

XXX

INTERNATIONAL SYMPOSIUM ON RESEARCH IN APPLIED LINGUISTICS

Organized by MLAEI

Applied linguistics in language education in a world of multilingual and multicultural practices: Critical and Decolonial perspectives

International keynote speakers



Martin Dewey

Is Reader in Applied Linguistics at King's College London.

National plenary speakers:



Luanda Sito

Is a research professor at the School of Languages, University of Antioquia, Colombia.



Norbella Miranda

Holds a PhD in Educational Sciences from Universidad del Quindío, Colombia.

Date:

21 & 22
November
2024

Venue:

CII 13 #31-75
Aduanilla
de Paiba



UNIVERSIDAD DISTRITAL
FRANCISCO JOSÉ DE CALDAS

XXX INTERNATIONAL SYMPOSIUM ON RESEARCH IN APPLIED LINGUISTICS
*Applied linguistics in language education in a world of multilingual and multicultural practices:
Critical and decolonial perspectives.*

Keynote Speakers

Dr. Martin Dewey - *King's College London, England*

Dr. Luanda Sito - *Universidad de Antioquia, Colombia*

Dr. Norbella Miranda - *Universidad del Valle, Colombia*

Scientific Committee

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Julia Zoraida Posada Ortiz	<i>Universidad Distrital Francisco José de Caldas</i>
Katherine Lorena Silva Alfonso	<i>Universidad Distrital Francisco José de Caldas</i>
Margarita Vargas Torres	<i>Universidad Distrital Francisco José de Caldas</i>
Sandra Ximena Bonilla Medina	<i>Universidad Distrital Francisco José de Caldas</i>
Yeraldine Aldana	<i>Universidad Distrital Francisco José de Caldas</i>
Yolanda Samacá Bohórquez	<i>Universidad Distrital Francisco José de Caldas</i>

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Teacher Educator-Researcher

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MAESTRÍA EN LINGÜÍSTICA APLICADA A LA ENSEÑANZA DEL INGLÉS - MLAEI

ACKNOWLEDGEMENTS

The XXX SYMPOSIUM ON RESEARCH IN APPLIED LINGUISTICS 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 for engaging with our academic discussion so we can all think, reflect and construct together over the field. We are honored to count on the participation as keynote speakers:

Dr. Martin Dewey from King's College London, Uk

Dr. Norbella Miranda from Universidad del Valle, Colombia

Dr. Luanda Sito from Universidad de Antioquia, Colombia

We are also grateful to our professors and students in the program because with the organization and commitment with this event, they represent outstandingly the value and significance we give to teacher development and language education.

Our gratitude also goes to the School of Sciences and Education, Unidad de *Relaciones Interinstitucionales* (URELINTER), for their collaboration and support to make this event possible.

Sandra Ximena Bonilla Medina
*MLAEI Coordinator &
Symposium Co-organizer*

DESCRIPTION OF THE EVENT

The Symposium of Applied Linguistics, part of the Master's program in Applied Linguistics, was originally conceived as a space for general reflection within the program's formative process. Over time, however, this initial goal has expanded beyond its borders, transforming the symposium into a dynamic platform for academic discussion. National and international scholars now participate, contributing their insights to co-construct new perspectives in the field. This event has inspired educators in the language education community, not only helping them to navigate the complexities of their roles as teachers but also encouraging innovative practices and research.

In its XXX edition, the Symposium of Applied Linguistics continues to stand as a source of pride for students, professors, and researchers involved in the Master's program. It has gained significant recognition as a site for knowledge production that prioritizes pluri-diverse and critical perspectives. This year's symposium centers on the question of language education in a world formed by multilingual and multicultural practices, emphasizing the social nature of language and its profound connection to human and social experiences.

Recognizing that language is socially constructed within power-laden historical frameworks, the event encourages reflection on the social, economic, and political structures that shape language and language education. English language education, in particular, is examined as a field deeply influenced by monolingual ideologies and colonial legacies. The symposium seeks to analyze, challenge, and ultimately dismantle these entrenched practices, offering space for the construction of alternative, disruptive horizons.

To this end, the symposium advocates for critical and decolonial perspectives as tools to challenge the invisible, inequitable language practices that perpetuate social inequality. It calls for a re-examination of pedagogical practices, curriculum design, and broader educational structures. By questioning the dominance of Western/Anglo-centric language proficiency models and embracing plurilingual approaches, the event highlights the legitimacy of diverse languages, accents, learner perspectives, and varied sociocultural realities.

Educators are invited to reflect on the importance of fostering environments where different languages and cultures are respected and valued as resources in the pedagogical process and more specifically to the pedagogy of English. By integrating these perspectives into the field, it can contribute to building a more equitable and socially just system of language teaching and learning.

DESCRIPTION AND TRAJECTORY OF THE M.A. PROGRAM IN APPLIED LINGUISTICS TO TEFL

The M.A. in Applied Linguistics to TEFL, offered by the School of Sciences and Education at Universidad Distrital Francisco José de Caldas, has established itself as a cornerstone of graduate education in Colombia. Over its 33-year trajectory (1991–2024), the program has ensured inclusive participation by in-service English language teachers from diverse sectors across Bogotá and Colombia.

As an alternative for advanced education, the program promotes innovative pedagogical and research agendas in English Language Teaching (ELT) within both public and private school settings. It has also

played a significant role in fostering the development of social and cultural identities among students and teachers. By engaging critically with their linguistic repertoires, the program empowers participants to strengthen these identities through the English language.

This foundation is built on robust theoretical and practical principles derived from extensive research in applied linguistics—both in its broader context and its specialized application to English language teaching. The program draws on insights from global and local studies, enabling it to address the complexities of ELT in diverse educational and sociocultural contexts effectively.

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 <i>Registro Calificado</i> for seven years (Resolución 8070 del del Ministerio de Educación Nacional)
2017	Renewal of its <i>Registro Calificado</i> granted to the program by the Colombian Ministry of Education (Resolución 04337, Marzo 10, 2017)
2018	Evaluation of the program to apply for its <i>Acreditación de Alta Calidad</i> by Colombian Ministry of Education
2021	Renewal of its <i>Registro Calificado</i> granted to the program by the Colombian Ministry of Education (Resolución 3122, Marzo 1, 2021)
2021	Renewal of its <i>Acreditación de calidad</i> granted to the program by the Colombian Ministry of Education (Resolución3122, Marzo 16, 2021)

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

Sandra Ximena Bonilla Medina
MLAEI Coordinator

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ACADEMIC PROGRAM

Day 01 Thursday, November 21st, 2024		
07:30 a.m. - 08:30 a.m.	Registration	
08:30 a.m. - 09:00 a.m.	Opening	
09:00 a.m.- 10:00 a.m.	Plenary 01 Promoting Critical Engagement with Normativity and Perception Bias in Teacher Education Martin Dewey- King's College-London, England Auditorio Investigadores	
10:00 a.m.- 10:40 a.m.	Cultural Act Auditorio Investigadores	
10:40 a.m.- 10:55 a.m.	Coffee Break	
Concurrent Sessions 1		
	Auditorio Central	Auditorio Investigadores
10:55 a.m.- 11:25 a.m.	I Am a Female-Black English Teacher: An Autoethnographic Perspective to Teacher Education Karla Andrea Ortiz Gómez (Universidad Distrital Francisco José de Caldas)	Queering the Queer[s]: Language Teachers' Gender[s] Identities Otherwise Julián Hernández Contreras (Universidad distrital Francisco José de Caldas)
11:30 a.m.- 12:00 a.m.	ELT Racializing Practices in Multiple Literacies of Internet Resources: A Critical Race Theory Analysis in the Colombian Context Daniel Francisco Bustos Carrillo Sandra Ximena Bonilla Medina	Pre-service Teachers' Beliefs and Self-Perceptions regarding Research at Three Universities in Language Education Programs Miguel Martínez-Luengas (Institución Universitaria UNICA) Benjamín Barón

	(Universidad Distrital Francisco José de Caldas)	(Corporación Universitaria Minuto de Dios)
12:00 p.m.- 2:00 p.m.	Lunch Break	
2:00 p.m. - 3:00 p.m.	Plenary 02 La lingüística Aplicada a la Enseñanza de Idiomas en un Mundo de Prácticas Multilingües y Multiculturales: Perspectivas Críticas Luanda Sito- Universidad de Antioquia, Colombia Auditorio Investigadores	
Concurrent Sessions 2		
	Auditorio Central	Auditorio Investigadores
3:05 p.m. - 3:35 p.m.	From Streets to Classrooms: Pre-service Teachers' Lenses on the Linguistic Landscape of Bucaramanga Valeria Pinzón Martínez Andrés Camilo Navarro González (Universidad Industrial de Santander)	Experiencias de Docentes del Sur Global con IA: Escepticismo, Ética y Potencial Didáctico en la Enseñanza de Idiomas Daniel Felipe Aristizábal Narváez María Fernanda Chaves Villamarin (Universidad Nacional de Colombia)
3:40 p.m. - 4:10 p.m.	Exploring Critical Cultural Literacies in English Teaching Practices: Students' Perspectives Leofredis Mosquera Rentería (Universidad Distrital Francisco José de Caldas)	Artificial Intelligence and English Writing: A Balance between the Ethical and the Natural Johan Sebastián Sanabria Ospina María Isabel Pinzón Morales María Luisa Garay Angarita (Universidad Nacional de Colombia)
4:10 p.m.- 4:25 p.m.	Coffee Break	
Concurrent Sessions 3		
	Auditorio Central	Auditorio Investigadores
4:30 p.m. - 5:00 p.m.	Fostering Research in ELT in Huila, Colombia Steven Santiago Conde Isabella Castaño Rodríguez (Universidad Surcolombiana)	Fostering Awareness about Visual Literacy and Interculturality by means of Street Wall Paintings Lorena Andrea López Cupita (Universidad La Gran Colombia)

5:05 p.m.- 5:35 p.m.	Mentorship and Reciprocity as Frames to Construct Teacher's Identities and Performance Ingrid Johanna Rodríguez Granados (Universidad El Bosque)	Las Malqueridas: Textile Narratives, Social Fabric, and Alternative Possibilities in Language Learning Ana Sofía Gutiérrez González (Universidad Distrital Francisco José de Caldas)
5:40 p.m.- 6:20 p.m.	<p style="text-align: center;">Book Launch:</p> <p style="text-align: center;">Unauthorized Outlooks on Second Languages Education and Policies: Voices from Colombia</p> <p style="text-align: center;">Carmen Helena Guerrero Nieto (Editor) Universidad Distrital Francisco José de Caldas</p> <p>Alber Josué Forero Mondragón, Corporación Universitaria Minuto de Dios Álvaro Hernán Quintero Polo, Universidad Distrital Francisco José de Caldas Éder García Dussán, Universidad Distrital Francisco José de Caldas Eliana María Rubio Cancino, Universidad Distrital Francisco José de Caldas Ferney Cruz Arcila, Universidad Pedagógica Nacional Jairo Enrique Castañeda Trujillo, Universidad Surcolombiana Jhon Jairo Losada Rivas, Universidad Surcolombiana Vanessa Solano Cohen, Pontificia Universidad Javeriana Sandra Ximena Bonilla Medina, Universidad Distrital Francisco José de Caldas Yiny Marcela Martínez Bohórquez, Secretaría de Educación del Distrito Yolanda Samacá Bohórquez, Universidad Distrital Francisco José de Caldas.</p> <p style="text-align: center;">Auditorio investigadores</p>	
Day 2 Friday, November 22nd, 2024		
8:30 a.m. – 9:30 a.m.	<p style="text-align: center;">Plenary 03</p> <p style="text-align: center;">From Marginalization to Equity: Reimagining Colombian Language Policies for Multilingualism Through Bottom-Up Empirical Insights</p> <p style="text-align: center;">Norbella Miranda - Universidad del Valle, Colombia Auditorio Investigadores</p>	
9:35 a.m.- 9:50 a.m.	<p style="text-align: center;">Coffee Break</p>	
Concurrent Sessions 4		
	Auditorio Central	Auditorio Investigadores

<p>9:50 a.m.- 10:20 a.m.</p>	<p>Analyzing the EF English Proficiency Index: A Critical Examination of Heuristics and English Proficiency Discourse in Colombia</p> <p>Javier Armando Sierra Gordillo Katherin Lorena Silva Alfonso (Universidad Distrital Francisco José de Caldas)</p>	<p>Pondering on Youth Citizenship Practices in ELT</p> <p>Kewin Prieto (Universidad Distrital Francisco José de Caldas)</p>
<p>10:25 a.m.- 10:55 a.m.</p>	<p>English Students' Political Discourses in Deliberation Classes: An Alternative Against the Neutrality of English</p> <p>David Suárez Tafur (Universidad Distrital Francisco José de Caldas)</p>	<p>English Language Teachers' Positions and Positionings Toward Functionally Diverse Students: A Narrative Study</p> <p>Cristhian Barrero Rico (Universidad Distrital Francisco José de Caldas)</p>
<p>11:00 a.m. - 11:30 a.m.</p>	<p>Emotional and Political Dimensions of Language Teaching: Exploring Latin American Teachers as Agents of Public Discourse</p> <p>Álvaro Hernán Quintero Polo (Universidad Distrital Francisco José de Caldas)</p>	<p>The effects of English Pronunciation Instruction on the Speaking Skills of Second Grade Learners of English while Exploring Social Values</p> <p>Lina Reyes (Universidad Pedagógica Nacional)</p>
<p>11:35 a.m.- 12:10 p.m.</p>	<p>Panel of authors for the upcoming issue of Colombian Applied Linguistics Journal</p> <p>Alba Olaya León Universidad Distrital Francisco José de Caldas</p> <p>Edgar Lucero Universidad de la Salle</p> <p>Luis Carlos Montoya Universidad de Antioquia</p> <p>Sandra Ximena Bonilla Medina (Moderator) Universidad Distrital Francisco José de Caldas Auditorio Investigadores</p>	
<p>12:15 p.m.- 12:40 p.m.</p>	<p>Closing</p>	

Plenary 01

Promoting Critical Engagement with Normativity and Perception Bias in Teacher Education

Martin Dewey

King's College- London, England

Auditorio Investigadores

The extensive globalization of English and English language teaching requires us to engage in some critical rethinking of established practices in language pedagogy, most especially with regard to the way we conceptualize language competence among learners and knowledge about language among practising teachers. The global reach of the English language and its role as a lingua franca have led to some well researched developments in the way English is used to communicate in language contact situations. In this paper I re-examine the impact of these developments for English language teachers and teacher educators. My objective is to explore how we might move beyond current conceptualizations to implement change in practice, in my view only achievable through promoting greater critical awareness so that we may challenge the normativity and biases that underpin language (in) education.

Martin Dewey is Reader in Applied Linguistics at King's College London. Martin's work focuses on the globalization of English, exploring the relevance of language diversity and multilingualism in teacher education and its impact on conceptualizing professional knowledge in additional language pedagogy. He researches attitudes towards multilingualism, language ideologies and critical pedagogy in teacher education and professional development. He is co-author, with Alessia Cogo, of *Analyzing English as a Lingua Franca: A Corpus Driven Investigation* (Continuum 2012) and co-editor, with Jennifer Jenkins and Will Baker, of *Routledge Handbook of English as a Lingua Franca* (Routledge 2018). He is currently preparing a co-authored monograph *Critical Perspectives on Language Teacher Development* (Cambridge University Press) with Inmaculada Pineda Hernández. He is Co Deputy Director of [Centre for Multilingualism with English](#) and Editor-in-chief of [Journal of English as a Lingua Franca](#).

Concurrent Sessions 1

Auditorio Central

I Am a Female-Black English Teacher. An Autoethnographic Perspective to Teacher Education

Karla Andrea Ortiz Gómez

Universidad Distrital Francisco José de Caldas

This presentation outlines a partial research report based on my personal experiences as a Black female student teacher navigating a predominantly white and cisgender academic environment in a Colombian bachelor's program in foreign languages. The report delves into the complexities of articulating Black identity within an academic system that often marginalizes or obscures Black epistemologies. I am positioned within what Fanon (1967) terms the "Zone of Non-Being," as it describes the systemic erasure of Black perspectives and the imposition of a disciplinary narrative that prioritizes whiteness and maleness in English teaching roles (Kubota, 2018).

Through personal anecdotes, I highlight the challenges of identity masking and the absence of Black bodies, femininities, and epistemologies in both curriculum and institutional discourse. This discourse is critiqued as inherently violent and oppressive, reinforcing racial and epistemic hierarchies (Battiste,

2013; Ubaque-Casallas, 2021). Theoretical frameworks such as Intersectionality and Black English Language Teacher Identities are employed to explore these dynamics and expose the impact of dominant ideologies like capitalism and colonialism on my professional and personal identity. This report aims to affirm and empower Black educators by revealing their marginalized positionalities and challenging entrenched -isms within educational settings.

Karla Andrea Ortiz Gomez is a Black Female preservice English teacher who is studying at Universidad Distrital Francisco José de Caldas. Karla is working with the semillero INCOPRA that is subscribed to the program Licenciatura en Lengua Extranjeras con Enfasis en Inglés and to the Science and Education Faculty at the same university. Karla is interested in race studies as her embodied experience allows her to theorize from her own flesh as an in forming black scholar

ELT Racializing Practices in Multiple Literacies of Internet Resources: A Critical Race Theory Analysis in the Colombian Context

Daniel Francisco Bustos Carrillo & Sandra Ximena Bonilla Medina
Universidad Distrital Francisco José de Caldas

Multifarious publications claim that new technologies –one among multiple literacies currently involved in ELT– have been taking great relevance with the impact of the pandemic (Farrell & Stanclik, 2021; Mahyob, 2020). This tendency shows teachers' and researchers' great interest in this field and how it may have shaped a new form of teaching practice bearing language learning opportunities. Although these technologies bring texts that convey beliefs, conceptions, and representations of identities within Colombian EFL classrooms, these are minimized to achieve appropriate communicative skills and grammatical proficiency (Gómez & Gutiérrez, 2019).

However, under the critical perspective of race studies, this approach to new technologies can possibly be a space where teachers and students may experience explicit or imperceptible racialized discourses and practices (Flores & Rosa, 2015) due to embodying static representations of cultures, individuals and communities that transmit fictional, stereotyped, and immutable perspectives to those interacting with these tools. Through a qualitative perspective based on the lens of Critical Race Theory, this research examines ELT online resources as multiple literacy development tools used by teachers of a bachelor's program in a Colombian public university. The authors attempt to identify racialized practices that construct and reconstruct individuals in homogenized ideas of culture, which may produce and reproduce stereotyped cultural, ethnic, and linguistic ideologies of different groups in teaching practices. This two-stage project analyzed both online materials and teachers' interaction with multimodal material, emphasizing the contents and the construction of meaning based on said material. Findings reveal racialized constructions in ELT that may circulate in multiliteracy practices developed when using multimodal materials in this context. Likewise, pedagogical implications may envision exercises of resistance that could counterwork said practices.

Daniel Francisco Bustos Carrillo is a teacher of foreign languages with emphasis in English from the District University Francisco José de Caldas. He is a member of the research seed grant on teaching and learning foreign languages, culture and social justice.

Sandra Ximena Bonilla Medina is Sandra Ximena Bonilla-Medina works as Coordinator of the master's in applied Linguistics for TEFL and the undergraduate programme in TEFL at Universidad Distrital Francisco José de Caldas Bogotá, Colombia. She is an ESTUPOLI research team member and Director of the seed grant on teaching and learning foreign languages, culture, and social justice.

Auditorio Investigadores

Queering the Queer[s]: Language Teachers' Gender[s] Identities Otherwise

Julián Hernández Contreras

Universidad distrital Francisco José de Caldas

Coming into terms with my identities has allowed me to rethink ways otherwise to re-construct what has been denied from my self, as well as what I have abandoned for the sake of others. In my research doing as a professional male cisgender and gay teacher educator, I noticed how polarized I was to fill in the norm of the institutional requirements, which brought some uncertainties to my ontologies. It is in fact that in an onto-epistemological reflection of who I have been in my teacher-researcher doings, I have been able to depict traces of colonial hegemony traded as heteronormative-homogenizing discourses that inhibit us, queer-gendered selves, to perform and exercise our liberation from the canon. In light of this, this presentation based on a narrative inquiry seeks to unveil and voice ways otherwise that we, diverse selves, have welcomed and embodied to protect our beings and liberate from what I have discussed as 'the transmigration of the self', implying that we queer-professionalized subjects migrate to zones of non-being (Fanon, 2009) created institutionally to segregate who we are from what we do, grounding these uninformed decisions in 'discourses of expectedness', I mean, what we as queer teachers are expected to show and how we must behave.

Julián Hernández Contreras is an MA student and a teacher educator focused on exploring, understanding, and interrogating colonial legacies and traditional research symmetries that have positioned the self in a sphere between their be-being and their doings. His research interests include decolonial and research positionalities, professional development, gender identity and intersectionality, among others

Mentorship and Reciprocity as Frames to Construct Teacher's Identities and Performance

Ingrid Johanna Rodríguez Granados

Universidad El Bosque

This study explores the type of influence mentoring has on the formation of teacher identity during an internship for pre-service teachers of a bilingual education program offered by a private university in Bogotá, Colombia. It examines how mentoring may shape the performance and identity of a preservice teacher, while analyzing how his performance may influence the professional practice of his mentor. This research uses a qualitative case study design based on data collected through field notes, artifacts and questionnaires completed by a teacher in training, his tutor and his monitor professors as activities of the reflective component during 18 sessions of an intensive English course. The results highlight the importance of collaboration between mentors and students in the joint development of teaching identity and the improvement of teaching practices. Likewise, this study highlights the value of creating reciprocal learning environments in which mentor and student can grow professionally together, thereby enriching teaching practices and contributing to ongoing debates about teacher education.

Ingrid Johana Rodríguez Granados holds a Master's degree in Applied Linguistics to TEFL from Universidad Distrital Francisco José de Caldas. She is a Core Faculty professor at Universidad El Bosque, Degree in Bilingualism, and a researcher from Investigación y Educación UNBOSQUE group. Her research interests are academic writing, methodologies, beliefs and identities.

Plenary 02

La lingüística aplicada a la enseñanza de idiomas en un mundo de prácticas multilingües y multiculturales: perspectivas críticas

Luanda Sito-

Universidad de Antioquia, Colombia

Auditorio Investigadores

Colombia tiene una larga trayectoria en la formación de alta calidad en la docencia, traducción e interpretación en las lenguas castellana, inglesa y francesa. Sin embargo, esa formación genera preguntas sobre la forma como la formación en lenguas viene respondiendo a la diversidad cultural y lingüística de su territorio. A partir de una perspectiva histórica y sociocultural, esta conferencia pretende movilizar preguntas y cuestiones que nos permitan identificar cómo las discusiones de la lingüística aplicada a la enseñanza de idiomas pueden aportar a un mundo de prácticas multilingües y multiculturales. Para tal, se dialogará con perspectivas críticas y experiencias formativas orientadas hacia la diversidad.

Luanda Sito es docente investigadora de la Escuela de Idiomas, Universidad de Antioquia (UdeA), Colombia. Es doctora y magíster en Lingüística Aplicada, por la Universidade Estadual de Campinas (Unicamp), Brasil. Licenciada en Lenguas Modernas (portugués y español), por la Universidade Federal do Rio Grande do Sul. Es líder del Grupo de Investigación EDI-Educación, Diversidad e Inclusión. Ha sido asesora del CLEO-Centro de Lecturas, Escrituras y Oralidades de la UdeA. Desarrolla proyectos de formación profesional en temas de estudios de literacidad, literacidad académica y escritura investigativa, acciones afirmativas, educación rural y quilombola, interculturalidad y equidad. Sus áreas de interés son la formación de profesores, estudios de literacidad y cultura escrita, enseñanza y aprendizaje de lenguas, estudios decoloniales y la diversidad e interculturalidad. Ha publicado el libro “Letramentos: rupturas, deslocamentos e repercussões de pesquisas em Linguística Aplicada” (en co autoría con Cláudia Vóvio y Paula De Grande, 2010), y ha organizado el dossier “Estudios de literacidad en América Latina” (2019), en la revista *Íkala*, y el dossier “EPJA, literacidad y decolonialidad” (2023), en la revista *AAPE-Archivos Analíticos de Políticas Educativas*, entre otros.

Concurrent Sessions 2

Auditorio Central

From Streets to Classrooms: Pre-service Teachers' Lenses on the Linguistic Landscape of Bucaramanga

Valeria Pinzón Martínez & Andrés Camilo Navarro González
Universidad Industrial de Santander

This presentation aims to share the partial results and our insofar insights as pre-service English teachers regarding the study of the Linguistic Landscape (Landry & Bourhis, 1997; Shohamy & Gorter, 2009) of Bucaramanga, Santander. This ongoing ethnography research intends to expand and contribute to local research in the field of linguistic and semiotic landscapes (see for example, Weyers, 2016 and Mora et al., 2018 in Medellín; Rodríguez & Calderón-Aponte, 2024, and Medina, Clavijo-Olarte & Calderón-Aponte, 2024 in Bogotá).

Using ethnography of place (Aoki & Yoshimizu, 2015; Pink, 2008) as the main methodological underpinning for this research, we contemplate the city of Bucaramanga as a multimodal text. Thus, as ethnographers, we have walked around and photographed some parts of the city to document, analyze, and interpret its Linguistic Landscape to understand what the city communicates from different texts

such as graffiti, posters, and murals. Also, we have conducted some interviews with university students and language professionals to expand on our own interpretations and meaning-making of the city's Linguistic Landscape.

We propose the study of the Linguistic Landscape as a pedagogical framework for language teacher education to foster critical literacy agency and community-driven approaches to English language teaching. We expect to share with the attendees our ongoing findings on political, social, commercial, and emotional messages located in the urban texts and how they work as resources to connect English language curricula with our city as a counter-hegemonic practice in English language teaching

Valeria Pinzón Martínez is a pre-service teacher and novice researcher at Universidad Industrial de Santander (Bucaramanga, Colombia) in the field of language teaching. Her research interests embody active learning methodologies, motivation in the classroom, critical literacies, and decolonizing language teaching.

Andres Camilo Navarro is a pre-service teacher and novice researcher at Universidad Industrial Santander (Bucaramanga, Colombia) in the field of language teaching. His research interests include decolonial pedagogies, community-based pedagogies, critical literacies, and teacher education.

Exploring Critical Cultural Literacies in English Teaching Practices: Students' Perspectives

Leofredis Mosquera Rentería

Universidad Distrital Francisco José de Caldas

In ELT practices, learning about cultural aspects from a target language has been standardized from a superficial view, relegating the potential of critical positioning of learners in regards of beliefs, imaginaries and behaviors present in different cultures that contribute to their own language learning process. Therefore, this research aims to analyze critical cultural literacies from learners' perspectives enriching ELT practices. This is an ongoing study carried out in a private school in Bogotá, which is open to the exploration of new strategies to foster not only critical thinking but also to redirect the instrumentalization of culture in learning towards critical interculturality. Within this view, the study is covered under qualitative research and participatory action by inviting learners to be co-researchers from a socio-constructivist lens.

Currently, a pedagogical intervention is being carried out where data are collected through instruments such as focus groups, interviews and written personal reflections to later analyze them considering Narrative Inquiry (Barkhuizen 2013). Through this method, the stories from spoken data will be analyzed allowing to unveil not only learners' perspectives but also my own vision of language, learning and teaching as a teacher-researcher in an English classroom.

Leofredis Mosquera Rentería is a teacher-researcher with a degree in basic education with emphasis in Humanities and Languages graduated from the Universidad Libre de Colombia. He has been an English teacher in private educational institutions teaching from elementary to high school. He is currently a Master's candidate in the Master's Program in Linguistics Applied to English Teaching at the Universidad Distrital Francisco Jose de Caldas. His research interests include Family Involvement, Language Learning, Culture in English Language Teaching (ELT) and Interculturality.

Experiencias de Docentes del Sur Global con IA: Escepticismo, Ética y Potencial Didáctico en la Enseñanza de Idiomas

Daniel Felipe Aristizábal Narváez & Maria Fernanda Chaves Villamarin

Universidad Nacional de Colombia

Este estudio en curso explora las narrativas de profesores de lenguas del sur global con respecto a sus experiencias implementando la inteligencia artificial (IA). Teniendo en cuenta la reciente integración de la IA en la educación, emergen oportunidades y retos para los profesores en su labor. Por ende, este estudio indaga en qué es lo que tienen que decir los profesores con respecto al uso de las IAs en educación de lenguas extranjeras. Así, sus historias han sido recolectadas en dos sesiones con cuestionarios semi-estructurados los cuales nos han dado una perspectiva sobre sus reflexiones e historias significativas. Seguidamente, las entrevistas fueron transcritas y analizadas temáticamente desde una mirada epistemológica postmodernista. Resultados preliminares han dado cuenta que los profesores hacen uso de la IA como herramienta de democratización en la enseñanza de lenguas a través de la contextualización del conocimiento. Así mismo, que el uso de esta herramienta facilita el uso de metodologías postestructuralistas promoviendo pensamiento crítico en los estudiantes. Finalmente, sus historias han develado el desarrollo de sus procesos de alfabetización en IA. Conclusiones preliminares evidencian una postura anti- hegemónica por parte de los profesores en la cual promueven el pensamiento crítico y el uso consciente de la IA.

Daniel Felipe Aristizabal Narvaez es Estudiante de filología inglesa de la Universidad Nacional de Colombia e integrante del semillero SIPSLEX del departamento de lenguas extranjeras, Hemos participado con nuestra ponencia en el XXII Encuentro Regional RedCOLSI y en el XV CIILE en Granada. Soy entusiasta respecto a la investigación en lenguas extranjeras y la educación.

Maria Fernanda Chaves Villamarín es apasionada por la investigación en lenguas extranjeras y la docencia en francés. Estudiante de filología francesa de la Universidad Nacional de Colombia e integrante del semillero SIPSLEX. He participado en dos diferentes ponencias: XXII Encuentro Regional RedCOLSI y en el XV CIILE en Granada

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Artificial Intelligence and English Writing: A Balance between the Ethical and the Natural

Johan Sebastián Sanabria Ospina, María Isabel Pinzón Morales & María Luisa Garay Angarita
Universidad Nacional de Colombia

This in-progress research study critically explores the benefits and ethical concerns of using artificial intelligence (AI) in writing in the context of foreign language learning at a public university. Considering the rising of AI use in writing production and the gap of local research regarding the implications of AI in EFL writing education, this study seeks to analyze the ethical use of AI as a tool to produce natural texts in English by B1-level students of a second language program at a public university. By considering key aspects of AI, foreign language acquisition, and ethical frameworks, the study aims to explore students' perspectives and practices through surveys, documentary review of student work and interviews. This study adopts a qualitative approach with an exploratory-descriptive methodological design, which will shed light into the students' perspectives and interactions in the second language program. The data will serve as an input to create deliverables of ethical suggestions for the use of AI through a social networking site.

Johan Sebastián Sanabria Ospina is an English Philology student at Universidad Nacional de Colombia. He is currently part of the junior research group SIPSLEX from the same university. His research focuses on EFL teaching and the ethical integration of artificial intelligence in EFL writing.

María Isabel Pinzón Morales is an English Philology student at Universidad Nacional de Colombia. She is currently part of the junior research group SIPSLEX from the same university. Her research interests revolve around EFL teaching and the ethical integration of artificial intelligence in EFL writing.

María Luisa Garay Angarita is an English Philology student at Universidad Nacional de Colombia, with a strong focus on EFL teaching and the integration of artificial intelligence in writing. She has delivered research at international conferences in the United States, Spain, and Colombia, exploring the ethical and pedagogical implications of AI in education.

Concurrent Sessions 3 **Auditorio Central**

Fostering Research in ELT in Huila, Colombia

Steven Santiago Conde Ortiz & Isabella Castaño Rodríguez
Universidad Surcolombiana

Being an English teacher in Colombia has been reduced to teaching communication skills to students. This generalized idea has created the imaginary that it is not necessary to do research for professional development. In this presentation, we intend to present the preliminary results of an ongoing social outreach project aimed at strengthening the research skills of a group of ten English language teachers. These teachers are graduates of the Foreign Language Teaching Education Program at Universidad

Surcolombiana and currently work at different public schools in Huila, Colombia. The methodology used was participatory action research since the participating teachers will have an active role within the research processes, and their contributions are valuable for the construction of the methodological design and the practical implementation of the research exercise. This methodology empowers the teachers involved in the project to generate a positive impact on their practices and attitudes related to the investigative processes in the short, medium, and long term, becoming knowledgeable and critical agents capable of carrying out innovative actions to transform their practices and contexts (Fandiño, 2010). The results show that the teachers' involvement in the research design is high since the resulting research proposal is contextualized with students' interests and backgrounds.

Steven Santiago Conde Ortiz is currently in the 8th semester of the Language Teaching Education Program at Universidad Surcolombiana. He is also a student researcher from ILESEARCH, recently involved in the project Fostering Research in ELT Huila, Colombia.

Isabella Castaño Rodríguez is an eighth-semester student of the English Language Teaching program at Universidad Surcolombiana. She is currently participating in her first research project with the ILESEARCH group, focusing on fostering research in English language teaching in Huila, Colombia

Pre-service Teachers' Beliefs and Self-Perceptions regarding Research at Three Universities in Language Education programs

Miguel Martínez-Luengas
Institución Universitaria ÚNICA
Benjamín Barón
(Corporación Universitaria Minuto de Dios)

The presentation of this ongoing research is intended to name the diagnosis and problematization that involves research, such as perceived issues at the time of the research processes in three universities and the hard/challenging experiences students get while preparing for their research opportunities. These conditions encourage critical reflection on teaching practices and; the formative research process that pre-service teachers use to subsequently propose practical initiatives in the field of formative research in language teacher Education. The following research question is stated: What characteristics should research Education have in language teacher programs in such a way that it contributes to constructing their identity as teacher-researchers of their practices? This research is a vehicle with tools that offer opportunities for pre-service teachers to reflect on their beliefs and practices, identify many shortcomings found when doing/developing educational research, and thus build and reconstruct their theories about language teaching and learning (Bailey, 1992; Flowerdew et al., 1992; Freeman & Richards, 1996; Crandall, 2000). Methodologically, the following instruments are used for data collection, In-depth interviews, Document analysis, and Focus groups with a vast component of Narrative inquiry. For data analysis, the thematic analysis model of Braun & Clarke (2022) is proposed in combination with the narrative analysis model proposed by Barkhuizen (2016). During the presentation, it is expected to show the analysis of the diagnosis as well as the state of the art, so, researchers can present a guide of “diverse and innovative” practices for Research Education, which is based on the construction of teaching identity. Some preliminary findings are exposed, such as the students' personal/positional/social and collective identity (ies) at the time of going on research Education, the idea is to be immersed in what the community wants, knows, and does though the research beliefs.

Fostering Awareness about Visual Literacy and Interculturality by means of Street Wall Paintings

Lorena Andrea López Cupita
Universidad La Gran Colombia

This qualitative research project aims to promote awareness of visual literacy and interculturality by analyzing street wall paintings in Candelaria, Bogotá. The project involves a group of 17 pre-service English teachers. The data collection instruments include journals, semi-structured interviews, and video recordings. Initial results indicate that at the beginning of the intervention, participants barely knew about visual literacy and its significance in today's world; they viewed it as a trivial aspect that did not deserve much attention. However, throughout the intervention, participants began to recognize that images can convey deep meanings. Through discussions and inquiries about the street wall paintings in Candelaria, they discovered that images often carry deep messages. For instance, students started to understand various ancestral symbols and their connections to our origins.

Lorena Andrea López Cupita holds an MA in applied linguistics to TEFL from Universidad Distrital Francisco José de Caldas, Colombia. She also holds a BA in Spanish and English from Universidad Pedagógica Nacional, Colombia. She is currently working as a full-time teacher at Universidad La Gran Colombia.

Las Malqueridas: Textile Narratives, Social Fabric, and Alternative Possibilities in Language Learning.

Ana Sofía Gutiérrez González
Universidad Distrital Francisco José de Caldas

This study presents a qualitative research in progress focused on Textile Narratives as diverse semiotic repertoires represent self-care and care-for-others practices at reconstructing the social fabric. Employing a Participatory Action Research method to ensure active and transformative involvement, this study is collecting data through talking circles, testimonies, informal conversations, and cultural artifacts created by the participants who are ten elderly women learning English. These women reside in Bosa El Recreo, and the study departs from the idea that their identities intersect across gender, social class, and racial categories. Popular schooling in Bosa, Bogotá D.C is the context framing the population and a collaborative pedagogical intervention with them. This qualitative research utilizes analytical and conceptual frameworks grounded in the decolonial inflection to explore alternative pedagogies that challenge traditional approaches in the field of English Language Teaching. Textile narratives are powerful tools that reclaim alternative epistemologies and textualities, distancing themselves from text-centric frameworks and traditional linguistic models (such as systems of linguistic signs). When used as a form of political action, they enable diverse modes of testimony, documentation, and the narration of social memories and feelings, deploying methodological proposals to facilitate spaces for listening to shared experiences against violence and social injustices within the community. These actions weave practices of care that express a will to life in the process of reconstructing the social fabric.

Ana Sofía Gutiérrez González is a student in the Bachelor's program in Foreign Languages with an emphasis on English at Universidad Distrital Francisco José de Caldas. Her current research interests include textile narratives, decolonial pedagogies, peace education, and gender studies.

Sandra Ximena Bonilla Medina is Sandra Ximena Bonilla-Medina works as Coordinator of the master's in applied Linguistics for TEFL and the undergraduate programme in TEFL at Universidad Distrital Francisco José de Caldas Bogotá, Colombia. She is an ESTUPOLI research team member and Director of the seed grant on teaching and learning foreign languages, culture, and social justice

Book Launch: Unauthorized Outlooks on Second Languages Educacion and Policies: Voices from Colombia

Carmen Helena Guerrero Nieto (Editor)
Universidad Distrital Francisco José de Caldas
Auditorio Investigadores

Authors: Alber Josué Forero-Mondragón, Álvaro Hernán Quintero-Polo, Carmen Helena Guerrero-Nieto, Éder García-Dussán, Eliana María Rubio-Cancino, Ferney Cruz-Arcila, Jairo Enrique Castañeda-Trujillo, Jhon Jairo Losada-Rivas, Sandra Ximena Bonilla-Medina, Vanessa Solano-Cohen, Yiny Marcela Martínez-Bohórquez y Yolanda Samacá Bohórquez.

This book challenges dominant narratives in English Language Teaching (ELT), a field deeply shaped by colonial and neoliberal influences. Authored by members of the research group *Estudios Críticos de Políticas Educativas Colombianas (ESTUPOLI)*, it critiques the knowledge systems imposed by the Global North while offering diverse, locally rooted perspectives.

Framed metaphorically as a tapestry, that has various textures, colors, threads, and stitches, which as a whole aims to create a collective vision of what the field of second languages education has meant to us as teachers of English or/and Spanish, teacher-educators, and researchers, the book weaves together critical, decolonial, and nontraditional approaches. It is organized into two sections: the first features theorizations that question colonial perspectives, delving into topics like second language research, language policies, curriculum design, and the colonial legacy of teaching Spanish. The second section presents research-based studies that challenge conventional teacher education practices, examine the effects of neoliberalism on language policies, and highlight teachers' lived experiences. Together, these chapters create a textured and dynamic exploration of second language education, grounded in critical, localized, and transformative perspectives.

Alber Josué Forero-Mondragón holds an MA in Applied Linguistics from Universidad Distrital Francisco José de Caldas (Bogotá, Colombia) and a BA in English Language Teaching from the same university. He has devoted his academic and professional trajectory to raising questions regarding the role(s) language plays in the constitution of social realities. Thus, his interests have revolved around critical discourse analysis, language teacher identity, hip-hop pedagogies, and democracy and citizenship education in the English class. He is a teacher at Corporación Universitaria Minuto de Dios-Uniminuto and works as an academic texts copyeditor at Universidad de Antioquia (Medellín, Colombia).

Álvaro Hernán Quintero-Polo holds a doctorate in Education and an MA in Applied Linguistics. He has conducted research that has disrupted mainstream models in the areas of language teacher education, language teacher identity, and critical discourse studies. His disruptive research agendas have involved the creation of a voice of pre-service and in-service teachers about social, cultural, and political issues of the Colombian ELT curriculum. He is a full professor and coordinator of the MA in Applied Linguistics to ELT at Universidad Distrital Francisco José de Caldas (Colombia).

Carmen Helena Guerrero-Nieto holds a PhD in Second Language Acquisition and teaching from the University of Arizona. She is a full professor in the doctoral program in Education and in the MA in Communication Education from the Universidad Distrital Francisco José de Caldas. Her research interests and publications are in critical pedagogy, bilingualism, and teacher education and, recently, decoloniality in ELT. Her work has aimed at voicing Colombian English teachers' concerns, experiences, and interests. She is the main researcher of the group Critical Studies on Educational Policies. She has served as a member of the Board Of Directors at the Colombian English teachers' association, ASOCOPI (for its initials in Spanish Asociación Colombiana de Profesores de Inglés).

Éder García-Dussán is a full time professor in the School of Science and Education at Universidad Distrital Francisco José de Caldas. He is a faculty in the doctoral program in Education. He is an active member of the Red Distrital de Maestros (District Teachers' Network) (REDDI) and the Latin American Association of Discourse Studies (ALED). He is a member of the research group *Estudios Críticos de Políticas Educativas Colombianas* (Critical Studies on Colombian Educational Policies—ESTUPOLI), recognized by the Colombian Ministry of Science. He has authored books about linguistics, cultural semiotics, mother tongue pedagogy, and literary analysis (2008, 2012, 2015, 2018); is a compiler of academic works on research in mother tongue (2014, 2017), and is the author of 70 publications in scientific journals in Colombia, Spain, Italy, Czech Republic, Mexico, and Chile.

Eliana María Rubio-Cancino has been a teacher in private schools and private and public universities; additionally, she has been part of different bilingualism plans in Bogotá. With her experience as a teacher and educational manager, she has raised a deep understanding of the political, social, and pedagogical implications of bilingualism programs in public schools, letting her reconstruct her identity as an English teacher. She also works in the School of Education at Universidad Distrital Francisco José de Caldas; there, she has taught the practicum, pedagogy, evaluation, and research teacher courses and has supported different research studies that have contributed to the improvement of ELT in Colombia.

Ferney Cruz-Arcila holds a PhD in Language, Discourse and Communication from King's College London. His research interests have centered on bilingual education, the implications of language policies, processes of construction of teacher identity, rural education, and the relations of all these elements with issues of social justice. Recently, his work has also included critical outlooks of language teaching and learning from the view of race and racialization as well as the problematization of taken-for-granted ideas about the relationship between English and socioeconomic development. He is an assistant professor at the School of Humanities at Universidad Pedagógica Nacional.

Jairo Enrique Castañeda-Trujillo is a doctoral candidate in Education at Universidad Distrital Francisco José de Caldas. His research interests emerged from the analysis of his own experiences as a student-teacher and then as a teacher-educator. His research focuses on the English language student-teachers, who through narratives and autoethnographies have allowed him to learn more about their trajectories while being and becoming English language teachers. Recently, his work includes the analysis of ideologies about the teaching profession that have affected the construction of student-teachers' identities. He is an assistant professor at the School of Education at Universidad Surcolombiana.

Jhon Jairo Losada-Rivas is an associate professor in the English Language Teacher Education program in the School of Education at Universidad Surcolombiana. He has been a teacher and a language educator for over nine years. He holds a BA in English Language Teaching and an MA in English Didactics from Universidad Surcolombiana. His research interests are language assessment, professional development, and the study of bilingual policies in education. Recently, his work has also

centered on exploring English language teachers' academic, pedagogical, and personal trajectories as influential aspects that nurture and shape continuously their identities.

Sandra Ximena Bonilla-Medina is a Doctor in Education from the University of East London. Her research interests have centered on critical perspectives of language education in Colombia, specifically on how this interrelates with issues of social justice. Within the areas researched, she has explored culture, technology, and identity. Her most recent research has included critical outlooks of language teaching and learning from the view of race and racialization as well as the intersection of those with other aspects such as gender or class. She is an associate professor at the School of Education at Universidad Distrital Francisco José de Caldas.

Vanessa Solano-Cohen holds a PhD in Social Studies of Latin America from Universidad Nacional de Córdoba, Argentina. She is interested in the relationship between literature and violence in Colombia, the discursive configuration of migrants in the media, and the social construction of illness. Her interest in understanding language as a modeling force of society has led her to investigate the relationship between race, racialization, and the teaching and learning of foreign languages from a critical perspective. She works as a professor in the Department of Languages at the Pontificia Universidad Javeriana.

Yiny Marcela Martínez-Bohórquez es Magíster en Educación para la Paz y Licenciada en Humanidades y Lengua Castellana de la Universidad Distrital Francisco José de Caldas. Es profesora de la Secretaría de Educación Distrital e integrante del grupo de investigación Estudios Críticos de Políticas Educativas Colombianas y del semillero de investigación SEALECJS. Su campo investigativo gira en torno a política educativa, justicia social, formación en investigación y construcción de paz.

Yolanda Samacá-Bohórquez has been a teacher and teacher educator for about 32 years in public and private institutions in Colombia. Her feeling-thinking- doing is linked to critical pedagogies, decolonial perspectives in education, and the coloniality of being, knowing, and doing in ELT processes. The people she has been teaching, learning, and working within their-our territories have influenced her pedagogical and research work into a critical and situated critical teacher education praxis on pedagogical-research practices and teachers' identities and subjectivities. She is an associate professor at the School of Science and Education, Universidad Distrital Francisco José de Caldas, Bogotá, Colombia.

Friday, November 22nd, 2024

Plenary 03

From Marginalization to Equity: Reimagining Colombian Language Policies for Multilingualism Through Bottom-Up Empirical Insights

Norbella Miranda- Universidad del Valle, Colombia

The empirical turn in language policy has shifted the focus from declared official texts to human agents' engagements in various policy processes (Johnson & Ricento, 2013). Language policies are no longer accounted for solely as macro top-down regulations; they are being interpreted, challenged, contested, reimagined, and created by agents across different layers of the policy onion (Ricento & Hornberger, 1996; McCarty, 2024). This approach to language policy and planning, combined with the revelation that language policies have followed monoglossic ideologies and have perpetuated the marginalization of

languages and their speakers (Bettney, 2022; Veronelli, 2015), has enabled us to expose the fallacy of viewing language education policies as tools for advancing life opportunities (Miranda et al., 2023; Miranda & Valencia Giraldo, 2019). This presentation will inspect how Colombian language policies have traditionally maintained a limited and marginalizing view of the multilingual and pluricultural nature of the country by examining policy discourses. It will then present a selection of empirical studies and pedagogical practices as bottom-up achievements that contribute to counteracting colonial perspectives on language policy and advancing the recognition, value, and promotion of an equitable perspective on multilingualism.

Norbella Miranda holds a PhD in Educational Sciences from Universidad del Quindío, Colombia. She is an Associate Professor at the School of Language Sciences and serves as the Coordinator of the ELT Emphasis in the Doctorate Program in Education at Universidad del Valle, Colombia. She is a member of the research group EILA. Her research focuses on language policies, multilingualism, and curriculum development for language education from critical and decolonial perspectives. Her publications include the forthcoming article *Multilingual policies and practices in higher education: A national exploration from Colombia*, the 2024 article *Decolonizing English in higher education: Global Englishes and TESOL as opportunities or barriers*, and the co-edited book *Language education in multilingual Colombia: Critical perspectives and voices from the field* (2023)

CONCURRENT SESSIONS 4 **Auditorio Central**

Analyzing the EF English Proficiency Index: A Critical Examination of Heuristics and English Proficiency Discourse in Colombia

Javier Armando Sierra Gordillo & Katherin Lorena Silva Alfonso
Universidad Distrital Francisco José de Caldas

This project employs Critical Discourse Analysis (CDA) to examine the EF English Proficiency Index's portrayal of English proficiency in Colombia. Guided by CDA's principles, the investigation explores how power relations, social inequality, and ideological constructs are reflected and perpetuated through the Index's statistics and media representation. The research delves into the cognitive processes influencing public interpretation and the role of mainstream media in shaping these perceptions. By analyzing the economic-sociopolitical discourse, the study reveals how elite groups and institutions enact, legitimate, or disseminate dominance through text and talk in mainstream media. Additionally, a statistical analysis of Colombian data seeks to uncover patterns and implications beyond the numbers. The aim is to contribute to ELT development in Colombia by providing evidence-based recommendations for stakeholders.

Javier Armando Sierra Gordillo is a professor at Universidad Distrital Francisco José de Caldas, Bogotá, teaching in both the Bachelor's Program in Foreign Languages and the Master's Program in Applied Linguistics. He holds a master's degree in applied linguistics from the same institution and works as an English teacher and academic consultant. Sierra is a member of the ESTUPOLI research group and the research hotbed on Foreign Languages Teaching and Learning: Culture and Social Justice. His research focuses on gender and power relations, teachers' subjectivities, discourse analysis, and post-structuralism.

Katherin Lorena Silva Alfonso is a professor at Universidad Distrital Francisco José de Caldas,

Bogotá, where she teaches in the Bachelor's Program in Foreign Languages and the Master's Program in Applied Linguistics. She holds a master's degree in applied linguistics from the same university and also works as an English teacher and academic consultant. Her research interests include discourse analysis, identity construction, critical literacies, and alternative pedagogical innovations, all within the context of language education.

English Students' Political Discourses in Deliberation Classes: An Alternative Against the Neutrality of English

David Suárez Tafur
Universidad Distrital Francisco José de Caldas

The neutrality of English (Guerrero and Quintero, 2015) is a discursive tendency that portrays ELT as an apolitical field and activity. This in turn might have social effects in the ways English teachers and students perceive ELT spaces and how they act within them. This might be seen from both a macro-perspective (policies) as well as a micro-perspective (classroom decisions). This ongoing project proposes political deliberation as an ideal pedagogical innovation to promote the appearance of political discourses in an English class as a way to counter the aforementioned Neutrality of English. This is based on a conceptualization of politics as a process rather than as an arena (Leftwich, 2014), and a vision of English students and teachers as political agents who use their voices to construct political realities. Through Critical Discourse Analysis, the argumentative claims of students in deliberative English classes will be studied. Fairclough and Fairclough's (2013) model for political discourse analysis will be the basis for the reconstruction of arguments. Initial descriptive analysis of the clauses in each deliberators' intervention suggests interesting ideologically contested terms and differing ways of representing verb processes.

David Suárez Tafur holds a BA in English Philology from Universidad Nacional de Colombia, where he currently works as an English teacher at extension courses, and is currently an MA student in Applied Linguistics to TEFL. He is interested in researching political discourses in ELT and belongs to the research group ESTUPOLI.

Emotional and Political Dimensions of Language Teaching: Exploring Latin American Teachers as Agents of Public Discourse

Álvaro Hernán Quintero Polo
Universidad Distrital Francisco Jose de Caldas

This presentation advocates for recognizing Latin American language teachers as political actors engaged in public life's dialectical processes. The presenter will outline an upcoming research proposal exploring critical intersections between language teaching, emotion, and politics, inspired by Martha Nussbaum's work on shifting political emotions. The guiding questions of the future study include:
How do cognitive and non-cognitive aspects of language teachers' emotional experiences intertwine?
- In what ways is teachers' reflexivity on their emotions inherently political?
- What are language teachers' positions within the dynamic of democratic discourse and public policy?
- How do language teachers navigate tensions between universalism and identity politics in liberal democracies.

Rather than answering these questions, this session will use them to spark reflection among attendees. This study will aim to examine Latin American language teachers' emotional experiences concerning their engagement with public spaces, educational policymaking, and national identities, emphasizing the political dimensions of their roles.

Alvaro Hernán Quintero Polo is Álvaro Hernán Quintero-Polo holds a doctorate in education. He is a full professor at the District University Francisco José de Caldas. His research interests are language teacher education, language teacher identity, narrative studies, and political discourse analysis.

Auditorio Investigadores

Pondering on Youth Citizenship Practices in ELT

Kewin Prieto

Universidad Distrital Francisco Jose de Caldas

How do young English learners portray their citizenship in an English course? This presentation addresses the previous question through an unfinished critical ethnography and intends to delve into young English language students' practices of citizenship in their inhabiting spaces. The lack of job or academic opportunities that young people may face can influence how their citizenship is exercised in their inhabiting spaces and the way their identity is constructed and expressed (LEE 2022; Tinjaca 2022), from this, the English language intertwined with globalization, sometimes influenced by some ELT ideologies that contribute to widespread discrimination and colonization in the ways of learning the language (Ortega, 2023), appear as facilitators for including young people into the productive sector. Therefore, this research aims at exploring the young student's citizenship practices, that might remain hidden in traditional English learning process, and the possible influence of English in their youth.

So, as the research scenario, I proposed a space-based English course where the learners' practices and spaces were reflectively explored. Data was gathered through the students works, field notes, and some conversations. Initial topics have to do with sensibility and sense of belonging to different spaces and the use of English specially in virtual spaces.

Kewin Prieto is an English teacher-researcher working at the Universidad Distrital institute of languages, he is a master's in applied linguistics candidate. His current research interests deal with space and youth citizenship in ELT with critical lenses. He considers learners and research companions should be the main actors of knowledge production.

English Language Teachers' Positions and Positionings Toward Functionally Diverse Students: A Narrative Study

Cristhian Barrero Rico

Universidad Distrital Francisco José de Caldas

This paper reports a narrative qualitative study on English Language teachers (EL) that responds the discourses practices embedded in rights, policies, and norms that legitimate and validate positivist construction on students with functional diversity (FD) and their EFL education. The study aimed to interpret and explore the ways in which EL Colombian teachers' experiences, discourses, and identities position towards FD students. The approach used in this study was narrative inquiry. The participants were Colombian EL teachers in service, who were informants, participants and co-interpreters of this inquiry. The data were collected through oral and written narratives. The findings showed the intersectionality of inclusion and the multiplicity of positions of EL teachers in educational settings. Additionally, EL teachers' resistance to deficit objectification of FD students, which is observed in Western images and imaginaries of disability(ies) through normative standardization and neoliberal language enacted by inclusive policies within Colombian education.

Cristhian Barrero Rico is an English language teacher-researcher who believes in the intersectionality of inclusion and ELT.

The effects of English Pronunciation Instruction on the Speaking Skills of Second Grade Learners of English while Exploring Social Values

Lina Reyes
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Among all the skills required for being proficient in the English language, pronunciation is often one of the skills that receives less attention in the EFL classroom. Its limited attention is a result of time restrictions since the phonic and phonology training require more instructional time than the typically provided in English syllabuses (Khaghaninejad and Maleki, 2015). However, teaching pronunciation is critical for enhancing both speaking and listening abilities (Roosa, 2012). In addition, addressing this skill can support students' development of linguistic skills and sociocultural awareness while exploring values as part of their social and individual development as part of a community. Moreover, pronunciation is addressed from a critical perspective that embraces diverse linguistic identities within the classroom which interrogates the so-called native models of pronunciation. Taking into consideration the beforementioned, this talk aims to report on the preliminary findings of an action research study aimed at identifying the effects that pronunciation instruction has on young learners of English as they explore values such as autonomy, teamwork and self-esteem, which were introduced during different sessions for over a year of intervention now. Expected outcomes for the present research will relate to a wider understanding of what appropriate pronunciation might be like, increased confidence and deeper understanding of social values.

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Panel of authors for the upcoming issue of Colombian Applied Linguistics Journal

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