



## **II International and VIII National Foreign Languages Research Congress**

**“TEACHING AND LEARNING FOREIGN LANGUAGES IN THE XXI CENTURY”**

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## Plenary Sessions' Abstracts

### Recent Trends in Identity Research in Applied Linguistics

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Linguistics has traditionally been conservative in terms of identity regarding as a series of fixed categories. However recent developments in sociolinguistics, with contributions from psychology, sociology and anthropology, challenge this assertion. Recent investigation into identity and language has opened new insights into the nature of identity. Ethnicity, nationality, gender, sexuality, and second language learner identities have come into question following the increasing appearance of hybridization and new identities, and sociolinguistic and ethnographic study of these phenomena. Identity, and particularly linguistic identity, should no longer be seen as a fixed characteristic of the person but rather considered a collection of overlapping and constantly evolving productions.

### Flipped Lives, Flipped Instruction

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This presentation examines the effects of rapidly expanding information technology and social media explosion on the 21st century English Language Learner. Access to the internet has resulted in English as a unifying language of communication on a global society. As a result, teachers may be asked to differentiate instruction to include technology in their ELT instruction without sufficient preparation or resources. This presentation explores the creation of a culturally responsive classroom that embraces technology to enhance and expand English language learning beyond the walls of our classrooms.

## Language learning beyond the classroom

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The two contexts for language learning and use are inside the classroom and outside the classroom. Until comparatively recently, the classroom world was where language was learned, and the world beyond the classroom was where language was used. This bifurcation between language learning and use began to break down with the advent of communicative language teaching which brought with it experiential learning and the notion that one could actually acquire a language by using it productively and communicatively inside the classroom.

However, until relatively recently, opportunities for activating classroom learning in the world outside the classroom were limited in many parts of the world, all that has changed with technology, particularly the Internet, which provides learners with access to an astonishing variety of authentic and output. The proliferation of social networking sites provide learners with opportunities to communicate in speech and writing with other users of their chosen target language around the globe.

In this presentation, I will argue that learning through using language in authentic as well as pedagogically structured contexts outside the classroom can significantly enhance the language learning process. Practical illustrations and examples in the form of case studies will be presented to illustrate the rich variety of opportunities that exist for language learning and use outside the classroom.

## ELT is evolving. What about our learners' learning?

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In the last two decades language teaching has evolved assimilating in one form or another the suggestions of contemporary trends. One could say current ELT symbolises a principled approach to teaching and learning as for what surfaces when teachers talk about their work. Active, student-centred, meaningful and collaborative are the adjectives more commonly used. However, we need to ask some questions: Is this landscape reaching the expected results? Which results? Are the results essential? To whom? Who should tell us the results? and when? Finally, why are the answers to these questions significant? This presentation, which is an outgrowth of a sustained collaborative inquiry of practice of teacher educator s' approach

adopted to guide in-service teachers' research, will anticipate some answers to those questions. I will also share some tools for teachers and learners to be able to respond to the previous questions based on a sustained non-disruptive and enriching reflection-on, for and as learning that can help learning agents keep track and improve processes and results. It draws on the frameworks of transformative teaching for learning that have illuminated our approach to guide learning from practice.

## **Colombia Bilingüe: Igualdad de oportunidades a través de la comunicación en inglés**

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El Ministerio de Educación comparte las líneas estratégicas del programa Colombia Bilingüe, los avances desde 2015 y la proyección a 2018.

Equal opportunities through communication in English

## **Language games for English teaching: a cognitive approach to transform the classroom**

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Keywords: Language games, English teaching, Cognitive approach, Classroom, Wittgenstein.

One of the most common problems in English teaching lies on the significant demotivation among the students due to the use of inadequate methods deriving from the lack of ideas to innovate. In this presentation, it will be shown how, through the application of language games in a cognitive scale, the classroom will be transformed into a ludic, affective, cognitive and effective learning environment. In order to achieve this, we will analyze a direct contact in the classroom through la mise en scène of a game full of imagination, terms, concepts and cognitive-affective interaction between students. In the end, a more amicable atmosphere will be created where the students' participation will be unmeasurably increased to obtain the desired communicative and cognitive improvement in highly motivated students.

## **The power of frustration: Rethinking Teacher Development Programs to find out what works best**

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The session aims at providing administrators and teacher trainers with ideas on how to better-structure teacher development programs in their organizations. As a point of departure, the presenter uses the results of two large scale teacher qualification courses implemented in Colombia to analyze what needs to be reconsidered in order to set up programs with components that will render better outcomes in the classroom. The analysis is based on the results reported in three research papers.

## Parallel Sessions' Abstracts

### Research Line: Inclusive Education

#### **Inclusive Education in English Language Teaching Programs in Colombian Universities**

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In Colombia, the inclusion of disabled students has been guaranteed since 1991; however, there are still institutions that do not respond to all the demands diversity implies. This documentary research study aims at portraying the way ELT programs at Colombian universities educate their pre-service teachers to cope with students with special needs and to raise awareness of the importance of being trained in inclusion. This study is framed within inclusive education, ELT teachers training and disabled English learners. It was conducted on fourteen Colombian ELT programs. The participants were six professors in charge of courses in inclusion and eight ELT directors from programs that lack these courses. Hence, to collect the data we implemented a mixed-method approach, that is, an unstructured online questionnaire applied on the professors and a qualitative interview conducted

with the directors. The findings suggest that most ELT programs do not educate future teachers on inclusive education; also, we found out that the lack of training in inclusion is due to time constraints and neglect of its paramount importance by study plans designers. Thus, we highlighted the necessity of adding these subjects in ELT programs study plans in order to improve teaching practices and foster an inclusive and diverse environment in the classroom.

#### **Enseignement Des Langues Étrangères Aux Personnes Ayant Des Besoins Spéciaux D'apprentissage: Exclure L'inclusion**

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Ce projet a commencé il y a quatorze ans, avec une étudiante non-voyante. Petit à petit d'autres caractéristiques ont commencé à faire partie du groupe: malvoyants, sourds, quelqu'un ayant souffert la paralysie cérébrale, le troisième âge. Actuellement trois « semilleros » y participent et sèment à leur tour, des grains autour d'eux.

L'objectif du travail est tout d'abord l'ouverture d'opportunités pour les gens qui n'ont pas pu étudier une langue étrangère (à l'occurrence français et anglais), parce que les institutions éducatives en général ne sont pas préparées pour les accueillir. En plus, on invite les gens en général et les enseignants en particulier, à se former, à découvrir un monde auquel ils pourraient se voir confrontés un jour.

La méthodologie utilisée a été recherche action. Les résultats obtenus : une jeune fille qui a suivi sept semestres de FLE dans sa formation universitaire. D'autre part, les résultats du « semillero » Blind Caméléon, avec un public de non-voyants et malvoyants: l'affectivité, création et adaptation de jeux, un jeune ayant eu paralysie cérébrale, la peinture et la sculpture, le troisième âge. En plus, le « semillero » Papillon Mache'ewa s'occupe du public de sourds et travaille sur la sensibilisation du public entendant par rapport à la langue de signes.

## **Enseignement d'une langue étrangère aux personnes ayant une déficience auditive:**

***« D'un monde du silence à un cosmos de symphonies sans fin »***

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Ce projet fait partie du groupe de recherche RETELE, et du « semillero » Papillon Mache'ewa. C'est un projet axé sur l'enseignement d'une langue étrangère (dans ce cas, l'anglais) à une personne ayant une déficience auditive. L'objectif principal est celui d'enseigner une langue étrangère aux personnes ayant une déficience auditive en découvrant et en appliquant de nouvelles méthodologies pour y arriver. Le type de recherche travaillée est la recherche action. Le processus est intégré par quatre phases ou moments mises en relation : une planification, une action, une observation et une réflexion. On utilise des vidéos, des livres du texte, un dictionnaire illustré avec des images et une transcription phonétique adaptée. Pour chaque séance, on applique une séquence qui est conformée ainsi : conversation informelle en langue des signes colombienne, motivation, présentation, pratique et évaluation. Jusqu'à maintenant l'apprenant est capable de se présenter et d'utiliser son information personnelle pour participer à une conversation simple.



## **Sobre el balbuceo manual. La relación deíctica en el lenguaje gestual en oyentes y sordos**

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Los estudios sobre adquisición del lenguaje en la edad temprana hacen referencia a varias etapas que involucran procesos físicos y mentales en el reconocimiento de diferentes elementos de la lengua, como lo son los sonidos. Dentro de estos procesos encontramos aquel que se relaciona con el control del flujo de aire y el reconocimiento de nuestro sistema fono-articulatorio: el balbuceo, que es una etapa crucial de la adquisición de habilidades lingüísticas en los infantes. Ahora bien, esta etapa es conocida popularmente en las lenguas orales como uno de los pilares en el desarrollo de la lengua, pero debemos tener en cuenta que tanto en las lenguas orales como en las lenguas de señas (LS) podemos encontrar un balbuceo manual. Por ello, el objetivo del presente estudio fue identificar las características que posee el balbuceo manual y su relación con la adquisición de habilidades lingüísticas, principalmente aquellas enfocadas al fenómeno de la deixis en las LS. Los

resultados, que se identificaron por medio de grabaciones de niños sordos y oyentes, ofrecieron información sobre los tipos de gestos más comunes durante la comunicación referencial: de alcance y de señalar. Estos resultados ayudan a corroborar las investigaciones sobre la existencia de una relación entre el desarrollo motor y la adquisición del lenguaje en la etapa prelingüística. Además, se identificó que en los niños sordos hay una continuidad entre los balbuceos silábicos manuales y la elaboración de sus primeras señas, al momento de que el balbuceo silábico manual es la primera aproximación y reconocimiento de entrada lingüística que poseen los niños sordos a su lengua materna.

## **Differentiating teachers' instruction to include visually impaired students in general education classrooms. A review of inclusive practices**

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Inclusive education of children with learning disabilities in general education contexts has long been a topic of controversy, since it implies an effort to achieve. With this many institutions have to adjust their regular lessons to give disabled learners the opportunity to be part in the learning process. The increasing trend of placing students with learning disabilities in general classroom has raised questions among educators, researchers, and policymakers about the way this educational goal can be achieved. As a result, many schools have adapted their curriculum to cater for students with learning disabilities. Cecilia de Lleras is a well-known public institution in Monteria city due to their inclusive practices to assist students' with special needs. Thus, this ongoing case study is reporting some initial findings about differentiated instruction pedagogy educators from the institution use to facilitate the educational inclusion of fifteen children with visual impairment in their English classes. The initial findings from observed lessons, and interviews are reviewed in order to suggest some insights for educators about the types of strategies, principles and tasks teachers apply in order to implement differentiated instruction

to favor visually impaired students. Results of this ongoing research report useful multi-task lessons, ICT mediated activities, and an initial description about the way these teachers have restructured their teaching to accommodate students' limitations in regular English classrooms.

## **Experiencia de un taller de relatos orales mapuche-williche como estrategia de incorporación del conocimiento cultural indígena en la escuela**

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Los relatos tradicionales orales constituyen la identidad del pueblo mapuche y cada vez que se narran se reconstruye la visión de mundo de esta cultura. En este contexto, el objetivo de esta ponencia es describir una experiencia de rescate y puesta en valor de relatos ancestrales orales propios de la cultura mapuche-williche con un grupo un grupo de niños y niñas indígenas en una escuela en contexto intercultural. La intervención consistió en realizar 10 talleres de Libro-álbum sobre los relatos orales de cuatro horas cada uno durante 8 meses. El objetivo fue evidenciar el valor de los saberes

culturales de los niños y las comunidades indígenas como un conocimiento educativo y recurso pedagógico para los profesores. En los talleres participó un grupo de 30 niños de 5° y 6° año de educación básica y 2 docentes de la Escuela Rural Chaicas en la Región de Los Lagos Sur Austral de Chile. Del análisis de la experiencia se devela que es urgente valorar la diversidad cultural como una

riqueza en el aula que debe estar presente al diseñar situaciones de aprendizaje y enseñanza. El trabajo con libro-álbum favoreció el proceso de comprensión y construcción del significado en actividades de lectoescritura y promovió la interacción entre el conocimiento escolar y los saberes culturales de los estudiantes.

## **Research Line: Linguistics, Non Verbal Communication and Semiotics**

### **Critical Literacy towards Writing Literature double Entry Journal**

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This presentation is planned to present the process and results of a research study based on identifying and describing how critical literacy skills emerged while students in a literature class, reflected, questioned and inquired on culture and identity issues that are involved in different literary texts. It will be shared how dialectical notebooks or double entry journals are useful to guide students into more reflective and analytical reading processes.

During the presentation we want to account for the findings of a research study conducted in the seminar of Literature and Culture of English Speaking Countries. During this seminar we asked students to read different literary texts in order to reflect about some quotations or excerpts taken from those texts.

We asked them to write or discuss about what intrigued, confused or touched them in their lives. This was evidenced in the quotations or excerpts they selected for their dialectical notebooks or for the reflective essays they wrote along the course.

The study involved the use of some North American literary texts and the introduction of a new tool in the classroom which was a dialectical notebook or a double-entry journal. This was the first time, the students involved in the study were asked to follow a dialectical notebook in order to reflect about some excerpts or quotations taken from different literary texts. Those literary texts were selected by the teacher with the intention of pushing students to reflect upon some North American Culture and

identity issues while reflecting about their own concepts of their own Colombian culture and identity.

## **Sobre la Lectura-Literatura-Cultura y sus Implicancias en el Profesorado Y Licenciatura en Inglés en la Universidad**

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Los Proyectos de Investigación e Innovación para el Mejoramiento de la Enseñanza de Grado llevados a cabo desde el año 2005 por diferentes equipos de investigación en la Universidad de Río Cuarto acerca del uso de textos literarios en el contexto de la Universidad (Secretaría Académica, PIIMEG y PPI) corroboran la presunción de que las dificultades de aprendizaje de una lengua extranjera en los estudiantes universitarios se originan, en la mayoría de los casos, no sólo en deficiencias en la lectura de textos académicos, sino también en la dificultad de interpretar textos simbólicos. Las conclusiones a las que se arribaron a través de dichos Proyectos pusieron énfasis en la necesidad de que los alumnos en la universidad deben recuperar la capacidad de pensamiento para lograr ser 'buenos lectores' (Boiero, Jure 2009). Asimismo, ante la preponderancia de estudios sobre lectura de textos

académicos en el nivel superior, se ha insistido en la presentación de proyectos de investigación orientados a la exploración de la lectura literaria y su importancia en la formación integral de los futuros profesionales. Además de otorgarle valor a la lectura de textos literarios por su indiscutible aporte al desarrollo de la actitud crítica y la creatividad, el discurso literario representa una de las herramientas más importantes para el desarrollo de estrategias para la vida universitaria puesto que demanda procesos interpretativos complejos. Es por esta causa que todos estos proyectos tuvieron como eje central la exploración, discusión y estudio de las características de los textos literarios, sus lectores, los modos en que se lee y propuestas de nuevos enfoques para un uso innovador de los mismos en los cursos de lenguas extranjeras en el nivel universitario (Castrillón en Giardinelli 2007). El encuentro con los textos estéticos facilita la construcción de lectores autónomos capaces de 'leer al mundo' y apropiarse de la palabra en su función connotativa, interpretar e interpretarse a partir del lenguaje metafórico como instrumento para configurar la realidad y enfrentarse a un mundo impredecible, heterogéneo y cambiante. De igual modo las exigencias de las lecturas universitarias demandan trabajos interpretativos complejos en donde se necesita la aplicación del sentido crítico y la creatividad. El presente trabajo tiene por objetivos la presentación de dos Proyectos de Investigación interdisciplinarios llevados a cabo en la actualidad por un grupo de docentes becarios, adscriptos y alumnos del Área de Lenguas

y Cultura del Departamento de Lenguas de la Universidad Nacional de Río Cuarto. A continuación se describirán los principales propósitos de dichos Proyectos y el impacto que se espera obtener a partir de sus resultados.

### **Task-Based Language Teaching and Socio Cultural Theory Basis for Effective Scaffolding in a Communicative Approach Class: Context Matters**

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This lecture aims at presenting some significant concepts on Task-Based Language teaching (TBL), Sociocultural Theory (SCT) and scaffolding that laid the theoretical framework for the communicative tasks designed. More specifically, this action research focused on lesson context creation through the implementation of collective scaffolding strategies that would serve two equally important purposes: motivating students to take risks and increase their oral interactions, and introducing the key vocabulary they needed to carry out the successive stages and tasks of the lesson. The population catered was made up of university students from a variety of faculties who were taking level 1, 2, or 3 classes in an EFL communicative approach program. Different kinds of resources and

mediation strategies were used. Informal visual assessment of learners' performance and peer-teaching observations were carried out in order to compile, compare and analyze the effectiveness of the strategies and their outcomes in terms of amount of oral production and confidence levels among the students. This peer-teaching initiative aimed at designing well-structured scaffolding activities in which there were room for both teachers' structured planning and students' input. At the end of the course, informal surveys were conducted among the students to determine the overall impact of the communicative scaffolding provided. Some of the benefits of combining TBL and SCT concepts to design vocabulary scaffolding tasks are described and methodological considerations for future research are provided. Theory, research and pedagogy crossed paths and merged in the design, implementation and assessment of the present action research.

### **Revealing Students' Discourses on Constructions of Gender through Communicative Tasks in an EFL Classroom**

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This ongoing project reports part of a qualitative action research experience that attempts to identify students' discourses on gender constructions when they develop EFL communicative tasks in an intermediate course at the Universidad Pedagógica Nacional (UPN), Centro de Lenguas. Since learners used to work only with people from their sex and their discourses tended to be based on gender and sex stereotypes they were encouraged to reflect on what was happening in the classroom in terms of their interactions, the way they were seeing others (boys and girls) and how it could affect their EFL learning process. Communicative tasks were useful in two different ways, on one hand, they provided the data required for analyzing students' discourses and, on the other hand, they showed the progress students had in terms of writing and speaking (production skills). Data were collected from teacher's observations, written and spoken production (artifacts) and interviews in a pedagogical intervention. Through feminist post-structuralist discourse analysis, it has been found that integrating reflections of gender constructions in and EFL classroom could foster students' performance and it constitutes a pedagogical contribution to researches conducted in the EFL Colombian community and specifically at the UPN languages department.

## **La Lingüística y las Lenguas Extranjeras**

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La presente ponencia, inscrita en la línea temática: Lingüística, Semiótica y Comunicación No verbal, pretende responder el interrogante: ¿Cuál es la utilidad de la Lingüística como opción temática, en un plan de estudios de Lenguas Extranjeras, Inglés-Francés, colegida a partir del trabajo retórico de un grupo de estudiantes de la Universidad Pedagógica y Tecnológica de Colombia, Uptc, Tunja?

Es una investigación descriptiva, adelantada en el primer semestre académico de 2016, por continuar en el segundo, cuyo objetivo principal es el de definir la utilidad de la Lingüística General –ofrecida en Español- en un plan de estudios de Lenguas Extranjeras, Inglés-Francés, colegida a partir del trabajo retórico de 15 estudiantes del primer semestre académico, para establecer la trascendencia de los conocimientos impartidos en Lingüística General; con temas inscritos en la Lingüística Teórica y en la Aplicada.

La técnica principal para la recolección de la información fue la observación semiestructurada, la estructurada y la Sesión de Retórica –basada en la del Análisis del Discurso-. Los primeros resultados indican que la Ciencia del Lenguaje es

trascendente en el momento de interiorizar aforismos pedagógicos; además, les permite, a los futuros docentes, discernir características y diferencias de algunas metodologías propias de la enseñanza-aprendizaje de una lengua extranjera, a saber: la estructuralista, la formalista, la generativa, la discursista y la cognitiva. De otro lado, les ayuda a entender la diferencia entre la lengua, como dimensión, como objeto de estudio y como instrumento.

## **The Communicative Approach and the Teaching of English: a Linguistic - Philosophical Rapprochement**

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In first place, this piece of work discusses the importance that English represents in the world of today. Effectively, this language has become, as was Latin in its day, the common code for transnational commercial transactions, scientific events, diplomacy and technology among others. Because of this, thousands of individuals take on the task of studying this language. However, not everybody who begins this task is successful. This is due to methodological and epistemological problems that are apparent in the teaching and learning of this language. Therefore the following piece of work is justified, taking as a starting point a case study of the communicative approach which is ever present in the English teaching programs offered by the University of Nariño. The analysis of the information gathered, through in depth interviews with teachers, students and alumni and with the revision of documents of the syllabi of the Conversational English subjects, using the respective processes of triangulation. This allowed for the aforementioned process to be detected and in turn to discover that it has been governed by technical rationality and pragmatism. All of which has led to memorization and the reiteration of material from texts, thus implying the formation of habits. Faced with these findings a transition is proposed from these paradigms toward a linguistic turnabout, as an alternative to rescuing pluralism, difference, the



construction of a collective sense, an augmentation of knowledge as a process in permanent construction, the conception of language not only as a system of communication but also as a means that forms part of our thinking, of how we conceive the world and even in how we act.

## **Research Line: MTIC in Foreign Languages Teaching**

### **Different Learners: Integrating Technology in the English as a Foreign Language Classroom (EFL)**

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This research showed how the integration of information technology and communications positively affected the teaching and learning of

English as a foreign language. The methodology used the quantitative approach, making different processes and techniques adapted to the demands of the research, the data obtained was the result of testing four groups of English at level two, twenty students per group which were followed by a period of one semester each group. Two of the groups were in the period 2015 A and two groups in 2015 B. There was theoretical check where authors show the relationship between education and technology which supported the research done. The results showed that the integration of technology in the learning of English as a Foreign Language influenced significantly in the process, and there were solid conclusions and recommendations that can contribute to improving the teaching of English.



## Using Virtual Learning Tools to Enhance English Language Use

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This study shares the results of a small-scale research project focused on using virtual learning tools to enhance English language. It was carried out with a group of tenth semester students from the Law Faculty at Universidad Santo Tomas, Tunja. It had as an objective to employ virtual learning tools to increase motivation while learning English, which contributed to the development of different class work activities. Currently, most of the teachers at the Languages Department give traditional classes where a book is mainly used; additionally, students' motivation is very low and consequently they are not interested in learning English. The type of study conducted, was action research. Accordingly, the research instruments were: a field diary to collect information in case the researcher forgot or did not include important details that occurred during a class. A forum, which is considered as an efficient tool, that contributes to the collaborative learning. A survey, to get more relevant information from students and students' artifacts that show what

students could create by using virtual learning tools. Finally, the data collection displayed two categories: the impact of collaborative work to create online tasks. It demonstrates that students prefer to work in groups, in the sense of organization and content when they receive support and an objective is set to develop an activity and the use of online resources to motivate learning in L2, which evidences that motivation is a major factor to make disposition arises and execute an activity with positive attitude.

## New Literacies: Video Gaming in Warcraft and Digital Story Telling

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Key Words: videogames, MMOG, literacy, technology, alternative texts, multiliteracies, digital, story—telling

If we ask young learners about the technologies they usually use, we will find that they are just not limited to Facebook or YouTube. It is for sure that media play a tremendous role in our current lives. Specifically, in the last decade the implementation

and use of videogames have created a significant gaming culture among young people. On the other hand, today's students are not just information gathering but information-creators as well (photos, videos, blogs, etc).

The state of the art about this field of inclusion of videogames in the Colombian educational context suggests that despite the existence of many studies dealing with ICT's, there is little academic research on MMOG in our country. Besides that, many parents and teachers believe prohibition for students from playing videogames is the most suitable solution to literacy-related problems in different subjects such as English.

The first one is a qualitative case study that examines 9th graders from Celestin Freinet School as videogame players in a virtual setting called World of Warcraft. Observation, the collection of participants' artifacts and interviews were used to collect data about the literacy practices that emerged when video gaming and the effects on literacy skill development with learning English as a foreign language.

The results of the research show that students engage in two categories of EFL literacy practices: literacy practices inside the game and literacy practices beyond the game, in which multiple purposes and objectives are portrayed.

The second is a small scale project in which students from Centro de Idiomas Unicor became creative storytellers through the traditional process of

selecting a topic, conducting some research, writing a script and developing an interesting story in English.

In conclusion, both projects contributed to improve students' willingness to engage into EFL literacy practices and English learning. Finally, these research results unveil in higher details if the idea of using virtual worlds and digital story telling will fulfill the requirements of the 21st century education.becerr

## **Biographical Sketch of Presenter**

Sandra Esperanza Pinzón Alfonso

Sandra Esperanza Pinzón teaches English at Institución Educativa Distrital La Victoria in Bogotá. She holds a bachelor degree in Spanish and Languages from Universidad Pedagógica Nacional (Bogotá) and a M.A in English Language Teaching – Autonomous Learning Environments from Universidad de la Sabana (Chia - Cundianamarca). She has taught English to children, teenagers and adults since 2002. Her research interests include autonomy, motivation, interest, and the use of blogs to foster writing.

Factors That Affect the Design of a Blog to Develop Students' Interest in Learning English

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Keywords: Design-based Research, Interest Driven Learning theory, Instructional design, interest, writing, blogs.

This design-based research project aims at identifying factors that can affect the design of a blog in order to foster eighth grade students' interest in learning English while using blogs to develop their writing skills. This study was framed within the theory of interest-driven learning theory seeking to discover the factors related to interest that should influence the design of a learning strategy. The researcher followed the principles of instructional design of the Dick and Carey (1991) model. Using the stages proposed for this model, the researcher designed 14 activities on a blog for a group of 38 students at a public institution whose ages are between 13 and 17 years old and whose English level does not reach level A1 according to the Common European Framework of Reference for Languages (CEFR). After a rigorous process of coding, the researcher was able to establish that pedagogical factors such as students' learning, and their ability in the language and the use of technology, as well as aspects of the design itself are important, but strongly conditioned by the individual factors of interest and autonomy which, in turn, are greatly influenced by the context and they all must be taken into account to increase the effectiveness of the design. Ultimately, the exercise of designing and

evaluating a pedagogical intervention is a productive learning experience for a teacher and, perhaps, an indispensable, but generally ignored, step in transforming teaching practices, and therefore learning, in the classroom.

## **Autonomie D'apprentissage Dans La Licence De Langues Étrangères A Partir D'un Dispositif Foad Hybride**

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Mots clés : Dispositif virtuel hybride (FOAD), apprentissage de langues, auto

Cette recherche est encadrée dans la Licence de Langues étrangères de l'Université de l'Atlántico, spécifiquement adressée aux étudiants de 7ème au 10ème semestre. Il s'agit de la conception d'un dispositif de formation virtuel hybride qui sera mise en œuvre dehors la présence physique du professeur et en complément des cours réguliers que les étudiants suivent en présentiel. Ce dispositif tiendra en compte l'identification des styles d'apprentissage des apprenants afin d'améliorer la compétence communicative en langues étrangères

exigée dans le niveau B1, B2, C1 du cadre commun de référence pour les langues (CECRL)

Au vu du dernier arrêté ministériel de 2015 « 2450 » les Licences en Programme d'Education du pays, en particulier des langues étrangères, doivent concevoir un plan d'étude ayant une forte composante en pédagogie et didactique, et limitant ainsi les heures de contact avec les langues d'étude. Ce qui impliquera la préparation complémentaire en autonomie de la part des étudiants orientée ou pas par l'enseignant. C'est pourquoi ce projet prend l'importance et devient essentiel face à l'exigence du Ministère de l'Éducation d'un niveau C1 de langue chez nos diplômés.

Du même, ce travail cherche à inciter la reconnaissance des styles d'apprentissage, le développement de la compétence technologique des enseignants et des apprenants à partir d'un dispositif d'hybridation dans le contexte de l'enseignement supérieur, de ses apports et de ses contraintes en FLE.

## **El Modelo Flipped Learning en la Pronunciación Del Inglés: Un Estudio Exploratorio Con Docentes en Formación de Lenguas Extranjeras**

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El propósito de esta investigación fue explorar los efectos de una propuesta flipped learning (aula invertida) para el aprendizaje y enseñanza de la pronunciación del inglés mediante el uso de TIC. Este estudio se llevó a cabo con alrededor de 33 estudiantes del curso "Introducción a la fonética" pertenecientes al cuarto semestre del programa Licenciatura en Lenguas Extranjeras de la Universidad Católica de Oriente (UCO).

Metodológicamente, esta investigación se enmarcó en un enfoque mixto con un diseño cuasiexperimental, contando con un grupo control que tuvo clases convencionales de fonética y un grupo experimental en el que se aplicó la propuesta flipped learning. Con el fin de determinar posibles efectos de la propuesta, se recolectó información de orden cuantitativo por medio de un instrumento de evaluación de producciones orales de estudiantes de ambos grupos antes y después de los cursos, y de orden cualitativo por medio de una encuesta a los estudiantes y una entrevista a la docente.

Los resultados del estudio sugieren que, si bien no hubo diferencias estadísticamente significativas en los desempeños de la pronunciación de los estudiantes de ambos grupos, sí pudo evidenciarse, gracias a las percepciones de los estudiantes y la docente, que la propuesta flipped learning impactó positivamente dinámicas importantes del aula de clase presencial y virtual como la interacción, la colaboración, la motivación, la autonomía, los

ritmos de aprendizaje, la centralidad en el estudiante y su aprendizaje, la optimización del tiempo, y el uso de videos y plataformas tecnológicas para el aprendizaje.

## **Empowering Pre-Service Teachers in the use of ICT for the Foreign Language Classrooms**

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Empowering pre-service teachers in the use of ICT for the foreign language classrooms.

The use of technology in classrooms as relevant tools in English learning and teaching has conveyed challenges for the foreign language teachers and technology-driven generations forcing a new perspective on digital teaching (digital competence) and learning practices. The perceived benefits of technology in education have become a global trend having a meaningful influence on the foreign language and learning process. Accordingly, this study attempts to give an account of the pre-service teachers' insights, attitudes and preparation when integrating new technologies to their teaching practice analyzing and assessing their experience through the impact

on their formation in undergraduate university programs and its relevance for their teaching and learning activities. The study followed a qualitative methodology and involved a group of pre-service teachers in the Languages School from a public university in Tunja. They completed a survey, two semi-structured interviews and a journal to provide responses to two research questions about the empowerment of technology in the foreign language classroom: their attitudes and insights, benefits and disadvantages in their preparation to integrate ICT to their learning and teaching activities.

Some preliminary findings revealed that while technology is an important part of their lives, their use is very moderate and limited. In addition, the lack of facilities in schools was highlighted like the biggest difficulty to integrate newer technology in classrooms. Positive attitudes towards technology were evident, however, they expressed the lack of courses focused on ICT training to strengthen their ICT skills as future foreign language teachers.

## **Implementing a Virtual Language Resource Center (VLRC) as Strategy to Encourage Students and Teacher to Enhance Their Learning and Teaching Practices**

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With the rapid development of the use of technologies, the Educational revolution in Colombia aims to transform our system of education in terms of relevance through different strategies to expand coverage, based on equity, improve the quality of the education system and increase the number of educated people.

In the view of the above reason, a VLRC has been created as a pedagogical strategy to promote better teaching and learning opportunities. This study was aimed to determine the perceptions and the students and teachers on being involved in a (VLRC), to literate them in the use of internet resources and to understand how the use of it might shape their own learning-teaching process.

The study involved the following stages: Feasibility, technical, financial, organizational and ethical. The requirement for the VLRC was gathered through interviewing of the following persons: An English teacher, a Fellow teacher (Native) and Students. The method used in designing this system was Structured System Analysis and Design Method (SSADM). It was chosen because it involves data collection to help meet students' requirements. As conclusions, the VLRC served to enhance the method teachers use to teach the students languages. The platform was suitable for the students. It is also recommended to adjust the different internet tools bearing in mind students' needs. However, it should exist a Language curriculum to promote learner autonomy through the use of ICT.

## **Using Google forms to Analyze other's Future Plans**

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Licenciada en lenguas extranjeras de La Universidad De Santiago De Cali, magister en didáctica de la enseñanza del Inglés de la Universidad de la Sabana cuenta con experiencia en la enseñanza de este idioma en instituciones educativas de Cali y Bogotá en diferentes niveles educativos.



With this presentation I intend to demonstrate that with simple topics of an EFL class, teacher and students can take advantage of the different digital tools that are emerging, benefiting the students' abilities in the language learning and the use of new technologies. We as educators can integrate these two relevant elements to improve engagement, motivation and critical thinking in the classroom. Certainly, at the same time, learners will develop communicative skills in English given that the use of the tool that will be described next provides the opportunity to use them all.

Google forms is one of the applications that Google is offering in order to design questionnaires and surveys following a very simple process. This tool was used in a class of level 4 at Universidad Cooperativa de Colombia with the purpose of assessing the students on the use of the future forms by formulating questions based on different fields of life, for instance: belongings, family, education, profession and others.

The main idea to be shared in this presentation is that Google applications or Google education products and many other digital tools, like collaborative walls, online presentation software, web sites used as authentic materials, explainer video software among others could be easily linked

to the topic of the class in favor of the students to develop the language skills mentioned above.

Moreover, with this practice teachers are contributing to innovate practices of teaching through language learning and encourage students to be involved in virtual and modern contexts using the language in experiential situations in which English is the path for learners to experience that through English they can increase knowledge about ICT besides English.

## **Improving ICT in the teaching process: An English Elementary Course**

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Keywords: teaching, ICT, English, constructivism, program.

This research paper deals with use of ICT in the teaching of English I at the University of Pamplona Faculty of Education, using a constructivist approach. The project have many stages: a) a diagnosis of an online ESP course; b) to determine which elements and restrictions a web model should have, c) to evaluate the instructional design and the approach used in it. Samples of 18 foreign

languages students were taken for the needs analysis. The model was designed from pedagogical web files and documents used for online ESP course. The results established that a) online education was an important choice for first semester students at the University of Pamplona, b) the previous programs presented a behavioral tendency. The results show

that the didactical model offers a base for the ESP teaching at a university level.

## **Research Line: Spanish as a Foreign Language**

### **África, Ghana**

#### **Prejuicios, desaciertos y vacíos: la auténtica experiencia pedagógica de la enseñanza del Español como lengua extranjera**

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En la última fase de este programa, se me ha encomendado la tarea de hacer el cierre de los cursos para el Ministerio de Relaciones Exteriores de la República de Ghana. Estudiantes del cuerpo

diplomático, oficiales de policía de migración, profesionales del Instituto Kofi Annan y de la Corporación de Radiodifusión de Ghana son los beneficiados en dos diferentes niveles; básico e intermedio. El plan estratégico pedagógico y las políticas de ESPEX (programa de Lengua y Cultura Viva, Español para Extranjeros, del Centro de

Lenguas de la UPB, Medellín) son el marco referencial para que haya una base que permita el desarrollo de la competencia comunicativa en dichos estudiantes. Sin embargo, el docente también se enfrenta a un cambio de mentalidad, de idiosincrasia, de cultura que transforma y trastorna, la pre-visión que se tenía del modo de enseñanza y también de aprendizaje.

La interpretación de la realidad estalla contra lo real mismo. El espectro del prejuicio es muy amplio, la carencia de significantes frente a la nueva cultura y la incredulidad de estar haciendo lo incorrecto aparecen. Se ponen en evidencia otros asuntos que han de reconocerse y apreciarse en la faena del docente del español como lengua extranjera cuando no está en su contexto local o nativo. Este



escrito habla entonces del otro lado de la experiencia pedagógica, paradójica e inquietante, donde las tribulaciones de estar en tierras lejanas surgen en el contacto permanente y continuo con los estudiantes, con la gente común y como acto de defensa frente al reto pluricultural, se pretende que se tiene todo bajo control en el ejercicio docente e intercultural.

### **Implementación de un diseño curricular de inmersión lingüística y de cultura colombiana para la enseñanza-aprendizaje de español como lengua extranjera e/le y su aplicación en poblaciones no nativas de la universidad de Pamplona.**

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Keywords: Spanish, Foreign Language, Linguistics and Culture.

This project consists of implementing a curriculum design to teach and learn Spanish as a Foreign Language, for foreign assistants who come to our university from Britain, France, China and United States, in order to improve their Spanish level and learn from the Colombian culture.

The curriculum design consists of 26 modules; 13 of them are related to general language oriented to develop subcompetence activities: Phonetic-phonological, lexical and grammatical speech production; in the same way, the other 13 modules were designed to teach Colombian culture, emphasizing its history, folklore, art, music, tourism and customs.

The evaluation of this project is to check whether the students performance has been expected and if the objectives are done. Once this curriculum design is implemented, teaching strategies and methodologies used by the teacher will be processed as significant or not, a feedback will be carry out.

## **Research Line: Language and Culture**

### **Creencias del docente universitario de inglés sobre el desarrollo de la competencia intercultural**

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Palabras clave: Competencia Intercultural, internacionalización, creencias y concepciones docentes, universidad pública.

Esta ponencia dará cuenta de una investigación en curso, desarrollada como tesis doctoral con la Universidad Autónoma de Madrid. El objetivo principal es identificar e interpretar las concepciones y creencias de los docentes de inglés de cinco universidades públicas de Colombia en torno al desarrollo de la competencia intercultural en sus clases.

El estudio es de tipo mixto, el cual sigue los parámetros del enfoque cualitativo- teoría fundamentada constructivista, y del enfoque cuantitativo- estadístico descriptivo para el análisis de los datos obtenidos a través del instrumento principal, el cual es un cuestionario administrado a 60 docentes de inglés de 5 universidades públicas.

A partir de este análisis se llevará a cabo una entrevista en profundidad, así como un estudio a los documentos institucionales (sílabos y proyectos educativos del programa). Al finalizar la investigación se espera ofrecer a la comunidad académica un perfil provisional de los docentes universitarios de inglés de estas universidades, en relación con sus prácticas interculturales.

## **Unveiling Critical Literacy Skills in a Rural Context**

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This study aims to share a pedagogical experience that was developed in a rural setting in Moniquirá, Boyacá, Colombia. The main objective was to unveil the critical literacy skills emerged by a group of tenth graders, when the reading of texts with intercultural content was involved. The information was gathered through field notes, taken in an observation process, the reflective journals written by the participants and the interviews made to the students. The findings show that the participants were able to recognize to compare and understand other cultures. In tenth graders emerged the ability of recognition. Recognition of their own culture and recognition that some things should be modified into their own culture. The first describes the way like they were able to convey their attitudes, beliefs, behaviours, customs, family and friends relationships, the way they are, act, express, understand and even interact. In the same way, it describes the way they felt part of their culture and how they helped to integrated it and build it.

## **Empowerment Pedagogy: The Use of Student Portfolios in Higher Education**

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Keywords: Empowerment pedagogy, student portfolio, higher education

Empowerment pedagogy encourages student-centered teaching practices and enhances critical thinking, knowledge construction, and learning autonomy (Freire, 1970). This qualitative study, based on content analysis, aims at describing students' constructionist reflections in terms of the use of student portfolios in a reading comprehension class of the Agronomy major of three different student populations in the II Semester 2014, I Semester 2015, and I Semester 2016 at Instituto Tecnológico de Costa Rica, Sede Regional San Carlos. In the course of three semesters (16 weeks per semester) of the class Inglés Técnico para Agronomía, data were collected through a semi-structured questionnaire and a reflection narrative at the end of the class of two types of portfolios: a vocabulary portfolio and a reading comprehension portfolio. Results indicate the importance of learning independence, the challenge of creativity and critical thinking

development, and the significance of applied content (theory vs. practice). Overall, students favored the use of portfolios yet they recommend focusing more on reading comprehension and vocabulary (content-based) rather than creativity, transitioning from paper-based to digital-based portfolios, and promoting collaborative work for the portfolio meaning-making process.

## **La francophonie: un discours à construire chez les enseignants colombiens de FLE**

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Le sens du mot francophonie n'est pas facile à saisir en raison de son caractère polysémique. Cependant, toutes les conceptions du terme ont un axe commun qui les ressemble : la langue française. Dans le cadre de l'enseignement de Français Langue Étrangère (dorénavant FLE), la francophonie constitue un des objets d'enseignement et d'apprentissage renvoyant aux variétés non seulement linguistiques mais aussi culturelles qui entraîne le fait de parler cette langue. Ainsi, à l'intérieur de la salle de classe, c'est l'enseignant, légitimé par ses connaissances linguistiques et culturelles, qui assume le rôle de porteur et de diffuseur d'une telle diversité apportée par la francophonie et dont les interlocuteurs et les francophones potentiels sont les apprenants.

En observant la francophonie selon une perspective culturelle appartenant au discours de l'enseignement de FLE, cette communication a pour objectif d'examiner la façon dont les enseignants colombiens de FLE conçoivent la francophonie dans un espace non francophone. L'étude a été réalisée à partir des données et du corpus recueillis à travers une enquête par questionnaire passée auprès de 26 enseignants colombiens de FLE dans le cadre du master 2 FLE. L'analyse des données repose sur l'interaction de trois démarches méthodologiques: l'analyse quantitative, l'analyse de contenu et l'analyse linguistique du discours. Les résultats obtenus mettent en évidence l'idée que la francophonie est une notion abstraite édiflée depuis l'extériorité des enseignants et marquée par son ambiguïté. D'ailleurs, même si une telle notion est reconnue comme un regard culturel et une composante présente dans leurs cours, nous avons constaté que le manque de connaissances interculturelles et l'importance attribuée notamment aux savoirs d'ordre didactique négligent, d'une certaine manière, la diversité culturelle portée par la francophonie et bien évidemment, par la langue française.

## **Development of the reading comprehension skills based on the theme and task based learning model in physical education bachelor degree students in Colombia**

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Foreign language learning has become a challenge for Colombian educational institutions in all the different levels due the big efforts in the last two decades to develop communicative competences in students, but their mainly negative results in standardized tests. This situation motivates the creation of new proposals that could improve those low levels in the language proficiency of students in the Physical Education Bachelor Degree program at Uceva. This implementation proposal aims at developing reading comprehension skills based on a Theme and Task Based Learning model. In order to analyze the advantages and appropriateness of the application of the proposal specifically in the third English module of the benefited population, the theoretical framework of the two integrated models is presented as well as a contrastive study of the advantages of the integrated model with the current situation where the results of the Saber Pro results were also analyzed. Finally, the implementation proposal with 7 themes is structured,

whose main cores are the use of authentic content related to the P.E. Bachelor Degree curriculum, language outcomes aligned with the national standards, engaging and meaningful tasks where students convey meaning instead of studying just grammar topics, and the use of task breakdown (pre-task, task and language focus).

### **Como fomentar la lectura voluntaria en los estudiantes de bachillerato a través del proyecto: “leer, para seguir viviendo”**

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Palabras Clave: Lectura voluntaria, habilidades comunicativas, talleres, procesos, trabajo colectivo.

La lectura y escritura han sido prioridad en todos los niveles del ámbito educativo, social y cultural debido a que fortalece las habilidades comunicativas, incide en la apropiación de los conocimientos, permitiendo al sujeto interactuar, significar, interpretar, concebir y comprender el mundo desde diferentes perspectivas. El proyecto nace a partir de las necesidades que surgen al interior del aula en estudiantes y docentes, frente a la apatía que se evidencia por la lectura voluntaria, en este sentido se socializarán algunas estrategias lúdico- pedagógicas diseñadas para un grupo de estudiantes de bachillerato de la I.E. Integrado de Sogamoso, con el objetivo de fomentarla, mediante la implementación de talleres didácticos. El sustento teórico se basa en la propuesta de Yolanda López (2013), al afirmar que los estudiantes deben vivir el placer de la lectura y la escritura, valorarlas e interiorizarlas como parte fundamental de su formación personal, social, académica y ciudadana. Carlos Lomas (2002) considera que al aprender a leer, a entender y a escribir se aprende a orientar el pensamiento e ir construyendo en estos procesos un conocimiento compartido y comunicable del mundo. Teniendo en cuenta lo anterior, la base de esta propuesta es la Investigación acción, ya que su objetivo es promover cambios con relación a la problemática estudiada. En este sentido, el resultado alcanzado fue la promoción de la lectura como trabajo

colectivo en una pedagogía participativa, que mediante talleres acercaron al estudiante a los materiales de lectura, de acuerdo con sus intereses y se generó una sólida relación con ésta.

## **Teaching Foreign Language for Developing Tourism Industry in Ecuador**

### **Case: English and French Communication Skills in the Travel Agents of Manta City**

Enseigner en Langues Étrangères pour le développement de l'Industrie Touristique en Equateur

Case: Compétences Communicatives en Anglais et Français des Agents de Voyages de la ville de Manta

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Tourism Industry around the world requires of highly trained professional profiles which includes the command of at least two Foreign Language. English

and French are relevant languages for the efficient global communication, especially for the commerce of touristic destinations, and the attention of international passengers. Tourism and leisure is a sectors of greater growth and development worldwide (WTO, 2002). It is estimated that 1.6 billion passengers will travel around the world for the year 2020 and 2.1 trillion dollars investment will be demanded during the next years (Betancur & Cruz, 2008).

This work has as aim to determine the English and French languages knowledge levels have the current travel agents' in Manta city, Ecuador. The quantitative researching method is applied in order to assess the communication skills in English and French language, on a sample of 25 travel agents in Ecuador. A placement English and French test for specific purposes in the Tourism field was designed by the researchers team, in order to assess travel agents' writing, listening, speaking, reading and comprehension skills, according to the Common European Framework of Language (2002).

The result had let us to determine that French language is not considered as priority for learning by the travel agents. Meanwhile, English language knowledge in Manta travel agents is polarized. It means that while 10% of the participants have intermediate and advanced English language level

but, 85% of agents report basic English level, situation that limits their offer of service in foreign languages.

## **Experience professionnelle d'un professeur membre d'un projet de Recherche sur le coaching dans une Université publique Colombienne**

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Depuis 2015, professeur occasionnel de l'Université d'Antioquia à Medellin en charge de la Coordination du Programme de Capacitación Docente en inglés (formation de professeurs en anglais pour l'ensemble de l'Université).

Chercheur faisant partie d'un projet de recherche au sein de l'Université d'Antioquia concernant la formation professionnelle des professeurs temporels.

Enseignant d'anglais et de français pendant plus de 10 ans dans des institutions publiques et privées auprès des apprenants de tous âges.

L'objet de cette présentation est de décrire l'impact que le coaching et le projet de recherche « El

Coaching como estrategia de desarrollo profesional para los profesores de cátedra de la Sección de Servicios » ont eu sur le professeur-présentateur qui est à la fois cochercheur du projet. De même que partager mon expérience professionnelle dans une université publique où les modalités de travail et objectifs professionnels sont abordés de manières propres à son contexte à travers des stratégies de développement professionnel tels que, l'accompagnement, des dialogues atour d'un thème concernant l'enseignement des langues, et le coaching. Le projet de coaching s'est déclenché grâce à la proposition d'une professeure d'une université publique colombienne et coordinatrice, il y a cinq ans, d'un Centre des Langues. Le titre de son projet : « Coaching: El programa de desarrollo profesional que el Centro de Lenguas X necesita para sus docentes de cátedra»\* Le pilote du projet a donné des résultats positifs qui seront discutés lors de la présentation.

On a décidé, donc, d'appliquer cette stratégie aux nouveaux professeurs de langues étrangères de l'université où je travaille. Et c'est ici, que cela devient différent par rapport à d'autres institutions d'éducation. En tant qu'enseignant des langues depuis presque onze ans, j'ai travaillé pour des institutions publiques et privées. J'étais habitué à un milieu de travail focalisé que sur le domaine professionnel et de productivité. Par conséquent,



me retrouver dans un nouveau milieu académique veillant sur le plan professionnel et personnel, a provoqué en moi un changement d'avis de ce que le développement professionnel représente chez l'enseignant et son institution.

## **Elaboración de material didáctico destinado a la enseñanza de inglés y portugués en la facultad de trabajo social de la UNER: resultados preliminares del estudio de necesidades**

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En la Facultad de Trabajo Social de la Universidad Nacional de Entre Ríos, Inglés y Portugués como LE son espacios curriculares que se deben acreditar para alcanzar la titulación en las carreras de Licenciatura en Trabajo Social y Licenciatura en Ciencia Política. En el contexto actual, donde la enseñanza de las lenguas extranjeras se inserta en el proceso de internacionalización y globalización del conocimiento, la articular acciones para construir saberes relacionados con la lengua, la cultura en general, y temáticas específicas de los campos disciplinares, se constituye en la estrategia clave en

la elaboración de los materiales didácticos. Es en este contexto que aparece el rol del docente como autor de materiales didácticos que respondan a esos nuevos contextos. Este trabajo se encuadra en un proyecto de innovación pedagógica cuyo objetivo final es el diseño de material didáctico para los dos primeros niveles de Inglés y Portugués en las carreras de Ciencia Política y Trabajo Social. En esta comunicación presentamos los resultados de la primera etapa de este proyecto que consistió en un estudio de necesidades que exploró los intereses y necesidades de la población de docentes, graduados y estudiantes de ambas carreras, utilizando métodos cualitativos y cuantitativos, dos jornadas de reflexión e intercambio, y encuestas estructuradas. Los hallazgos son significativos dado que revelan una respuesta activa y un grado de involucramiento participativo de los diferentes actores ante la posibilidad de ser protagonistas en el diseño de su material de estudio en ambas lenguas extranjeras.



## **The Development of Autonomy in Writing Skills in French as a Foreign Language through Text Typologies / A Learner' Self-Regulation Work**

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KEY WORDS: Foreign language autonomy, self-regulation, French as a foreign language, writing skills and text typologies.

The interest of helping learners of the languages degree at Libre University, in Bogotá, Colombia, to develop simultaneously the autonomy and writing in French allowed me as a researcher to develop a qualitative approach research of descriptive nature in order to better understand autonomy with French advanced level learners. It was a case study framed in an action-research and the interpretative paradigm which aims to stablish the relation between autonomy in foreign language learning and writing skills through the self-regulation strategy. The specific research tasks included: a.) a diagnosis that revealed the need to develop autonomy in writing in learning French processes; b.) the design of a teaching tool called AUTO-FLE; c.) the experimentation of this tool; d.) the analyses of results and d.) the conclusions and improvements.

AUTO-FLE teaching tool was created on theoretical basis. The concept and methodological framework was based on notions such as autonomy levels (Nunan, 2003), self-regulation (Escribano et Del Valle, 2010), writing skills, text types (Cuq et Gruca, 2005) and writing methodology (Hayes et Flower, 1995). It is about a student's book addressed to advanced learners who wish to better take advantage of their free time or autonomous work.

The findings of this research revealed that the method helps students to become more organized, methodical, independent and efficient along the writing process developed through the phases of planning, execution, revising and evaluation. Additionally, learners demonstrated to be more conscious of cognitive, motivational, behavioral and contextual aspects involved in their writing process.

## **The use of keyword method to increase vocabulary learning of fifth-graders**

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Key words: Keyword Method, mnemonics, vocabulary learning, fifth-grade students.

Keyword Method is a fun mnemonic strategy that helps students learning any L2 or foreign language to retain target vocabulary for a longer period of time. This method involves two stages: 1) finding the keyword, in this case, a Spanish word that sounds like the first part or all of the English word and 2) creating

a visual image where the meaning of the English word interacts with the meaning of the keyword. Although fifth-graders at a public school in Montería were familiar with few strategies for vocabulary learning, those were found not to be very efficient Vocabulary Learning Strategies (VLSs) to help them retain target English vocabulary for longer periods of time. This action-case study aimed to explore the extent to which Keyword Method increased

vocabulary learning of fifth-graders. Observations, pre- and post- (completion) tests, and a reflection log throughout the implementation of Keyword Method were used. Findings revealed that Keyword Method is a helpful strategy to increase vocabulary learning. Moreover, the more similar a keyword sounds to a target word, and the more matching syllables between them, the easier it is to recall the L2 word.

## Research Line: Professors' Development

### **Stereotypes in the processes of teaching and learning English as a foreign language**

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This paper is the result of a research study which aims at sharing the results after examining teachers and undergraduate students' stereotypes about English teaching and learning processes at a private university in Tunja, Colombia. The theories that support this study were definition of stereotypes, teachers and students' stereotypes about English learning and teaching processes. The research was carried out with six English teachers and twenty undergraduate students from first and second semesters. The instruments used to collect data were semi-structured interviews and questionnaires from both teachers and students. A grounded theory method was used to analyze the gathered information. This research was developed based on a descriptive case study, focused on the analysis of individuals or small groups of participants. Findings

demonstrate that language teachers created stereotypes about students' academic work, behavior, and attitudes due to their experiences with them as their teachers, and particularly according to students' academic majors. Students also evidence stereotypes about the teaching and learning of English, according to their experiences in English class. As conclusions, stereotypes are always going to be in the academic context, even if people do not believe about them, they exist as the culture and tradition of people, thus, people can reject or accept them.

## **Pre-Service Teachers Living and Learning with New Literacies**

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Key words: literacy, literacy practices, new literacies, pre-service teachers

New literacies include practices which are undoubtedly part of the everyday life of any individual, "we send text messages; we chat with our friends via messenger or facebook; create fan fiction, do blogging, remix cultural artifacts, edit wikis, share and contribute to memes, create animations, and participate in interest- driven online

forums. These are social practices characterized by a new "ethos," so that they are more participatory, collaborative, and distributed, and less "published," less "author- centric," and less "individual" than conventional literacies (Knobel and Lankshear, 2014). However, most literacy instruction in schools today ignores these practices despite of knowing the relevance they have in students' writing (Sweeny. 2010; Lankshear y Knobel, 2003).

This is a qualitative case research study that identifies pre-service teachers' new literacy practices and how these are held in different domains and with different purposes but with little connection to their own language classroom during their teaching practicum. The results of the study suggest a need to reconsider the meaning of literacy for the 21<sup>st</sup> century, as well as to become aware that outside the classroom our students are reading and writing through different modes and media which contrast markedly with how they learn and do literacy in school. Additionally, I will also highlight the need to prepare pre-service teachers for the language classroom of the present and the future where they will have to give access to premium academic literacy that emphasizes the language of reasoning and argument and prepares students well for high-paying, high- status jobs (Gee, 2013).

## **Title of The Speech: TV Talk shows makes speaking fun**

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Key words: Speaking, tv talk show, meaningful learning

The development of pedagogical teaching strategies has become an issue of interest for linguists, researchers and educators from all academic institutions. Some of them focus on indoor activities, others outdoors. This time, I would like to share a pedagogical experience that mixes both of them at the time students from two licenciatura programs take the course of English II. By following the syllabus, a small scale study was done with the purpose of fostering speaking under the circumstances of handling TV talk shows and by the side learn grammar, writing and pronunciation too. Along a few years, this study followed a descriptive action research in which all participants and researcher determined its usefulness in meaningful situations. The instruments to collect data were students' artifacts and focus group interviews. Coming to its ends, finding the way to develop speaking created an awareness and interest to get involved in real speaking activities as well as decrease learners' fear of speaking and

pronouncing in front of an audience or behind cameras. Technology was also managed since learners used in occasions to call classmates' attention or in other cases to follow the criteria given by the language teacher.

The previous pedagogical strategy was set due to previous classroom observations about students' reaction in class when they had the choice to speak in public or individually. Moreover, these students came from municipalities or rural areas in which English lessons were really in basic levels and they took the risk to study a licenciatura program in a public university located in the capital of the department.

## **ELT professional development: a reverse mentoring experience**

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Key words: Pre-service/in-service teacher, reverse mentoring, beliefs

Professional development is a nonstop process of continuous reflection on teachers' doing as

professionals of education, which implies meeting the challenges of work when is demanded. Colombian primary teachers are due to confront a big challenge as part of their work assignments; teaching English to their children without any or scarce knowledge of the language. This reality has led these teachers to explore the possibility to learn from pre-service teachers doing their teaching practicum at schools. During the practicum, a two-way relationship between in-service and pre-service teachers takes place; not only the pre-service teacher gains knowledge and skills from the experienced teacher; but also the in-service teacher learns from the novice teacher. This process is called Reverse Mentoring and it is an intergenerational experience that is taking place at public primary institutions in Monteria, which eventually will facilitate in-service teachers professional growth and will motivate them to keep learning.

This presentation will share the results of a case study that aimed at exploring in what ways Reverse Mentoring influences In-service teachers' beliefs about teaching speaking to children and how their teaching of speaking improves as a result of the process of Reverse Mentoring.

This research was conducted in 2 elementary public schools in Monteria, Colombia with 2 in-service elementary teachers and 2 pre-service teachers from an English Language Teaching Program, doing their first teaching practicum at these public

institutions. The data collection procedures were surveys, class observations and stimulated recalls.

Results showed that reverse mentoring played an important role in transforming in-service teachers' 'beliefs about difficulties of language learning, communicative strategies, motivation and expectations, foreign language aptitude and nature of language learning. Moreover, improvements on some specifics of teaching such as approach to teaching, planning lessons, use of L1 and promoting students 'participation were also observed in current teachers 'classroom practices.

## **Los estilos de aprendizajes, la organización cognitiva y la competencia argumentativa escrita bilingüe en sujetos en formación bilingüe de licenciatura en lenguas modernas**

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La presente investigación doctoral de corte cuantitativo y enfoque empírico-analítico, de diseño no experimental transversal, se propuso el estudio de la relación entre los estilos de aprendizaje (EA), la organización cognitiva bilingüe (OCB) y la

competencia argumentativa escrita bilingüe (CAEB), español-inglés, en sujetos en formación bilingüe consecutiva de licenciatura en lenguas modernas. Epistemológicamente, el estudio se encuadró en los desarrollos de las ciencias sociales, cognitivas y del lenguaje, en particular la psicolingüística (Galindo, Loaiza y Botero 2013), la psicología diferencial (Peña, Cañoto y Santalla, 2006) y el bilingüismo. Se hipotetizó que los estilos de aprendizaje y la organización cognitiva bilingüe (tipología coordinado/compuesto/subordinado, Weinreich, 1953), de alguna manera deberían dialogar en la mente del bilingüe y reflejarse en sus habilidades lingüísticas, específicamente en la escritura argumentativa (Van Dijk, 1978), tanto en su lengua materna como en la lengua extranjera. Los datos y el análisis estadístico evidenciaron una clara relación entre los estilos de aprendizaje y la competencia argumentativa escrita bilingüe, pero no sucedió así con la relación entre la organización cognitiva bilingüe y dicha competencia escrita. No obstante, el análisis y la interpretación de los resultados a la luz de aportes de la psicología y la lingüística cognitiva (modelos de la asociación de palabras [Krol, 1993], de la mediación conceptual [Potter, M., So, K., Von Eckardt, B. y Feldman, L., 1984], las hipótesis de la interdependencia lingüística y del umbral [Cummins, 1983]) sugieren una tendencia hacia una relación positiva entre estas dos variables.

## **English Teaching Students: Ideal Expectations vs Reality**

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This research is conducted to the undergraduate program Bachelor in English and Bilingualism students of Unipanamericana Compensar. This case study means to answer the relation between the learning content of students with their former performance as professionals of English teaching. Students were interviewed in focus groups covering the whole population: morning and night shifts and participants of all the semesters, and interviews with human resources directors or coordinators in charge of hiring teachers from institutions. The categories considered to be analyzed were teaching competences, teacher performances, class



environment and language skills (language functions).

Recent thinking on teachers is advanced; it is relevant to point out some aspects in which this case study is being adapted. First of all, we would like to state that the learners' desires had a clear tendency on the real context of their professions and the expectations they have had through all the process. Nevertheless, universities face the request of preparing students for opportunities that we have not considered at the moment. It is well noticed they look forward to finishing the profession in order to start their labor activities since they are challenge and participating people.

### **The impact of reflective teaching and collaborative learning (RTCL) on formative assessment practices**

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This case study aimed at describing what six EFL teachers' collaborative sessions revealed about formative assessment practices implemented in the Languages Department at Fundación Universitaria Juan de Castellanos. The research followed a qualitative paradigm divided in diagnosis, implementation and evaluation phases. A Questionnaire, focus groups and journals were used to collect data from a group of six English language

teachers who met every week and worked on a designed Reflective Teaching and Collaborative Learning Cycle (RTCL) in which reflection and collaboration among teachers enhanced their professional development and provided improved formative assessment practices. Data collected after the implementation of RTCL demonstrated teachers worked together to reach common goals by structuring a space where their voices were heard.

### **El modelo Flipped Learning en la pronunciación del inglés: un estudio exploratorio con docentes en formación de lenguas extranjeras.**

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El propósito de esta investigación fue explorar los efectos de una propuesta Flipped Learning (aula invertida) para el aprendizaje y enseñanza de la pronunciación del inglés mediante el uso de TIC. Este estudio se llevó a cabo con alrededor de 33 estudiantes del curso "Introducción a la fonética" pertenecientes al cuarto semestre del programa

Licenciatura en Lenguas Extranjeras de la Universidad Católica de Oriente (UCO).

Metodológicamente, esta investigación se enmarcó en un enfoque mixto con un diseño cuasiexperimental, contando con un grupo control que tuvo clases convencionales de fonética y un grupo experimental en el que se aplicó la propuesta Flipped Learning. Con el fin de determinar posibles efectos de la propuesta, se recolectó información de orden cuantitativo por medio de un instrumento de evaluación de producciones orales de estudiantes de ambos grupos antes y después de los cursos, y de orden cualitativo por medio de una encuesta a los estudiantes y una entrevista a la docente.

Los resultados del estudio sugieren que, si bien no hubo diferencias estadísticamente significativas en los desempeños de la pronunciación de los estudiantes de ambos grupos, sí pudo evidenciarse, gracias a las percepciones de los estudiantes y la docente, que la propuesta Flipped Learning impactó positivamente dinámicas importantes del aula de clase presencial y virtual como la interacción, la colaboración, la motivación, la autonomía, los ritmos de aprendizaje, la centralidad en el estudiante y su aprendizaje, la optimización del tiempo, y el uso de videos y plataformas tecnológicas para el aprendizaje.

## **Formative assessment and self-regulated learning: strategies of good feedback practice in higher education**

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Key Words:

Formative assessment, feedback, self-regulated learning.

An alternative for a better understanding of the functioning of assessment within the instructional practice of EFL may be the use of formative assessment as suggested by Black and William (2001). " All activities undertaken by teachers, and by their students in assessing themselves, which provide information to modify the teaching and learning activities in which they are engaged become formative when the evidence is actually used to adapt the teaching work to meet the needs of the students" ( p. 2). However according to Nicol and Macfarlane-Dick (2006) formative assessment also refers to assessment that is specifically intended



to generate feedback on performance to improve and accelerate learning, which could be used to empower students as self-regulated learners in higher education settings." Self-regulated learning is an active constructive process whereby learners set goals for their learning and monitor, regulate, and control their cognition, motivation, and behavior, guided and constrained by their goals and the contextual features of the environment" (Nicol & Macfarlane-Dick, 2006, P. 4). A central argument of this discussion is that, in higher education, formative assessment and feedback should be used to empower students as self-regulated learners.

## **Designing a CLIL course as an elective subject for students of the EFL teaching bachelor degree at the Universidad De Córdoba**

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Keywords: CLIL, National Bilingual Program, bilingualism process, 4 Cs frameworks

Colombia is living a very important moment regarding education nowadays. This country is passing through a transitional moment due to the

fact that the Ministry of Education proposed a National Bilingual Program in order to transform Colombia into a bilingual country. The Educational System in Colombia is divided in three types of schools, the International Bilingual, the National Bilingual and the English Language Intensification schools. Therefore, Colombian teachers and pre-service teachers should to be trained with CLIL approach because bilingualism is unstoppable. The results of a questionnaire applied to a variety of teachers from different Bilingual and English Learning Intensification schools in Montería indicate that there is an evident lack of awareness of CLIL and its application in content-based teaching. A second survey was applied to undergraduate students from EFL Teaching Bachelor Degree and the results indicate an eagerness to learn CLIL in depth. This state of affairs motivates our academic proposal, which is to design a CLIL course for pre-service teachers who take the EFL Teaching Program Degree at the Universidad de Córdoba. Our research is supported by the latest CLIL theoretical ground proposed by Coyle, Marsh and Hood (2010), among other authors. The course we designed will prepare the soon-to-be EFL teacher to implement CLIL in the Colombian bilingual context with the latest and most effective approach. Although the proposal has not been applied yet, it is important to foster awareness regarding this issue in the teaching and learning community in order to train pre-service and in-service teachers for an unavoidable near-future reality.

## **Evidence—of autonomous learning in EFL mediated by dialogic tutoring sessions**

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Key Words: Foreign language autonomy, self-regulation, dialogic tutoring sessions, sociocultural theory, dialogic pathway.

This presentation makes up part of a study carried out in a private University in Bogota in a pre-service language program. Framed in an interpretative paradigm, this study followed three stages :(a) A diagnostic stage with the application of a questionnaire that demonstrated a high level of learning dependence on students, also a low grade of self-regulation (Zimmerman, 2000) when acquiring the English language. On the other hand, teachers, also demonstrated a fear to liberate their learners or aligns with the sociocultural theory proposed by (Vygotsky 1978) and (Lantolf 2000) as a way of complementing “a dialogic pathway” that innovate on the learning of a Foreign Language.

unawareness to promote independent learning (Nunan, 1997). The study analyzed the mediations of the professors and of the learners when communicating about second language (L2) development. The study revolved around the question: How may a dialogic approach promote self-regulation in tutoring to develop autonomy in foreign language learning? (b) Awareness in a focus group with 8 teachers revealed that teachers considered necessary a change in their teaching and learning practices.c) Data analysis with forty video-transcripts were analyzed using grounded theory. Thirty-six emerging codes demonstrated that learners needed support and scaffolding. These findings were the pillar to construct 10 principles that constituted a proposal which involves autonomy, self-regulation and dialogism. Aspects such as needs, interests, establishment/modification of goals, action plans, beliefs, tutor and tutee's goals contributed to build a way in which both teachers and students co-construct knowledge. This study

## POSTERS ABSTRACTS

### Co—teaching in an Undergraduate English-major Classroom Environment

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- Familiarization with students' profiles (education background, status at the university) -Eg. Scholarship students) and their language skills (strengths and weaknesses/gaps)
  - Division of classroom instruction activities based on the instructors' experience and expertise (Juanita Pardo: Listening/Speaking and José Mario Molina: Reading/Writing)
  - Lesson Planning: Each instructor benefitted from the division of skills since they both learned how to incorporate new activities and materials that enhanced not only their students' abilities but also their own skills as language professors.
  - Classroom Resources:
    - Technology: Both instructors empowered each other in the use of technological resources in the classroom. Sicua Plus (Online exams, course activates, forums, voice boards) – PPTs and videos (illustrations, videos...)
    - Textbook: The textbook had both a physical component and an online component. Both elements were regarded as pillars in the improvement of students' skills and were used by the students on a daily basis. They both were also included in the course evaluation.
- Classroom Activities/Evaluation
  - Homework (Flipped classroom, especially with reading and grammar/vocabulary)
    - Voiceboards
    - Vocabulary Wiki
    - Informal Discussions (in pairs or small groups)
  - Feedback
    - Tasks: Blended learning/activities
    - Grammar and Vocabulary Quizzes
    - Unit Tests
    - Midterm and Final Exams
  - Course Follow-Up
    - Weekly meetings to plan and review the objectives and outcomes of each unit/topic (review students results and evaluate best teaching practices)
    - Teacher diaries
    - Course resources (textbook) were reviewed.
    - Future recommendations (revise tasks)
    - Consider the legacy of co-teaching in a future development of the course

## **ICT as Tools for the Development of the Communicative Competence in Students of Third Level at the University of La Guajira**

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Key words: Information and Communication Technology, Communicative Skills, Communicative Approach, Pedagogical Tools

The teaching and learning process has been permeated by the use of the Information and Communication Technologies (ICT). Consequently, technology is now a pedagogical tool that has been integrated in the teaching and learning process of English.

According to the previous statement, this research project aims to design and implement a series of strategies that enable the development and improvement of communication skills of the Third level students at the University of La Guajira, based on the implementation of ICT that are accessible to students, and on the Communicative Approach to teaching EFL for the development of communicative competence.

To carry out this project, it is necessary to know the ICTs which are available for the students and for the University. With this information, we will design activities that involved the use of the ICT as a strategy to help the students` performance in English language. Therefore, action research will be used to address this study. The data collection is focused on questionnaires, surveys, and interviews which will be applied to Third level students from Universidad de La Guajira. In addition, some class observations will be carried out.

Once this project is implemented, it is expected that students` communicative competence improves. In other words, students might show a higher level of language development and at the same time foster students` autonomy and self-improvement.

### **Non parametral-didactics: a strategy to develop students´critical thinking**

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This was a qualitative research project whose aim was to systematize a pedagogical strategy to develop students' critical thinking in Universidad Pontificia Bolivariana, Montería. Semi-structured interviews, participant observation and documentary review were used to collect information. Findings showed that the strategy utilized by the professor contributed to the development of listening, speaking, reading and writing. Moreover, students recognized the importance of dealing with social realities and finding alternatives to solve those problems. However, learners considered that their participation in this kind of activity is difficult due to the lack of vocabulary.

## **El Compromiso Social del Docente de Inglés**

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Palabras clave: Docente, didáctica, metodología, prácticas educativas, licenciaturas en inglés, inglés lengua extranjera, centros de práctica, experiencia pedagógica.

Se quiere mostrar el proceso investigativo que se está realizando entre los docentes que integran el grupo de investigación Cibeles de la FUJNC y los docentes del grupo Innovaciones Educativas y Cambio Social de UNIMINUTO.

Éstos se encuentran desarrollando el proyecto de investigación titulado: "Las didácticas del docente de inglés en formación: Fortalezas y debilidades de su desempeño en le Práctica Pedagógica. Producto de esta investigación se quiere mostrar el rol del docente de inglés en los sitios de práctica. El objetivo de este trabajo es analizar el compromiso social del docente de inglés en formación durante su práctica pedagógica.

Este estudio ha definido un enfoque de investigación mixta y propone identificar las apreciaciones de las personas que tienen contacto directo con los estudiantes de práctica profesional y conocer su desempeño y además corroborar los resultados con datos cualitativos que permitan validar la información. Dentro de los instrumentos previstos para la recolección de datos se

encuentran entrevistas., cuestionarios, grupos focales y observaciones de clase.

Aquí se presentaran los resultados preliminares obtenidos del análisis de datos de grupos focales a estudiantes de práctica profesional, encuentras a docentes asesores de práctica y cuestionarios a practicantes. Se hallaron dificultades en el manejo de grupo reflejadas en las deficiencias didácticas específicas, falencias en la integración de la teoría con la práctica y bajo nivel en las competencias comunicativas en lengua inglesa.

## **Los escolares con bajo desempeño: un grupo invisible en la Inclusión Educativa**

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Palabras clave: competencia académica, inclusión educativa, bajo desempeño académico.

La investigación busco describir el perfil cognitivo de estudiantes con bajo desempeño académico. La muestra estuvo constituida por 18 estudiantes (9 niñas y 9 niños) de grados 5° de dos escuelas oficiales del sector urbano de la ciudad de Montería en edades entre los 11 y 12 años, seleccionados mediante muestreo intencionado con criterios de inclusión para sujetos según el docente, con discapacidad cognitiva. Se realiza un

análisis descriptivo cuantitativo para mostrar las características del perfil. En la evaluación de la competencia académica se utilizó las sub escalas: Lectura, escritura, coherencia narrativa y aritmética y para el perfil cognitivo las sub escalas: memoria (codificación), lenguaje, memoria (evocación diferida), atención, habilidades conceptuales y funciones ejecutivas de la escala ENI.

Los resultados muestran que más de la mitad de los sujetos presenta coeficiente intelectual normal evaluado mediante la Escala de Inteligencia de Wechsler para niños, el desempeño académico medido por la subescalas muestra que la lectura de voz alta y las habilidades de conteo en aritmética presentan mayor desempeño, no obstante son bajas.

## **El Coaching como estrategia de desarrollo profesional para profesores de cátedra: proyecto en curso**

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Este afiche tiene como objetivo principal presentar los avances de un estudio de caso instrumental (Stake, 1995 citado en Creswell, 2007) titulado El coaching como estrategia de desarrollo profesional

para los profesores de cátedra de la Sección de Servicios. Durante la presentación, nosotros como estudiantes en formación del proyecto presentaremos los antecedentes del proyecto, definiciones de coaching, características del coach y del coachee, las fuentes de recolección de datos utilizadas: cuestionario, sesiones de coaching, reporte de las coaches y entrevistas. Presentaremos el modelo GROW (goal, reality, options, will) de Withmore (2009), modelo utilizado para las sesiones de coaching. Así mismo, compartiremos lo que ha significado para nosotros participar en este proyecto, y nuestro punto de vista acerca de los beneficios del coaching como herramienta para que los profesores exploren la integridad del ser con sus estudiantes. También discutiremos algunos de los hallazgos e implicaciones preliminares del estudio. Al finalizar responderemos preguntas de los asistentes.

### **Using Mimix and Visual special scaffolding as DI mediated strategy to teach English vocabulary to deaf students in regular classrooms**

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Key words: DI, technology, Visual Spatial Scaffolding, Mimix and deaf learners

Tomlinson defines Differentiated Instruction (DI) as a 'philosophy' to direct teaching on students' strengths rather than their weaknesses or disabilities, thus, teachers may implement variety of strategies to include all students with any sort of differences work altogether with their peers in classes. However, there is still a gap when teaching to deaf students in regular EFL lesson since in most of the cases, hearing impaired students are not taken into account when proving English classes. This study aims at exploring the extent to which MIMIX and visual spatial scaffolding as a DI mediated strategy help to create potential learning opportunities for deaf students when learning vocabulary in regular EFL classrooms. Data will be collected through observations using video recordings and field-notes, a teacher's diary, focus group with a learner support worker, and some tests. This ongoing research will provide in-service and pre-service teachers with innovating tools to promote inclusive education in their mainstream classes



## **Effects of computer program the neurocognitive stimulation in the cognitive profile of Schoolers**

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Key Word: cognitive profile, neurocognitive stimulation, performance through the child neuropsychological assessment battery.

This article reports the results of a study that sought determine the effects of the neurocognitive stimulation in the cognitive profile of schoolers profile after the application of the computer program for the stimulation of cognitive functions (PCEFC), which was measured by the test retest performance through the child neuropsychological assessment battery. The research was conducted by a quasi-experimental design without control group. The sample consisted in ten cases, students in fourth and fifth grade from a public institution.

The results analyze observed changes in the cognitive The data is interpreted through Cluster analysis and Hypothesis testing Wilconxon of the ranks with sings of related samples in paired

observations. The conclusion is about observed changes in the cognitive domains as a result of neurocognitive stimulation, its possible involvement in academic performance skills and potential of this type of stimulation in their development.

## **Comprensión y producción textual escrita en estudiantes de educación superior**

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Palabras clave: producción textual escrita, lectura, escritura, competencias comunicativas

En esta investigación se aborda un fenómeno comunicacional, lingüístico y educativo como la de comprender y producir textos escritos académicos en la universidad. Para los estudiantes de educación superior son muchas las demandas lingüísticas y cognitivas asociadas con la lectura y escritura crítica que no han logrado generalizar en experiencias de aprendizajes previas. Sin embargo, constituye un reto mayor para el docente especialista del nivel universitario conjugar tanto la atención de esas debilidades académicas de sus estudiantes, como la de su disciplina. De ésta manera, la presente investigación, busca identificar el desarrollo de los procesos de comprensión y producción

textual escrita en los estudiantes, a partir de los apoyos didácticos y las actividades que proponen los docentes para desarrollar la comprensión y producción textual escrita.

## **Language learning assessment through social networks and traditional environments: a comparative perspective**

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This research exercise tries to make a comparison about the Evaluation, assessment and testing aspects between learning a language through social networks and traditional face-to-face environments. In this way, we defined which aspects are taken into account in pedagogical terms according to some authors and assessment theories: Validity, Reliability, learning purposes and kinds of testing, and particular language skill evaluation. Also, there is an approach about what's done with the results in both cases.

After identifying the population, test results (screenshots and paper-tests results) were collected. Interviews were applied to students in both cases, and to teachers who designed and applied tests.

The aspects taken into account were analyzed according to what is presented by Arthur Hughes in Testing for language teachers (Cambridge University Press:2002) specially when talking about Validity and Reliability; for purposes, the analysis was made according to the theories of Tom Hutchinson and Alan Waters in English for specific purposes (Cambridge University Press:1987) and R. R. Jordan in English for academic purposes (Cambridge University Press:1997). Other important authors taken into account for the theory study of this research exercise were: Dan Douglas, Carol A Chapelle, Gary Buck et al.

Results: According to the data analysis, we can find that Validity can be measured in both cases, but presents meaningful differences, since purposes and methods are different. In the same way, reliability, presents interesting differences, especially in terms of test circumstantial presentation characteristics. Skills assessment presents the biggest differences between both environments, since both of them are aiming to different purposes, at least, in this population. Finally, what is done with results seems to present some similarities in terms of institutional development and quality, but differ from each other in terms of students' future development of language acquisition.

## **Bilingüismo y Cerebro**

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Preguntarse como es y cómo se transforma el cerebro de una persona bilingüe es una pregunta válida para el interés académico. Según Cedoya (2009), "El fenómeno del bilingüismo ha adquirido una relevancia tal que se ha convertido en una preocupación de las políticas educativas y, al mismo tiempo, en objetivo de investigación ligada al funcionamiento cerebral en la búsqueda de los correlatos anatómicos y neurofisiológicos de funciones específicas del lenguaje que intervienen en él". En el siguiente trabajo se revisaron artículos científicos sobre la relación entre el cerebro y el bilingüismo, en dos ámbitos: el cerebro en desarrollo y el aprendizaje de una segunda lengua, y cerebro adulto bilingüe con lesión cerebral como un modelo neuroanatómico funcional de las dos lenguas. Se analizaron 10 artículos, agrupado en dos categorías: el cerebro y aprendizaje de una segunda lengua y Bilingüismo y afasia. Se concluyó que no hay diferencias neuroanatómicas cualitativas entre los cerebros bilingües y monolingües, sin embargo, las diferencias serían

más bien de tipo cuantitativo, en cuanto al grado de participación de algunas funciones mentales tales como, el conocimiento metalingüístico y la competencia lingüística implícita. En las conclusiones para el cerebro y el aprendizaje de una segunda lengua están dirigidas a que más temprana sea la edad de exposición a una segunda lengua, la fluidez lingüística y la lectura sería mejor, mientras que los niños expuestos a edades tardías, pueden conseguir el dominio en la nueva lengua, solo si el entorno lingüístico es sistemático y múltiple.

## **Improving second graders' spelling awareness through jolly phonics**

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Key words: jolly phonics, spelling awareness, phonological awareness, activities.

Bearing in mind the importance of developing phonetic awareness at early ages, jolly phonics represent a relevant approach to improve students' literacy development. Thus, the purpose of this action case study is to improve 2nd graders spelling awareness of Basic English words through the

implementation of jolly phonics, which will offer children the opportunity to learn with a multisensorial, and a synthetic phonics approach for vocabulary learning and spelling. This research proposal will use an action case study research intended to do both improve students spelling awareness and understand their attitudes towards their learning while being immerse in activities such as blended, isolation and segmenting phonics. Thus, observations, interviews, focus groups are going to

be used to answer the questions by the end of the implementation stage. I expect to contribute positively to improve students learning of words through dynamic approaches for language teaching and learning.

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