 pm-02:00 pm	Opening					
02:00 pm-03:00 pm	Plenary 01 Critical Interculturality to Disrupt Initial Language Teacher Education in Times of Supranational Influence on Policy Making” Carlo Granados Beltrán, Ed. D. Institución Universitaria Colombo Americana - Única, Colombia.					
3:00 pm - 3:05 pm	Coffee Break					
3:05 pm – 5:05 pm	Concurrent sessions 1					
3:05 pm– 3:35 pm	Room A – LINA  <a href="https://meet.google.com/jaw-afjo-rvq">https://meet.google.com/jaw-afjo-rvq</a>	Room B - CRISTOPHER  <a href="https://meet.google.com/vrg-pxre-vyu">https://meet.google.com/vrg-pxre-vyu</a>	Room C - CRISTINA  <a href="https://meet.google.com/peu-bwnc-ehw">https://meet.google.com/peu-bwnc-ehw</a>	Room D - JOHANA  <a href="http://meet.google.com/dso-udgy-gjn">http://meet.google.com/dso-udgy-gjn</a>	Room E - JOHN  <a href="https://meet.google.com/ihr-wraj-ito">https://meet.google.com/ihr-wraj-ito</a>	Room F - NATALIA  <a href="https://meet.google.com/rez-pohh-gsn">https://meet.google.com/rez-pohh-gsn</a>

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	<p>Unravelling Colonial Traces and Emerging Decolonial Signs in EFL Textbooks.</p> <p>Astrid Núñez-Pardo</p> <p>Universidad Externado de Colombia</p>	<p>Teacher Leadership: The Invisible Effort in the Classroom.</p> <p>Johana Mendez.</p>	<p>Unveiling Teachers' Beliefs about Inclusion and Discovering Factors that Facilitate and Hinder Language Work with Hearing-Impaired Students.</p> <p>Daniela Porras</p> <p>Universidad Distrital Francisco José de Caldas</p>	<p>Understanding EFL Pre-Service Teachers' Professional Identities Construction through Narratives at a Public University in Bogotá</p> <p>Andrés Felipe Micán Castiblanco</p> <p>Pontificia Universidad Javeriana</p>	<p>Developing Critical Literacies: Multimodal Texts' Analysis through Symbolic Competence and Discourse Positioning.</p> <p>Jenny E Romero</p> <p>Teacher at Evergreen School</p>	<p>Teaching EFL in a Rural Context through Place-Based Education: Expressing Our Place Experiences through Short Poems.</p> <p>Pilar Salazar</p> <p>Espejo Malagón</p> <p>Yeyson David</p> <p>Universidad Nacional De Colombia, Bogotá</p> <p>Student of the English Teaching Master at La Sabana</p>
3:35 pm – 4:05 pm	<p>Room A – LINA</p> <p><a href="https://meet.google.com/jaw-afjo-rvq">https://meet.google.com/jaw-afjo-rvq</a></p>	<p>Room B - CRISTOPHER</p> <p><a href="https://meet.google.com/vrg-pxre-vyu">https://meet.google.com/vrg-pxre-vyu</a></p>	<p>Room C - CRISTINA</p> <p><a href="https://meet.google.com/peu-bwnc-ehw">https://meet.google.com/peu-bwnc-ehw</a></p>	<p>Room D - JOHANA</p> <p><a href="http://meet.google.com/dso-udgy-gjn">http://meet.google.com/dso-udgy-gjn</a></p>	<p>Room E - JOHN</p> <p><a href="https://meet.google.com/ihr-wraj-ito">https://meet.google.com/ihr-wraj-ito</a></p>	<p>Room F - NATALIA</p> <p><a href="https://meet.google.com/rez-pohh-gsn">https://meet.google.com/rez-pohh-gsn</a></p>



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	<p>A Problem or An Opportunity? Reflections of Remote English Teaching Experiences to Young Learners</p> <p>Edward Ruíz Colegio San Tarsicio</p>	<p>Identity, Interculturality and English Curriculum: A Study with EFL Young Learners in Bogotá</p> <p>Laura Camila García Albarracín – Angie Paola Molina Realpe Universidad Distrital Francisco José de Caldas</p>	<p>New Classes, New Visions of Teaching and Learning; Students' Experiences of Life as a Means to Learn and to Practise the Language</p> <p>Lorena Andrea López Cupita - Ana Jackelin Aguirre Universidad La Gran Colombia-Universidad de la Salle</p>	<p>The Embodiment of Teachers' Gendered Pedagogies, a Colombian Study</p> <p>Jonathan Delgado Ubaque Diego Universidad Distrital Francisco José de Caldas</p>	<p>An E-Portfolio to Promote Self-Confidence in Oral Production: A Study with EFL Secondary Students</p> <p>Mariana Peinado Universidad Distrital Francisco José de Caldas</p>	<p>"As You Can See Here": Gestural and Verbal Deixis in the Oral Presentations Given by Colombian PhD-level Students</p> <p>Ricardo Nausa Universidad de los Andes</p>
4:05 pm – 4:35 pm	<p>Room A – LINA</p> <p><a href="https://meet.google.com/jaw-afjo-rvq">https://meet.google.com/jaw-afjo-rvq</a></p>	<p>Room B - CRISTOPHER</p> <p><a href="https://meet.google.com/vrg-pxre-vyu">https://meet.google.com/vrg-pxre-vyu</a></p>	<p>Room C - CRISTINA</p> <p><a href="https://meet.google.com/peu-bwnc-ehw">https://meet.google.com/peu-bwnc-ehw</a></p>	<p>Room D - JOHANA</p> <p><a href="http://meet.google.com/dso-udgy-gjn">http://meet.google.com/dso-udgy-gjn</a></p>	<p>Room E - JOHN</p> <p><a href="https://meet.google.com/ihr-wraj-ito">https://meet.google.com/ihr-wraj-ito</a></p>	<p>Room F - NATALIA</p> <p><a href="https://meet.google.com/rez-pohh-gsn">https://meet.google.com/rez-pohh-gsn</a></p>

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	<p>Gender Perspective in TV Commercials to Promote English Listening Skills</p> <p>María Carolina Carvajal Arroyave                  Universidad de La Salle.</p>	<p>Narratives about Education in Time of Pandemic from a Bachelor Program in Languages</p> <p>Ingrid Johanna Rodríguez Granados                  Karen Dayanna Avila Martin                  Universidad El Bosque</p>	<p>Teacher's Positionings while Reflecting on Humanizing Practices</p> <p>Jenny Catherine Sánchez Gallo                  Universidad Distrital Francisco José de Caldas</p>	<p>Students' Perspectives about Peace Construction through Media Literacy Practices</p> <p>Sindy Lorena Medina Mosquera                  Universidad Distrital Francisco José de Caldas</p>	<p>In-service Teachers' Linguistic Identity, a Fixed Paradigm?</p> <p>Julie Pauline Roa Herrera                  Universidad Distrital Francisco José de Caldas</p>	<p>Digital Literacies and Students' Voices in Community Practices in Times of Covid-19</p> <p>Maria Deisy Gómez Ariza                  Universidad Distrital Francisco José de Caldas</p>
4:35 pm – 5:05 pm	<p>Room A – LINA</p> <p><a href="https://meet.google.com/jaw-afjo-rvq">https://meet.google.com/jaw-afjo-rvq</a></p>	<p>Room B - CRISTOPHER</p> <p><a href="https://meet.google.com/vrg-pxre-vyu">https://meet.google.com/vrg-pxre-vyu</a></p>	<p>Room C - CRISTINA</p> <p><a href="https://meet.google.com/peu-bwnc-ehw">https://meet.google.com/peu-bwnc-ehw</a></p>	<p>Room D - JOHANA</p> <p><a href="http://meet.google.com/dso-udgy-gjn">http://meet.google.com/dso-udgy-gjn</a></p>	<p>Room E - JOHN</p> <p><a href="https://meet.google.com/ihr-wraj-ito">https://meet.google.com/ihr-wraj-ito</a></p>	<p>Room F - NATALIA</p> <p><a href="https://meet.google.com/rez-pohh-gsn">https://meet.google.com/rez-pohh-gsn</a></p>
	<p>The Role of Students' Techno-mediated Practices in Their</p>	<p>English Teachers' Life Stories: Making Sense of Cultural Subjectivities</p>	<p>Understanding EFL Students' Sense of Community Reconstruction in</p>	<p>English Language Learners Negotiating their Cultural Position within a Hybrid</p>	<p>EFL Students' Transitions from Numeracy to Critical Math Literacy Practices.</p>	<p>Students' Subjectivity Beyond the English Discourse of Success</p> <p>Sandra Viviana Gómez Gaitán</p>

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	English Language Learning. Julieth Patricia Perdomo Reyes Universidad Distrital Francisco José de Caldas	Camila Andrea Duarte González Universidad Distrital Francisco José de Caldas	Virtual Environments Angélica Torres Obando Universidad Distrital Francisco José de Caldas	Urban-Rural Context Ivan Bonilla Universidad Distrital Francisco José de Caldas	Nasly Olaechea Universidad Distrital Francisco José de Caldas	Universidad Distrital Francisco José de Caldas
5:05 pm – 5:15 pm	Coffee Break					
5:15 pm – 6:15 pm	Plenary 02 Presentation of the Colombian Applied Linguistics Journal Vol. 22 N° 1, 2020 Modern and Postmodern Views of Education that Shape EFL Mentoring in the Teaching Practicum Yolanda Samacá Bohórquez, M. A. & S. Ximena Bonilla Medina, Ed. D. Universidad Distrital Francisco José de Caldas					
Day 02 Friday, November 6-2020						
1:45 pm – 2:00 pm	General announcements					
2:00 pm – 3:00 pm	Plenary 03 Developing Critical Language Educators within Coloniality: The Subjectification of Languages Mario López Gopar, Ph. D. & Vilma Huerta Córdova, Ph. D. Universidad Autónoma Benito Juárez de Oaxaca, México.					

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3:00 pm – 3:05 pm	Break					
3:05 pm – 5:05 pm	Concurrent sessions 2					
3:05 pm – 3:35 pm	Room A - JOSEÉ	Room B - CAROLINA	Room C - FRANZ	Room D - CAMILA	Room E - CRISTOPHER	Room F - CRISTINA
	<a href="https://meet.google.com/gsm-vdva-skh">https://meet.google.com/gsm-vdva-skh</a>	<a href="https://meet.google.com/geq-vyyv-wbu">https://meet.google.com/geq-vyyv-wbu</a>	<a href="https://meet.google.com/fqo-ayph-bhu">https://meet.google.com/fqo-ayph-bhu</a>	<a href="https://meet.google.com/hjv-drjc-eea">https://meet.google.com/hjv-drjc-eea</a>	<a href="https://meet.google.com/vrg-pxre-vyu">https://meet.google.com/vrg-pxre-vyu</a>	<a href="https://meet.google.com/peu-bwnc-ehw">https://meet.google.com/peu-bwnc-ehw</a>
	Can Undergraduate Students Develop an Authorial Identity when Writing for Academic Purposes?  Lina María Durán Zapata  Universidad Distrital Francisco José de Caldas	Understanding Teachers discourses when Facing LGBT Situations  Mario Rozo  Universidad Distrital Francisco José de Caldas	Rediscovering Urban Spaces: Unveiling English Messages in la Candelaria Linguistic Landscapes  Fabio Andrés Martínez Bravo - Erika Johana Cortés Rozo  Universidad Distrital Francisco José de Caldas	Decolonization of English Curriculum in a Colombian University: The Case of Improving English Writing Skills.  Nidia Marcela Cubides Torres - Jitka Crhová  Universidad Autónoma de Baja California, México	Fostering Writing Skills through Creative Writing Strategies and Writing Process Approach  Carolina Navarrete Garzón  Secretaria de Educación Distrital	EFL Eighth-Graders' Negotiation Capacities in A Peaceful Classroom.  Paola Andrea Rubiano Arana  Universidad Distrital Francisco José de Caldas.

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3:35 pm – 4.05 pm	Room A - JOSÉ	Room B - CAROLINA	Room C - FRANZ	Room D - CAMILA	Room E - CRISTOPHER	Room F - CRISTINA
	<a href="https://meet.google.com/gsm-vdva-skh">https://meet.google.com/gsm-vdva-skh</a>	<a href="https://meet.google.com/geq-vyyv-wbu">https://meet.google.com/geq-vyyv-wbu</a>	<a href="https://meet.google.com/fqo-ayph-bhu">https://meet.google.com/fqo-ayph-bhu</a>	<a href="https://meet.google.com/hjv-drjc-aaa">https://meet.google.com/hjv-drjc-aaa</a>	<a href="https://meet.google.com/vrg-pxre-vyu">https://meet.google.com/vrg-pxre-vyu</a>	<a href="https://meet.google.com/peu-bwnc-ehw">https://meet.google.com/peu-bwnc-ehw</a>
	<p>English Student Teachers' Perceptions of Learning to Teach Culturally Diverse Students in the Practicum Experience</p> <p>Kewin Prieto                      Universidad Distrital Francisco José de Caldas</p>	<p>Genre and English for Specific Purposes for the Promotion of Tourism in Yopal, Casanare: A Design Thinking Creative Process</p> <p>Carlos Eduardo Aguilar Cortés - Carol Fernanda Ramírez Camargo                      Universidad de La Salle, Bogotá</p>	<p>Diseño de Contenidos para Ambientes Virtuales de Aprendizaje en el Marco del Aprendizaje Invertido</p> <p>Katherine Blanco - Diego Gómez                      Universidad Distrital Francisco José de Caldas</p>	<p>Exploring Bilingual-Biliteracy Development in Everyday Practices: A Case Study of a Young Unschooled Child in Colombia.</p> <p>Diana Díaz                      Universidad Industrial de Santander</p>	<p>Making Research Participatory through Covid-19</p> <p>Alejandra Rodríguez Benavides                      Universidad Distrital Francisco José de Caldas</p>	<p>Understanding EFL Preschoolers' Subjectivities Through Art-based Literacy</p> <p>Diana Katherine Salazar Rodríguez                      Universidad Distrital Francisco José de Caldas</p>
4.05 pm – 4:35 pm	Room A - JOSÉ	Room B - CAROLINA	Room C - FRANZ	Room D - CAMILA	Room E - CRISTOPHER	Room F - CRISTINA

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	<p>A Blended Teacher Workshop: Teachers' Didactic Beliefs Reshaped While Learning Together</p> <p>Gina Pérez                      Marcela Romero</p> <p>Universidad Distrital Francisco José de Caldas</p>	<p>Conceptualizing Arts-Based Teaching and Learning: Multiliteracy in EFL</p> <p>Leydi Valbuena                      Marcela García - Nicolas Rocha                      Bernal</p> <p>Universidad Distrital Francisco José de Caldas</p>	<p>Problematizing the Community: Voices from Secondary School Students</p> <p>Diana Gutiérrez</p> <p>Universidad Distrital Francisco José de Caldas</p>	<p>EFL Students' Perceptions on Gender Stereotypes through their Narratives</p> <p>Jhonatan Vásquez Guarnizo - Maribel Chía-Ríos - Mairon Felipe Tobar-Gómez</p> <p>Universidad Pedagógica y Tecnológica de Colombia (UPTC) - Universidad de la Salle</p>	<p>Development of Meaningful English Language Reading Practices through Community-Based Pedagogy in a Rural School.</p> <p>Mabel Orjuela</p> <p>Universidad La Gran Colombia in Bogotá</p>	<p>Colombian Indigenous University Students' Experiences Learning English</p> <p>Katharine West</p> <p>Universidad de los Andes</p>
4:35 pm – 5:05 pm	Room A - JOSÉ	Room B - CAROLINA	Room C - FRANZ	Room D - CAMILA	Room E - CRISTOPHER	Room F - CRISTINA

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	<p>Plurilingualism Program: an Institutional Effort to Cross the Borders of Neoliberal Frames to Language Teaching and Learning</p> <p>Ximena Bonilla                      ILUD</p>	<p>Toward the Construction of the ILUD's Research Journal: Ongoing Insights and Reflections from the Editorial Team</p> <p>Daniel Calderón-Aponte &amp; María Isabel Fuentes Portela                      ILUD</p>	<p>ILUD's Project-Based Learning Curricular Approach: Towards a Revitalization of Critical Thinking.</p> <p>Eliana Rubio &amp; Lorena Silva                      ILUD</p>			
5:05 pm – 5:15 pm	Coffee Break					
5:15 pm – 6:15 pm	<p>Plenary 04</p> <p>Interrogating the Promise of Bilingual Education, English for Everyone, and Social Mobility</p> <p>Peter Sayer, Ph. D.</p> <p>The Ohio State University, USA.</p>					
6:15 pm – 6:30 pm	Closing					

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### PLENARIES

#### Plenary 01

Critical Interculturality to Disrupt Initial Language Teacher Education in Times of Supranational Influence on Policy Making

**Carlo Granados Beltrán**, Ed D

Institución Universitaria Colombo Americana – ÚNICA, Bogotá, Colombia

#### Abstract:

This presentation will address how critical interculturality, as a theoretical decolonial position, can support initial foreign language teacher education. After analyzing documents related to foreign language teacher education at the political and institutional level, six discursive tensions in foreign language teacher education were found: being instructor or educator; preference for a native or non-native teacher; a deficit image of language teachers as opposed to an ideal image; instrumental or cognitive and intercultural purposes for learning a language; emphasis on disciplinary knowledge or diverse knowledges; and division or integration between theory and practice. To disrupt these tensions, a set of criteria for initial language teacher education based on critical interculturality will be discussed.

#### Biodata:

Dr. Carlo Granados Beltrán holds a Doctor degree in Education from Universidad Santo Tomás, MA in British Cultural Studies and ELT from the University of Warwick, and MA in Applied Linguistics to TEFL from Universidad Distrital. He is the Academic Director of the BA in Bilingualism with Emphasis on Spanish and English at ÚNICA and the current President of ASOCOPI. He has been a teacher of the Languages Department at Universidad Central, the BA programs in Spanish and Languages and Spanish and English at Universidad Pedagógica Nacional and the BA in Modern Languages at Universidad Javeriana. He is also professor of the MA in Language Teaching at UPTC.



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### Plenary 02

#### Modern and Postmodern Views of Education that Shape EFL Mentoring in the Teaching Practicum

**Yolanda Samacá Bohórquez, M A & S. Ximena Bonilla Medina, Ed D**  
Universidad Distrital Francisco José de Caldas

#### Abstract:

Educational settings are now characterized by ethnic, cultural, linguistic, sociocultural and epistemological diversity. This article analyses epistemological diversity as an important factor in shaping teacher education programs. This involved exploring how teacher-educators and student-teachers align themselves or negotiate modern and postmodern views of education. The research employed a narrative analysis-based on a qualitative methodology to discuss the effects of modern and postmodern views of knowledge construction and pedagogical action during the English Teaching practicum at a state university in Bogota. The findings suggest that, even though teacher-educators and student-teachers position themselves with discourses of generational change regarding conceptions of knowledge construction, there is a tendency to shape practices based on the ideals of fixed-defined generations (e.g. old, young) who have fixed views of education (old/traditional, young/contemporary) which consequently give particular shapes to pedagogical actions.

#### Biodata:

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

S. Ximena Bonilla Medina is a Doctor of education from the University of East London. She also holds a M.A in applied linguistics for TEFL from Francisco Jose de Caldas Distrital University and a BA in Spanish-English from Pedagógica

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University. She is currently the director of the Language Institute at Distrital University, a professor and researcher of the same university. She is a member of the research group ESTUPOLI and director of the “semillero”: second language teaching and learning, culture and social justice. Her research interests are: race, interculturality, teacher education and technology within a humanistic approach in language teaching.

### Plenary 03

Developing Critical Language Educators within Coloniality: The Subjectification of Languages

**Mario E. López-Gopar**, Ph D & **Vilma Huerta Cordova**, Ph D  
Universidad Autónoma Benito Juárez de Oaxaca, Mexico

### Abstract:

In Mexico, the hegemony of Spanish and English has resulted in the historical marginalization and stigmatization of Indigenous languages and peoples. In order to counteract this reality and to develop critical language educators, our presentation discusses ethnographic results of two projects conducted in a language teaching preparation BA program at the largest public university in Oaxaca, Mexico, the most culturally and linguistically diverse state in the country. The first project involved including Zapotec from the Isthmus, an Indigenous language, as part of the official additional language courses offered in the BA program. The second project engaged university students with endangered Indigenous language speakers in a peer-tutoring project, in which the university students taught “modern” languages while learning Indigenous languages from the Indigenous speakers. Based on data including participant observations, ethnographic field notes, individual and focus-group interviews, audio and video recordings, and utilizing a decolonizing language teaching theoretical lens (López-Gopar, 2016), this presentation addresses three emerging themes: a) “Changing language ideologies, slowly but surely”; b) “the subjectification of Indigenous languages; and c) developing critical language educators.

### Biodata:

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Dr. Vilma Huerta Cordova is Professor of Language Education, UABJO. She has a Ph. D. - Critical Language Studies, UABJO. Dra. Vilma Huerta's research focuses on collaborative learning, peer tutoring, and interpersonal relationships in the classroom to promote equity in education. Her latest book is *Ganar-Ganar. La tutoría entre colegas y la conciencia pedagógica*. Oaxaca: UABJO.

Dr. Mario López-Gopar (Ph. D., OISE/University of Toronto) is professor at Universidad Autónoma Benito Juárez de Oaxaca. Mario's main research interest is intercultural and multilingual education of Indigenous peoples in Mexico. He has received over 15 academic awards. His latest books are *Decolonizing Primary English Language Teaching (Multilingual Matters, 2016)* and *International Perspectives on Critical Pedagogies in ELT (Palgrave MacMillan, 2019)*.

### Plenary 04

Interrogating the Promise of Bilingual Education, English for Everyone, and Social Mobility

**Peter Sayer, Ph D**  
Ohio State University, USA

### Abstract:

As global English expands, countries in Latin America increasingly feel the pressure that, in order to remain globally competitive, they must increase the number of people with English proficiency. In response, many national Ministries of Education are now integrating English into the public primary school curriculum, which they promote with specific reference to expanding students' future economic opportunities. From an educational language policy perspective, the broader issue is how the rapid move to integrate English in public primary education can be co-opted by the pressures of neoliberalism, and how as language educators we should respond.

Mexico adopted such a "primary English language teaching" (PELT) policy in 2009. Mexico has traditionally relied on a model of elite bilingualism, where access to extended English instruction and higher levels of proficiency have been restricted to students in private schools. The new policy represents an enormous shift: English is now incorporated through the K-12 curriculum (from three to 13 years, more than 400% increase in hours). On the surface, the program represents

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a broad attempt at acquisition planning that would “level the playing field” by significantly expanding access to acquiring English among working class Mexicans and, so the common refrain goes, opening new doors of economic opportunities. Drawing on data from an impact study of the program the presenter looks at ways that the reality of the program’s implementation does and does not match its aims. He concludes by considering the how we as language educators can frame English language education in Latin America not through a lens of neoliberalism, but rather as a means of addressing challenges of access, social class, and equity in education.

### Biodata:

Dr. Peter Sayer is an Associate Professor of Language Education Studies in the College of Education and Human Ecology at the Ohio State University. His 50+ publications in educational sociolinguistics have appeared in *Critical Issues in Language Studies*, *TESOL Quarterly*, and the *Modern Language Journal*. He is the current editor of the *TESOL Journal* and the author of the forthcoming book *The Sociolinguistics of Language Education (Multilingual Matters)*.

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### CONCURRENT SESSIONS 1

#### Presentation Summaries and Biodata

##### Unravelling Colonial Traces and Emerging Decolonial Signs in EFL Textbooks

Núñez-Pardo Astrid  
Universidad Externado de Colombia

#### Abstract

This qualitative documentary research reveals findings from a critical analysis of six EFL textbooks written by Colombian authors and published by both local and foreign publishing houses. To complement the analysis four local authors, six teachers, and two experts were interviewed. Content analysis as a research method, framed within the socio-critical paradigm, the qualitative approach, and the documentary research, was used to articulate the analysis of the information. Findings evinced that the EFL textbook, due to the influence of globalisation, continues presenting colonial traces in the representation of gender, races, sexual orientations, capacities and social classes; besides, references to congratulatory, superficial, and monolithic culture prevail in the EFL textbook. The analysis also revealed emerging traces of decoloniality in the regulation pattern in one of the textbooks analysed that responds to the Colombian bilingual policy of teaching English for citizens' academic quality and professional development, although oriented towards competitiveness, productivity, profitability, and globalisation; and in the pattern of having the English textbook developed by local authors, but with the advisory or consulting services from a foreign publishing house.

#### Biodata

Astrid Núñez-Pardo, a professor for the Master's Programme in Education and an associated researcher of the research line on Materials Development and Didactics, at Universidad Externado de Colombia, holds a PhD in Education Sciences from UPTC; an M.A. in Education, a Specialisation in International Economics, and B.A. in Hotel and Tourism Business Management from Universidad Externado de Colombia; and a Diploma in Linguistic Studies from University of Essex, Colchester, England and on Child Rights Classroom and School Management from Lund University, Sweden.

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Teacher Leadership: The Invisible Effort in the Classroom.

Méndez Johana

### Abstract

This research was carried out in IED Colegio Sorrento in English practicum intervention for primary and secondary, involving English school mentor teachers, pre-service teachers and practicum professors from Universidad Distrital FJDC, since September 2019 until August 2020. Taking into account the good academic results IED Colegio Sorrento has had all over the years, and its prestige among the community, the inquiry analyses how this group of teachers has achieved education quality. Based on two previous researches done by the author of this report, teacher leadership arises as the key factor in teaching-learning processes and with it the need to portray its characteristics. It is through constant reflection among mentors, pre-service teachers and practicum professors this study emerges. This investigation was done under two different settings: regular (normal classes) and alternative – (gifted students are invited to take classes out of their academic schedule) where individual and collective teacher leadership took place, encouraging professional identity and professional development through resilience and empowerment among pre-service and in-service teachers.

### Biodata

M.A. in applied linguistics TEFL, English teacher and lecturer, materials designer for printed and digital content, educational policies consultant and academic researcher with teachers training and experience in UK, EU and USA.

Unveiling Teachers' Beliefs about Inclusion and Discovering Factors that Facilitate and Hinder Language Work with Hearing-Impaired Students.

Porras Daniela  
Universidad Distrital Francisco José de Caldas

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### Abstract

Policies worldwide propose the inclusion of students in the education system regardless of their cognitive, emotional, physical, racial, ethnic, racial, linguistic, or any other conditions. Colombia is one of the countries where there have been attempts to implement inclusion policies and to promote diversity. However, there is limited information about their implementation and on teachers' views to carry out inclusion plans. This descriptive, interpretative qualitative research intends to fill this gap by focusing on teachers who work with hearing-impaired students in a bilingual environment, considering that hearing impaired students learn a second language as a socialization process (Spanish) and the natural language that connects them with the deaf community. My aim is to unveil beliefs about inclusion and identify concerns and aspects that facilitate teachers' design of curricular unit. The project takes place at a public school where there is a high concentration of hearing-impaired students. Individual interviews to seven teachers, two of them hearing impaired and eight class observations are the main instruments for data collection. Findings show that teachers' belief that inclusion is possible is there is an appropriate preparation and support. There is also the need to promote collaborative environments between teachers and interpreters so that the pedagogical activities can foster participation among students and respond to their needs and interests.

### Biodata

Daniela is an EFL and Spanish teacher at a private School. She holds a B.A in English as a Foreign Language at Minuto de Dios University. She is graduated student of the M.A in Applied Linguistics to TEFL at Universidad Francisco Jose de Caldas. Her research interest includes teacher experiences and inclusion Education.

Understanding EFL Pre-Service Teachers' Professional Identities Construction through Narratives at a Public University in Bogotá

Micán Castiblanco Andrés Felipe  
Pontificia Universidad Javeriana

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### Abstract

This presentation reports a master's qualitative research project guided by a narrative inquiry whose objective was to analyze the construction of EFL pre-service teachers' professional identities through the voices portrayed in their narratives. It was developed with 9 participants of the Language Department at the Universidad Pedagógica Nacional (Bogotá, Colombia). Data were collected from semi-structured interviews (oral narratives), narrative frames and life-stories. The analysis of data showed that individual narratives evidence multiple changes in the construction of the professional identities of EFL pre-service teachers. Furthermore, the cross-narrative examination evidenced that there are at least five key aspects related to the professional identities of the participants: the rescue of the human, the importance of teachers as models / influencers, the centrality of the pedagogical practicum for the construction of identity, a set of shared characteristics about what an EFL teacher does, and the relevance of professional uncertainty in their formative process. Finally, it is concluded that narratives could be used as a tool to analyze the construction of the professional identities of EFL pre-service teachers, as well as their influencing factors, their characteristics and the changes experienced by them at a Bachelor's program.

### Biodata

M.A. in Foreign Languages Teaching from Universidad Pedagógica Nacional, M.A. in Neuropsychology and Education, linguist from Universidad Nacional de Colombia, and B.Ed. Spanish and Foreign Languages from UPN. He currently works at Pontificia Universidad Javeriana and Universidad Nacional de Colombia. His areas of interest include teachers' identities and narrative studies.

Developing Critical Literacies: Multimodal Texts' Analysis through Symbolic Competence and Discourse Positioning.

Romero Jenny E.  
Universidad de la Sabana

### Abstract



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The 21st century communicative, social, cultural and political dynamics request language learners to be critical citizens able to analyze linguistic, semiotic and discursive elements embedded on multimodal textualities. However, there is a gap in educational research on the specific ways in which learners subject-position themselves (Davies & Harré, 1990), take discourse choices, after analyzing multimodal input. Thus, this qualitative action research aimed to use symbolic competence (Kramsch, 2015) as an approach to explore learners' subject-positioning, after analyzing the symbolic dimensions of this type of texts. The participants of this study were 12 eighth grade students from a private institution in Cota, Colombia, whose ages ranged from 14 to 16. The implementation allowed learners to analyze diverse multimodal input through thinking routines, socializations and discussions based on the socio-cultural phenomena embedded on the texts, such as racial discrimination and gender equality. Data was collected through focus group, interviews, questionnaires, artifacts and observation, then, analyzed through grounded-theory (Corbin & Strauss, 2015) principles. The findings suggest that learners show rejection to master narratives (McLean & Syed, 2015), hegemonic discourses, reconsider or keep their previous discourse positions based on symbolic analysis and, present different views on the relation between the subject and the social context.

### Biodata

Jenny E. Romero is an English teacher at Evergreen School (Cota, Colombia). She holds a degree in English and Spanish from Universidad Pedagógica Nacional. Currently, she studies a Master in English at Universidad de la Sabana. Her research interests include: Multimodal Literacies, Discourse Analysis and Semiotics of Language Learning.

Teaching EFL in A Rural Context through Place-Based Education: Expressing our Place Experiences through Short Poems.

Espejo Malagón Yeyson David

Salazar Pilar  
The English Club

Abstract

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This project implemented Place-Based Education (PBE) as the basis to teach English to children from a rural school in Bogota, Colombia. PBE is defined by (Sobel, 2004) as the process of using, not only the community, but also the environment as the beginning to teach concepts related to language arts, and other subjects from the curriculum. In the case of our research project, we used PBE to teach English as a Foreign Language to two fourth grade rural classrooms. As the objectives of our research, we first sought to explore the role PBE had in approaching EFL students to their rural context, while the second one aimed to identify and describe the responses students had towards the writing of short poems based on the Genre-Based Approach (Hyland, 2007). Regarding the findings of our research project, it was evidenced that PBE connected students to their rural surroundings and created on them an emotional bond towards their rural world. Regarding the writing of English, it was shown that the Genre- Based Approach permitted students to feel confident and enthusiastic while writing in English. Furthermore, as part of the experience students had with their local and English language, a book with the poems written by the students was created and published.

### Biodata

Pilar Salazar Jaramillo: English- Spanish teacher and Specialist in pedagogy from the National University of Colombia. She is currently working as an English teacher in a private institution from Bogotá, Colombia.  
Yeyson David Espejo Malagon: English and Spanish teacher from the National Pedagogic University of Colombia. He is currently working as a High School teacher in a private school from Chia, Colombia.

### A Problem or an Opportunity? Reflections of Remote English Teaching Experiences to Young Learners

Ruiz Edward  
Colegio San Tarsicio

### Abstract

This presentation aims to show a series of reflections of innovative pedagogical experiences in remote education during the pandemic crisis of COVID-19, among groups of EFL young learners of A2, B1 and B2 levels. Due to the nature of the phenomenon of study, a qualitative approach was implemented in order to understand the most meaningful aspects of

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classroom experiences in remote teaching. These practices were documented by the English teacher using a diary to keep record of the events and thoughts that took place in class. Then recurring patterns that constitute meaningful experiences were identified. For this matter, some concepts such as rapport, motivation, communicative competence, autonomy, and materials have been selected as the aspects to focus on the analysis of the entries. The preliminary results show that students seem to be more engaged in their language learning processes due to their increased sense of autonomy and responsibility. In contrast, some learners are perceived as more dependent on the teacher and classmates to complete tasks and solve problems.

### Biodata

Edward Ruiz holds a B.A in Modern Languages Teaching from Pontificia Universidad Javeriana. Currently, he works as a secondary English teacher in a private bilingual school. His research interests include materials development, flipped learning, tutoring and peer-tutoring, and ICTs in ELT.

Identity, Interculturality and English Curriculum: A Study with EFL Young Learners in Bogotá

García Albarracín Laura Camila  
Molina Realpe Angie Paola  
Universidad Distrital Francisco José de Caldas

### Abstract

EFL young learners' identity seems to be blurred in the Colombian context due to the learning process and the curriculum it entails. Furthermore, the teaching procedure conveys the impression to be out of students' realities where they conceive language as a tool to lead them into obtaining "better" opportunities instead of being a space enriched by cultural elements of L1 and L2. The previous motivates us to propose interculturality as part of a new learning environment for students to have the opportunity to explore their identities and recognize themselves as belonging to a community. This research was carried out as a qualitative ethnographic study considering action research owing to what we understand as beliefs, experiences, and interactions within the teaching-learning performance. The data collection techniques were face-to-face

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personal interviews, focus groups, video-recordings, reading logs, and workshops. The partial findings show how students used to perceive the English language as superior, and as a path for leaving Colombia. After the appliance of intercultural spaces, they expressed the feeling of being engaged with who they are, where they belong to, and why.

### Biodata

Laura García - I am a student currently attending my bachelor's degree in English language education at Universidad Distrital F.J.C. Being in the ninth semester I count on a year and a half of work experience in my field where I have had to face varied challenges that guided me to go beyond what is taught within the teaching-learning process. Since I started my career, I have been interested in research and what it accomplishes. That is why I belong to a research seedbed where I plan to develop my thesis about identity issues towards a scholarship to continue my development as a teacher-researcher.

Angie Molina - I am a ninth semester student currently attending the bachelor's degree in English language education at Universidad Distrital Francisco José de Caldas. I have experience as an English teacher and as a dancer of Colombian folklore representing our country nationally, and internationally. During my career, I have been interested in research; therefore, more than two years ago, I belong to a research seedbed where I am working on topics related to identity, recognition, race, and others I plan to base my thesis on, and grow as a researcher.

New Classes, New Visions of Teaching and Learning; Students' Experiences of Life as a Means to Learn and Practise the Language

Aguirre Ana Jackelin  
López Cupita Lorena Andrea  
Universidad La Gran Colombia- Universidad de la Salle

### Abstract

This article describes a pedagogical intervention carried out at a public university in Colombia, during the first semester of this year (2020). Four groups of students, aged between 19 and 26 years old, taking English classes, participated in this

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study. This intervention was aimed to help learners engage in their English classes during the shutdowns. Teachers used students' experiences of life to enhance learners' interests and to know them along the semester. Students presented their experiences of life through some online activities. For instance, they showed their talents during the confinement, likewise stories from childhood and their desires for the coming future. At the end of the semester, students indicated that the methodology implemented during the semester was beneficial because they felt the topics were appealing to them. Even though we have been teaching for almost 15 years, we felt that by the first time we were creating our own material which was meaningful for the students. Thus, we consider that this situation makes us rethink our vision of teaching and learning. Key words: engagement, students' experiences of life, vision of teaching and learning.

### Biodata

Ana Jackelin Aguirre is a part-time teacher educator in the Education Sciences Faculty at Universidad de La Salle, Bogotá, Colombia. She holds an MA degree in Education from Universidad de los Andes and a BA in English from Universidad Distrital Francisco José de Caldas, Colombia. Her research interests are in language teaching, classroom Interaction and didactics.

Lorena Andrea López Cupita holds an MA in applied linguistics to TEFL from Universidad Distrital Francisco José de Caldas, Colombia. She also holds a BA in Spanish and English from Universidad Pedagógica Nacional. Her research areas include collaborative learning, ICTs, materials development, and blended learning.

### The Embodiment of Teachers' Gendered Pedagogies, a Colombian Study

Delgado Jonathan  
Ubaque Diego  
Universidad Distrital Francisco José de Caldas

### Abstract

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This study documents a narrative research project carried out in a bi-national English center in Bogotá, Colombia, with three gay Colombian teachers of English. The study, by installing a decolonial spirit in matters of gender, proposes a discussion that revolves around professional identity in the ELT field. This study makes use of narratives as a means to allow participants to represent themselves within the classroom through their pedagogical practices in gender key. Findings suggest that gendered pedagogical practices function as personal mechanisms teachers use to, professionally speaking, enact their identity. Furthermore, data revealed that teachers' practices distance from Western/American notions of professional identity as teachers ground their base of knowledge on their experience and being and not just on their linguistic knowledge.

### Biodata

Jonathan Delgado holds a BA in ELT and a master's degree in Applied Linguistics from District University, Bogotá, Colombia, currently working as an English teacher at Centro Colombo Americano, Bogotá, with 10 years of experience as an English teacher.

Diego Ubaque is a language teacher and teacher educator who currently works at Universidad Distrital Francisco José de Caldas, (Bogotá, Colombia). He holds an MA degree in Applied Linguistics to TEFL from Universidad Distrital Francisco José de Caldas (Bogotá, Colombia). [dfubaquec@udistrital.edu.co](mailto:dfubaquec@udistrital.edu.co) ORCID: <https://orcid.org/0000-0001-8116-9163>

An E-Portfolio to Promote Self-Confidence in Oral Production: A Study with EFL Secondary Students

Peinado Mariana  
Universidad Distrital Francisco José de Caldas

### Abstract

This presentation reports an on-going study conducted in a remote-learning environment that explores the development of self-confidence in speaking. The pedagogical innovation has been done with student-driven e-portfolios using Seesaw, an electronic portfolio that allows processing and storing the learners' work digitally. With a Likert-scale survey on their

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‘emotional temperature’, I identified the participants had communicative apprehension, a sort of Foreign Language Anxiety (FLA) that needed to be addressed. The presentation discusses previous studies on FLA, which overlap when stating that oral production is the most anxiety-producing experience that cannot be ignored. There is a good body of literature and studies on FLA in on-site settings. Still, few in remote learning, and thus this study tries to fill in that gap. 10 learners from a secondary school participated in ten interactive sessions. They gave oral responses to the tasks proposed. The resources included interactive worksheets with instructions to be done via the computer. The pedagogical intervention also introduced these self-regulated strategies: preparation, performance, and reflection. These have been taught overtly, and learners applied them to the tasks and video presentations. Expected results suggest that the participants will benefit from a friendly digital environment; and taking advantage of the strategies. The interviews and Likert-scale survey, as well as the scores and analysis of the recordings of the class may show a significant reduction of FLA represented in self-confidence. As an achievement, the final product is a video-recording of the tasks completed. The study so far suggests that e-portfolios have the potential to reduce anxiety in communicative apprehension, since it is an environment that allows rehearsal and feedback without intimidating participants’ performance.

### Biodata

Mariana Peinado is completing a B.A. in TEFL at Universidad Distrital Francisco José de Caldas. She has a publication on WebQuests -ICERI2012 Spain. She has taught in elementary and high school. Her area of research includes blended learning, e-portfolios, and speaking monitoring.

As you can see here": [Gestural and Verbal Deixis in the Oral Presentations Given by Colombian PhD-Level Students](#)

Nausa Ricardo  
Universidad de los Andes

### Abstract

This study explores gestural and verbal deixis as strategies to engage the audience and clarify content, in a corpus of 30 oral presentations (OPs) (n=24175 tokens). Corpus and statistical significance procedures are used to identify spatial

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deictics (this, that, these, those, here, there) use tendencies that discriminate among students' levels of oral achievement (high, medium, and low) and disciplines (hard vs soft). Statistical analyses do not reveal significant frequency differences by level of achievement. In the disciplinary divide analyses, however, log likelihood tests show that this, these, and here frequency differences are highly significant ( $p < 0.0001$ ) confirming their higher frequency of use in hard-fields' academic speech (Simpson-Vlach, 2006). Multimodal analyses (discourse and body alignment, gaze, and pointing) reveal that (1) disciplinary knowledge (Becher & Trowler, 2001) (and not individual variation) influence presenters' deictic behaviours and (2) confirm the tendency of soft-disciplines to use images as illustrations and of hard-disciplines to use them as evidence (Charles & Ventola, 2002; Diani, 2015; Rowley-Jolivet, 2002). This presentation concludes with some recommendations on how the models of analysis and the findings can be used to improve public speaking instruction in contexts in which English for Academic Purposes is taught to students from different disciplinary backgrounds.

### Biodata

I hold a PhD degree in English Language and Applied Linguistics (University of Birmingham); a B.A. degree in Philology and Languages (Universidad Nacional de Colombia); and an M.A. degree in Applied Linguistics to TEFL (UDFJC). I teach EAP and Corpus Linguistics in Departamento de Lenguas y Cultura at Universidad de Los Andes.

### Gender Perspective in TV Commercials to Promote English Listening Skills

Carvajal Arroyave María Carolina  
Universidad de La Salle.

### Abstract

The goal of this study was to analyze the use of the TV commercial as a didactic resource to promote listening skills and cultural competence by means of developing a pedagogical intervention proposal. The proposal was implemented in the Intercultural Communication class, with 9th semester students of the Spanish and Foreign Language undergraduate teaching program from La Salle University in Bogotá. The research was framed in the mixed-methods approach and used the exploratory research along with the ADDIE model that oriented the analysis, design, development, implementation, and



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evaluation of the proposal. The pedagogical intervention proposal included eight didactic units and eight worksheets which focused on the discussion of gender perspective through a series of activities aiming the listening skills development. The findings in this study show that the cultural and linguistic content in the TV commercials contributes to listening skills learning and can promote the language repertoire, the analysis skill and the holistic development of all language skills. Additionally, it was found that the topic of gender perspective fosters learning motivation, critical thinking and cultural competence.

### Biodata

María Carolina Carvajal Arroyave is an English and Spanish as a foreign language teacher. She holds a specialization in Education and a Master's degree in Language Didactics from Universidad de La Salle. Her research interests include didactic resources, instructional design and listening and speaking skills.

### Narratives about Education in Time of Pandemic from a Bachelor Program in Languages

Avila Martin Karen Dayanna  
Rodríguez Granados Ingrid Johanna  
Universidad El Bosque

### Abstract

Covid 19 has represented a challenge for the humanity during the last months. It has demanded difficult decision-making processes for all societies. One of them was the confinement that was established around the world as a biosecurity measure to prevent the spread of the virus. It affected different areas, including the dynamics of the educational institutions, as they had to adapt their instruction to the virtual environment. This qualitative study presents the narratives from a group of undergraduate language students that belong to a bachelor program in Bogota. The goal is to reconstruct the facts through their stories to understand what happened when the virtual learning was imposed due to the confinement the Covid 19 pandemic demanded, and to analyze the quality of education that these learners received. The instruments that were implemented were narratives and logs, which allowed participants to share their stories, insights and feelings. As a result, we established a timeline that informs about the main situations that these students had to face, and we identified different

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aspects that allowed us to recognize the strengths and weaknesses of the education they received during the beginning of the pandemic.

### Biodata

Ingrid Rodríguez is a teacher at Universidad El Bosque, Colombia, and She directs the research hotbed "Equilateral Knowledge" from the same institution. She holds an MA in applied linguistics from Universidad Distrital Francisco José de Caldas, Colombia. Her research interests include collaborative work and teachers' and students' beliefs and reflections.

Karen Avila is a student at Universidad El Bosque, Colombia. She is studying the fifth semester of Licenciatura en Bilingüismo con Énfasis en la Enseñanza del Inglés and is the leader of the research hotbed "Equilateral Knowledge" from the same institution.

### Teacher's Positionings while Reflecting on Humanizing Practices

Sánchez Gallo Jenny Catherine  
Universidad Distrital Francisco José de Caldas

### Abstract

Teachers' positioning in their EFL classroom determines their teaching practices because it allows and limits the range of actions teachers may perform. According to Davies and Harré (1999), positioning is a group of rights and duties the individuals appropriate and perform according to the social context in which they are. In this context, contrary to the positions promoted by policies in language institutes, teachers positioning as humanizing educators may foster teaching practices aimed at raising critical consciousness and promoting social transformation. Additionally, reflection is key for teachers to understand their performance and improve it regarding their humanizing purposes. This qualitative multiple case study aimed at examining how EFL teachers in language institutions position themselves within a humanizing framework while reflecting on their practice. Data included teachers' oral and written discursive productions taken from their participation in a pedagogical implementation aimed at applying humanizing principles. Thematic analysis revealed teachers transitions

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from regular practices to a positioning process that fostered more humanizing ones as they progressed on their self-reflections. Thus, I expand the knowledge of positioning applied to educational contexts as well as the practices a humanizing positioning may foster; thus, we can transform our teaching practice.

### Biodata

I am a bachelor in Spanish and Foreign Languages from Universidad Pedagógica Nacional. Currently, I am doing the Master's in Applied Linguistics to the Teaching of English at Universidad Distrital Francisco José de Caldas. I have worked as an English teacher for four years with different populations. This year I started working at Colegio Militar de la Fuerza Aérea Colombiana as an English and Spanish teacher.

### Students' Perspectives about Peace Construction through Media Literacy Practices

Medina Mosquera Sindy Lorena  
Universidad Distrital Francisco José de Caldas

### Abstract

Observations of high school students in a Colombian public institution from the south of Bogotá showed that they faced personal conflicts with partners and authority role models (teachers and parents) they seem to naturalize and legitimize violence encoded in their everyday interactions. This presentation reports a qualitative, descriptive and interpretive study that sought to understand tenth graders' notions of peace that they collectively created when involved in EFL media literacy practices. The pedagogical intervention built on the principles of media literacy and integrated social studies and EFL. A curricular platform supported all instructional activities and allowed using different forms of knowledge representation that facilitated the elaboration of students' ideas about peace. Data collection included artifacts and field notes of all sessions. Preliminary findings suggest that students transform their understandings of peace as they collectively worked with their families and close people. These re-constructions contributed to create students' inner sense of peace. Participants demonstrated freedom to express their feelings and discuss the importance of mental health particularly in the time of quarantine caused by the Covid-19.

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### Biodata

Sindy Lorena Medina has a bachelor's degree from Universidad Distrital Francisco José de Caldas. She is an English teacher at a public institution in Bogotá with ten years of the high school experience. In 2011 she published an article with Mary Gomez and Liliana Bohórquez in How Journal, titled: "Pair Negotiation when developing English speaking task". Currently, she is in the fourth semester of the Master's in Applied Linguistics to the Teaching of English Language at Universidad Distrital Francisco José de Caldas.

### In-service Teachers' Linguistic Identity, a Fixed Paradigm?

Roa Herrera Julie Pauline  
Universidad Distrital Francisco José de Caldas

### Abstract

In-service English teachers construct their linguistic identity in a context that is permeated by the standardization of the language. Bilingualism policies, curricula and the systematization of English involve a set of pedagogical practices that embody an artificial profile of English language speakers. Here, identity is constituted within power dynamics that impose an Anglo North American paradigm of the language, distinguishing native speakers from non-native speakers. In response to previous studies and experts in the field, this presentation not only describes in-service teachers' linguistic identity from an instrumental perspective but also relates individual, social, and institutional aspects that generate unequal relationships within the classroom. Drawing on narratives as an alternative to reflect and make sense of language experiences, the presenter re-constructs in-service teachers' linguistic identity through written life stories split into four dimensions: school, university, workplace, and future projections. In this vein, this research will show how the contexts involved in past, present and future events have an implication in the construction of the self and the notion of the English language that teachers disseminate in their everyday practices.

### Biodata

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Julie Pauline Roa holds a BA in humanities and languages at Universidad Libre. She has been teaching English and bilingual subjects in private schools. She is currently pursuing a Master's degree in Applied Linguistics at Universidad Distrital Francisco José de Caldas, her research interest is focused on linguistic identity in EFL.

Digital Literacies and Students' Voices in Community Practices in Times of Covid-19

Gómez Ariza Maria Deisy  
Universidad Francisco José de Caldas

### Abstract

This participatory action research involves young EFL students and teachers as co-researchers in the exploration of community issues in particular-situated practices in the outstanding situation of Covid-19. It responds to the need to connect students and families' realities in quarantine with school curriculum delivered through a remote teaching and learning. In this study, students engaged in inquiry, reflections and digital writing about key issues that affected them and their families. The issues studied are remote learning adaptation, resilience, nutrition, biosecurity protocols, and environmental problems. Data were collected during seven months through field notes, teacher's reflective journals, students' focus interviews and digital texts. Preliminary findings show students' engagement, participation, collaboration and involvement of families and community members in critically discussing social, economy and environmental issues during quarantine. Students' digital literacy development and student agency permitted to generate initiatives about caring and health that merged content areas as Math, Spanish and English. Additionally, students' outcomes far exceeded remote teaching and learning challenges allowing access, opportunities and democratize education for everyone involved.

### Biodata

Maria Deisy Gómez Ariza holds a B.A in language teaching at Universidad Libre. She has been teaching EFL for 7 years in private and public schools. Currently, she is studying a Master's degree in Applied Linguistics to TEFL at Universidad

MA in Applied Linguistics to ELT  
School of Sciences and Education  
Universidad Distrital Francisco José de Caldas

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Distrital. Her research line is focused on Community literacy practices that merge principles of social justice through involving students' and families' voices.

The Role of Students' Technomediated Practices in their English Language Learning.

Perdomo Reyes Julieth Patricia  
Universidad Distrital Fransico José de Caldas

### Abstract

In the education field, technology has been reduced to the use of hardware to fulfil certain instrumental tasks. However, children today use technology in complex ways in and outside the classrooms. This qualitative research case study is being conducted with 10 fifth graders and aims to understand how students' technomediated practices help them to foster their English language learning. Technomediated practices have been defined by Rueda (2008) as the use and appropriation of technology in order to share and produce knowledge. Data were collected through a survey, students' artifacts, and semi-structured interviews. Preliminary findings show that participants' current and most used technomediated knowledge source is YouTube network, which is linked to other sources such as online video games plus video and photo applications. Besides, students use their technomediated knowledge to design and present their English activities; data also show that students share these tools and learn together, as a community of learners, in and outside the classroom.

### Biodata

Julieth Perdomo is an English primary school teacher. Also, she is currently a student at M.A. in Applied Linguistics to TEFL at Universidad Distrital.

English Teachers' Life Stories: Making Sense of Cultural Subjectivities

Duarte González Camila Andrea  
Universidad Distrital Francisco José de Caldas

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### Abstract

This presentation aims to discuss the preliminary findings of a narrative inquiry study framed in a socio-critical perspective conducted with English language teachers. The study addresses the essentialization of culture in ELT as a discourse that exerts symbolic power (Bourdieu, 1991) over English language teachers' construction of their cultural subjectivities. Essentialization emerges from stereotypes that overgeneralize and silence English language teachers' agency. It means, it reduces them to a stereotyped cultural frame. Considering this epistemological angle, I argue that there is a resistance by making their voices visible, since their cultural subjective (re)construction is based on the way they perpetuate, resist, and adapt themselves to the essentialization of culture in a dynamic way (Giroux, 2003). Thus, the main purpose of the study is to interpret English language teachers' (re)construction of their cultural subjectivities in ELT. Their voices take the shape of oral life stories that account for their (re)construction and their process of recognizing themselves as actors of culture. Results seem to indicate that the teachers' cultural subjectivities depend on the way they view and experience cultural patterns. I will share the tension between their subjectivities and professional role as language and culture teachers.

### Biodata

Camila Duarte González has five years of experience as an English Language teacher. She is a student at the M.A in Applied Linguistics to the Teaching of English as a Foreign Language from Universidad Distrital Francisco José de Caldas. She holds a BA in Language Teaching from Universidad Pedagógica Nacional.

Understanding EFL Students' Sense of Community Reconstruction in Virtual Environments

Torres Obando Angélica  
Universidad Distrital Francisco José de Caldas

### Abstract

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This paper reports a qualitative netnographic study which aimed at understanding students' sense of community. The study involved a heterogeneous group of twenty-three students from a language institute who reconstructed their sense of community in virtual environments. Considering community-based pedagogies, students carried out a set of activities, which helped them to acknowledge their lives and their communities. Autobiographies, virtual community presentations, community profiles, and interviews with community members were part of this pedagogical intervention. The data included field notes, students' artefacts (autobiographies, videos, presentations, reports, emails, messages...), and two group interviews. Preliminary results suggest that community-based pedagogies enable students and teachers to become aware of virtual communities' potential; indeed, students recognize people as relevant assets there, and they strengthen their sense of belongingness. Moreover, when students involve their virtual communities in the class, both teachers and learners know more about their lives and interests. Consequently, there is a connection among them that results in strong bonds. Students' participation in virtual communities without having direct contact with each other seems to produce a transformed sense of community. Specifically, students become a valuable source of experiences and knowledge through which students learn from each other.

### Biodata

Angélica Torres Obando works as an English teacher at the Centro de Lenguas Universidad Pedagógica Nacional. She holds a bachelor's degree in Modern Languages at Pontificia Universidad Javeriana, and she is a student of the master's program in Applied Linguistics to TEFL at Universidad Distrital Francisco José de Caldas. Her research interests are focused on literacies and place-based education.

English Language Learners Negotiating their Cultural Position within a Hybrid Urban-Rural Context

Bonilla Iván  
Universidad Distrital Francisco José de Caldas

### Abstract



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Rural settings are suffering transformations due to the influence of globalization and migration issues. Modernization is transforming rural areas and, thus, their learners. The curriculum for rural schools does not respond to the rapid changes rural regions face. Specifically, the course contents are mostly developed from a foreign perspective that does not match students' socio-cultural reality, which provokes a conflict with the local community and its members' values. This study seeks to understand how English language learners negotiate cultural stances in EFL classes within a hybrid urban-rural context. Based on Kumaravadivelu's (2008) characterizations of English language learners, I expect to understand what type of cultural positioning students adopt, whether: Globalizers, Localizers, or Glocalizers. The project is framed in a qualitative descriptive and interpretative approach to analyze students' insights and narrative stories. Sixteen tenth graders, from different socio-cultural backgrounds, accepted my invitation to take part in this research process. Data collection instruments were narrative stories, field notes, and interviews. This research discusses the implications of introducing culture from a critical perspective in which EFL learners turn to a glocalized views of culture, in other words, a hybrid stance between globalization and localization.

### Biodata

Ivan David Bonilla Castañeda is an EFL teacher at I.E.O La Balsa. He holds an undergraduate degree from Universidad Distrital Francisco Jose de Caldas in Bogotá (2012). He is currently studying a Master's Degree in Applied Linguistics to TEFL at Universidad Distrital.

EFL students' transitions from numeracy to critical math literacy practices.

Olaechea Nasly  
Universidad Distrital Francisco José de Caldas

### Abstract

Currently, education worldwide calls for a more relevant and contextualized math curriculum. This is because traditional mathematics classes still focus on numeracy and developing procedural understanding, overshadowing students' potential to use mathematics in a more critical manner. This qualitative, descriptive study reports findings from a project centered on

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critical math literacy in an EFL classroom. Data was collected through observations and students' artifacts from third graders in a private institution in Bogotá that uses the CLIL methodology. Results reveal that learners questioned their social reality and reflected critically on key issues affecting them. They learned to identify hidden messages in texts using math and challenge the pre-established notions of those texts. In addition, students developed awareness of environmental issues when engaged in math analyses. The study pinpoints the significance of incorporating a critical math literacy perspective in the EFL class to empower learners to challenge the information they encounter, examine it from multiple perspectives and use language in a meaningful way. It also shows that math and EFL can be used from a critical, cross curricular perspective that can incorporate various disciplines.

### Biodata

Nasly Olaechea is an EFL teacher at Gicei School for elementary students. She holds an undergraduate degree from Cooperación Universitaria Minuto de Dios in Bogota, Colombia (2017). She is currently studying a Master's Degree in Applied Linguistics to TEFL at Universidad Distrital Francisco Jose de Caldas.

### Students' Subjectivity Beyond the English Discourse of Success

Gómez Gaitán Sandra Viviana  
Universidad Distrital Francisco José de Caldas

### Abstract

This presentation aims at sharing the preliminary results of a narrative inquiry research developed with students in a non-formal English language institute at Bogotá. Aware of people's common belief that English language learning represents a possibility to travel, to obtain economic benefits, and to be part of an Anglo-Saxon lifestyle, I decided to study the discourse of English language as a synonym of success in the students' subjectivity construction. In that sense, I will report on the progress of the study. I will also problematize subjectivity as a twofold concept: Outer subjectivity and inner subjectivity. Referring to the research design, the use of narrative inquiry (Barkhuizen, 2013) and written life stories (WLS) allowed the students to reconstruct their

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subjectivity and reflect on the discourse of the English Language as success. The preliminary findings depict a mismatch between people's motivations and decisions to learn English and their access to the supposed wonders that the English language promises. Nevertheless, participants have shown resilience regarding the mismatch.

### Biodata

Viviana Gómez has 6 years of experience as an English language teacher. She is currently studying a MA in Applied Linguistics to the Teaching of English Language at Universidad Distrital Francisco José de Caldas. She also holds a BA in English Language Teaching from Universidad Pedagógica Nacional. Her current interests include subjectivity construction in ELT and discourse analysis.

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### CONCURRENT SESSIONS 2

#### Presentation Summaries and Biodata

Can Undergraduate Students Develop an Authorial Identity when Writing for Academic Purposes?

Durán Zapata Lina María  
Universidad Distrital Francisco José de Caldas

#### Abstract

This presentation shows the preliminary results of a master's research project. It aims at understanding the way in which students of a B.A in Modern Languages have worked on the development of their authorial identity, facing prescribed academic writing and power relations with their teachers. The study holds a qualitative paradigm, for which narrative inquiry comes as the approach of research. As well, Written Life Stories are used as the method to collect data, in order to understand the participants' perspectives and trajectory along their undergraduate program. In addition, the stories were analyzed with semi-structured interviews in conjunction with the participants. The life stories and interviews demonstrate that although some participants present limitations to develop their identity in the use of academic writing, they also implement strategies to highlight their opinions and perspectives when writing for the university. In contrast, some other participants do not see themselves as authors and only respond to tasks according to what teachers expect.

#### Biodata

Lina Durán holds a B.A. in the teaching of Modern Languages and is pursuing her Master's in Applied Linguistics to TEFL. Currently she works at a private school as an English teacher to young learners. Her research interests are academic writing, identity and voice.

Understanding Teachers Discourses when Facing LGBT Situations

Rozo Mario

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Universidad Distrital Francisco José de Caldas

### Abstract

The purpose of this study is to understand EFL teachers' discourses when facing LGBT Situations in the classroom (LGBT situation being defined as any situation in which LGBT rights might be compromised or where gender inequality is represented (Humans Right Watch, 2013). Teachers discourses could influence students' point of views about their own context. Van Dijk (2009) identifies the importance of proposing a discourse, given that a discourse could apply implicitly or explicitly an ideology, or even impose power on other individuals. This project aims to analyse the different discourses that could arise in a set of virtual workshops in which 5 EFL teachers will be able to share any LGBT experiences they may have heard or lived in any of the educational settings handled in Bogotá (Public and private schools, language institutes). Data will be collected through the recorded workshops, along with individual interviews that will facilitate the understanding of teachers' discourses when facing LGBT situations. The results of this data analysis will probably afford teachers some visibility in their teaching practice, aiming to foster a self-reflection of their discourses in the classroom.

### Biodata

Mario Rozo is a graduate of Bachelor in English teaching from the Distrital University. Currently coursing a Master in Applied Linguistics. Mario has been involved in the teaching business for over 8 years, working at private companies on task-based learning.

Rediscovering Urban Spaces: Unveiling English Messages in “La Candelaria” Linguistic Landscapes

Cortés Rozo Erika Johana  
Martínez Bravo Fabio Andrés  
Universidad Distrital Francisco José de Caldas

### Abstract

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This study documents the way in which English language is present in the urban landscape of a specific area in Bogotá's downtown. We are focused on La Candelaria locality due to its unique characteristics as historical, intercultural and social richness. The objective is to analyze the use of English language present in the messages displayed in La Candelaria linguistic landscapes. This study contributes to the understanding of La Candelaria's English texts and its variety of intentions in a multilingual setting, providing an outlook from the visual research perspective. This qualitative study involves photographs and journals taken during the process as data collection techniques. As this is an ongoing project, we expect that the semiotic analysis of the texts allows us to determine the linguistic landscape configuration when English language works as a tool to express different positions coming from the diversity of people that interact in this sui generis location, which are the reflection of the city's reality and the country's identity. As language teachers, this perspective enables us to recognize the public spaces as a worthy resource to expand the teaching-learning scenario, pointing to some approaches like community-based pedagogy and culturally responsive teaching.

### Biodata

Erika Johana Cortés-Rozo holds a B.A. in Basic Education with an English emphasis from Universidad Distrital Francisco José de Caldas where she is part of the research seedbed: "Internautas, Contextos y Prácticas". She has been a pre-service teacher in public schools. Her research interests include ELT, language learning and intercultural studies.

Fabio Andrés Martínez is currently enrolled in the BA in Basic Education with Emphasis in English at Universidad Distrital Francisco José de Caldas where he is an active member of "Internautas Contextos y Prácticas seedbed", and research assistant in "Lectoescritas research group". Interested in teaching-learning and Intercultural and multilingual studies.

Decolonization of English Curriculum in a Colombian University: Improving English Writing Skills

Crhová Jitka  
Cubides Torres Nidia Marcela  
Universidad Autónoma de Baja California

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### Abstract

This qualitative research study discusses the implementation of an English curriculum and its impact on undergraduate students' writing skills. The following instruments served as sources of data for this study: institutional documents, students' writing assignments, and one informal interview. Data gathered were analyzed through the procedures of content analysis and the results pointed out to the fact that using topics regarding Colombian indigenous communities into the English curriculum started a process of decolonization. The common vision of English as a hegemonic issue was transformed into a link among different cultures and visions of the world. The students' written texts were improved in terms of position statement and support for a position, and furthermore evidenced aspects of deconstruction by using a piece of evidence and clear examples about the cosmovision, practices, and beliefs of minority communities in Colombia. Finally, the findings evidenced to some extent the micro-level of language planning, bearing in mind that the methodology, content units, and materials of the curriculum were planned by English teachers of the Language Department in a private Colombian university.

### Biodata

Jitka Crhová is a full-time professor at the Faculty of Languages of the Autonomous University of Baja California (UABC). She currently teaches in the BA in Language Teaching, MA in Modern Languages, and PhD in Language Sciences at the same university. At the same time, she coordinates the MA in Modern Languages. She earned her doctoral degree in Romance Languages, from Palacky University, in Olomouc, Czech Republic. Her research and professional interests include sociolinguistics, second language acquisition and learning, bilingualism and biliteracy practices in higher education.

Marcela Cubides Torres is currently studying a doctoral program in Language Sciences at Universidad Autónoma de Baja California, she holds an M.A in Language Teaching and B.A in Modern languages Spanish and English, from Universidad Pedagógica y Tecnológica de Colombia. Her research interests are teachers' professional development, language policy, and bilingual education.

Fostering Writing Skills through Creative Writing Strategies and Writing Process Approach

Navarrete Garzón Carolina  
Secretaria de Educación Distrital

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### Abstract

This qualitative action research study reveals the influence of the creative writing strategies and process writing approach on the EFL writing of a group of 12 tenth graders at a public school in Bogotá. This type of research implied 3 cycles through 9 interventions; during these interventions three instruments were implemented to gather data, two semi structured interviews, teacher's field notes and written student's productions (artefacts).

The data gathered were analyzed as follows: artefacts produced by the students were analyzed with a grid developed by the researcher, while semi-structured interviews, and the field notes were analyzed following the steps proposed in content analysis, triangulating all the three instruments. The main findings are those related to the guided writing and imagination as valuable resources to develop writing skills on the students, the literary input as a motivational element for students to produce their own texts, the significant role of images in the enjoyment of the texts and also images as inspirational elements for the imagination when writing and finally the process writing approach as a practical tool for students to follow a process and get a final refined text.

### Biodata

Master's in foreign Languages teaching from Universidad Pedagógica Nacional, Undergraduate studies Foreign Languages Teacher from Universidad Pedagógica Nacional, currently English teacher at a public school in Bogotá. Field of interest involves literature in foreign languages teaching and learning.

### EFL Eighth-Graders' Negotiation Capacities in a Peaceful Classroom

Rubiano Arana Paola Andrea  
Universidad Distrital Francisco José de Caldas.

### Abstract



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This presentation reports a qualitative-research project in a private school in Bogotá that accompanied the production of narratives by teenagers in eighth grade where they report on conflicts they faced. Within the Peaceful classroom environment, it examines the question: What do eighth-graders' written life stories unveil about their capacity for conflict negotiation in a Peaceful classroom environment? It also aims to discover and display pupils' negotiation capacities when facing conflicts autonomously and creatively by means of the L2 as a mediator. Analyzing the data, teenagers themselves become co-interpreters of their own semi-structured interviews and written life stories. The interpretive inductive approach served as the framework. Findings address the interplay of learners' negotiation capacity and their autonomy at the time of facing and solving conflicts.

### Biodata

Paola Andrea Rubiano Arana holds an M.A. Applied Linguistics to the Teaching of English Language of Universidad Distrital Francisco José de Caldas, she has been English teacher for more than 10 years in private schools in Bogotá, Colombia. Her main research interest is social interaction in the English learning.

### English Student Teachers' Perceptions of Learning to Teach Culturally Diverse Students in the Practicum Experience

Kewin Prieto  
Universidad Distrital Francisco José de Caldas

### Abstract

This presentation describes a qualitative research study with three EFL student teachers exploring the value of community-based pedagogies (CBP) and culturally responsive teaching (CRT) during their practicum in a public school in downtown Bogotá. It aimed at reflecting with them about ways to view classroom diversity and community assets as resources to explore the potential of students' backgrounds for foreign language learning and teaching. Data collection instruments consisted of class observation, professional development sessions, lesson plans, the practicum final paper plus its presentation, and a semi-structured

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interview. Through professional development sessions we reflected upon the value of using community resources such as the local restaurants in downtown Bogotá, the historical places, graffiti and murals, museums and natural resources to include such sources in their lesson planning by linking them with the Colombian basic learning rights. The findings evidence that student teachers use their practicum experience as a third space to reflect upon the valuable socio-cultural and natural resources and culturally diverse student population. Student teachers' learning was supported by the cooperating teachers, the researcher and the practicum advisor. This practicum experience, framed within an institutional research project, may have implications for student teachers' further teaching experiences.

### Biodata

Kewin Prieto is currently a student at Universidad Distrital Francisco Jose de Caldas enrolled in the BA in Basic Education with Empahis in English. He is a co-researcher of the research group Lectoescrinautas. His research interest is focused on language teaching with a social justice perspective and intercultural communication.

Genre and English for Specific Purposes for the Promotion of Tourism in Yopal, Casanare: A Design Thinking Creative Process

Aguilar-Cortés Carlos Eduardo  
Ramírez Camargo Carol Fernanda  
Universidad de La Salle, Bogotá

### Abstract

The development of the tourism sector has become a fundamental axis for productivity, competitiveness and the search for economic stability in many of the regions of Colombia. Likewise, the interest in bilingualism based on English has become a prominent interest for Colombians, since this foreign language enjoys international prestige as a means of communication for the development of labor, commercial and cultural relations on a global scale. In this conjunctural context, the Universidad de La Salle, Bogotá, through its Innovation and Social Entrepreneurship Park and with the participation of five of its faculties, developed an initiative of training, research and social intervention with the tourism entrepreneurs of Yopal,

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Casanare. This presentation addresses the advanced state of the research developed from the Faculty of Educational Sciences. Through the usage of the design thinking, under a collaborative approach, we worked together with local tourism entrepreneurs on the planning and creation of a bilingual website to connect themselves with national and international tourists. This website became a device for social innovation, a textual genre for experience mediation, a manifestation of English for specific purposes (ESP) and a communication strategy to interact with national and foreign tourists.

### Biodata

Carlos Eduardo Aguilar-Cortés holds a Master's in Cultural Studies from Universidad de los Andes in Bogotá. He holds a Master's in Education and a Bachelor of Education in Castilian, English, and French languages, both from Universidad de la Salle, Bogotá. Currently, he is an undergraduate and graduate professor at the Faculty of Educational Sciences, and the Coordinator of the English Area of the Bachelor of Education in Spanish and Foreign Languages at Universidad de la Salle. His research interests center on native and foreign languages pedagogies and didactics, interculturality, linguistic policies and the genealogy of bilingualism/multilingualism in Colombia.

Carol Fernanda Ramírez Camargo is a Candidate for a Doctorate in Education and Society. She has a Master's in Teaching and a Bachelor of Basic Education with an Emphasis in Humanities and Spanish Language. Currently, she is a professor and the Coordinator of the Pedagogical Practicum Area of the Bachelor of Education in Spanish and Foreign Languages at the Faculty of Educational Sciences of Universidad de la Salle, Bogotá. Her academic production and participation in national and international events mainly focus on issues related to education, training for citizenship and social imaginaries.

Diseño de Contenidos para Ambientes Virtuales de Aprendizaje en el Marco del Aprendizaje Invertido

Blanco Katherine  
Gómez Diego  
Universidad Distrital Francisco José de Caldas

Abstract

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El objetivo de la investigación primordialmente es identificar las percepciones hacia la implementación de recursos digitales diversos. Nuestra implementación pedagógica estuvo basada en el marco de la metodología de aprendizaje invertido para estudiantes de Español como Lengua Extranjera (ELE). Los resultados iniciales del proyecto de investigación demuestran una gran acogida de los recursos interactivos mediados por un Ambiente Virtual de Aprendizaje (AVA). En cuanto al aprendizaje invertido los conocimientos fueron estudiados en la casa u otro lugar y en las sesiones sincrónicas (virtual) se practicó el conocimiento para resolver dudas y fortalecer lo aprendido. Se desarrollaron diversas actividades y para cada recurso una encuesta para la evaluación de los recursos. Para el proceso de cada estudiante se usaron juegos de rol. Las actividades se encuentran planteadas, a partir de los objetivo cognitivo de la Jerarquía de Bloom (Actualizada a los contextos digitales).

El propósito fue llevar a cabo una implementación pedagógica que incluyera recursos digitales para el aprendizaje; alojados en un AVA. Inicialmente la implementación se planeó con estudiantes que estuvieran en Bogotá y Sidney pero debido a las condiciones mundiales en la actualidad decidimos hacer una convocatoria abierta en línea.

### Biodata

Los docentes Katherine Blanco Villamil y Diego Gómez Torres son egresados de la Licenciatura en Educación Básica con énfasis en Inglés de la Universidad Distrital y actualmente están cursando la Maestría en Educación en Tecnología de la misma Universidad. Son profesores de Inglés y de Español como lenguas extranjeras.

Exploring Bilingual-Biliteracy Development in Everyday Practices: A Case Study of a Young Unschooled Child in Colombia.

Diaz Diana  
Universidad Industrial de Santander

### Abstract

This study explored the early years (3 to 4) of bilingual and biliteracy development of an unschooled child in Colombia. With the view to contribute to the increasing number of studies in bilingualism and biliteracy, and fill the gap in early dual language and literacy research out of the school context in Colombia, I examined how bilingual and biliteracy skills of a child growing

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up bilingual unfold in her everyday practices within and unschooled environment. Since the child in this longitudinal case study is my child, as a mother and teacher-researcher, I had the opportunity to be present across several social situations and document through video, recordings, and a diary factors and events as they occurred and a detailed picture of the process. Findings may lead to parents and early childhood educators to questioning and reflect upon the conventional language and literacy practices and engage children to participate in literacy events beyond what they usually do in the classroom, as well as raise awareness in the importance of legitimizing practices of learning out of the school structure, in everyday life.

### Biodata

Diana Diaz is a Colombian English teacher from Bucaramanga. She holds a Bachelor of Arts in teaching English as a foreign language from Universidad Industrial de Santander. She has worked as an EFL educator for nine years at different private institutions and recently embark on a master's program of Applied Linguistics for English Teaching at Universidad Distrital Francisco Jose de Caldas.

### Making Research Participatory through Covid-19

Rodríguez Benavides Alejandra  
Universidad Distrital Francisco José de Caldas

### Abstract

The participatory-critical analysis of the culture of a public university provides an opportunity for students to understand its ideological, social, historical, political and linguistic dimensions. Such analysis requires students to consider the multiple perspectives and participation of community members to expand understanding and construct interpretations of the campus' dynamics. Framing the analysis within the development of this project, it is important to highlight that we re-shaped the inquiry plan in order to comply with the governmental Covid-19 regulations. Consequently, the development of the inquiry comprised certain stages. Initially, the students gathered insights and diverse viewpoints from the community through virtual tools. Then, they drew conclusions, re-evaluate former assumptions and changes along the process, while considering

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some implications and consequences of their interaction with the community. Since most of the process occurred when the world was undergoing a pandemic that challenged education and unveiled inequalities, in terms of access, it triggered a critical analysis and understanding that went beyond the plan by encouraging students to reflect on the way the pandemic affects others regarding health, economy, and basic life conditions.

### Biodata

EFL teacher at Universidad Pedagógica Nacional (UPN) language center. I hold a B.A. in Spanish and foreign languages teaching at UPN. I am currently a graduate candidate of the M.A. in Applied Linguistics to TEFL at Universidad Distrital Francisco José de Caldas. My research interests include place-based education and community-based pedagogies.

### Understanding EFL Preschoolers' Subjectivities Through Art-based Literacy

Salazar Rodríguez Diana Katherine  
Universidad Distrital Francisco José de Caldas

### Abstract

This qualitative interpretative study explores the perceptions of self that EFL preschoolers had about themselves using collaborative work along with art-based literacy in a private school. Simultaneously, I explored how those perceptions impacted the EFL classes and themselves. In this manner, I sought for understanding and describing the multiple layered interrelations of these preschoolers' subjectivities. Throughout a two-week and a half devoted to a pedagogical intervention, art-based literacy, elements from the flipped classroom, and task-based learning were integrated. With respect to data, this study promotes the idea that the only ones accountable for providing those perceptions of the self were students. Consequently, the main instrument used was an interview with seven participants, which validated the video recordings of the class interactions, and their artifacts as the additional techniques. For doing the analysis, some principles from the Grounded Theory Methodology were used. As a result, this research appreciates that power, gender and the social-learning positioning are key concepts when analyzing EFL learners' perceptions of themselves and others (Foucault, 1988; Butler, 1990; Weedon, 1987, 2004; McMara 2019). The main finding of this study deepens into the notion of subjectivities by using

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the infinite reflections metaphor where I discuss how subjectivity is built upon chained layers of emotions, and experiences which arise from situations in an EFL preschool classroom context. The way in which I spot the layered perception is through the category of “Racing to be the class Sheriff”, which embodied a complex figure of authority and respect in the class. In this presentation, I will account for it.

### Biodata

Diana K. Salazar works as an EFL/ESL Teacher for English Reading and Writing at a private school in Bogota, Colombia; as well as a professor at Universidad de los Andes. She has been teaching for 14 years, implementing elements from different teaching paradigms and methods, always seeking to improve her teaching practices and be more connected with her students. Her areas of research in Applied Linguistics are subjectivities in the EFL classroom and Teaching Development.

### Teachers’ reshaped beliefs on EFL didactics

Pérez Romero Gina Marcela  
Universidad Distrital Francisco José de Caldas

### Abstract

This presentation is about a qualitative research project related to the teacher education and development research line. This study explored teachers’ beliefs regarding EFL didactics, based on their experiences and knowledge within a hybrid learning environment. Semi-structured interviews and discussions were applied to answer the research question: What do English teachers’ beliefs portray about EFL didactics when partaking in professional development sessions on hybrid learning? Six EFL teachers from a private school in Bogotá participated in an eight-session course around the digital technology use for EFL hybrid learning, while elaborating and re-elaborating their beliefs. Data were analyzed using an iterative approach, supported by color coding. Findings suggest that teachers’ beliefs and roles were reshaped while attending the eight session course. Although data collected showed a wide spectrum of answers from the teachers, they were connected in their desire to teach English in different or alternative manners to benefit students as active learners in

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their own education. As part of the conclusions, I found that although the use of technology could be supportive in the learning (Littlejohn & Pegler, 2007), it continues being a challenge for some teachers. It is not unknown that some teachers, such as participants in this study, are hesitant in including digital technology in their didactics from a critical or rhetorical way. Therefore, it seems important to create spaces in which teachers can interact, share their experiences in the classroom, and create new knowledge and ideas in their teaching practices where technology, including the digital one could be debated, and consciously involved in the class didactics beyond an instrumental purpose. By doing so, teachers can gradually face societal and technological challenges (Estudillo, 2001), while promoting meaningful learning in digital natives (Littlejohn & Pegler, 2007) through language and technology.

### Biodata

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

### Conceptualizing Arts-Based Teaching and Learning: Multiliteracy in EFL

Rocha Bernal Nicolás  
Valbuena García Leydi Marcela  
Universidad Distrital Francisco José de Caldas

### Abstract

This presentation examines Art-Based and English Language Teaching to promote Creative Thinking Skills. The inquiry discusses conceptions towards Art-Based Learning, which is the purposeful use of artistic skills, processes, and experiences as a means to foster learning in non-artistic disciplines and domains. This ongoing qualitative action research occurs at a public school in Bogota with 35-second grade boys and girls between the ages of 7-9. The pedagogical intervention consists of ten sessions combining language content with visual arts, music, and literature. The Preliminary results in the diagnostic stage indicate that Arts-Based Learning enhances the participants' Creative Thinking Skills dimensions by prompting



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imagination and articulating ideas while engaged in language tasks. For instance, in discussing their dreamt occupation, a student brought a 3D representation of himself playing in a rock band. Furthermore, the method fosters self-expression, making students confident with their language production. In the second cycle of action research, the expected outcomes include the development of other dimensions, like synthesizing. Similarly, multiliteracy skills, which deal with linguistic and cultural diversity, will increase as students get involved with the method. The school will implement the syllabus, and lesson plans propose that will sustain the project to achieve a more holistic education.

Keywords: Arts-Based Teaching and Learning, arts in ELT, Creative Thinking Skills, foreign language, multiliteracy, visual arts

### Biodata

Both authors belong to the last year at the Bachelor's degree in languages at Universidad Distrital Francisco José de Caldas. Pre-service teacher at a public school in Bogota. Student-researchers in the ELT field.

### Problematizing the Community: Voices from Secondary School Students

Gutiérrez Diana  
Universidad Distrital Francisco José de Caldas

### Abstract

This critical participatory action research fosters the exploration of community resources with high school students to connect their local context and identify social issues in their everyday life. Using a sociocultural perspective to language teaching and learning, and a Freirean humanizing pedagogy and critical literacy approach, this study connected curricular content with students' and school realities. Participants were a group of ninth graders who have suffered displacement due to military conflict, and they have basic socioeconomic needs. In Colombia, public schools with students from very low socioeconomic level (0-1 levels) often obtain low scores in language and math in the national tests, and schools are under resourced. Thus, the main purpose of this study was to promote literacy development in Spanish and English through collaboration with other content areas to achieve students' language and literacy learning through local pedagogies for

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social transformation. By means of the authoring cycle, students carried out inquiry projects that explored social issues identified in their community. Data were collected through students' videos, posters, chronicles, songs, stories, teachers' field notes and a focus group interview. Through grounded theory data were analyzed, and the category was named Media and writing literacy to announce our needs. The principal aspects found in the data were students' production of argumentative and narrative texts, and media literacy including awareness of their community issues, and the importance of their experience in the learning process.

### Biodata

Diana Gutiérrez holds a BA in Language Teaching at Universidad Libre. She has been teaching EFL for 10 years in private and public schools. Currently, she is studying a Master's degree in Applied Linguistics to TEFL at Universidad Distrital Francisco José de Caldas.

### EFL Students' perceptions on Gender Stereotypes through their Narratives

Chía-Ríos Maribel  
Tobar-Gómez Mairon Felipe  
Vásquez Guarnizo Jhonatan  
Universidad Pedagógica y Tecnológica de Colombia - Universidad de La Salle

### Abstract

This qualitative research study was conducted with twelve students from the Modern/Foreign Languages program at Universidad Pedagógica y Tecnológica de Colombia. It was aimed at unveiling EFL students' perceptions on Gender Stereotypes through their narratives in three different moments. Focus group interviews, field notes, and students' artifacts were used as data collection instruments. Data were analyzed under an interactional analysis proposed by Riessman (2005). Findings showed that students' lived experiences on this issue have permeated over the time the way they see their present and future; and their perceptions on gender stereotypes differ from their past generations, since they consider themselves as a new generation that does not see any distinction among genders.

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### Biodata

Jhonatan Vásquez Guarnizo holds an M.A in Language Teaching from Universidad Pedagógica y Tecnológica de Colombia (UPTC), and a B.A in English Language Teaching from Universidad de la Amazonia. He is currently a researcher and a full-time English language professor in the School of Languages at UPTC. He is also part of the research group “TONGUE” and he is a first-semester student in the Master’s in Education at Universidad Externado de Colombia.

Maribel Chía-Ríos holds a B.A. in Modern Languages from Universidad Pedagógica y Tecnológica de Colombia (UPTC). She is currently a last-semester student in the Master’s in Language Teaching at UPTC. At present, she works at Institución Educativa Luis María Jiménez in Aguazul, Casanare where she teaches Spanish/English.

Mairon Felipe Tobar-Gómez holds a B.A in English Language Teaching from Universidad de la Amazonia. He is currently a third-semester student in the Master’s in Languages Didactic at Universidad de La Salle. At present, he works at Colegio San Viator in Tunja, Boyacá where he teaches English to tenth and eleventh graders.

Development of Meaningful English Language Reading Practices Through Community-Based Pedagogy in a Rural School

Orjuela Mabel  
Universidad La Gran Colombia

### Abstract

This is a qualitative action research which was carried out in the midst of the pandemic Covid 19, and aimed at observing and analyzing how the implementation of Community-Based Pedagogy (CBP) might contribute to the development of meaningful reading practices in a group of fourth and fifth graders at Pueblo Viejo school in the municipality of Facatativá. The data were collected through students' artifacts, and journals. The results of this study indicate that participants liked the topics related to their local environment; likewise, there was learning and development of significant reading practices. Moreover, the motivation to learn English as a foreign language has increased. This pedagogical strategy (Community

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Based Pedagogy) is highly recommended, as it can be applied to any region of the country, probably, the English learning can be more attractive to students from remote areas.

### Biodata

Born in Colombia. Business and Language Technologist, Bachelor of Arts in English Language and Specialist in Pedagogy and University Teaching. Candidate for the Master's Degree in Education at Universidad La Gran Colombia in Bogotá. Teacher of English and language in a public school in Facatativá, Cundinamarca.

### Colombian Indigenous University Students' Experiences Learning English

West Katharine  
Universidad de los Andes

### Abstract

This qualitative research project is intended to consider the research question: How do Indigenous university students experience academic requirements to learn English during the course of their studies that have mandated by official bilingual policy? It is intended to consider their stated experiences learning English using an interpretative inductive approach to include their voices and recommendations for more inclusive English-teaching practices. In recent years, Colombia has implemented policies to encourage English-language bilingualism making a knowledge of the language into a graduation prerequisite. Indigenous university students find themselves in a conundrum in that even if they are monolingual Spanish speakers, as they may have only fragile competence in academic Spanish. Bi- or plurilingual students face an additional, onerous language requirement as English is their third language. Interviewees offered their insights and also their suggestions based on their personal experiences with learning English. The language represented a time-drain, risk to studies, distance from one's community, a personal voice, and a boorish, unwanted presence. Thusly, producing a grounded theory entitled: Uncoded and Multicolour Experiences Living English-Learning.

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### Biodata

Holding undergraduate degrees in Archaeology (UCL) and Law (Universidad Nacional de Colombia), a Master's in Latin American Studies, she also holds Master's in Applied Linguistics and ELT from the Universidad Distrital Francisco José de Caldas. Her research interests include ethnic and language rights, identity, language revitalisation, and cultural resistance.

Plurilingualism Program: an institutional effort to cross the borders of neoliberal frames to language teaching and learning

Bonilla Ximena  
ILUD

### Abstract

In 2001 Distrital University had the initiative to create a language centre. With the passing of a national bilingualism policy in 2004, the institute started to grow aligned with its foundational objectives, which generated an optimistic environment of progress. However, neoliberal practices that were criticised in the national policies started to shape curricular decisions and educational practices. Some of those decisions were reflected on the prominent interest to expand basically non-formal education of English addressed to economic production. Today, this neoliberal interest appears to pervade as other policy frames such as the norm 5580 have also emerged with new impositions that the institute inevitably has acquired. An interest to recover the initial social interest of the institute to address the learning of a language as a way to foster critical thinking and social transformation has encouraged the initiative to develop a program based on plurilingualism. The purpose of this presentation is to socialise the contextual, theoretical and methodological motivations that led to the creation of this program, as well as the procedures and projects that emerged in its creation with the intention to implement practices that would involve the community in a plurilingual culture.

### Biodata

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S. Ximena Bonilla Medina is a Doctor of education from University of East London. She also holds a M.A in Applied Linguistics for TEFL from Francisco Jose de Caldas Distrital University and a BA in Spanish-English from Pedagógica University. She is currently the ILUD director and professor at Distrital University.

Toward the construction of the ILUD's research journal: ongoing insights and reflections from the Editorial Team

Calderón-Aponte Daniel  
Fuentes Portela María Isabel  
ILUD

### Abstract

This presentation aims at sharing the so far experiences, insights, and objectives of the Editorial Team in the quest and process of constructing the ILUD's first research journal. Stemming from the need to align with the tenets of Universidad Distrital as a democratic space for producing and (co)constructing scientific knowledge, the proposal of this research journal seeks for the construction of academic scenarios at the ILUD wherein language teachers may encounter an opportunity to disseminate and exchange their experiences, trajectories, research and knowledge. Furthermore, this presentation intends to display that the journal's editorial work has entailed pertinent and enriching processes which, among others, contemplate inquiring upon academic writing, learning the dynamics and traits of publishing in academic and research journals, and fostering, (re)positioning and supporting language teachers as researchers whose knowledge is worth of sharing.

### Biodata

Daniel Calderón-Aponte is the current editor in chief of the ILUD's research journal and EFL teacher researcher at Universidad Distrital. He holds an M.Ed. in ELTL (Loyola University Chicago) and an M.A. in Applied Linguistics (Universidad Distrital). His research interests encompass critical literacies, community-based pedagogies, and issues on native/non-native teachers.

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María Isabel Fuentes Portela is an EFL teacher from UNAD. She works as an English and German teacher at ILUD, where she is also part of the Journal Editorial Team, and member of the Institutional Plurilingualism Program for the Universidad Distrital. Also, she is a German teacher at Goethe Institut.

ILUD's Project Based Learning curricular approach: Towards a revitalization of critical thinking.

Rubio Eliana  
Silva Lorena  
ILUD

### Abstract

The Instituto de Lenguas de la Universidad Distrital Francisco José de Caldas - ILUD of Bogotá is currently undergoing a process of curricular renewal that embraces language teaching and learning process from the methodological approach of Problem-Based Learning (PBL). This proposal emerges in accordance with the pedagogical guidelines established in the Proyecto Universitario Institucional (PUI) and the intention of aligning them with real-life needs for the transformation of social realities. PBL in second language teaching implies a change in the epistemological and methodological paradigm insofar as it overcomes an instrumental vision of language learning by conceiving it as a social activity. This vision allows not only cognitive and linguistic development but also critical thinking and problem solving that respond to the socio-cultural contexts and interests of teachers and students. Therefore, from a dialogical approach, the main objective of this presentation is to share the PBL curriculum proposal for second language teaching and learning with the academic community. The presentation attendees, then, will be able to know advances, reflections, discussions, and challenges towards a curricular implementation in ABP at ILUD. Afterward, participants will share their insights regarding the proposal.

### Biodata

Eliana Rubio holds a Bachelor of Arts in Modern Languages Spanish and English (Universidad Distrital) and a Master's Degree in Teaching of Foreign languages, Communication and Didactics (Universidad Pedagógica Nacional). Currently,

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she works as a professor of educational research and practicum in second language and as an academic coordinator at ILUD

Lorena Silva has worked as an English teacher in schools and institutions for 9 years. She holds a Master's degree in Applied Linguistics to the teaching of English of Universidad Distrital. She works as an academic coordinator at ILUD. Her research interests focus on discourse analysis in language education.



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

