**UNIVERSIDAD DISTRITAL**
FRANCISCO JOSÉ DE CALDAS

# XXIV Symposium on Research
in Applied Linguistics and

# VI International Symposium
on Literacies and Discourse Studies

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



MLAEI
Maestría en Lingüística Aplicada
a la Enseñanza del Inglés

# XXIV SYMPOSIUM ON RESEARCH IN APPLIED LINGUISTICS &
# VI INTERNATIONAL SYMPOSIUM ON LITERACIES AND DISCOURSE STUDIES

## November 1 & 2, 2018

## MAESTRÍA EN LINGÜÍSTICA APLICADA A LA ENSEÑANAZA DEL INGLÉS - MLAEI

# Acknowledgements

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

We are honored to count on the participation as keynote speakers:

• Dr. Nathanael Rudolph from Mukogawa Women's University, Japan

• Dr. Gregorio Hernández Zamora from Universidad Autónoma Metropolitana, México

• Dr. Ferney Cruz Arcila from Universidad Nueva Granada, Bogotá, Colombia

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

Alvaro H. Quintero P.
Chair

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FACULTAD DE CIENCIAS Y EDUCACIÓN

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CENTRO DE RELACIONES
INTERINSTITUCIONALES

**Licenciatura en
Educación Básica
con énfasis en Inglés**

# Description and Trajectory of the MA in Appplied Linguistcs to TEFL

The MA in Applied Linguistics to TEFL is a graduate program of the School of Sciences and Education of Universidad Distrital Francisco José de Caldas. Its trajectory of twenty seven years (1991-2018) has ensured pluralistic participation of in-service English language teachers from different sectors of the population in Bogotá and Colombia. The program has offered them an alternative for graduate education that fosters ELT pedagogical and research agendas in public and private school settings. The MA Program has also fostered the construction of both social and cultural identity regarding the relationship between the English language and the in-service teachers' L1. All this has been achieved based upon principles resulting from global and local applied linguistics studies in the field of ELT.

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

| 1991 | Creation of the program (Acuerdo 08 del 15 de mayo de 1991, del Consejo Superior Universitario de la Universidad Distrital Francisco José de Caldas) |
| | Authorization to begin academic activities (Acuerdo 246 del 12 de noviembre de 1991, del ICFES) |
| 2000 | Accreditation of the program (Resolución 1533 del 8 de junio de 2000, del Ministerio de Educación Nacional) |
| 2010 | Attainment of the program's Registro Calificado for seven years (Resolución 8070 del del Ministerio de Educación Nacional) |

| 2017 | Renewal of its Registro Calificado granted to the program by the Colombian Ministry of Education (Resolución 04337, Marzo 10, 2017) |
|------|-----------------------------------------------------------------------------------------------------------------------------------|
| 2018 | Evaluation of the program to apply for its Acreditación de Alta Calidad by Colombian Ministry of Education |

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

**Alvaro H. Quintero P.**
MLAEI Coordinator

# XXIV Symposium on Research in Applied Linguistics & VI International Symposium on Literacies and Discourse Studies

**Keynote Speakers**

**Dr. Nathanael Rudolph -**
*Mukogawa Women's University, Japan*
**Dr. Gregorio Hernández Zamora -**
*Universidad Autónoma Metropolitana, México*
**Dr. Ferney Cruz Arcila** -
*Universidad Nueva Granada, Bogotá, Colombia*

**International Scientific Committee**

**Gary Barkhuizen -**
*Aukland University, New Zeland*
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**Liliana M. Cuesta Medina -**
*Universidad de La Sabana, Colombia*
**Bertha Ramos Holguín -**
*Universidad Pedagógica y Tecnológica de Colombia*
**Pilar Méndez Rivera -**
*Universidad Distrital Francisco José de Caldas, Colombia*
**Alvaro H. Quintero P. -**
*Universidad Distrital Francisco José de Caldas, Colombia*

**Organizing Committee**

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*Coordinator*
*Maestría en Lingüística Aplicada a la Enseñanza del Inglés*
**Luiz Miguel Soto M**.
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*Licenciatura en Lenguas Extranjeras con Énfasis en Inglés*
**Zoraida Revelo S.**
*Office Assistant*
*Maestría en Lingüística Aplicada a la Enseñanza del Inglés*

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# XXIV Symposium on Research in Applied Linguistics & VI International Symposium on Literacies and Discourse Studies.

## Program

| Day 01 Thursday, November 1-2018 | | | | |
|---|---|---|---|---|
| 07:30 am 08:00 am | Registration - Auditorio investigadores lobby | | | |
| 08:00 am 08:30 am | Opening - Auditorio investigadores | | | |
| 08:30 am 09:30 am | Plenary 01 – Auditorio Investigadores<br><br>Religious beliefs and the English language teaching profession: Metaphors of teachers' self-understandings<br><br>Dr. Ferney Cruz Arcila<br><br>Universidad Nueva Granada, Bogotá, Colombia | | | |
| 09:30 am 10:00am | Coffee Break | | | |
| | Auditorio Investigadores | Auditorio Auxiliar | Sala Sabio Caldas | Sótano Hemeroteca |
| 10:00 am 12:00 pm | Demystifying accent prejudice.<br><br>Ayala Jair and Ramírez Martha | Negotiating complex identities through positionings in on-going interaction: a case study in a foreign language teacher education program in Colombia.<br><br>Arrieta Adolfo Universidad de Sucre. | University EFL students' experiences when facing blended learning environments<br><br>Munar Alejandro Universidad Distrital Francisco José de Caldas. | Self-confrontation as a reflection on action: proposal related to in-service teachers' actions<br><br>Téllez Téllez María F. Universidad Externado de Colombia |
| | Awakening the critical stances<br><br>Cao Morales Fabián. Universidad Distrital Francisco José de Caldas | Teachers' beliefs and their dynamics in relation with practice: a literature of review<br><br>Díaz Franco José D. and Melo Jiménez Christian Universidad Minuto de Dios. | The dichotomy of inclusion-exclusion: Colombian deaf community as a linguistic minority<br><br>Suárez Rodríguez Diane L. Corporación universitaria iberoamericana – SENA | Contextual factors in at a rural EFL classroom: understanding realities for better teaching practices<br><br>Gómez Leidy Católica de Oriente University<br><br>González Sandra. Centro Colombo Americano |

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| 10:00 am 12:00 pm | Addressing diversity: intercultural attitudes through stories in primary EFL classrooms

Triana Romero Diana L. Universidad Pedagógica Nacional, Bogotá, Colombia | La reconfiguración identitaria de la mujer indígena Sikuani y su función en momentos de transición hacia el posconflicto en Colombia

Benavides Jiménez Fabián

Caviedes Cadena Lorena Universidad el Bosque | Relationship between attention, working memory and EFL performance

Micán Castiblanco Andrés Felipe Universidad Pedagógica Nacional | Challenges in the design of an English placement test for university students

Ramírez Espinosa Alexander Universidad del Valle |
|---|---|---|---|---|
| | Critical literacy development

Gil Liliana Universidad Distrital Francisco José de Caldas | A tale about what students as victims of the armed conflict tell us

Aldana Yeraldine Universidad Distrital Francisco José de Caldas | Beyond language policies: students positioning in the EFL learning experiences

Bernal Sierra Eliana Universidad Santo Tomás | An autobiographic narrative experience: EFL teachers teaching functionally diverse students

Villarreal Buitrago Laura C. Colegio Yermo y Parres, Bogotá |
| 12:00 pm 01:30 pm | Lunch Break | | | |

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| | Auditorio Investigadores | Auditorio Auxiliar | Sala Sabio Caldas |
|---|---|---|---|
| 01:30 pm 04:00 pm | The "scenario" methodology as a communicative tool

Acosta Malpica Cindy T. Colegio Mayor del Cauca. | An unknown marriage in pre-service teachers: beliefs and their practices

Molina Luz Mery | EFL eleventh graders` decision-making via critical literacy practices: a study of their social agency

Cárdenas Marcela Liliana Universidad Distrital Francisco José de Caldas |
| | Critical and academic literacies: a new perspective to language learning and teaching

Vera Ezperanza Sánchez Diego Universidad Pedagógica Nacional | Social change and the role of English teachers: Conflicting issues?

Forero-Modragón Alber Josué Universidad Distrital Francisco José de Caldas | The myth of bilingualism in Colombia: An account of the naturalization of the interest in English.

Aguilar Cortés Carlos E. Universidad de la Salle. |

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|---|---|---|---|
| **01:30 pm 04:00 pm** | Syntactic mechanisms in the transition from academic written to oral discourses in an EAP class in Colombia<br><br>Nausa Ricardo Universidad de los Andes/ University of Birmingham | Oral discourse competence through radio off-line podcasts in English language<br><br>Concha Vargas, Sebastián,León Aldana, Graciela M. Rátiva, and Ramírez Miguel A. Universidad Minuto de Dios | Analyzing peer approval discourses and gender issues on an English as foreign language environment<br><br>Flórez Dayana A., Herrera Ivana J., Manco Juan E., and Yépes Yesenia. Universidad el Bosque |
| | Teaching Spanish heritage language learners (HLLs) to write academic texts.<br><br>Gómez Pereira Diana Universidad de la Sabana | Metalinguistic awareness among student teachers in an English language teaching and learning graduate program<br><br>Calderón Aponte Daniel Universidad Distrital Francisco José de Caldas | Teachers' reshaped beliefs on EFL didactics<br><br>Pérez Gina Marcela |
| | The effect of explicit instruction and task repetition on Colombian EFL students' use of politeness strategies during disagreements<br><br>García Fuentes César. Concordia University | Short Story Analysis (SSA) applied t o narrative data in a study about English teachers' subjectivities<br><br>Gómez Vásquez Leidy Y. Universidad de La Sabana | Professional subjectivities in ELT & the dichotomy inclusion-exclusion<br><br>Casas Trujillo Jennyfer Paola Secretaría de Educación de Bogotá |
| **04:00 pm 05:00 pm** | Plenary 02 – Auditorio Investigadores<br><br>De los nuevos estudios de literacidad a las perspectivas decoloniales en la investigación sobre literacidad<br><br>Dr. Gregorio Hernández Zamora<br><br>Universidad Autónoma Metropolitana, México | | |

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| Day 02<br>Friday, November 2-2018 | | | |
|---|---|---|---|
| 08:00 am<br>08:50 am | Plenary 03 – Auditorio Investigadores<br><br>Launching of the Colombian Applied Linguistics Journal Vol. 20 # 2<br><br>Encounters with peripheral individuals and rural communities for cultural<br><br>competence development: A case study of learners of Spanish in Colombia<br><br>Dr. Juliana Patricia Llanes<br><br>Universidad de La Sabana, Colombia | | |
| | Auditorio Investigadores | Auditorio Auxiliar | Sala Sabio Caldas |
| 9:00 am<br>11:00 am | The native speaker fallacy in ELT recruitment practices<br><br>Martinez Yeison<br>Universidad Distrital Francisco José de Caldas. | Task conditions and writing task: The effect of collaboration on Colombian EFL learners' written texts<br><br>García Fuentes César Concordia University. | Exploring EFL teachers' identity-in-activity at a language institute<br><br>Rendón Alfonso Jesica P.<br>Universidad Distrital Francisco José de Caldas. |
| | Understanding the teaching practicum in English language teaching from inside: voices of pre-service teacher.<br><br>Castañeda Trujillo Jairo E.<br>Universidad Distrital Francisco José de Caldas. | English teacher's beliefs: A review of recent studies<br><br>Amaya Grecia and Bautista Angélica Universidad Minuto de Dios | Power and the comic book: the gendered representations of students within the writing process<br><br>Sierra Gordillo Javier A.<br>Liceo Hermano Miguel La Salle |
| | On the professional and personal selves of rural Colombian EFL teachers<br><br>Álvarez Claudia P.,<br>Acero Claudia, and<br>David Rose D.<br>Universidad de la Sabana. | Promoting local inquiry among EFL university teachers to explore literacy sources for curriculum and teaching.<br><br>Nieto Gómez Yuly A.<br>Universidad Distrital Francisco José de Caldas. | The emergence of third spaces for gendered subjectivities<br><br>Delgado Jonathan<br>Universidad Distrital Francisco José de Caldas. |
| | The use of a genre-based approach to promote writing skills through instructional texts in a Colombian 10th EFL classroom<br><br>Hernández Contreras Julián Universidad de Sucre | The effect of extensive writing practice, content feedback and separate grammar lessons on children's EFL writing in a bilingual school context<br><br>Otero Medina Fabián Colegio Colombo Británico | Aproximación crítica al concepto de diglosia en hablantes urbanos del kichwa. La comunidad como recurso en la vitalización etnolingüística<br><br>Acosta González Heidy A.<br>Universidad Distrital Francisco José de Caldas |

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| 11:00 am 11:10 am | Coffee Break |
| 11:105 am 12:10 pm | Plenary 04 – Auditorio Investigadores<br><br>Attending to the complexity of identity and interaction in (language) education (?): Critical lenses, tensions and implications<br><br>Dr. Nathanael Rudolph<br><br>Mukogawa Women's University, Japan |
| 12:10 pm 12:40 pm | Panel with keynote speakers - Auditorio Investigadores |
| 12:40 pm 01:00 pm | Closing ceremony - Auditorio Investigadores |

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# PLENARIES

## Plenary 01
## Religious beliefs and the English language teaching profession: Metaphors of teachers' self-understandings

Dr. Ferney Cruz Arcila
Universidad Nueva Granada, Bogotá, Colombia

The relation between English language teaching and religion has remained largely unexplored. As Johnston (2017) has argued, religion constitutes a blind spot in TESOL. The existing explorations have tended to focused on critiques on the role of both Christian institutions and ELT teachers around the world (e.g. Edge, 2003; Johnston &amp; Varghese, 2006; Pennycook &amp; Coutand-Marin, 2003; Varghese &amp; Johnston, 2007) , and on the moral dilemmas that Christian teachers are likely to have in developing their practices as they are supposed to either privilege their teaching or their evangelising role (Varghese &amp; Johnston, 2007) . This presentation aims to put forward a quite different perspective to understand this complex relationship. Drawing on a narrative study aimed at examining the current state of affairs of English language teaching in rural Colombia, I will show how teachers' spiritual values appear to be strongly immersed in their configuration of both their identities and practices.

### Biodata
Ferney holds a bachelor's degree in Spanish and English from Universidad Pedagógica Nacional, an MA in Applied Linguistics to TEFL from Universidad Distrital Francisco José de Caldas, and a Ph.D. in language discourse and communication from King's College London. His research interests centre on bilingual education, the implications of language policies, teacher identity, rural education and the relations of all these elements with issues of social justice.

## Plenary 02

# De los nuevos estudios de literacidad a las perspectivas decoloniales en la investigación sobre literacidad

Dr. Gregorio Hernández Zamora
Universidad Autónoma Metropolitana, México

Un sub-campo emergente dentro de los Nuevos Estudios de Literacidad en el contexto Latinoamericano es el de estudios con perspectiva postcolonial o decolonial. Esta perspectiva va más allá de los enfoques que sólo buscan documentar eventos y prácticas cotidianas de literacidad y aborda explícitamente las relaciones entre poder, historia y literacidad con el fin de develar el origen sociohistórico de las prácticas y concepciones dominantes sobre la cultura escrita. Los trabajos decoloniales analizan las formas en que la cultura escrita ha sido impuesta o promovida, censurada o prohibida, apropiada o resistida, o bien utilizada para cuestionar discursos y prácticas educativas dominantes en las sociedades que fueron colonizadas y dominadas por Europa desde el siglo 16. La presentación hace una revisión del pensamiento decolonial, expresado históricamente en tres grandes movimientos: los movimientos históricos de resistencia anticolonial en América Latina; el movimiento intelectual autodenominado postcolonialidad o decolonialidad, construido en décadas recientes por académicos en Europa, Norteamérica y Latinoamérica (Freire 1970; Mignolo 1995, 2000, 2003; Quijano 1992, 2000; Castro-Gómez 2007; Dussel 2007); y el movimiento de los Nuevos Estudios de Literacidad (NEL) (Scribner y Cole 1981; Heath 1983; Street 1984; Gee 1991, 1996; Barton 1994; Gee, Hull y Lankshear 1996), especialmente los estudios empíricos realizados en México (León Portilla 1996; Rockwell 2000, 2005; Hernández 2004, 2010; Ayora 2012).

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## Biodata

Gregorio Hernández Zamora es sociólogo por la UNAM (México), Maestro en Ciencias de la Educación por el CINVESTAV (México), y doctor en Lengua y Cultura Escrita por la Universidad de California en Berkeley (EUA). Actualmente es Profesor-Investigador titular en el Departamento de Educación y Comunicación de la Universidad Autónoma Metropolitana (UAM, Ciudad de México). Ha sido profesor, diseñador educativo e investigador por más de 25 años, y es autor de más de 150 publicaciones académicas, educativas y periodísticas sobre temas de cultura escrita, culturas juveniles, literacidad académica, y migración transnacional en Norteamérica.

## Plenary 03

## Encounters with peripheral individuals and rural communities for cultural competence development: A case study of learners of Spanish in Colombia

Dr. Juliana Patricia Llanes
Universidad de La Sabana, Colombia

Cultural competence (Puren, 2013) has been considered a critical aspect for foreign language (FL) teaching and learning due to the wide range of cultural elements associated with the learning of FLs. Hence, this case study aims to describe and understand how encounters with peripheral individuals and rural communities contribute to developing learners' cultural competence in a Spanish as a foreign language course. The participants were three learners who got involved with peripheral individuals and rural communities as part of a voluntary program included in the syllabi of their course. The current study provides an emic perspective following the research participants' views and was guided by the principles of qualitative research. Data were gathered from a variety of sources: An online questionnaire, semistructured interviews, classroom observation field notes, and

audiotaped social interactions. Content and interpretive analyses were carried out on the data. The findings support the importance of social action and experiential learning for cultural competence development. In addition, the outcomes suggest that the studied encounters not only provided learners with opportunities to enhance knowledge about cultures, but also helped them to encounter otherness and to expand understandings of professional cultures.

### Biodata

Juliana Patricia Llanes Sánchez holds a Summa Cum Laude PhD in Language Pedagogy from Eötvös Loránd University of Budapest and she graduated in Modern Languages at Universidad Industrial de Santander and finished a master's degree in Modern Languages Applied to Communication in France. She is a professor-researcher in the Faculty of Foreign Languages and Cultures at Universidad de La Sabana. Her research interests relate to foreign language teaching and learning in educational settings, cultural competence development, collaborative learning as well as intercultural education and diversity.

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## Plenary 04

## Attending to the complexity of identity and interaction in (language) education (?): Critical lenses, tensions and implications

Dr. Nathanael Rudolph
Mukogawa Women's University, Japan

How are identity and interaction critically imagined and approached within the overlapping fields of applied linguistics and language education? This presentation explores the different critical "lenses" scholars have utilized, the conceptual tensions within and between these approaches, and their potential implications for research, teaching and our profession/s in general.

Everyday, people negotiate identity and community membership in interaction with each other, and with the settings in which they live, work and study. Such contextualized interaction is is multimodal, occurring via spoken and written discourse, and through contact with images, man-made things, and the environment people inscribed with, and interpret as having, "meaning" (e.g., Boix-Fuster, 2015; Pennycook & Otsuji, 2015). As with interaction, "being" is characterized by diversity and complexity (Block & Coroba, 2016; Blommaert, 2010; Makoni & Pennycook, 2007, 2012). The negotiation of identity and community membership is not neutral. It is a struggle over *positionality*: who individuals, and others around them, "are/are not," and "can" and/or "should" be or become (e.g., Martin-Jones, Blackledge & Creese, 2012; Rudolph, 2016, 2017). This includes the defining and patrolling, and/or problematizing and destabilizing, of *essentialized* boundaries of "identity," "language," "place" and "culture," which can afford individuals and groups validity, authority and agency, and/or strip it away from them (e.g., Doerr, 2009; McCarty & May, 2017). "Language" education is intertwined with this negotiation of identity (Higgins, 2011). It is a process and product through which essentialized ideas of "truth," "correctness," "normal" and "value," manifested in *idealized* constructions of being and becoming, are imposed, affirmed, perpetuated, problematized, challenged and transformed (e.g., Kramsch, 2014; McCarty & May, 2017) by stakeholders. Teaching and learning, together, can create, limit and/or eliminate space for identity, both in and beyond the classroom. "Language" education can thus ignore and devaluem or actively erase, the real-world complexity of identity and interaction in and beyond the classroom, and/or account for, draw upon and celebrate it (e.g., Kramsch & Zhang, 2017). In recent years, critical scholarship focused on language education has increasingly called for approaches to theory, inquiry and teaching that problematize "essentialization" and "idealization," and account for the negotiated complexity of identity and interaction characterizing classrooms and the contexts in which they are situated (e.g., Kubota, 2013; May,

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2013; Sato & Doerr, 2014). Yet "criticality" is far from conceptually homogenous.  This presentation will examine the lenses through which scholars have attended to "moving beyond essentialization and idealization," and will unpack the implications these lenses potentially hold for the trajectory of our "profession/s," and for stakeholders therein. The presentation will prompt professors, pre- and in-service teachers, and students alike, to reflect upon their own educational settings and approaches to the classroom (past, present and potential).

## Biodata

Nathanael is an associate professor of ELT/Applied Linguistics at Mukogawa Women's University in Nishinomiya, Japan. His research interests include critical, postmodern and poststructural approaches to language teacher and learner identity, (in)equity in (and beyond) language education, and contextualized approaches to instruction that account for the negotiated complexity of identity and interaction occurring in and beyond the classroom.

# CONCURRENT SESSIONS

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

**Acero Claudia**
**Álvarez Claudia P.**
**David Rose D.**
Universidad de La Sabana

## On the professional and personal selves of rural Colombian EFL teachers

On the professional and personal selves of rural Colombian EFL teachers is an ongoing narrative study, which was born out of the need to provide Colombian EFL teachers a voice. While these rural teachers navigate their English language pedagogy, they are confronted with the ever-changing shifts in Colombian education and language policies. Moreover, this study seeks to share the experiences of a select group of rural Colombian teachers' perception of self, both on a professional and personal level, while addressing the needs of their students and their teaching contexts. This study is particularly interested in how these teachers adapt their current teaching practices to meet the demands of the Colombian Ministry of Education regarding the development of their students' English language proficiency. Thus, the study seeks to describe how the Colombian educative policies have influenced the teachers' self-perceptions and their practice. This presentation shares advances in the review of literature, the design of the study and provides examples of the preliminary collected data. The presentation will round off with a call for extending their knowledge on how teachers configure their identities in response to their classroom practices, their own beliefs and the demands imposed by the context and educational authorities.

## Biodata

Claudia Patricia Alvarez Ayure is a professor at the Department of Foreign Languages and Cultures, Universidad de La Sabana. She holds a Master's degree in Applied Linguistics to Teaching English as a Foreign Language from Universidad Distrital. She is an ICELT tutor and holds a certificate in E-tutoring from the British Council in E-learning.

**Acosta González Heidy A.**
Universidad Distrital Francisco José de Caldas

## Aproximación crítica al concepto de diglosia en hablantes urbanos del kichwa. La comunidad como recurso en la vitalización etnolingüística

Indagar los factores sociales que inciden en los procesos de desenvolvimiento de los hablantes kichwas bajo determinado contexto social y comprender el sentido de enfrentamiento de la lengua propia frente a una lengua dominante es lo que se denomina en la sociolingüística como procesos de diglosia que es lo que cuestiona el presente trabajo con la comunidad Waykupunku. La importancia de la contextualización social del problema de la diglosia en los hablantes migrantes e inmigrantes Kichwas en Bogotá es la esencia, en la que se propone una perspectiva de estudio que permita resaltar las problemáticas de grupos étnicos que no son reconocidos en su identidad indígena y sí de forma excluyente como extranjeros, con una lengua materna diferente al español -kichwa-, ciudadanos transmigrantes que reconocen toda la espacialidad transitada como el territorio propio y que cohabitan en constante tensión con otros grupos étnicos con los que mantienen contacto. Este propósito investigativo implica valorar los aportes de la pedagogía crítica y el aprendizaje significativo para el fortalecimiento de las habilidades comunicativas de los hablantes kichwas en contextos urbanos haciendo uso de la comunidad como recurso para la vitalización etnolingüística en el ámbito educativo.

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### Biodata

Heidy Alejandra Acosta González es Licenciada en Humanidades y Lengua Castellana de la Universidad Distrital. Enfoca su trabajo al estudio sociolingüístico de la comunidad Kichwa en el contexto urbano teniendo en cuenta el problema de la identidad y el reconocimiento del ciudadano transmigrante en la escuela como espacio diverso y multilingüe.

**Acosta Malpica Cindy T.**
Colegio Mayor del Cauca.

# The "scenario" methodology as a communicative tool

This research shows the results and the development of a linguistic and communicative scenario (Buck, 2013) in English as a foreign language, aimed at a group of students in technical training in the computer science area (Narcy- Combes, 2005). They had the need to improve their oral production skills in that language. This scenario (Buck, 2011) was accompanied by the creation of communicative tasks and linguistic activities (Narcy-Combes, J. 2004) directed towards the final objective: an oral presentation following the "elevator pitch"; model and a job interview. The main objective of these simulations is to prepare students to a concrete reality in the context of job search, where people who know how to "sell" their qualities and skills will be successful in getting a good job, taking into account the difficulty to express their ideas in English. This re-creation of job interview (Puren, 2002) is supported by the elaboration and realization of micro communicative and linguistic tasks such as: giving an order in English, explaining a problem-solving procedure, writing a CV and a letter of motivation, among others. All directed towards the main objective which is to express orally the cognitive and work skills that each student has. The advantages and the aspects to be improved with this type of devices are shown. The importance of the use of sequential tasks as a method of preparing

students towards the communicative scenario is also evidenced (Narcy-Combes, M.2005).

## Biodata

Bachelor's Degree in Spanish, English, and French at Universidad de la Salle, she holds a Master's Degree in Didactics in Language and Culture at University of Nantes-France. She is currently a full-time teacher at Colegio Mayor del Cauca, as a leader in curriculum designs and researcher in group "GRIEL". Her research interests include: supporting students, autonomous learning, language didactics, assessment, and intercultural communication.

**Aguilar Cortés Carlos E.**
Universidad de la Salle.

# The myth of bilingualism in Colombia: An account of the naturalization of the interest in English

During the last decades, the interest in learning and mastering English language in Colombia has grown considerably. This fact is manifested in multiple social practices that materialize and reproduce it as something natural. Among these manifestations, we can highlight with remarkable prominence: the supply in all the levels of the educational system that revolves around the teaching of and in English; the ads with striking proposals that promote the learning of this language as a necessity for approaching to a successful life; the advertising strategies that use English to generate an impact of sophistication or progress to promote the consumption of certain service or product; the labor demand of competent technicians and professionals in English to meet the commercial needs of various productive sectors; also, the dissemination of pieces of news and testimonies in the media that warn about the need to learn English for developing the Colombian economy. According to this concise characterization, in fact, the presence of English has become naturalized in the lives of Colombians as an ordinary fact. This naturalization is not the result of any isolated political or educational initiative, on the contrary, it is the

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product of effective relationships between multiple determinations and effects. Inspired by the radical contextualist logic of cultural studies, in this research report I establish a methodological and theoretical framework that supports the statements above; also, I present some examples that illustrate the types of manifestations that I mentioned.

### Biodata

Carlos Eduardo Aguilar Cortés holds Master in Cultural Studies from Universidad de los Andes in Bogota. He is a Master in Education and a Bachelor of Arts in Castilian, English, and French Languages, both from Universidad de la Salle in Bogota. Currently, he is a professor at the Faculty of Educational Sciences at the same university. He has been a professor at Universidad de los Andes and Fundación Universitaria los Libertadores. His research interests center on native and foreign languages pedagogy, and the genealogy of bilingualism/ multilingualism in Colombia.

**Aldana Yeraldine**
Universidad Distrital Francisco José de Caldas

## A tale about what students as victims of the armed conflict tell us

English students as victims of the armed conflict count on experiences which can be acknowledged, re-elaborated and repaired. Within the recodification of these experiences, ideologies may be inside discursive formations around conflict resolution from peace-related perspectives. This presentation reports findings of a research project which looked for understanding discursive formations of a group of students' memory artifacts springing from their lived experiences throughout the Colombian conflict. In primary English classes from a public school in Bogotá, dialogical spaces where students could re-elaborate their experiences in a post agreement setting may need visibility. In the present research, a pedagogical intervention promoted English memory artifacts as a mechanism to explore

ideological discourses towards conflict resolution and traumatic sequelae in victim students to possibly develop resilience processes. English and Spanish bilingual strategies were promoted in the class. Relevant characteristics about students' practices and how they expressed their memories through English and Spanish plus further multimodal resources were collected through participant observation and a semi structured interview. Findings suggest learners as victims of the Colombian armed conflict may find in English language use an opportunity to connect their lived experiences in Spanish as their first language and dialogical scenarios that may allow them to participate in collective reparations. Experiences re-elaborated and transferred through English and Spanish shed light on English students as victims' identities, from a fragmented perspective, usually taking place within game dialogical spaces. These ones in turn stood out as involving violent and supportive bilingual interactions grounded in hierarchical power relationships among learners. Different recurrent words related to practices in the conflict revealed ideological and modernity discourses that visualized and constructed the victim subject from both dichotomous and complex categories in the alternative discursive formations related to power over otherness actions.

## Biodata

Yeraldine Aldana holds a Master's Degree in Applied Linguistics to Spanish as a FL from the Universidad Javeriana. She studied a Bachelor's Degree in Foreign Languages at Universidad Distrital. She participates in two research groups and her interest revolve around English peace education, bilingualism and Critical literacy.

**Amaya Grecia.**
**Bautista Angélica.**
Universidad Minuto de Dios

# English teacher's beliefs: A review of recent studies

The study of English teacher's beliefs has been given special attention in educational research, because they influence their way to act, what they think and the teaching process in a classroom. This paper constitutes a review of literature of recent teacher's beliefs studies. The main purpose was to identify and analyze English language Teachers' beliefs found as well as their research methods and main findings. Specifically, the paper seeks to answer the following questions: Which are the main teacher's beliefs identified in previous studies? How have teacher's beliefs been studied? A total of eighty articles published between 2008 and 2017 were initially selected. The majority of articles were found in free databases. Two teachers' beliefs categories were analyzed: Teaching/ Learning and Technology. More than thirty specific beliefs were identified. In the majority of the studies analyzed qualitative research methods have been used. The results point out that Teacher beliefs about teaching and learning are considered the most relevant because they are closely related and influence practice when teachers are developing their lessons inside the classroom. Likewise, Identified teachers believes regarding technology have shown that ICT plays a crucial role facilitating teaching and learning, in spite of some minor problems that may be presented when using such tools. In general few discrepancies were found between teacher's beliefs and real classroom practice. More research is required to fill gaps regarding construction and evolution of teachers' beliefs before, during and after their training to act as foreign language teachers.

## Biodata
Grecia Amaya has completed a bachelor degree in English foreign language teaching from Minuto de Dios University. She has experience in teaching English to students in primary and secondary in public schools. She has participated in Minuto Dios University de

research group. Her academic areas of interest include teaching methodologies and educational research oriented to improve students' academic performance.

Angélica Bautista Guerrerois a student at Minuto de Dios University. She is studying a bachelor degree in English language teaching. Her experience in teaching has been developed in public schools. She has participated in a Uniminuto research group. Her area of interest includes the design of research methods for Educational programs.

**Arrieta Adolfo**
Universidad de Sucre

## Negotiating complex identities through positionings in on-going interaction: A case study in a Foreign Language Teacher Education Program in Colombia

Positioning theory can serve as a theoretical and analytical lens to uncover the ongoing complex process of identity construction in class. This presentation has as main purpose to examine how a teacher educator and his students' complex positionings and meaning-making process in on-going interaction favor or not contingent learning opportunities and identity co-construction instances in a teacher education program in a state university in Colombia, South America. It explores previous studies on the relationship between positioning, power, identity in class (Anderson, 2009; Kayi-Aydar, 2014, 2015) and the need to explore how teachers and students positionings and learning opportunities in ongoing interaction shape their identities. Using an ethnographic case study, the complexities of identity co-construction processes are analyzed through a three level (micro-meso-macro) analytical framework (Bartlett, 2014; Harré, 1991; Wortham,2001). The findings show that teachers can enhance their pedagogical positionings if they can infuse their teaching with more intersubjective and personal engaging learning opportunities.

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To achieve this, teachers should develop ideological and interactional awareness that favor the co-construction of identities from the positionings and repositionings that emerge in class.

### Biodata

Adolfo Arrieta has a PhD in Education from Universidad Del Atlántico. He holds a Master of Education with a specialization in English Teaching. He is an assistant professor at Universidad de Sucre in Sincelejo, Colombia. His research interests include EFL teacher identity, critical pedagogy, classroom discourse analysis, and digital literacies in education.

**Ayala Jair**
**Ramírez Martha**

# Demistifying accent prejudice

Accent an identity: Should native-like pronunciation be our target?

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We recognize that someone has an accent because they speak different to our local variety of the language. Accent is attributable to factors such as region, class, and the influence of the L1 in the L2 (Derwing & Munro, 2008; Cauldwell, n.d.). In other words, culture has a direct effect on how you speak and the variations in your speech. So, what happens when teaching with native or native-like pronunciation becomes a must to get a job? Does it affect our identity? In this session participants will reflect on the role of accent and identity as well as on the influence accent has on our teaching practice. Different examples of prejudice will be exposed as a means to face our own beliefs and our own reactions towards different accents, leading to a reflection on teaching with a foreign accent.

### Biodata

Jair Ayala Zárate. M.A In applied Lingusitics to TEFL. Lecturer, thesis advisor and juror for the Master Program in Languages Teaching at Universidad Pedagogica y Tecnologica de Colombia . Director

of Continuing Education at UNICA. Thesis advisor and juror for the Masters Programs in TEFL at Universidad de La Sabana. ASOCOPI board Member. Currently he is a Ph.D student and his research interest is Teacher Education and Evaluation.

Martha Ramirez has a bachelor´s degree in foreign languages from Universidad Pedagógica Nacional in Bogotá, Colombia. She has a First TEFL Certificate in English Language Teaching from Hunter College of New York as well as an Oxford TEFL teacher training certificate in Teaching Pronunciation. She has an MA in Education on Bilingualism and ICT at Universidad de Los Andes, in Bogotá, engaged in current teaching research topics regarding the teaching of pronunciation and the use of ICTs in English language learning, with more than 15 years of teaching experience.

**Benavides Jiménez Fabián**
**Caviedes Cadena Lorena**
Universidad el Bosque

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# La reconfiguración identitaria de la mujer indígena Sikuani y su función en momentos de transición hacia el posconflicto en Colombia

En el presente proyecto se aborda un estudio de corte interpretativo que involucra las identidades de la mujer indígena Sikuani y sus funciones en el marco de lo que se ha denominado la transición hacia el posconflicto en el territorio colombiano. De esta manera se espera indagar, con base en narraciones vivenciales, cómo se reconfiguran las identidades de estas mujeres y cómo, a partir de sus experiencias durante el conflicto armado, sus saberes y sentires aportan a la construcción sociocultural de sus pueblos.

## Biodata

Fabián Benavides Jimenez y Lorena Caviedes Cadena are teacher researchers working at the B.Ed. In Bilingualism from Universidad el Bosque. Their research interests are related to social aspects

regarding interculturality as an embedded phenomenon in educational contexts.

**Bernal Sierra Eliana**
Universidad Santo Tomás

## Beyond language policies: students positioning in the EFL learning experiences

The purpose of my study was to describe how students position themselves as EFL learners and to interpret how they position others along their learning processes. The concepts of identity and Positioning Theory were explored and situated in context. For that, Stets (2006) and Harré (1990) are the scholars in which I mainly based my theoretical constructs. Regarding the research design, conducting a qualitative, descriptive and interpretive study helped me understand how my participants interpreted their experiences, how they constructed their words, and the meaning they attributed to those experiences. In order to gather the data I used individual interviews and focus groups and I decided to analyze it using the Grounded Theory framework proposed by Strauss and Corbin (1990) that allows researchers to build theory from the data themselves. The analysis of the data showed that students positioned themselves as passive learners, contributors from their experience in their fields, and as investors in their own learning, considering that language policies have positioned them as followers (Usma, 2009). Besides, they positioned others based on the role they had played in their lives as EFL learners. The findings also revealed that EFL learning experiences had influenced students positioning as learners and that their identities were reshaped according to their life experiences as EFL learners.

### Biodata

Eliana Bernal Sierra works as a full-time teacher at Santo Tomás University in the Bachelor in English teaching program. She teaches

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subjects from the linguistics and language teaching field. She holds a BA in Bilingual Education from UNICA and a Master Degree in Applied Linguistics from Universidad Distrital Francisco José de Caldas.

**Cao Morales Fabián**
Universidad Distrital Francisco José de Caldas

# Awakening the critical stances

This study concerns the need to increase EFL students' awareness about their social realities while improving their writing abilities. The project aims to characterize EFL tenth graders' reflections about their local realities when engaged in an inquiry process. It also intends to describe how students make sense of their authoring process as a vehicle to set their critical stances. Based on the Authoring Cycle by Katy Short (1996), students developed projects that allowed them to study their contexts. Data collected through field notes and audio recordings in this qualitative study showed the difficulties students encountered to identify problems in their contexts at the beginning of intervention. However, as they photographed some situations and inquired about them, they began to detect problems and understand their causes and effects. This enabled them to begin creating their own texts, which included critical stances about their world. The findings show students' concerns about their world and their wish to construct knowledge through interaction in the classroom and by using writing as a vehicle to make their voices heard.

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## Biodata

Fabián Cao M. is graduated from La Salle University as Licenciado en Lenguas Modernas, I work as English teacher at a private school preparing students to take international exams from Cambridge University. My interest is the view of language as a social practice to transform students' local realities.

**Calderón Aponte Daniel**
Universidad Distrital Francisco José de Caldas.

# Metalinguistic awareness among student teachers in an English language teaching and learning graduate program

This research reports on the major findings of metalinguistic awareness among graduate students at a private university in a Midwestern city in the United States. The participants encompassed 18 students and the course professor, who identified themselves as either (1) English monolingual speakers (English-only), (2) or bilingual/multilingual speakers (English + L2). Utilizing both quantitative and qualitative research methods for data collection and analysis, this research implemented a grammar knowledge test to elicit participants' metalinguistic awareness, and an open-ended questionnaire for reflecting upon the pertinence of developing explicit consciousness of English language structures when teaching emergent bilinguals (García & Kleifgen, 2010). As for the main theoretical construct, metalinguistic awareness is the capacity of an individual to reflect upon his/her explicit knowledge about language and language structures (Andrews, 1999; Bialystok, 2001, cited by De Jong, 2011; Myhill, Jones & Watson, 2013; Tellier &amp; Roehr-Brackin, 2013). The major findings suggest that both monolingual and bilingual/multilingual speakers had accuracies and inaccuracies among their explicit knowledge of English language structures. In the same vein, the participants also reflected about the pertinence of developing metalinguistic awareness through teacher education programs, in order to foster more relevant and linguistically-responsive pedagogical practices when educating bilingual students.

## Biodata

Daniel Calderón Aponte is an EFL teacher at Universidad Distrital Francisco José de Caldas. He also holds an M.Ed. in English Language Teaching and Learning at Loyola University Chicago (2016). He is a current a graduate student at the M.A. in Applied Linguistics to TEFL at Universidad Distrital.

**Cárdenas Marcela Liliana.**
Universidad Distrital Francisco José de Caldas.

# EFL eleventh graders` decision-making via critical literacy practices: a study of their social agency

This presentation reports on a qualitative-research study, framed within the Critical Pedagogy perspective, and that examines the issue of EFL students' agency explored by means of critical literacy practices; particularly, through their engagement in an inquiry-based process - i.e. The Authoring Cycle proposed by Short, Harste & Burke (1996) - . The research question is: What does eleventh graders' Authoring Cycle in an EFL classroom reveal about their social agency? Therefore, the main objective is to better understand eleventh graders' decision-making capacity and what characterizes it concerning social issues that emerge in their daily school experiences. The presentation will start off by providing a brief account of the research problem, as well as the balance between theory, mainly the Freirean philosophy of education (Freire, 1994, 1997, 2002; Giroux, 2010; and Wink, 2005) and practice, that is, the pedagogical intervention and qualitative research design (Cresswell, 2014; Denzin &amp; Lincoln, 2011; Gurdián, 2007)) that outline the research platform on which teenagers themselves become co-interpreters of their own interviews and written reports. As an emphasis of this presentation, there will be a discussion of the findings that revealed one main category entitled Dimensions of EFL learners` social agency in an Inquiry-Based classroom, which is explained by means of three correlated categories. The first showed participants' social concerns about their context; the second one illustrates how they re-examine and reconsider their assumptions, and their capacity to make informed decisions; and the third one accounts for their actions to begin rewriting the world they are living in.

## Biodata

Marcela Liliana Cárdenas Cruz holds a BA in Modern Languages Spanish and English from La Salle University (2006). She has 13 years of experience as an English teacher in the private sector

teaching to young and adult learners. She is a current student of the MA in Applied Linguistics to English Teaching at Universidad Distrital FJC. Her research interests involve Literacy, ELT methodology and Post-method education.

**Casas Trujillo Jennifer P.**
Secretaría de Educación de Bogotá

## Professional subjectivities in ELT & the dichotomy inclusion-exclusion

This study is intended to report on the analysis of some English language teachers' stories that served the purpose to construct themselves as professionals of language education facing the dichotomy of inclusion and exclusion placed by the mandates of the Colombian education system. The theme of Language Teacher Subjectivities, in this article, is conceptualized and discussed as the alternatives teachers have within their reach to use their own theories regarding language teaching and learning to reflect upon their past and new experiences to (re) construct their personal, academic and professional selves. All this relates to the experience of reflecting retrospectively and prospectively on meaningful school experiences related to the language teaching activity to tackle the dichotomy of inclusion and exclusion. Those with the greatest interest in knowing what teachers do in classrooms are teachers themselves. They want to know what kind of teachers they are and how well they are doing. From a narrative perspective, a direct source of information for teachers to assess such interest of teachers is introspection upon their own teaching experiences. Introspection in this work is the process of observing and reflecting upon one's thoughts, feelings, motives, reasoning processes, and mental states with a view to determining the ways in which these processes and states determine one's past, present and past life experiences (Quintero, 2016). Teachers can benefit from this self-assessment resource if practiced on a regular basis. It is a component of teachers' ongoing personal, academic, and professional development.

## Biodata

Jennyfer Casas holds a bachelor in English and a Master in Applied Linguistics from Universidad Distrital Francisco Jose de Caldas. She currently works for Secretary of Education in Bosanova School and for Centro Colombo Americano in the KTP program. Her interest are about educational policies, teacher education and development.

**Castañeda Trujillo Jairo E.**
Universidad Distrital Francisco José de Caldas

# Understanding the teaching practicum in English language teaching from inside: voices of pre-service teacher

Throughout this presentation, I intend to rescue some of the voices of the pre-service English language teachers which are not frequently heard by educational institutions, and while doing so, positioning them within the context of the teaching practicum, since I have perceived that literature usually does not give their voices the place they deserve (Castañeda-Trujillo & Aguirre Hernandez, 2018). They have been used as a means of getting information for research projects, but they are not being taking as knowledgeable beings. From the perspective of critical pedagogy, these voices are fundamental to understand the struggles with power main actors have had along their pedagogical experiences in the teaching practicum. All the information used in here has been collected throughout pre-service English language teachers' reflective writings, which they had to write as an exercise at the end of the teaching practicum, I intentionally asked them, as their mentor in the teaching practicum, to write about their whole experiences: the context, their perceptions, feelings, and the possible implications of what they lived in the teaching practicum on their professional lives. As part of the conclusions, I found that pre-service English language teachers have many things to say that are valuable if we want to rethink ELT education. Those perceptions about education

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cannot be wrong. They have lived and dealt with the system for many years, and now they are worried about entering to it and continue being part of the productive chain that perpetuated the injustice and oppression that they have faced.

### Biodata

Jairo Enrique Castañeda Trujillo is a current student in the Interinstitutional PhD in Education, emphasis in ELT Education from Universidad Distrital Francisco José de Caldas. He holds a M.Ed. with Emphasis on English Didactics from Universidad Externado de Colombia and a B.A. degree in Spanish and English from Universidad Pedagógica Nacional.

**Concha Vargas Sebastián**
**León Aldana Graciela M.**
**Rátiva Ramírez Miguel A.**
Universidad Minuto de Dios

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# Oral discourse competence through radio off-line podcasts in English language

This project shows the benefits of designing and implementing radio step outline off-line podcasts to elicit and develop the oral discourse competence in fourth semester students from the Bachelor in English Teaching Degree Program at UNIMINUTO. Data has been collected through surveys, observations, off-line podcasts and reflection semi-structured interviews. Data analysis is supported by similar studies and two theoretical constructs which are ESL radio off-line podcasts and ESL oral discourse competence. Apart from other typical ESL extra-curricular environments like the English clubs, this research project pretends to offer ESL students a different extra-curricular environment and a different experience that breaks new ground; the radio studio as place where students can experience an authentic and communicative interaction to foster their communicative competences. Also, it makes emphasis on the students' discourse competence which is sometimes downplayed by the linguistic

competence and its subcomponents in the ESL classes. The methodological design is based on Garcia-Moreno's (2014) points which were modified according to this research purpose. These are: 1. Introduction to the radio 2. Selection of the podcast's topics 3. Podcasts' recording 4. Student' oral discourse competence progress analysis taking into account the CEFR (2001) criteria.

### Biodata

Sebastian Concha Vargas holds a Bachelor in Philology and Languages, English from Universidad Nacional de Colombia, Magister in Teaching Spanish as a Foreign Language from Universidad Internacional Iberoamericana. Professor from the Bachelor in English Teaching Degree Program at UNIMINUTO Supported by the interdisciplinary research group named "Raven", Radio Voices at UNMINUTO.

Graciela León is a student from the Bachelor Degree in English teaching program at Uniminuto, who is part of the research group "Raven"( Radio voices in English). She is currently in the eight semester and the 1st semester of practicum at Rochereau in Uniminuto. Her academic interests involve research in the communicative field.

Miguel Angel 8th semester student from de Bachelor degree in English Language teaching program at Corporación Universitaria Minuto de Dios (Uniminuto).

**Delgado Jonathan**
Universidad Distrital Francisco José de Caldas

## The emergence of third spaces for gendered subjectivities

There is no evidence so far in the Colombian research literature about studies related to Third Space and its relation to gender. Therefore, Third Space is understood as a hybridization of people's own discourses with the discourses and the culture of their social context (Bhabha, 2004) Thus, this research report presentation discusses the

findings of a Feminist Post-Structuralist discourse analysis (Baxter, 2003) that aims at exploring how EFL students generate discourses of resistance as alternatives to gender domination (Butler, 2002; Van Dijk, 1989) by means of the generation of the Third Space within a frame of gendered subjectivities to reflect upon implications of gender-related issues with students' learning process during interaction in the EFL class. This study was carried out in a private language center with five female and four male adult learners, whose ages vary from 17 to 42 years old. These students took classes in an upper-intermediate level (B1 level according to the common European framework of reference) The data was collected by audio recording students' discussions in class. Participants were interviewed to validate the researcher's interpretation of discourses. Consequently, this study discusses the concepts of Gender (Butler, 1990), Subject (Foucault, 1982) and the Third Space (2004). Findings show that students acknowledge the existence of social problems in class and rules as something normal. However, they try to resist domination by taking shared and encountered positions, in which gendered dominance and resistance can be exerted through language use.

### Biodata

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

**Díaz Franco José D.**
**Melo Jiménez Christian.**
Universidad Minuto de Dios

## Teachers' beliefs and their dynamics in relation with practice: a literature of review

This presentation corresponds to a literature-review article in which over 50 of the latest 19th years studies that inquire about teacher's

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beliefs and their dynamics towards practice, are reviewed in order to define, conceptualize, and contrast what have been done in the last years as a basis for future researchers in the topic, moreover there is an emphasis on how beliefs' dynamics are evidenced through the professional development of the pre-service and experienced teachers' practices, in the same way, our project evidenced a lack of intervention when these set the beliefs are identified, which leads to a further research problem. The idea for this presentation emerged from the "Teachers' beliefs and identity" research group at Coorporacion Universitaria Minuto de Dios. This research group have been studying and identifying the most relevant English pre-service teachers' beliefs about language teaching and learning and, furthermore how through reflection pre-service teachers can link what they learn in terms of theory with their practices in classroom.

## Biodata

Jose Daniel Diaz Franco is an eighth semester student of a bachelor degree in language English teaching program at Coorporación Universitaria Minuto de Dios, with six months of experience as a pre-service teacher. His academic interests are teachers' beliefs and discourse analysis.

Christian Camilo Melo Jimenez is an 8th semester student of the bachelor's degree in language english teaching program at Corporacion Universitaria Minuto de Dios and a pre-service teacher. His interests consist of reading about teachers' beliefs and its influence on practice.

**Flórez Dayana A.**
**Herrera Ivana J.**
**Manco Juan E.**
**Yépes Yesenia.**
Universidad el Bosque

# Analyzing peer approval discourses and gender issues on an English as foreign language environment

This paper examines the effects of Peer Approval Discourses (PAD) in a Colombian educational context, under the paradigms of Discourse Analysis (DA). To do so, the authors resolved to record the student's performance in the class to analyze whether the students' approval and non-approval discourses might affect their classmate's interactions, behaviors and agreements in an English as Foreign Language (EFL) environment. As a result of DA involvement, analysis of possible genders implications took place.The purpose of this paper is to identify what causes a student to approve his or her classmates and describe the effects of peer approval and non-approval discourses under the gendered perspective of discourse analysis on children around 5 and 7 years of age at a public high school, in the North of Bogotá.

## Biodata

Dayana Alejandra Florez is a fifth-year student of Bilingual Education at El Bosque University. She is currently working in the international Contact center Sitel as a Customer Service Representative. She is interested on Discourse Analysis, peer approval discourse, gender issues, social acceptance, and Feminist Poststructuralist Discourse Analysis perspective.

Ivana José Herrera is a fifth-year student of Bilingual Education at El Bosque University. She is interested on Discourse Analysis, peer approval discourse, gender issues, social acceptance, and Feminist Poststructuralist Discourse Analysis perspective.

Juan Esteban Manco is a fifth-year student of Bilingual Education at El Bosque University. He is currently working in the International Contact Center Sitel as a Team Leader. He is Interested on Discourse

Analysis, peer approval discourse, gender issues, social acceptance, and Feminist Poststructuralist Discourse Analysis perspective.

Yesenia Yepes is a fifth-year student of Bilingual Education at El Bosque University, she is currently working in the Bilingual Institute American School Way as a Teacher. She is interested on Discourse Analysis, peer approval discourse, gender issues, social acceptance, and Feminist Poststructuralist Discourse Analysis perspective.

**Forero-Modragón Alber Josué**
Universidad Distrital Francisco José de Caldas

## Social change and the role of English teachers: Conflicting issues?

Our role as teachers has been relegated to the backstage of the Intellectual field of education due to tensions among the interests of different social actors, mainly educational outsiders (Díaz, 1995). As English teachers we are expected to consume and replicate the know-how discourses of our profession, for instance, that we are just in charge of developing Communicative competence in our students (Forero-Mondragón, 2017). Therefore, English language educationists often become transmitters of prescriptive and descriptive views of language (Guerrero & Quintero, 2009), and thus, divulgators of language neutrality (Pennycook, 1994). Such discourses make language, particularly standard language, a mediating tool for social and economic power (Pennycook, 2001), perpetuating the status-quo. Still, conscious of our role as agents of social change, teachers can advocate for a turn in language practices in our classrooms. This workshop will offer a space for teachers to reflect on how we can prompt social change by assuming strategic roles in order both to account for standards and our students' social realities. To do so, it will be divided into three main stages. Firstly, participants will take part of a discussion based on teaching practices illustrated in Pink Floyd's video-song "Another brick in the wall". Secondly, participants will make small groups, depending on their teaching levels, for planning

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a social change-related task. For this, they will consider aspects like Ministry of Education's standard(s) followed, task's objective, materials and resources needed, and implied language item(s) and skills. Lastly, they will share their proposals and discuss limitations and implications.

### Biodata

Alber Josué Forero-Mondragón is a student of the MA is Applied Linguistics to TEFL at Universidad Distrital Francisco José de Caldas. He holds a BA is English Language Teaching from the same university. His research interests include Critical Discourse Analysis, Systemic Functional Linguistics, and Democracy and Intercultural Education.

**García Fuentes César**
Concordia University

## Task conditions and writing task: The effect of collaboration on Colombian EFL learners' written texts

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Research has demonstrated how working collaboratively impacts the L2 learners' linguistic development in different ways (Dillenbourg, 1999). However, given the interactive nature of collaborative work, most research has been done on the oral production of language leaving the possible benefits of writing – another form of language production – in collaboration almost unexplored (Wigglesworth & Storch, 2009). In an attempt to fill the aforementioned gap, the present classroom study tested the possible effects of collaborative writing on paragraphs written by University students in Colombia (N = 26). Situated within the Write to Learn Language approach to second language writing (Manchón, 2009, 2011), this classroom study examined texts written by the participants in response to problem/ solution and cause/effect writing tasks. Approximately half of the students wrote individually while the other half collaborated in pairs. The purpose of the present study was to explore whether L2 writers' language use differed depending on task conditions, operationalized as

individual or collaborative writing, and the writing task, operationalized as paragraph type. The texts were compared in terms of analytic ratings, use of target grammatical clauses, and accuracy. Results coming form Paired-Samples t-tests indicated that the task condition was a significant factor, with collaborative texts more accurate than individual texts. The writing task was also a significant factor, with cause/effect paragraphs rated higher and having more target clauses than the problem/solution paragraphs. The discussion will focus on the implications for L2 writing pedagogy and the benefits of implementing collaborative writing in the classroom.

## The effect of explicit instruction and task repetition on Colombian EFL students' use of politeness strategies during disagreements

Research has confirmed the benefits of pragmatics instruction for a variety of speech acts, including suggestions and requests. However, less is known about the effectiveness of instruction for disagreements, which are facethreatening acts that establish a point of view counter to the interlocutor. Therefore, the current study explored the effect of explicit instruction with different forms of practice on Colombian EFL learners' (N = 31) use of politeness strategies when disagreeing. Over a two-week period, a comparison class (n = 8) received explicit instruction only, while two experimental classes received both explicit instruction and practice through task repetition. Whereas the procedural repetition class (n = 12), repeated the same task procedure four times with new content, the content repetition group (n = 11) repeated the same content with different task procedures. The participants carried out a pretest, immediate and delayed posttests, which consisted of discourse completion tasks (DCT) and role play tasks. The results of a repeated-measures ANOVA with time as a repeated factor and task repetition as a between-groups factor indicated that the procedural repetition group used significantly more politeness strategies in both the discourse

completion tasks and role plays. Implications for L2 instruction in EFL setting and pragmatics research are discussed.

### Biodata

César García-Fuentes holds an MA in Applied Linguistics at Concordia University and a BEd at Universidad Distrital. He has taught English for several years and participated in different investigations. His research interests include the acquisition of pragmatic competence, task-based language teaching, and the use of technology for second language teaching.

### Gil Liliana
Universidad Distrital Francisco José de Caldas

## Critical literacy development

This qualitative research aims to interpret the students' statements about what actual social issues represent for them. Traditional literacy and critical literacy, and the relation between them are the main theoretical pillars discussed. On the one hand, traditional literacy is understood as the ability to read and write (Norton, 2007; UNESCO, 2004) focused on printed communication (Young, 2012). On the other hand, critical literacy is seen as a social constructed situated practice for social change (Beck, 2005; Shor, 1999; Street, 2003) where multiliteracies (Gee, 2000; NLG, 1996) play a key role. It is important to point out that critical literacy relies on the conventional approach in an initial stage so it can be developed. The study took place in a private bilingual school with 10 senior students, who got involved in a pedagogical innovation for eight months, and whose purpose was to make them gain awareness of the social issues that surrounded them through the writing of argumentative essays. The instruments used for data collection were discussions and the students' papers. To proceed with the analysis of the data, some elements of the grounded theory were used - codification (Strauss &amp; Corbin, 1990) and the software Atlas.ti v. 6.2. In the open coding 33 primary documents were codified and merged. Afterwards,

the axial coding (groundedness, inquiring and comparing) and the selective coding (subcategories and categories) were carried out. The findings suggest that the students assumed social agency roles as a result of their sensibility and sensitivity towards different social. Likewise, they had the opportunity to experience literacy as an act where they could rediscover themselves and in turn, make sense of the world around them. The study concludes with the idea that the development of critical literacy ought to be promoted among students so they can access the reality beyond the classroom in a dynamic, engaging way, and respond accordingly to the social present demands.

## Biodata

Liliana Gil is a BA in Philology and Languages from Universidad Nacional and holds a MA in Applied Linguistics to the Teaching of English as a Foreign Language from Universidad Distrital. She has more than twenty years of experience in teaching and has worked in various private schools and universities. She is currently working at Universidad Pedagógica Nacional. Her areas of interest include academic writing, assessment, curriculum development, literacy, and material design.

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**Gómez Leidy**
**Católica de Oriente University**
**González Sandra**
Centro Colombo Americano

# Contextual factors in at a rural EFL classroom: understanding realities for better teaching practices

This research project is related to some contextual factors which emerged in English classes in second graders in a rural school. The main objective of this study was to analyze those contextual factors that intervened in second grade students' learning process in English classes, where the "Escuela Nueva" model is implemented.

In a qualitative perspective we wanted to describe the different factors which surrounded the English learning-teaching process with this specific group. The information was gathered through four data collection methods: participant and non-participant observation, focus group and interviews. The analysis of these data was based on the principles of Miles & Huberman (1994) who proposed a codification process that allowed identifying, analyzing and simplifying the information employing codes, which were tagged as units of meaning with similarities later they were grouped into categories.

The findings let us identify three main factors that influence the process of teaching English in this group: 1. Rural school characteristics 2. Perceptions about English learning process in a specific rural school 3. Parents' and teachers' role in the English learning and teaching process. These categories gave us some insights for understanding the context realities in the English class. Besides, these emerging topics could help for further research projects which aim to focus on the design of an English syllabus and teaching strategies proposals for those kinds of settings.

## Biodata

Leidy Gómez is a Foreign Languages Teacher at Católica de Oriente University. She has had the opportunity to work in different contexts, urban and rural areas, with kids, adults and young learners. Those experiences have enriched her professional development. Nowadays, she is working at the Language Center of the University where I got my diploma. She is also a teacher training professor in the Foreign Languages Bachelor Program. She has been a Practicum advisor at the same university as well, she started last semester and she is planning to do her Master in Phonetics.

Sandra González is a part time English Teacher from Centro Colombo Americano in Rionegro – Antioquia. She has been working as an English teacher since 2012 not only in private but also public institutions. Her first approach towards education was in a rural school when she was

carrying out her fourth semester. This never-to be-forgotten experience encouraged her to do her research project based on Teaching English at rural schools. Nowadays she teaching English to children and adults in this place, she also had the opportunity to work as a preservice-teacher´s advisor last semester at Católica de Oriente University.

**Gómez Pereira Diana**
Universidad de La Sabana

# Teaching Spanish heritage language learners (HLLs) to write academic texts.

This study examines not only the bilingual range of high school students who are Spanish HLLs but also emphasizes the potential uses of Systemic functional linguistics (SFL) in an academic writing workshop for HLLs in the United States. Given that these students have developed their linguistic registers at home and in informal contexts, this study aims to explore the use of academic register to construct knowledge in a formal setting.  This study is framed by Systemic Functional Linguistics (SFL) as it takes a semantic perspective on writing and orality. From the perspective of SFL, grammar's meaning and form are not separated but stand in a dialectical relationship to each other, and most importantly meaning is always construed in a social context (Colombi; Harrington, 2012, p. 248). In addition, written and spoken languages should not be treated as two different linguistic codes, but two different language resources that fulfill different functions in different social contexts. SFL could also take academic writing in Spanish as not only a different medium of expression than oral language, but also a means of constructing a semiotic system which adds to the everyday language that students already have (Schleppegrell; Colombi, 1997).

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## Biodata

Dr. Diana Gómez-Pereira is a professor of foreign language education in the Department of Foreign Languages at the Universidad de la Sabana. She teaches courses on foreign language learning theories and courses for the Minor in Intercultural Studies. Diana received

her Doctorate in Education in the field of Language, Literacy, and Culture from the University of Pittsburgh, and she has taught Spanish to elementary, high school, and college students in both private and public schools and universities in the United States. Her research interests include bilingualism, pedagogy, cultural responsive pedagogy, English language teaching, academic writing, and systemic functional linguistics. Prior to the nine years that Dr. Gómez-Pereira spent working in the United States, she graduated from the Languages Program at the Universidad Industrial de Santander. In the spring of 2010, she completed a Master´s in Education (MEd) with an emphasis in Foreign Language Education from the University of Pittsburgh, and then she joined the School of Education to teach Spanish as a Foreign Language. Dr. Gómez-Pereira has presented her work in national conferences throughout the United States, including at ACTFL (American Council of Teachers of Foreign Language), NECTFL (North East Council of Teachers of Foreign Language) and Harvard University, among many others. Her fieldwork experience spans four countries: the United States, Mexico, Colombia, and Canada. In August 2018, Dr. Gómez-Pereira joined the faculty team in the master´s program at the Universidad de la Sabana, and she is excited to contribute to this dynamic team, shaping student experiences at Universidad de la Sabana, and pushing forward new research initiatives.

**Gómez Vásquez Leidy Y.**
Universidad de La Sabana

## Short story analysis (SSA) applied to narrative data in a study about English teachers' subjectivities

Four Colombian Non-Native English Speaking Teachers (NNESTs) participated in a study that reported on their configuration of subjectivities in relation to language policies through written and oral narratives. Cresswell (2007) says that narratives are stories that "tell of individuals experiences and they might shed light on

the identities of individuals and how they see themselves" (p. 71). Furthermore, the use of narratives as a method to investigate, which is called Narrative Inquiry, allows to "understand the experiences of teachers in the particular contexts in which they teach." (Barkhuizen and Wette, 2008:372). Therefore, after collecting and organizing the narratives, several complete short stories were selected to be analyzed; they had to comply with certain characteristics: to include people (who), places (where) and time (when) and to have a starting point, different events and a conclusion or closing event. The purpose of this presentation is to make emphasis on the process followed to collect and analyze the narrative data of the study by using the Short Story Analysis method (SSA).

## Biodata

Leidy Gómez-Vasquez; holds a BA in English teaching and a MA in Applied Linguistics from Universidad Distrital. She has worked as an English teacher in different schools and institutions, and currently as a university professor at Universidad de La Sabana. Her research interests are directed to teachers' development. At the moment, she is part of the Research group "Estudios Críticos de Políticas Educativas Colombianas. ESTUPOLI".

**Hernández Contreras Julián**
Universidad de Sucre

## The use of a genre-based approach to promote writing skills through instructional texts in a Colombian 10th EFL classroom

This presentation seeks to describe the impact that a research proposal on teaching instructional texts from a systemic functional genre-based approach perspective might have on high school students' writing skills. This perspective will focus on texts as the main unit to convey meaning and increase the awareness of students measuring the evolution of their meaning-making potential through a tool based on communication (Herazo, 2012 and Swales, 1999).

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As an action research, the intervention will be achieved through the implementation of an online videogame called "Papa's Pizzeria" that has a context based on daily life issues, as it is buying a pizza, and that follows a pattern in telling players what to do and how to do it. First of all, I will present the research objectives and setting where those goals will be attempted to be reached. Then, an explanation of the framework that supports my research based on genre-based approach concerning the comprehension and the production of texts in English will be given. Finally, based on the videogame, Martin's cycle (2009), and principles suggested by Martin and Rose (2012), I will show a sample of my planned intervention in which the different features of instructional texts will be also shaped. All these processes belong to an action research that I intend to conduct in a 10th EFL classroom in a public high school in Sincelejo and the expected results aim at contributing to the development of students' writing skills in a public high school using genre- based approach and videogames. Similarly, this study may serve as a starting point to generate a new perspective on how to use texts to teach writing.

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### Biodata

Julián Hernandez Contreras is a twenty years old teenager who studies foreign languages (English and French). Currently, he is a student of eighth semester at Universidad de Sucre in Sincelejo. He belongs to the research group Etnocrítico. His interests are, among others, linguistics, discourse analysis and teaching.

**Martinez Yeison**
Universidad Distrital Francisco José de Caldas

## The native speaker fallacy in ELT recruitment practices

This study looks into local English teachers' problematizing perceptions around the native speaker fallacy and its role in recruitment practices for English teachers in Bogotá, within the context of digital discussions in two social network groups. The purpose was to understand from

a critical perspective, how non-native English-speaking teachers (NNESTs) as digital users, perceived and problematized *native-speakerism*. It examines how the local English language teachers (ELT) users interacted, discussed, posted and replied to other users; bringing forth their stances towards scenarios deriving from the native vs. non-native speaker dichotomy. In doing so, I sought to characterize emerging resistance or accommodation practices stemming from such positioning and problematizing views. Through a qualitative, descriptive and interpretive approach supported in digital ethnography and web content analysis, I elicited, analyzed and interpreted ten naturally occurring discussion threads from 2014 to 2018 where users shared, externalized and reacted towards *native-speakerism* beliefs within two Facebook ELT groups. Findings revealed that local teachers problematized the native speaker fallacy by questioning its monetization effects in the ELT practice, by reflecting on their struggles as Colombian English teachers and by contesting its standardization in the way English teachers are employed. The study concluded that NNEST users used the networked sociality to resist stereotyping, discrimination, injustice and control when they posted, replied and engaged in discussions to support or reject beliefs around the fallacy. Consequently, they revealed their aspirations, frustrations, opinions and ideas to challenge perceived effects in the way students, institutions and recruiters regard on local English teachers. These findings contribute to the study of English teachers' subject construction as subjected to these practices and their effects.

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## Biodata

Yeison Martinez is a teacher of languages and fourth semester student at the Masters' program in Applied Linguistics to TEFL. He works as a part time and occasional teacher in universities in Bogotá. He held a Fulbright scholarship and taught at the University of Arkansas in Monticello.

**Micán Castiblanco Andrés Felipe**
Universidad Pedagógica Nacional

# Relationship between attention, working memory and EFL performance

Multidisciplinary studies on attention, working memory and its impact on the areas of academic performance have gained research interest in recent years. An important bridge between neuropsychology and pedagogical processes has made possible the emergence of new insights. The objective of this research was to recognize the relationship and impact of the attention and working memory on the performance in the English subject of a sample of thirty students from the Escuela Mediática (Bogotá, Colombia). This was a non-experimental, descriptive and correlational study. The students' scores in the attention test (TMT-A) as in the working memory (TMT-B, WISC-IV) tasks show a normal average. Also, their performance in an English test and its academic results in the foreign language subject correspond to what was expected for their age. In the terms of the correlations, no statistically significant relationship was found between attention and performance in the subject of English; whereas, on the contrary, a significant relationship was found between the later and working memory. It means, according to Ardila (2003), Archibald, Levee y Olino (2015) y Archibald (2017), language processing is related with general working memory and by strengthening it, the language learning process could have better results. Based on the results, an intervention program of 12 sessions guided by TBL was proposed to foster students' attention, working memory and English literacy processes. Finally, a call is made to continue similar studies which include the study of multilingual speakers, participants of different age groups and the use of brain activity registration techniques.

## Biodata

Andrés Felipe Micán holds a B.Ed. Spanish and foreign languages, Universidad Pedagógica Nacional. B.A. Linguistics, Universidad Nacional de Colombia. Máster (e.c) Neuropsychology and Education, UNIR. He is enrolled in the Maestría en Enseñanza de Lenguas Extranjeras, UPN. He has worked as language teacher at UWI (Trinidad and Tobago), UPN, ENSNSP and Escuela Mediática.

**Molina Luz Mery**

## An unknown marriage in pre-service teachers: beliefs and their practices

The relationship between pre-service teachers' beliefs and the teaching practice is a very important aspect in the educational field, because it defines pre-service teachers' decisions and intentions of teaching in their practice. Hereby, this research attempted to explore pre-service teachers' beliefs about teaching and the relationship that they can do with their teaching practices during the development of the same in the English Bachelor Program at Corporación Universitaria Minuto de Dios. This research project was based on the concepts of pre-service teachers' beliefs about teaching where Mak (2011), described beliefs as attitudes, values, preconceptions, theories and images, which derive from previous experiences. On the other hand, (Valsecchi &amp; Ponce, 2015) highlighted that pre-service teachers' beliefs about teaching must be conceived from a conceptual perspective because they derive since the interaction in society, personal and social teaching experiences. Also, they mentioned that beliefs determine pre-service teachers' decisions and actions in the academic context. In addition, these beliefs can influence their perceptions or judgments. Another relevant concept in this project is the teaching practice defined by the Ministry of National Education (1998), and cited by (Peláez, G., &amp; Elizabeth, M. 2008), as a crucial event, also seen as a social task develop in a particular context, which has a cultural, social and political impact. In addition, it is worth to emphasize that this qualitative research with a narrative focus used autobiographical narratives as an instrument of analysis, which four pre-service teachers carried out before and during their teaching practice. Through this instrument, the data that supported the three established categories were collected, being these roles of the teacher, methodologies, approaches, strategies and materials for English Language Teaching the main categories. For the first category it was revealed that pre-service teachers changed their beliefs about their role as observers since they were

the ones in charge of the classroom, but the mediator, support, motivator and guide roles were maintained. Regarding the second category corresponding to those beliefs about the methodology, approaches or strategies. It was determined that the traditional and communicative methods, approaches or strategies are still being pre-service teachers' preference at the time of teaching, however, they named other alternatives such as suggestopedia, multiple intelligences and deductive method. Finally, regarding the third category, the participants maintained their beliefs about the use of audiovisual resources and self-designed materials before and during the development of their teaching practice because they implemented the use of these materials in their classes. These results contribute to the educational field because they recognize those beliefs about English Language Teaching of pre-service teachers and how they articulate or change some of these beliefs in a positive or negative manner according to their teaching practices.

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### Biodata

Luz Mery Molina Martínez, estudiante de noveno semestre del programa de Licenciatura en idioma extranjero Inglés de la Corporación Universitaria Minuto de Dios. Ponente en modalidad de poster en la XII jornada Corpista de investigación 2017.Su área de interés es la relacionada con métodos de enseñanza y creencias docentes.

**Munar Alejandro**
Universidad Distrital Francisco José de Caldas

## University EFL students' experiences when facing blended learning environments

This qualitative research classified as descriptive and interpretive from noncanonical understanding about educational research aimed at analyzing university EFL students' academic life stories regarding their experiences during the transition from traditional learning environments to a blended one. This study was developed in a private university in Bogotá, Colombia. Participants were five EFL university

students attending a fourth level English course. Data collection methods were written narratives and semi-structured interviews. Data analysis led us to the construction of three categories and subcategories namely, the genesis of teaching processes, critical voices around EFL and digital technology, together with the transition from Stone Age to knowledge society. Findings suggest that social presence, teacher's role, ethics behind blended learning, identity in the knowledge society and digital exile might be further dimensions of EFL learning experience to consider. Interestingly, learners seemed to challenge the usual or generalizing premises about different moments of the learning transition. This means dependent on teachers in both learning environments, traditional and blended, their perceptions about EFL books and online platforms might vary depending whether they are digital natives or immigrants. Planned obsolescence affects directly learners who take courses on blended learning. Finally, online platforms are easy to be developed by people who are not taking the EFL course due to lack of interest and time.

## Biodata

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

### Nausa Ricardo
Universidad de los Andes/ University of Birmingham

# Syntactic mechanisms in the transition from academic written to oral discourses in an EAP class in Colombia

Academic English (Hyland, 2006; 2009) has become an asset in non-English speaking universities to survive in the more-than-ever competitive academic world. Non-English scholars have not only to

master the essentials of writing for publication but also to develop effective public speaking skills (Zareva, 2009), which in most cases imply being able to successfully translate written ideas into the oral mode. This paper presents the results of a study that sought to identify (1) the syntactic mechanisms that a group of Colombian EAP PhD-level students used to express originally written content in oral presentations and (2) how those mechanisms vary by level of oral achievement and disciplines. To achieve these objectives, statistical significance and eclectic, ad hoc discourse analysis (including Halliday & Matthiessen, 2004; Hyland, 2005; Biber, Grieve, & Iberri-Shea. 2009) comparisons of 60 parallel pairs of texts (30 essays and their corresponding oral presentation transcriptions) were performed. Modifications to clause structure, heavy noun phrases, aspects of the expression of modality, and code glosses were identified as the mechanisms used to transition from written to oral discourse. High achievers more consistently use NP reduction mechanisms and variations in the expression of modality. Hard-field researchers more frequently use clause structure modification strategies and code glosses, which reflects the need to simplify the nature of knowledge in their fields for non-expert audiences. This paper ends with the presentation of the implications and limitations of the study, and the perspectives for future research.

## Biodata

Ricardo Nausa has finished his PhD studies in the Applied Linguistics and English Language program at the University of Birmingham and is currently the coordinator of the IPD (inglés para doctorados) program at Universidad de los Andes. His interests include oral academic discourse analysis and the teaching of EAP.

**Nieto Gómez Yuly A.**
Universidad Distrital Francisco José de Caldas

# Promoting local inquiry among EFL University teachers to explore literacy sources for curriculum and teaching

This qualitative interpretive study is based on the exploration of local literacies with eight EFL University teachers who were expected to widen their understanding of socially embedded pedagogies. It focused on the identification of the links the teachers established with community resources to make decisions about their language literacy teaching. Through professional development workshops, the teachers were engaged in the construction of an alternative curriculum that considered literacy as a practice to be developed critically through the interaction with social and local structures. The research question that guided this study was: How do EFL university teachers explore local literacies as sources for curriculum and teaching? Data were gathered from the reflections that emerged from the mapping of the community, group discussions of concepts, the creation of curricular units, a community project, and two semi-structured interviews. One of the aims of the project was to display the links teachers established with the use of the resources found in the local context to include them in the English Language curriculum for University students, from different programs. It also aimed at involving the teachers into a continual professional development, by encouraging them to explore their own views to language teaching, and using them to construct a curriculum that addresses local values.

## Biodata

Yuly Nieto is an English teacher, and student of the Masters in Applied Linguistics to TEFL. She has been teaching for 9 years at University contexts. She regards teaching as the means of enquiring, discovering and transforming. Now, her area of interest deals with promoting local enquiry in EFL teachers as sources for curriculum and teaching.

**Otero Medina Fabián**
Colegio Colombo Británico

# The effect of extensive writing practice, content feedback and separate grammar lessons on children's EFL writing in a bilingual school context.

Teaching writing is not only one of the main goals in education, but also one of the most complex fields in foreign language teaching, which has obliged pedagogic trends to search the most suitable means to help students improve their L2 writing. There have been two main approaches for teaching second language (L2) writing: Corrective feedback (i.e. Traditional style. e.g. Marking mistakes, correcting grammar, spelling, etc.) and content feedback (i.e. Focus on content and meaning negotiation). It is an issue whose value in L2 writing has been controversial in the research world for decades. Following recommendations made by Truscott (1996), this study aims to identify the effects of extensive written practice, content feedback and separate grammar lessons on the L2 writing development of children in a bilingual school. For this research study a classroom-based action research approach was proposed (Mackey and Gass, 2016; Cohen and Manion, 1994), which tried to help students develop writing skills through content-only feedback, taking into account the grammar accuracy learned in parallel lessons to the writing class, and the volume of students written production. In this manner, this report might give a deeper understanding of the L2 writing development, and an enrichment of the teaching professional growth (Mertler, 2010). A detailed analysis of the data collected was given in order to identify the effects of feedback on L2 writing, in order to deepen the understanding of the writing process of the students.

## Biodata

Fabián Otero Medina is a primary tutor at the Colegio Colombo Británico School in Cali. He has been working in bilingual education for 17 years. His work explores biliteracy studies, intercultural and

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bilingual education. He holds a B.A. in Modern Languages, an M.A. in Linguistics and Spanish from Universidad del Valle, and an M.A. in Teaching English as a Foreign Language from Universidad Icesi.

**Pérez Gina Marcela**

# Teachers' reshaped beliefs on EFL didactics

This presentation attempts to inform about a qualitative investigation related to the research area of teacher education and development. The research question is stated as follows: What do English teachers' beliefs portray about EFL didactics when partaking in professional development sessions on hybrid learning? The chief goal was to analyze English language teachers' beliefs on EFL didactics when participating in professional development sessions on hybrid learning. Six EFL teachers from a private school in Bogotá participated in an eight-session course meant to prepare teachers in the digital technology use for EFL hybrid learning, while elaborating and reelaborating their beliefs. Theoretical constructs spring from the socio constructivism. Data were analyzed using an iterative approach. 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.

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## Biodata

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

**Ramírez Espinosa Alexander**
Universidad del Valle

## Challenges in the design of an English placement test for university students

This presentation is part of a research project, whose main objective was the design and piloting of a placement test in English for students who enter the first semester at Universidad del Valle. The context of the research is a public university with a huge demand of English tests for diverse purposes such as placement, proficiency, diagnosis, entrance and graduation requirements, among others. Most of these needs are usually covered with the use of commercial tests, which takes a toll of the institutional budget. On these grounds, the School of Language Sciences came up with the idea of designing tests with international high-quality standards. The process began with the integration of a study group on Language Testing, with the aim of consolidating a standardized test design Team. Throughout the process, different challenges arose that revealed the (often mistaken) conceptions of experienced professor regarding the evaluation of languages. This presentation focuses on sharing the situations, challenges and successes of the team during a year of work, before the construction of a placement test. Likewise, it is expected to take the audience to reflect on the evaluative practices in foreign languages that we implement on a daily basis.

### Biodata

Alexander Ramírez holds a Bachelor in Foreign Languages and a Master's degree in Linguistics. He works at the School of Language Sciences, Universidad del Valle, as an English and Linguistics professor for the Foreign Languages Teaching Program, the Master Program in Cross linguistic and Intercultural Studies, and the Technology Program in Interpretation for the Deaf and the Deaf-Blind. He is currently the Head of the Foreign Languages and Cultures Department.

**Rendón Alfonso Jesica P.**
Universidad Distrital Francisco José de Caldas

# Exploring EFL teachers' identity-in-activity at a language institute

Teachers' identity-in-activity is an area that entails an in-depth exploration in the EFL domain. The main objective of this study was to explore and understand how a group of English language teachers, working at a private language institute, constructed their identities in regards to their teaching practices, as well as the institutional policies. Also, it aimed at analyzing the ways in which methodologies and rule systems shaped their identity-in-activity construction. Four EFL teachers from a language institute in Bogotá participated in this qualitative research by getting involved in a focus group discussion and a semi-structures interview. Data were analyzed following a narrative framework. Preliminary analysis indicates that teachers perceive themselves as implementers of a curriculum, since their activities are restricted to following protocols. Consequently, their identities are framed into the institutional policies that delimit their possibilities to construct their teaching practice. This presentation provides information for private language institutions to consider in terms of teachers' identity-in-activity construction as a component of EFL teachers' professional development.

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## Biodata

Jesica Paola Rendón Alfonso holds a BA in EFL teaching from Universidad Distrital FJC. She is currently an EFL teacher in the private sector. She is a candidate of the Master's program in Applied Linguistics to the English Teaching at UDFJC. Her research interests involve teacher education & development.

**Sierra Gordillo Javier A.**
Liceo Hermano Miguel La Salle

## Power and the comic book: the gendered representations of students within the writing process

Students´ writing usually echoes learned social behaviors and normalized viewpoints of their immediate reality. Thus, gender as socially (de)constructed and negotiated through the language classroom may play an important role. Therefore, this interpretative qualitative study attempted to analyze students' discourses to identify positions of power and powerlessness (Litosseliti, 2006). Some of them can be categorized as gendered discourses. This research presentation reports preliminary results dealing with how students' portrayal of writing assignments displayed gendered representations during their English learning process in a private school in Bogotá. focused on the topics of gender (Norton and Pavlenko, 2004) and students' discourses (Sunderland, 2000). Data were collected by observing and analyzing participants' artefacts (comic book short stories and written compositions) together with field notes. Aspects on grounded theory proposed by Charmaz (2006) were considered to analyze data: comparative method, constructing analytical codes and categories, simultaneous involvement in data collection and analysis. Findings suggest there are marked gender differences on topics learners wrote about, characters construction and issues of laddish culture (Lu, H, and Luk, J 2014). Additionally, learners assumed discursive positions such as emerging femininities (Castañeda, 2008, Rojas, 2012) as well as depowered women as plot devices. Conclusions shed light on emerging gender identities construction and positions in the language classroom towards masculinities and femininities. Implications invite teacher researchers to study sociolinguistic elements of power discourses replicated in classes. We insist on broadening studies about gender and English learning, as language is not the academic end, but the means to mediate sociocultural meanings.

## Biodata

Javier Sierra has worked as an English teacher in schools and institutions in Bogota for 7 years. Currently, he is an M.A student in the graduate program of applied linguistics to the teaching of English of Universidad Distrital. His research interests focus on Gender and power issues in language education.

**Suárez Rodríguez Diane L.**
Corporación universitaria iberoamericana – SENA

# The dichotomy of inclusion-exclusion: Colombian deaf community as a linguistic minority

With the expectation of raising social awareness about invisibility and disregard of diverse population caused by the delineation and enactment of public policies within Colombian educational contexts, this presentation is intended to report on some preliminary findings of a qualitative and interpretive study that is part of the requirements for the degree of MA in Applied Linguistics to TEFL. This study has emerged from a growing concern about the discrepancy between the official bilingualism discourse of Colombian Ministry of Education and the position of the Colombian Deaf Community as a linguistic minority. Particularly, issues associated to the dichotomy of inclusion-exclusion will be discussed from a theoretical perspective framed on the Linguistic Human Rights (Skutnabb-Kangas, T. & Phillipson, R. 1994;1998;2000;2001), Inclusion (Booth, Ainscow, & Dyson, 1997;1999) and Otherness (van Dijk, 2006). The practical component will be the focus of this presentation. Data emerges naturally from two official documents, UNESCO's Education in a Multilingual World and Colombian Government's Plan Nacional Decenal de Educación. Principles of SFL (Halliday, 1961; 1975; 1985) and CDA (Fairclough, 2001; Fairclough & Fairclough, 2012) will inform the discussion of the findings obtained so far.

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### Biodata

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

**Téllez Téllez María F.**
Universidad Externado de Colombia- School of Education

# Self-confrontation as a reflection on action: proposal related to in-service teachers' actions

The presentation portrays the preliminary advances of a research study called "Teaching Practices of English Teachers from Primary and High-school Education: Self-confrontation for Teachers' Reflection". It will be conducted on a Master's Program in Education in Bogotá, Colombia, with eight in-service teachers working on the primary and high-school education from both public and private institutions. Four of the participants are undertaking their postgraduate studies and four are postgraduate in-service teachers. The instruments will be video recordings, in-depth interviews, and field notes. The study is framed on the qualitative approach and follows a multiple case study. Its purpose is focused on the understanding of in-service teachers' teaching practices through self-confrontation as a method that allows reflection on action using video recordings' analysis to reveal teachers' pedagogic and didactic knowledge, and experience. Self-confrontation is a method supported by the ergonomic analysis of work and theory of activity within the psychological stance used to solve conditions at work related to people's actions. It analyzes professionals' practices by means of the use of video recordings by recalling and reflecting on them with the presence of a researcher (Simple self-confrontation) and with a colleague (Crossed self-confrontation) (Clot, Faïta, Fernandez & Scheller, 2000). In education, self-confrontation is used to guide teachers in the analysis of their

actions through a reflective process triggered by an interview the researcher develops to help them remember and comprehend their classroom actions (Moussey & Flavier, 2014). In this regard, this method favors the reflection on action proposed by Schön (1992).

## Biodata

María Fernanda Téllez Téllez is a full-time professor for the Master's Programme in Education with Emphasis on EFL Didactics, English teacher-researcher in the School of Education, Universidad Externado de Colombia. She is currently studying her Ph.D. studies on Education at Universidad Pedagógica y Tecnológica de Colombia in Tunja.

**Triana Romero Diana L.**
Universidad Pedagógica Nacional, Bogotá, Colombia

## Addressing diversity: intercultural attitudes through stories in primary EFL classrooms

This proposal reports the preliminary results of a qualitative action research implementation, which mainly explores the impact of the inclusion of stories as a reading comprehension strategy to promote intercultural attitudes in a group of second-grade students from a private school in Tenjo, Colombia. Initially, the diagnosis revealed the children's cultural tendency to homogenize the Anglo-Saxon culture by placing it in the conception of North America. Consequently, this research suggests some narrative material (picture story books) to introduce intercultural attitudes among EFL primary learners. The data collection instruments applied are composed of field notes, questionnaires and students' artifacts (posters). Preliminary findings have shown that the use of narratives allow students being aware of English-spoken cultures around the world by promoting in them intercultural attitudes. Additionally, the artifacts (posters) have been motivational material for kids, who established relations between the contents of the class and their near contexts (family, school, friends). Additionally, the study revealed the stereotypes in

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EFL learning have been the result of family, social and academic instruction that students received during the early stages of life. Finally, reading comprehension abilities such as compare, contrast, inference, visualize, making connections and self-analysis have been developed through the guided reading activities.

### Biodata

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## Critical and academic literacies: a new perspective to language learning and teaching

At higher education, it is customary to approach reading and writing as an act of learning the academic discourse genres. However, as teacher- educators, we want to go beyond this perspective as well as to provide EFL learners and future EFL teachers with the necessary tools to critically analyze and produce every day and academic texts. This descriptive qualitative case study aims at looking at the possible impact of implementing a model of critical and academic literacies (Street & Lea, 2006) on preservice teachers of advance level as well as identifying their perceptions on the model, and characterizing their literacy practices when using this model. The current study is being conducted in two phases with sixteen preservice teachers enrolled in the Bachelor of Arts in Spanish and English teaching program at Universidad Pedagógica Nacional. Data have been collected through focus groups, surveys, blogs, field notes, and students'artifacts. Some of the preliminary findings suggest that there is an evident development in both the argumentative process and the critical literacy traits in most students. Also, the use of the foreign language

has become more comprehensible in most of the students, both orally and on a written level. With regards to participants' perceptions towards the model, they perceive the critical literacy model as an innovative alternative to language learning and teaching because it helps them not only to read their world or reality from different perspectives, but also to improve their language skills to express their ideas in a more critical and elaborate way.

## Biodata

Esperanza Vera Rodríguez holds a M. Sc. in Information Technology Applied to Education from Universidad Pedagógica Nacional and a B.A. in Philology and Languages from Universidad Nacional de Colombia. She worked for Universidad Distrital's Master program in Applied Linguistics to TEFL and has worked at Universidad Pedagógica Nacional for about twenty years and currently is an Associate Professor, now directing MA theses of graduate students and teaching pre-service language teachers. She has been reviewer of articles and projects for some Colombian Journals and research centers. She has co-authored some articles related to the fields of Language learning, teaching and evaluation and the use of ICTs in these fields and three research books.

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## An autobiographic narrative experience: EFL teachers teaching functionally diverse students

This study explores the reasoning and positioning of teachers who face Functional Diverse students in their regular English classrooms. Autobiographies unveiled teachers' struggles in their reasoning to refer and relate to Special needs kids and their teaching practices. Mainly, factors such as gaps in their teacher preparation, feelings of frustration and fear, commitment and uncertainties about

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teaching and learning, special and differentiated treatment and indifference practices were identified and addressed through the narrative construction. Also memo writing ideas collected during participatory observation sessions exposed normalizing and indifference practices; the use of an exclusionary language, derision and jokes involving disabilities. Positioning theory is key to understand the reasoning processes that teachers use to think of themselves when were invited to reflect upon their relations to functional diverse students. Throughout this study, teachers were exposed to write their own autobiographies with the main focus of generating reflection about their daily practices, dilemmas and thoughts that have not been seen as important or necessary. The collected data showed difficulties in the teachers' expressions about their own brawls, the findings also showed diverse teachers' experiences which have been classified for themselves as negative and remarkable, centering their personal interests and formation as a key aspect to analyze. This study is a contribution to EFL field, particularly to the relation identity-language-teaching to FDs as an unexplored angle to shed light to teachers' reasoning and positioning but also teachers' struggles to teach in these scenarios, also this presentation intends to give a general view about teachers' realities and their experiences towards Inclusion practices carried out by schools.

### Biodata

Laura Villarreal is an English language teacher from Universidad Distrital, candidate of Master in applied linguistics from the same university. She has worked in the private sector teaching to kids, teenagers and adults. Her interests are focused on teaching language to special needs' population.

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