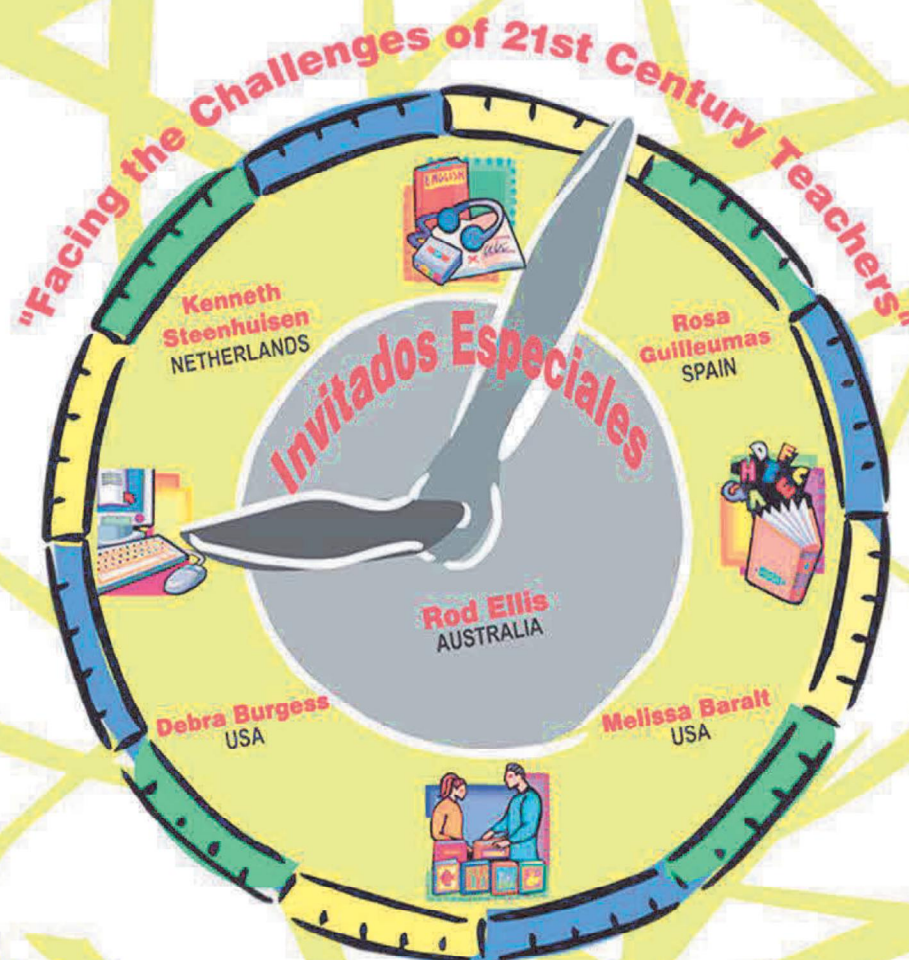


II International Conference on Innovative Practices and Research in the Teaching of Foreign Languages

II Congreso Internacional en Prácticas Innovadoras e Investigación en la Enseñanza de Lenguas Extranjeras



PROCEEDINGS



Universidad
de Córdoba
"VIGILADA MINEDUCACIÓN"

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The II International Conference on Innovative practices and Research in the teaching of Foreign Languages Organizing Committee confirms that full and concise papers accepted for this publication:

- Meet the definition of research in relation to creativity, originality, and increasing humanity's stock of knowledge;
- Are selected on the basis of a peer review process that is independent, qualified expert review;
- Are published and presented at a conference having national and international significance as evidenced by registrations and participation.
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Exploring the use of authentic songs to teach vocabulary to blind learners in a mainstream class.

Dina Barrera. Universidad de Córdoba.

Keynote Speaker Presentations

Using Tasks in Language Teaching.



Rod Ellis, *r.ellis@auckland.ac.nz*

Curtin University, Perth, Australia

Abstract

In the first part of my talk, I will define what a task is and illustrate how tasks differ from exercises. In the second part, I provide a classification of tasks with examples to illustrate different task characteristics and also suggest which types of tasks are best suited to different groups of learners. The third part will then consider how tasks can be incorporated into language lessons in terms of task-supported and task-based language teaching, the rationale for these two ways of using tasks, and the advantages and disadvantages of both approaches. The final part of the talk will then consider how teachers can tell if a task has worked. This involves defining what is meant by 'worked' and then evaluating whether a task has achieved what it was designed to achieve. The talk will conclude with an example of how a teacher set about evaluating a task.

Biodata

Rod Ellis is currently a Research Professor in the School of Education, Curtin University in Perth Australia. He is also a professor at Anaheim University, a visiting professor at Shanghai International Studies University as part of China's Chang Jiang Scholars Program and an Emeritus Professor of the University of Auckland. He has recently been elected as a fellow of the Royal Society of New Zealand. His published work includes articles and books on second language acquisition, language teaching and teacher education. His latest book is *Becoming and Being an Applied Linguist* (John Benjamins). Other recent publications include *Language Teaching Research and Language Pedagogy* in 2012, (Wiley-Blackwell), (with Natsuko Shintani) *Exploring Language Pedagogy and Second Language Acquisition Research* in 2014 (Routledge) and *Understanding Second Language Acquisition 2nd Edition* in 2015 (Oxford University Press). He has also published several English language textbooks, including *Impact Grammar* (Pearson: Longman). He has held university positions in six different countries and has also conducted numerous consultancies and seminars throughout the world.

How to design and sequence tasks in Task-Based Language Teaching.



Melissa Baralt, mbaralt@fiu.edu

Florida International University, Miami, United States.

Abstract

This presentation provides teachers with a brief introduction to Task-Based Language Teaching, and to tasks in the classroom. Teachers will learn how to design tasks and how to sequence them in lesson plans in order to maximize language learning.

Biodata

Dr. Melissa Baralt received her M.S. and Ph.D. in applied linguistics from Georgetown University. Prior coming to FIU, Dr. Baralt worked as a first grade teacher for two years in Venezuela. She then taught language and linguistics courses for five years at Georgetown University. At FIU, Dr. Baralt teaches courses in linguistics in English and in Spanish. She is responsible for training all graduate students that teach foreign languages. Examples of her courses are: Foreign Language Teaching Methodology, Task-Based Language Teaching, La Adquisición de Español Como Lengua Extranjera, Introducción A La Lingüística Hispánica, and Applying Linguistics in Miami.

Dr. Baralt's research specialties encompass psycholinguistics, language learning and teaching, bilingual education, and the cognitive benefits of bilingualism. She has 20 published articles and book chapters in these areas, and has co-edited two books on language learning. Dr. Baralt is currently the PI and co-PI on two grants, totaling \$110,000, to test for the first time the hypothesis that bilingualism may help children born prematurely in the area of executive function. She is also the recipient of the U.S. Health and Resources Services Administration's Word Gap Challenge grant, for which she is creating a phone app to teach low-income Hispanic parents about providing Language Nutrition for their babies in their heritage language, Spanish.

Dr. Baralt's research aims to serve her community. She gives multiple teacher training workshops for language teachers at the K-12 level, to include teachers of ESL, Spanish, Portuguese, Italian, and Chinese. She also gives workshops to local schools, parents, and health care providers on the benefits of bilingualism and why and how to maintain bilingualism in Miami.

Flipped Instruction for Millennial English Language Learners.



Debra Burgess, ecuadream@icloud.com
United States.

Abstract

Access to the internet has resulted in English as the unifying language of communication in a global society. As a result, teachers may be asked to differentiate instruction and include technology in their ELT instruction without sufficient preparation or resources. The New Millennium student, highly motivated and engaged by technology, usually knows more than their teachers about technology and access to content information. This presentation will explore creating a responsive classroom that embraces the content, particularly as a tool to enhance and expand English learning beyond the walls of our classrooms. A few teachers have embraced a new trend, "Flipped Instruction" that allows students to access content outside the classroom and utilize class time for practice, discussion and problem solving.

Biodata

Dr. Debra Burgess has 35 years of experience in the field of ESL/EFL, Foreign Languages, Bilingual Education and Teacher Education. She holds a Masters in Educational Administration and Doctorate in Curriculum and Instruction with a minor in Multicultural Education. Her experience includes: Spanish teacher, ESL/EFL teacher, university professor, bilingual director, international school administrator, evaluator, staff developer, educational coach, presenter, and grant writer. She has worked and presented in the United States, Bolivia, Chile, Colombia, Ecuador, Mexico and Peru. Debra served as a Senior English Language Fellow in Peru where she worked with English Teachers, both pre-service and in-service in collaboration with the Regional English Language Office at the U.S. Embassy. She currently works as a staff developer/consultant and English Language Specialist in collaboration with the U.S. Department of State and Georgetown University. Debra has served on California Department of Education compliance, Western Association of Schools and Colleges (WASC), and Commission for English Accreditation (CEA) review teams. Debra specializes in teacher professional development and differentiation for stages of teacher careers from novice to veteran teachers. She has worked with teachers across grade levels in bilingual and ELD settings providing mentoring and coaching in classrooms and developing cadres of teacher presenters. Debra has planned and implemented immersion programs, both English and Spanish, for students and teachers. Additionally, she has trained hundreds of teachers in cooperative learning strategies.

Educating the next generation of teachers: 21st century skills, research and ICT competences through PBL.



Rosa Guilleumas, roguiga@utp.edu.co
Universidad Tecnológica de Pereira, Pereira, Colombia.

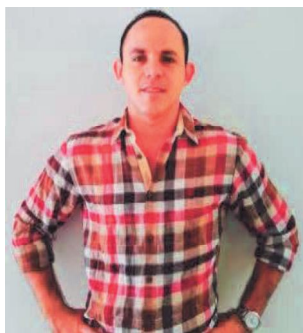
Abstract

Living in the 21st century demands from all citizens, but particularly from teachers, the development of specific skills to face the challenges of a society in which information and communication are the key to successful fulfillment of most work and life needs. According to the Partnership for 21st century skills (2011), these skills include learning and innovation skills (creativity and innovation, critical thinking and problem solving, and communication and collaboration), Information, Media and Technology skills and Life and Career skills (flexibility and adaptability, Initiative and Self-Direction, Social and Cross Cultural Skills, Productivity and Accountability, Leadership and Responsibility). At the same time, the improvement and modernization of educational practices in the EFL field require reflective teachers with strong research skills that enable them to observe and analyze their educational contexts in order to propose creative and viable alternatives to traditional methodologies. PBL provides an ideal framework to guide teachers in training towards the development of the aforementioned abilities in an engaging and motivating way and gives them a first-hand experience on the usefulness of this methodology for developing language and research competences as well as 21st century skills.

Biodata

Guilleumas-García holds a B.A in English Philology by the Universidad de Salamanca (Spain), a Master in Education by the Universidad Tecnológica de Pereira and a Ph. D. in Science Education by the Universidad de Salamanca (Spain). She taught at the University of the Philippines and the Instituto Cervantes, Manila from 1998 to 2001, guiding courses of Spanish as a Foreign Language. After teaching at primary and secondary Colombian schools for three years, she started guiding courses of English Didactics and Computer Science Didactics at the college of Education of the Universidad Tecnológica de Pereira in 2006. Dr. Guilleumas joined the Licenciatura en Bilingüismo in 2008 and has since guided courses of Computer Assisted Language Learning, Multimedia Tools in English Language Teaching, Online Courses Design and Curriculum Design, among others. She also coordinates the Technological Area of the program and carries out training sessions in technological digital tools for the professors of the Licenciatura en Bilingüismo. Dr. Guilleumas has also guided courses related to Information Search and Management at the Master in Education of the Universidad Tecnológica de Pereira. She belongs to the research groups Poliglosia and Estudios del lenguaje y la Educación, de la Universidad Tecnológica de Pereira. She is co-author of the books *Excel para investigadores. Aplicaciones prácticas*, *Redes sociales de profesores en Twitter* (pre-print), *NodeXL para el análisis de redes de comunicación* (pre-print) and *Social Networks of Teachers in Twitter*.

Divergent education: An unpredictable project based way to educate for problem solving.



Kenneth Steenhuisen, *kensteen26@gmail.com*

Marymount school, Barranquilla, Colombia.

Abstract

Colombian students are eagerly requesting teachers to break paradigms, to revitalize their teaching and avoid using a grammar based approach that each day deviates more from the real student's needs and challenges. Therefore, Divergent thinking plays a paramount role to cognitively update the English learning process in Colombia and focus on problem solving through projects done by students with meaningful and unpredictable results.

Biodata

Dutch-Colombian university teacher, academic researcher, international speaker, academic consultant of Cambridge University Press, Official Oral Examiner of International House for the Cambridge English Exams, with 5 years of experience coordinating institutions in English teaching, director of the "International Teaching Knowledge CLIL" course. Certified IELTS trainer, Certified C1 English level by IELTS, certified teaching knowledge with TKT CLIL by Cambridge Language Assessment with language studies in Amsterdam, The Netherlands and Toronto, Canada, certified Blended Learning teacher by Cambridge English teacher and pedagogical game designer.

WORKSHOPS
Thursday, September 28th-2017.
2:30 – 4:00pm.

Corrective Feedback.



Rod Ellis, *r.ellis@auckland.ac.nz*

Curtin University, Perth, Australia

Abstract

This workshop will invite discussion of the role of corrective feedback in language teaching and learning. It will address the following questions:

1. Should learner errors be corrected?

Ur (1996) noted that different language teaching methods have adopted very different positions to (1). For example, correction is seen as essential in the Audiolingual Method, but undesirable in Humanistic Methods such as Suggestopedia.

2. If so, when should learner errors be corrected?

A common position regarding (2) is that CF has a place in 'accuracy' work but not in 'fluency' work.

3. Which learner errors should be corrected?

Various proposals have been advanced for deciding which errors to correct. For example, some methodologists have drawn on Corder's (1967) distinction between 'errors' resulting from gaps in learners' L2 knowledge and 'mistakes' due to lapses of concentration. They suggest that teachers should focus on the former rather than the latter. But again, alternative positions are possible. It could be argued for example, that learners need to have their attention drawn to their mistakes as this will help them avoid them in the future (Johnson, 1988).

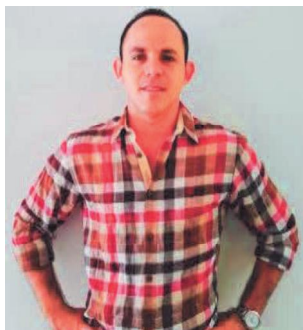
4. How should learner errors be corrected?

Error can be corrected using a variety of corrective strategies. These differ in terms of whether they are input-providing or output-prompting and also in terms of whether they are implicit or explicit.

5. Who should correct learner errors?

The teacher? The student who made the error? Another student?

Welcome to the world of Top10 inspectors.



Kenneth Steenhuisen, *kensteen26@gmail.com*
Marymount school, Barranquilla, Colombia.

Abstract

The first board game in the world designed to prepare students for standardized proficiency exams in english based on a cross-curricular project with meaningful results. During this workshop, we will learn, in clear steps, how to make a traditional class into a cross-curricular project that includes other subjects, meaningful learning, games, research and development of communicative skills.

How to do Task-Based Language Teaching.



Melissa Baralt, *mbaralt@fiu.edu*

Florida International University, Miami, United States.

Abstract

In this workshop, teachers will learn hands-on how to do task-based methodology in their classroom.

Saving our Planet: A Content Language Integrated Learning (CLIL) Lessons.



Debra Burgess, ecuadream@icloud.com
Redding, CA, United States.

Abstract

In this workshop participants will explore the components of the CLIL approach. A content based environmental science lesson will demonstrate the integration of content, language, process and skill objectives in the foreign language lesson. Participants will be able to define CLIL and decide how to apply the approach to their foreign language lessons. A lesson framework and resources will be provided to assist with the lesson planning and implementation in the classroom.

The class as a research scenario. Collecting and analyzing data with google forms.



Rosa Guilleumas, *roguiga@utp.edu.co*
Universidad Tecnológica de Pereira, Pereira, Colombia.

Abstract

Having information about the impact of a new strategy, the learning behaviors and difficulties of students, or their preferences for certain types of activities or materials over others can be of great importance for teachers so they can adapt their strategies, feedback or materials to the needs and preferences of the learners as well as design interventions tailored to the specific problems detected in the classroom.

This 90 minutes hands-on workshop will guide the participants in the creation of surveys and questionnaires to collect such data using Google forms. We will also explore the subsequent analysis of the information collected. Requirements: Participants must have a Gmail account and basic knowledge of computer and Internet skills.

Phenomenological Research on the Table: Writing a Phenomenological Prospectus.



Pedro P. Aguas, aguaspedro@yahoo.com
Universidad de Córdoba, Montería, Colombia.

Abstract

With the inception of phenomenology as a qualitative alternative, research on human science has leaned towards innovative approaches. The purpose of this workshop is to engage the participants in the experience of writing a phenomenological research prospectus. A research prospectus or blueprint is the preliminary proposal, which will evolve into the student's graduate work. This mini-project articulates the research area, the research topic, and background of the problem, the phenomenon under scrutiny, the research problem, the research purpose, and significance of the study, its nature and the research question or questions. Also included are a section on ethical issues and a list of references. The research topic is the central idea or subject matter that leads the research throughout the study. Researchers address diverse issues, concerns, or controversies in their phenomenological research projects. The research purpose of the study is the idea that gives orientation to the entire proposal. In the research design process, research questions provide epistemological and methodological direction to the inquiry. Conducting qualitative research implies anticipating ethical issues that may arise during the process at the level of the research problem, the research purpose, and the data collection and data analysis. The reference list provides the information about the sources cited in the body of the prospectus. Working collaboratively, the participants will develop research prospectus of their interests reflecting the alignment of the various components of the research process as well as acknowledge the significance of phenomenological inquiry.

Principles of CLIL: An invitation to integrate this approach in your classes.



Gabriella Pugliese, *gabriellapuglieser@gmail.com*
Universidad de Córdoba, Montería, Colombia.

Abstract

CLIL (Content and Language Integrated Learning) is an approach in which a vehicular language is used to learn and teach content and language at the same time (Coyle, 2010).

This workshop will provide examples of CLIL planning to generate discussion about this approach. It will also suggest some activities and strategies used in a CLIL environment and will offer teachers the opportunity to design new activities.

Working with genre: Selecting and analyzing texts for EFL instruction.



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Barranquilla, Colombia.



Jose David Herazo, jdherazo@correo.uniCórdoba.edu.co

Universidad de Córdoba, Montería, Colombia.

Abstract

Promoting learners' ability to communicate is the ultimate goal of English as foreign language (EFL) teaching. Accordingly, one of EFL teachers' key roles is defining meaningful communicative targets as purpose of their teaching. The purpose of this workshop is to help participants select oral and written texts that serve as such targets. Workshop participants will 1) understand what a text is, 2) differentiate between various types of texts, 3) define lesson teaching points based on an analysis of texts using key concepts from systemic linguistics, 4) identify the key principles and procedures of genre-based pedagogy, and 5) discuss the feasibility of adopting genre-based pedagogy in their lessons. The workshop will involve both individual and group hands-on activities following a short presentation of some of the main concepts from systemic linguistics that are relevant for text analysis and pedagogy.

CONCURRENT SESSIONS I
Thursday, September 28th-2017.
4:00 - 4:30 pm.

Project Work Based Learning: Does it effectively work in public schools?

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Secretaría de Educación Municipal (SEM), Montería, Colombia.

Abstract

This research study assesses the effectiveness of project work methodology to promote English language learning in an official high school in Monteria. The study was conducted with ninth, tenth and eleventh graders, during a cycle of three academic years (2014-2016) where the target population worked the teaching of English with a project each of the four terms year-round. To carry out this project, an action research cycle was implemented. The latter was comprised of an analysis of the situation and an intervention stage where the study turned to be more successful in terms of execution. Some of the elicitation techniques used to obtain relevant data were: needs analysis, interviews, video recordings and stimulated recall. This piece of work is based on the conscious intervention of the researchers to enhance the development of receptive and productive skills in ninth, tenth and eleventh graders regardless their pace of learning and style. The main findings are: first, the knowledge of English can be more meaningful to students if they are involved in projects that are related to their interest and surrounding. Second, learners improved level of English as can be seen in the national standardized test for senior at high schools. Third, the process of learning the English language using projects per terms is more dynamic, flexible and fruitful as they help students to develop abilities for the twenty-first century.

Audience

Secondary school teachers, Adult program teachers, Teacher trainers, Materials/curriculum designers.

Genre based pedagogy and reading comprehension in ninth graders: An action case – study

Luisa Fernanda Diaz Ochoa, fernandaluisadiazchoa@gmail.com

Jose David Herazo, jdherazo@correo.uniCórdoba.edu.co

Universidad De Córdoba, Montería, Colombia.

Abstract

Reading to Learn (R2L) is an instructional approach that leads students from aided to independent creation of meaning in both reading and writing. Following genre-based pedagogy principles, the method uses whole texts as the point of departure for instruction and follows a series of nine strategies that make explicit the purpose, structure, register, and lexicogrammar of texts. This presentation reports on the results of an action-case study that explored the extent to which R2L promoted ninth graders' comprehension of explanation texts in English as a second language (L2-English). Particularly, the study used preparing for a reading, detailed reading, and joint reading during six lessons. It also investigated students' perceptions about R2L. Analysis of observations, a focus group, three reading tasks and researcher's reflection log demonstrated that students became better readers of explanation texts, as shown in their scores in readings works. Students also perceived R2L as a useful approach to developing their ability to understand written texts in L2-English, overcoming their initial reliance on translation and word-by-word reading. Findings revealed the benefits of R2L for enhancing L2 students' meaning-making potential in a short period, contributing to bridging the gap in L2-English proficiency between private and state schools in Colombia.

Audience

Primary school teachers, Secondary school teachers, Adult program teachers, Teacher trainers

Empowering a university foreign language community through collegial support and reflective inquiry.

Debra Burgess, ecuadream@icloud.com

Redding, CA, United States.

Pedro P. Aguas, aguaspedro@yahoo.com.

Universidad de Córdoba, Montería, Colombia.

Abstract

Teacher effectiveness and instructional quality are well documented as primary factors that impact student achievement (Darling-Hammond, 2000). According to Marzano (2011), the best way to improve student achievement is to improve teaching. Further, teachers working alone without feedback will not be able to improve no matter how much professional development they receive (Marzano, 2011). How to provide support for teachers, especially novice foreign language teachers, is a challenge for teacher leaders and facilitators. Based on research and practice, the presenters developed a framework to improve student learning in the English language classroom that utilizes mentoring, coaching and co-teaching. Working in collaboration with Universidad de Córdoba in the foreign language program, the model was implemented during a two month period with 15 faculty members. Implementation of the entire model through the stages of mentoring, coaching, co-teaching to scholarly work was not possible in the time frame. However, based on teachers' career stages, novice and experienced; the project was implemented utilizing a mentoring, coaching and co-teaching model. Regardless of the type of support, observations were focused on concrete performance indicators; teachers were required to reflect on their teaching practices based on the notion of reflective practice (Schon, 1995). Surprisingly, all teachers were receptive to the experience of having an observer in the classroom, as one teacher stated in her reflection, "I really appreciate (the fact of) being observed by a colleague and receiving (the) feedback." The presentation will share the methodology, forms, and procedures that were utilized in the training, observations, mini-observations, conferences, and reflections. Other practical suggestions for building rapport, observations, providing feedback and conferencing will be discussed. Initial results of the project will be presented along with recommendations for implementation and research questions for further study.

Audience

Adult program teachers, Teacher trainers, Materials/curriculum designers, Novice researchers.

From student teacher to teacher: Coming into terms with my professional identity.

Ximena Paola Buendía Arias, ximena.buendia@unisucre.edu.co

Andrea André Arenas, andre@hotmail.com

Universidad De Sucre, Sincelejo, Colombia.

Abstract

In this research there is a necessity to unravel the complexity of the term teaching identity and explore its many factors in the teaching practicum of student teachers who for the first time face a real education scenario, leaving behind their student role to adopt the new position of becoming a teacher. The complexity of identity reflects multiple facets and suggests constructing and reconstructing meaning by their teaching and learning stories. With this in mind, this descriptive case study that utilizes a narrative approach seeks to understand how EFL student teachers construct their emerging professional identity during their first pedagogical practicum. The beliefs, perceptions and subjective responses of nine student teachers were sought through metaphors, focus group interviews, semi-structured interviews, diaries, in-class observation, and autobiographies. The richness of the data is being exposed through in-depth interpretation and using content analysis and the use of ATLAS/ti qualitative software. This investigation is consolidating understandings of how students' multifaceted identity is constructed at an early stage of their teaching experience and how this identity is shaped by social, cultural, and institutional factors. Student teachers' emotions, values, beliefs, and relationships with others are also continuously incorporated into their teaching, redefining their teacher identity subsequently. The emerging professional identities of the students are indicating that there is a reflective dynamic construction. Implications of this research, therefore, exist as opportunities to recognize different processes of identity formation emerge and challenge the students' identity construction making that early teaching experience a scenario where they come into terms with their profession.

Audience

Adult program teachers, administrators, teacher trainers, pre-service language teachers.

L2 vocabulary instruction: an assessment of mobile device applications.

Daniel Reschke Pires, daniel.reschke.pires@gmail.com

Celso Henrique Solfen, tumolo-celsotumolo@yahoo.com.br

Universidade Federal de Santa Catarina, Florianópolis, Brasil.

Abstract

With the advancement of mobile technology, the field of Mobile Assisted Language Learning (MALL) has gained prominence (Heil, 2016; Stockwell & Hubbard, 2013). This phenomenon has resulted in studies that investigate the field. This study aims to analyze eight applications for English learning that deal with vocabulary instruction and to understand how they incorporate language learning methods, such as the Audiolingual method, and learning theories, such as Behaviorism. The current qualitative study attempted to answer the following questions: a) what are the sources for presenting new lexical items in the selected applications?, b) what are their sources for reviewing and consolidating new lexical items?, and c) what learning theories and language learning methods seem to influence them? The conceptual framework of the study includes explicit vocabulary learning, passive and active vocabulary knowledge, levels of mental processing, and MALL. Data collection included eight English learning applications by the following criteria: a) having activities for vocabulary learning and b) having at least 10.000 users on Play Store. Data were collected by completing vocabulary activities from the applications and transcribing them into figures. Data were analyzed using a framework with four main categories: a) design of the activities; b) sources for presenting vocabulary; c) sources for reviewing and consolidating vocabulary, and d) underlying language learning methods. Preliminary results showed that the applications studied rely on translation and repetition to instruct and consolidate lexical items, suggesting the influence of the Grammar Translation and the Audiolingual method. Moreover, the frequent use of activities that involve echoic responses suggests the influence of Behaviorism. The author understands that, in spite of some limitations, the applications can be a valuable source to assist in language learning if learners learn how to use them.

Audience

Secondary school teachers, adult program teachers, teacher trainers, materials/curriculum designers.

Language assessment literacy for pre-service teachers: Course design, challenges and implications.

Frank Giraldo Aristizabal, icaros@utp.edu.co

Daniel Murcia Quintero, dmurcia@utp.edu.co

Universidad tecnologica de Pereira, Pereira, Colombia.

Abstract

In the field of applied linguistics, for the past fifteen years, there have been discussions about language assessment literacy (LAL) — the knowledge, skills, and principles related to assessing language ability — (Davies, 2008; Fulcher, 2012). However, the field lacks research on the professional development of language teachers, particularly pre-service language teachers, throughout their training in language assessment. Our paper focuses on the preliminary findings of an action research study regarding the impact of a language assessment course for pre-service teachers who are language teaching program in a state university in Colombia. Data collection for the diagnostic stage of the action research cycle used a multiple-choice questionnaire for student needs and wants, an open survey for professors, and journal entries from both researchers. Preliminary findings indicate that there is a need to combine theory and practice of language assessment with an emphasis on current methodologies for language teaching and evaluation in bilingual education. The presentation highlights the recommendations and the challenges when designing a language assessment course based on insights from the existing literature (e.g., Brindley, 2001; Inbar-Lourie, 2008) and discusses the implications for professional development.

Audience

Administrators, Teacher trainers, Materials/curriculum designers, Pre-service language teachers

Vocabulary games to build up language learning in sixth grade students from IE Santa Cruz.

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IE Santa Cruz, Lorica, Colombia.

Abstract

Vocabulary teaching is a core component of language teaching. To communicate, we should use appropriate vocabulary otherwise our communication will be interrupted. Thus, qualitative research is being carried out with 6th-grade students at IE Santa Cruz where the students come to secondary school with no English knowledge. The current research explores the use of teaching vocabulary through games. Three data collection procedures have been implemented to gather information: interviews, direct observation, and audio/video recordings. The primary objective of this research is to create more engaging and motivating alternatives for the development of vocabulary learning based on a project work. Achieving this aim implies making student design their vocabulary games. The project is applied in the classroom setting through 5 stages. The games are based on the corresponding lexical items determined by the school curriculum to the particular grade. Some preliminary outcomes about the research project are a positive attitude towards English learning, effective and faster learning, improvement of vocabulary knowledge and speaking abilities, understanding of language skills during the lessons, and autonomy in language learning.

Audience

Primary school teachers, Secondary school teachers, Teacher trainers, Materials/curriculum.

Facilitating the use of vocabulary to dyslexic students through Keyword Instruction in a mainstream classroom.

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Universidad de Córdoba, Montería, Colombia.

Abstract

Dyslexia is considered a difficulty concerning students' lateralization, phonological processing and single word decoding. These difficulties affect students' progress in their literacy development as observed at Cecilia de Lleras School, where students faced these problems in fifth grade. Most of the students had problems when writing words with b, d, p, q, c, s, as well as to pronounce them. Previous tests to diagnose students' level of dyslexia revealed students had serious difficulties identifying sounds. Thus, the purpose of this study was to explore the extent to which keyword method could improve dyslexic students' ability to pronounce, and decode words. This study also aimed at describing students' perceptions when using keyword method to help them learn vocabulary and improve their difficulties. . Video recorded observations, interviews, initial and final test and students notebooks, revealed that key word helped students at the greater extent to improve their initial difficulties. After 5 lessons with key word instruction, students could spell words, pronounce and write them without any phonological, single word decoding and lateralization problem.

Audience

Preschool teachers, Primary school teachers, Secondary school teachers, Adult program teachers, Teacher trainers.

Developing Democratic Values Through Project Based Learning.

Adolfo Arrieta Carrascal, adolfo.arrieta@gmail.com

Angelica Gomez Hernandez, anmagohher@gmail.com

Universidad De Sucre, Sincelejo, Colombia.

Abstract

The aim of this research was to empower an EFL English teacher and her seven grade students in nurturing their citizenship values such as self- respect, responsibility, gratitude and honesty. During two action research cycles (Burns, 2010) and using project based learning (Krauss & Boss, 2013) in each of the cycles the students had the opportunity to developed awareness of their roles as students and citizens. The action research cycles focused on self-controlled and respect and in each of the cycles a project was implemented. The results show that students began to exercising more self-control in and outside class, For instance they became less noisy and more attentive in class. One students reported that self-controlled helped him eat less and other students reported that they had better control of their temper in their homes. In relation with the value of respect the students were exposed to different situations where they had the opportunity to reflect on the importance of respect in life. They finished up sharing in a creative way the final project on self-control and respect towards environment with the rest of the school. In addition, the development of this research also has transformed our personal and pedagogical perspective since we have also put into practice more consciously these values in our daily lives. Moreover, we have assumed a more critical pedagogical stance (Freire 1985; Giroux, 2004) on language teaching and language learning.

Audience

Primary school teachers, Secondary school teachers, Adult program teachers, Teacher trainers.

The use of tasks to boost business language learning.

Adriana Maritza Rivera Barreto, adriana.rivera@usantoto.edu.co

Universidad Santo Tomás, Tunja, Colombia.

Abstract

This study analyzed the impact of the implementation of some selected tasks to introduce international business students to the language related to their program, given that they take all subjects in Spanish and none in English. The study was carried out with a group of second-semester students who study at a Colombian public university. Currently, language teachers follow a book to teach English; however, this book is not focused on teaching business-related vocabulary. Therefore, there seem to be no opportunities for students to have contact with an authentic language that could contribute to their professional growth. This situation gave rise to the idea of familiarizing students with language related to the content area. The concepts that supported this proposal were the task-based approach, English for specific purposes (ESP), and motivation. The type of study adopted was action research, which allows teachers to build theories related to teaching and learning. The data collection procedures included a teacher's journal to record ideas for reflection, an online survey to uncover answers to specific and key questions, and e-portfolios, which provided evidence of students' work. The findings translated into three categories: raising awareness about ESP (explanation of the importance of learning vocabulary to become proficient business language), chasing a target (description of the outcome students achieved after developing different tasks), and learning as a way of motivation (description of the interest students have for language learning).

Audience

secondary school teachers, adult program teachers.

CONCURRENT SESSIONS II
Friday, September 29th-2017.
2:30- 3:00 pm.

Collaborative and individual strategic planning impact on performance of an oral task.

Rafael Zaccaron, rafaelzaccaron@gmail.com

Raquel Souza D'Ely, raqueldely@gmail.com

Universidade Federal de Santa Catarina, Florianópolis, Brasil.

Abstract

This paper reports the initial findings of the MA study on the impact collaborative and individual strategic planning have on the fulfillment of an oral task carried out by young learners of English as an additional language in Brazil. Strategic planning (Ellis, 2003, 2005) is a current concept within task-based learning, for this condition may trigger metacognitive processes. As a result, strategic planning has become a fruitful research area; yet, only a few studies have had young learners of English as participants. The questions that guide this study were: a) Is the oral performance of the collaborative planning group more fluent, accurate and appropriate than the fulfillment of the individual planning team?, b) What are the processes learners embark on when they perform individually and collaboratively? To which extent do these processes differ? Furthermore, the participants' perception of the different conditions was also examined. The participants were 18 students (aged 15 to 17 years old) enrolled in the second year of a secondary state school in Florianópolis (Brazil). For the triangulation of data from the two monological oral tasks learners recorded an audio message using WhatsApp on their mobile phones. Audio recorded during participants' interaction, retrospective protocol interview and a self-report questionnaire aimed at providing a comprehensive report of how planning strategically under two different conditions (i.e. collaboratively and individually) impacted the oral production. Data collection will happen during the students' English classes. The messages will be transcribed and analyzed regarding accuracy, fluency, and outcome (pragmatic). In this paper, I analyzed the data from the pilot study. Preliminary results show that students use strategies when planning both collaboratively and individually and attend to discrepancies in their linguistic abilities during planning time. Findings will have pedagogical implications on possible strategies for both new learners and teachers to use strategic planning.

Audience

Secondary school teachers, adult program teachers, teacher trainers, materials/curriculum designers.

TTL model for improving reading comprehension skills in an ESP course.

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Unidad Central Del Valle Del Cauca, Tuluá, Valle.

Abstract

The results of reading comprehension in English of the B.A in Physical Education at Unidad Centrall del Valle del Cauca (Uceva) have been negative in Saber Pro tests for the last five years. The Colombian Ministry of Education requires future teachers to demonstrate a B2 level on the Common European Framework of Reference for Languages scale to graduate by 2018. This research reports a quasi-experimental study that analyzes the implementation of the TTL model proposed by Romero (2017), which aims at developing reading comprehension skills in the third of four compulsory ESP courses all students should take at Uceva. TTL is a combination of Task-Based Language Learning Theme Based Learning, which complements each other according to current literature. Two ESP groups of 25 students were chosen randomly to compare the initial and final performances on reading comprehension tests by using the Survey of Reading Strategies proposed by Kouider Mokhtari and Ravi Sheorey in 2002. The TTL model was implemented with the experimental group only. The results of the survey were contrasted with the scores obtained by students in the reading comprehension part of the final exam, which were the same for both groups, the experimental group and the control group. The results showed an increase in the use of reading comprehension strategies and an improvement of the students' performance on the reading test.

Audience

Adult program teachers, administrators, teacher trainers, and materials/curriculum designers.

Implementing smart goals to foster HOTS in speaking lessons.

Yomaira angélica herreño contreras, yomis@outlook.com

Jhonathan Alexander Huertas Torres, jhonathanhuertas@gmail.com

Universidad Santo Tomás, Villavicencio, Colombia.

Abstract

This presentation deals with an action research project aimed at implementing SMART goals in English speaking lessons to foster Higher Order Thinking Skills (HOTS). It is currently carried out at Universidad Santo Tomás (Villavicencio-Colombia) and it arises as an alternative to contribute to the development of oral production skills in EFL learners. Nowadays, it is evident that students should be guided to meaningful and fruitful ways to become not only competent speakers but also creative and critical citizens capable of using language to get involved in their current reality affairs and generate an impact on their context. Thus, this presentation gives an account of the pedagogical actions followed by the researchers to nourish SMART goal-setting as a path to enhance HOTS and oral production skills simultaneously. Moreover, it displays the preliminary findings arisen from a set of four interventions conducted in two different sample groups at the Civil Engineering and Law faculties. Data were collected from learners and teachers' journals as well as speaking pre-tests and post-tests taken by students. Findings indicate that when students are exposed to speaking activities pervaded by the intertwining and concurrent presence of SMART goals and HOTS, factors such as autonomy, self-directedness, criticality and a more elaborate oral production are notably favored. Participants in this presentation are expected to have the opportunity to draw their roadmap concerning the implementation of SMART goals in their teaching contexts according to their needs, requirements and academic demands.

Audience

Secondary school teachers, Adult program teachers, Materials/curriculum designers.

Design of lesson planning guidelines to integrate genre-based instruction in EFL classes.

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Daniela Torres, danielatorres2603@gmail.com

Universidad de Córdoba, Montería, Colombia.

Abstract

Genre Based Approach (GBA) is an alternative approach that became popular during the last decade and now it is used in many sectors of education. GBA is centered on using texts to promote meaningful learning on students. However, on the existing records, there is a lack of information concerning the incorporation of GBA model into the lesson planners. The purpose of this study is to identify the main characteristics of a teacher's lesson planning in order to explore the ways in which the GBA can be integrated into the planning process. Specifically, this research aims at the designing of a Genre Based Approach instructional unit by including the teaching –learning circle in the activities, materials and evaluation process of the lesson planning. This study is going to be carried out at INEM School with 10th graders and an English teacher. By the end of this study, we expect to describe the ways in which a lesson can be developed by using this pedagogy. Data collection procedures that will be used consist on 5 classroom observations which are going to be video- taped and audio-recorded, two interviews, a stimulated recall, a focus group with the students and documentary analysis. This investigation suggests GBA as an effective pedagogy to teach through the use of text and to improve learners' level of proficiency in the L2.

Audience

Secondary school teachers, Teacher trainers, Pre-service teachers.

Responding to quality teaching practicum policies in a licentiate English program.

Danilza Lorduy Arellano , dalorduy@hotmail.com

Liliana Valle Zapata, lilianavallezapata@yahoo.com

Universidad De Córdoba, Montería, Colombia.

Abstract

In January 2013, the Colombian National Accreditation Council published new guidelines for educational undergraduate programs accreditation, considering the need to establish regulations which enable its implementation, through the Ministerial Resolution 214050 of 2016. This Resolution, among other requirements, pursues the necessity to evidence the application of strategies to promote the improvement of the teaching practicum process. Since the process of reflective instruction in the teaching practicum is one of these strategies, the English Language Teaching Program at Universidad de Córdoba seeks to promote, among its teaching practicum key stakeholders: pre-service and in-service teachers and formative supervisors, a continual feedback process to make adjustments or improvements, if needed. Perceptions about positive changes and improvements in the process of language teaching in the above-mentioned program have been identified. However, no systematic study has been done to explore the way the teaching practicum has influenced in-service primary teacher's practices. This presentation reports the preliminary results of an ongoing phenomenological research study conducted by formative supervisors, which aim at describing school community members' perceptions and experiences about the teaching practicum process in primary levels. Data collection procedures include in-depth interviews, focal groups, and diaries of the 8 participants from 4 state schools. The results are expected to shed lights on the weakness and strengths of the program teaching practicum which eventually will improve quality of English as a foreign language education.

Audience

Administrators, Teacher trainers, Materials/curriculum designers, Pre-service language teachers.

Beyond the classroom with ICT's: a research proposal to enhance eleventh grader's competencies in English at INEM Lorenzo Maria Lleras.

Elkin Vergara Sanchez, professorelkin@hotmail.com
Secretaría de Educación Municipal (SEM), Montería, Colombia.

Abstract

Public English as foreign language (EFL) education in Colombia lacks resources, flexible schedules, up-to-date facilities, and in most cases a restructuring of the curriculum. Education changes so quickly that we can barely realize. Concerning new methodologies, we cannot ignore the tech-boom. Innovation tendencies are taking over, and that might be the key to a meaningful change in education. This research proposal seeks to explore the use of information and communication technology (ICT's) to improve high-school students' English as foreign language (EFL) proficiency level. To this end, a virtual learning environment (VLE) was created sustained in the Flipped Classroom methodology. The study seeks to answer the following question: Can a Virtual Learning Environment help eleventh graders from Inem Lorenzo Maria Lleras High School to improve their English competencies? Data was collected through different means, including observations and Whatsapp screen shots. The researcher created Whatsapp groups as a permanent communication way and set a Moodle classroom. Whatsapp proved to be a tremendous tool to text, comment and exchange content. But it was just a starting point. Moodle rooms and this LMS seem a complete space to strengthen and foster student's learning of English. This proposal has positively impacted students' immersion in language. Because classes at school are too short and intermittent, a VLE supplements the lack of time and embodies students English Practice into a more active experience.

Audience

Primary school teachers, Secondary school teachers, Teacher trainers, Materials/curriculum designers.

The relation between the implementation of learning objects and the listening skills.

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Iranys Urbina Gutierrez, iranysurbina@unicesar.edu.co

Universidad Popular del Cesar, Valledupar, Colombia.

Abstract

Learning objects (LOs) are materials designed to be self-contained digital instructional units that can be combined to create a variety of learning experiences. However, very few higher education institutions in Colombia are using LOs for teaching purposes. Universidad Popular del Cesar is one of those schools where LOs have been implemented without knowing whether they are meaningful or inadequate. Hence, this research is being carried out with the aim of identifying the implications derived from both the implementation of LOs in the English Lab and the teacher mediation when using these digital resources to foster the development of listening skills. In the case of the methodology, this research project is based on the qualitative approach. In other words, as a qualitative researcher, it is necessary to analyze phenomena in their natural settings for interpretation and examination. Moreover, the context of this research and the procedures for conducting this qualitative study will focus on the case study approach and its methodology which allows it to use several instruments for collecting data. This study will use direct observations, interviews and focus group techniques to obtain the information required to solve the research question. Since this is an ongoing research, after having gone through the first specific objective, which is strongly related to the different listening activities learners carry out in their academic sessions, it is possible to say that when being exposed to oral texts most of the students activate metacognitive processes in the classes observed. This outcome allowed some of them to have a better performance in the listening exercise.

Audience

Primary school teachers, Secondary school teachers, Adult program teachers, Administrators, Teacher trainers.

Reading the world and reading the word, Paulo Freire once said. Are you doing so in your classroom?

Sonia Jerez Rodriguez, jerezsonia5@gmail.com

Nestor Ospino Trujillo, nestorost16@gmail.com

Universidad de Córdoba, Montería, Colombia.

Abstract

New generations demonstrate tendencies to read and write with different purposes, across a variable domain, using several languages, and with the various intentions during their everyday life, using print or digital media through various technologies and including, for example, other modes such as pictures, videos, photographs. These literacy practices or “the uses [new generations] make of reading and writing” (Barton y Hamilton, 2000, p. 7) are defined above all as social and acquire sense within the social, cultural, political, economic and historical context where they take place. In so doing, these generations show their skills to interpret and create new texts to share with others locally and globally.

Within this new landscape arises the reflection on how teachers and futures teachers currently understand literacy since in the language classroom reading and writing are still taught as two separate skills, focusing on the scientific aspects of the tongue and in cognitive processes only, leaving aside the meaning of reading and writing as a social practice. Using mainly texts with an instrumental teaching purpose (Nunes y Bryant, 2006) and forgetting that in the context where they live even though the language is not spoken regularly, it is indeed used as a communicative source (Herazo, 2012; Herazo, 2014) which can also be written. Thus, this presentation aims at sharing with the audience that literacy has also been investigated from a social perspective and not only from the linguistic and cognitive perspective. As a consequence, we will present a review of how the topic has been researched and approached in different contexts around the world in and out of the classroom and the pedagogical implications for students, teachers and language teaching. Finally, it is expected that the audience achieves a broader understanding of the meaning of literacy for learning, thinking and communicating to support their language learning and teaching.

Audience

Preschool teachers, Primary school teachers, Secondary school teachers, Adult program teachers, Teacher trainers.

Exploring GBI's usefulness and limitations for developing EFL students' academic writing proficiency.

Cristian David Londoño Arroyave, crisudea@gmail.com

Universidad de Antioquia, Medellin, Colombia.

Abstract

In developing English university students' writing proficiency for social, academic, and professional purposes across educational contexts and situations, pre-process, process, and post-process approaches have fostered these students' academic writing proficiency (AWP). The effectiveness of genre-based approaches to develop AWP has been well documented among L1 English learners. In Colombia, process and product-based approaches have predominated to foster AWP, especially in teacher education programs. However, experts have claimed that more knowledge is needed on the effects of SFL genre-based approaches (GBA) among EFL/ESL learners and little is known on their effects among students in the disciplines, or its potential limitations. This exploratory case study evaluated the usefulness, effectiveness, and limitations of GBI and the Curriculum Cycle (CC) to develop AWP of nine EFL students at an English Composition course of one professional development program at a Colombian public university. Using video recordings of lessons, artifacts, and group interviews, data helped identify, describe, map, and explain the effects of GBI over students' AWP and the approach's limitations with the support of functional grammar theories. Results showed that the effectiveness of the approach outweighed its limitations, as reflected in learners' systematic development of AWP to write expository essays with textual features of argumentative essays and functional language of English academic writing. Main limitations resided in learning some functional grammar concepts in modeling, task choice in joint construction, negative effects of new topic exploration in independent writing. GBWI is a powerful methodological approach to teach academic genres. In spite of its potential for this purpose, more access to useful pedagogical innovations as GBA should be given to students in teacher education programs and in the disciplines. I also offer some teaching implications and methodological proposals toward more effective GB instruction and CC implementation.

Audience

Adult teachers, Secondary school teachers, Teacher trainers.

Exploring English Teachers' Knowledge Construction in Professional Development: methodological dimension.

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Abstract

This article presents a narrative study that inquires into three EFL public school teachers' stories in order to explore their knowledge construction regarding their methodological dimension. The study intends to give insights into a controversial dichotomy between teacher professional development programs and initiatives proposed by the Secretaria de Educación in Bogotá and the counter reactions from scholars. In this respect, this study tries to look at the direct agents (public-school teachers) who are in the middle of the debate; and ultimately, they are the ones who can give an account of a first-hand teacher professional development process. Data was collected and analyzed using a narrative framework through four main stages: in-depth interviews, transcribing, filtering the narratives, and coding the categories/themes. Results revealed three main knowledge construction categories: outer sources, mediating sources, and inner sources. Results also suggest that knowledge construction is highly related to relevant experienced that challenged teachers. Conclusions show that outer and mediating sources end up supporting in a relational way the resulting sources for knowledge construction which correspond to an inner source that is personal and reflective.

Audience

Administrators, Pre-service teachers, Teacher trainers.

CONCURRENT SESSIONS III
Friday, September 29th-2017.
3:00 - 3:30 pm.

Exploring the benefits of Project-based Learning in a secondary school English class.

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Abstract

The purpose of this study was to explore the benefits of project based learning in a secondary school English class; the study was conducted in an urban public school in Monteria, Colombia with a sample of six students from 8th grade. Also, this study aimed to determine the potential benefits that PBL could have for students regarding 21st-century skills and their attitudes towards oral participation after its implementation. Data were gathered using video observation, students' diaries, and focus groups. Findings revealed a series of benefits received by the students including motivation, collaboration, innovation, and creativity. Also, it was found that students' attitudes towards oral participation were active and helped learners overcome fear, increase motivation, and interest.

Audience

Preschool teachers, Primary school teachers, Secondary school teachers, Adult program teachers, Teacher trainers.

Design-based research: The iteration of a design to improve today's essential skills in a VLE.

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Abstract

This Design-Based project aims at carrying out an iteration of a design implementation to improve conversational skills, foster collaboration, and self-direction by using computer-enhanced materials in a virtual learning environment to address life and career skills in foreign language learning (FLL). Initially, a tenth-grade population from two state-owned-schools in Planeta Rica (Córdoba) and Ovejas (Sucre) provided information to be analyzed as part of the exploratory stage called the piloting phase. The subsequent reflections and insights obtained in the preliminary stage supported the intervention of this study, in which seven pre-intermediate young adult learners at a language center volunteered to take part. Both populations were involved in task-based instruction lessons to improve oral communication in English, foster collaboration and self-direction. Data collection techniques included needs analysis, surveys, a pre-test, a post-test, researchers' journal, students' journal, self-assessment formats and online forum samples. They were administered during a month, from August to September 2015.

The intervention stage provided evidence to suggest that computer-enhanced materials in a virtual learning environment contributed to students' engagement, motivation, communication and collaboration as well as their time management and learning awareness. Researchers gained worthwhile experience and were able to define principles for online material design.

Audience

Primary school teachers, Secondary school teachers, Adult program teachers, Teacher trainers, Materials/curriculum designers.

The textual genres of three foreign-language classes.

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Abstract

Genre-based pedagogy is an approach that leads students from aided to independent meaning-making in valued genres of the school curriculum. To date, most Genre-based studies have focused on the types of history or science, describing first the genres and then determining the effectiveness of genre pedagogy for promoting student meaning-making. However, the genres of other curriculum areas such as English as Foreign Language (EFL) have received less attention. This study analyzes the genres that students encountered in three EFL classes and the role of those genres during instruction. The study took place in three high schools in Montería (Colombia) and is part of a larger investigation that seeks to characterize teacher instructional practices as a springboard for adapting Genre-based pedagogy to specific contexts. Five lesson observations were carried out for each EFL class during one month, and their teachers were later interviewed. The textbook material covered during that time was also analyzed. The genres that were identified during observations and in the EFL book were examined from a systemic functional perspective. Findings can be summarized as follows. First, EFL lessons included a variety of genres such as stories, arguments, factual stories, and explanations. Second, the names teachers or textbook assigned to those types did not usually correspond to their textual characteristics. Third, the texts displayed many of the features of spoken discourse even though they were presented as written genres. Fourth, documents were used for introducing lexico-grammar and pronunciation rather than for developing students' meaning-making in specific genres. The study highlights the importance of analyzing the characteristics and the role of genres in EFL lessons as a prelude for designing Genre-based instruction that matches students' communication needs in particular contexts.

Audience

Preschool teachers, Primary school teachers, Secondary school teachers, Adult program teachers, Teacher trainers.

Transforming the teachers' ways of evaluating listening through Dynamic Assessment.

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Abstract

Dynamic Assessment (DA) is a pedagogical approach that intends to mediate between the learning gaps and the developmental growth of the learner through follow-up activities that will allow those students to overcome learning difficulties. DA is based on the Zone of Proximal Development (ZPD) developed by Vygotsky (1978) which allows the learner to improve upon their skills by the support of more capable people. There are some research studies related to DA in the teaching field. However, there is a narrow range of studies related to assessing listening activities dynamically to avoid traditional ways to methods. The purpose of this study was to describe the challenges a pre-service teacher faces when implementing DA in listening activities, and to analyze the students' attitudes toward this approach. We used two observation procedures: a teacher's journal and a student focus group. Findings revealed that challenges the teacher faced when mitigating the use of Spanish are avoiding asking questions from the post activity and controlling the participation in class. The teacher dealt with the utilization of the mother tongue to introduce some new words to students for them to understand the meaning and the pronunciation. Therefore, the translation of some words was necessary to make the students understand the teacher and to acquire new vocabulary. It also revealed that students learned new vocabulary during the mediation time and in the pre-activity. Students expressed that translating just one word into Spanish was more meaningful and more useful to understand the listening activity as they noticed teacher intention and the main idea. The application of DA influence on students' perception of listening skills and the way listening activities were dynamically assessed.

Audience

Secondary school teachers, Adult program teachers.

Exploring Differentiated Instruction in terms of strategies and activities to teach English to visually impaired students.

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Abstract

One of the most prominent issues in today's pedagogy is the discovery of the correct strategies and activities to teach regular and disabled learners, since in Colombia new mandatory policies were established to guaranty the inclusion of everyone in the classroom, especially in public institutions where teachers have to welcome students with learning disabilities. Thus, the primary purpose of our case study was to explore how an English teacher used differentiated instruction to teach English to six visually impaired students regarding activities and strategies at Cecilia de Lleras School. This research was a case study intended to understand visually impaired students' realities studying English in regular contexts. The information was gathered through observations, transcripts, interviews and a focus group. The results revealed that the teacher indeed made use of differentiated activities and strategies in some parts of the English lessons; it also showed that the teacher was carrying out this process unconsciously. We also found that the visually impaired student's attitudes were positive when the teacher made use of differentiated activities and strategies. However, when the teacher did not include the disabled learners, their positions became negative as a consequence. This research also provides some recommendations regarding inclusive practices for the ESL program at the University of Córdoba as well as the English teaching community in general.

Audience

Preschool teachers, Primary school teachers, Secondary school teachers, Adult program teachers Teacher trainers.

Promoting the implementation of communicative strategies at an aquaculture program.

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Abstract

Speaking is an essential skill for communication in a second language. However, this ability is not reflected in the development of the classes even when students know the grammar structures, the vocabulary they need and examples to follow since they use their native language to convey long and complex ideas. This study aimed to promote the implementation of communicative strategies such as drilling, script writing, and simulations, to improve second-semester students' speaking ability in the Aquaculture program at the University of Córdoba. This study also intended to establish the importance of each strategy and the order in which they were applied. To that end, the study employed an action research design that was used to observe, reflect, plan and act towards the problem identified in this research. The data collection procedures were observation, researcher's diary, informal interview, descriptive scale, a numerical scale, and photographs. Results revealed that the objective was fully carried out, regarding the implementation of the strategies; however, the improvement of oral production in English by the students was not reflected in most of them, due to attitudinal, disciplinary and academic factors. In conclusion, the analysis of previous data is needed to find out a variety of pedagogical alternatives to be added in lessons to enhance students' ways of communicating, identifying students' difficulties and attitudes towards the speaking skill and selecting the most appropriate tasks and activities to overcome learners' fears and anxieties during communication activities.

Audience

Adult teachers, Teacher trainers, Materials/curriculum designers.

The influence of Genre-based pedagogy on students' reading comprehension of explanation texts in a CBI science class.

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Colegio La Salle, Monteria, Colombia.

Abstract

This study aimed to do research on the influence of Genre Based Pedagogy on students' reading comprehension of explanation texts in a CBI Science class. The current enquiry exercise followed a qualitative research paradigm and was carried out with a 2nd grade class (37 students) at La Salle School in Monteria. Observations, document analysis and interview were the data collection procedures implemented in this study. Data was analyzed under the implementation of the Genre Based Pedagogy explained by Dreyfus, S. J., Humphrey, S., Mahboob, A., & Martin, J. R. (2016). After analyzing the results it was found the Genre Based Pedagogy influenced positively students' reading comprehension of explanation texts in the science class. In addition, it can be said implementing a sample curriculum designed under the GBP contributed to enhance not only teacher's strategies in terms of teaching reading but also students' reading comprehension of texts process. Thus, this study becomes significant in the way it provided the researcher, the science teacher and the school itself with a deep analysis of the strategies to implement the Genre Based Pedagogy in order to foster reading comprehension of explanation texts in young learners and might be taken as a pedagogical insight to improve what is has been done in the science class.

Audience

Primary school teachers, Secondary school teachers, Teacher trainers.

A multimodal approach to include down syndrome learners in regular English vocabulary lessons.

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Abstract

A multimodal approach is a teaching methodology that can be used to promote inclusion within regular contexts. This method corresponds to a combination of methods in which the same content is used in multiple formats. Augmentative or alternative communication is a way of multimodality that provides communication strategies, techniques, and interventions for people with a range of communication limitations. Teachers may apply this method in their lessons to include students with physical and mental problems in regular classes. However, since there is a lack of knowledge regarding inclusion practices, some public institutions do not implement any methodology to facilitate Down syndrome learners' vocabulary learning in English lessons. This study aimed to explore the extent to which a multimodal approach promotes the inclusion of Down syndrome students in mainstream English vocabulary classes at public institutions enhancing Down syndrome and regular students' vocabulary learning. The procedures applied to gather data were: observations, teacher's Diaries and Semi- structured interviews with Down syndrome learners. The findings of this study revealed that the Down syndrome students were successfully included within the English lessons. This approach had a positive impact on Down syndrome students and other students' regarding vocabulary learning processes, as an improvement was observed.

Audience

Preschool teachers, Primary school teachers, Secondary school teachers, Teacher trainers.

POSTER PRESENTATIONS
Friday, September 29th-2017.
3:30- 4:00 pm.

Exploring the use of genre-based pedagogy to develop 9th graders' writing skill

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Abstract

Genre Based Pedagogy (GBP) is an approach which offers learners pedagogical alternatives to develop their meaning making potential. GBP uses texts as main unit of communication and pedagogy. This approach studies whole texts rather than isolated sentences. Besides, this pedagogy sees teaching as an intervention that empowers students' skills for accessing, understanding, and challenging valued texts and increase students awareness about texts (Martin, 1999). Bearing in mind the usefulness of GBP, it would be very important for 9th graders studying English at a public school in Monteria to change their views towards writing while using genre based pedagogy. Thus, this study aims to explore how GBP can support 9th graders in the development of their writing skill. It also pretends to analyse learners' perceptions towards their English classes using the approach. To gather information, instruments such as video observations, semi-structure interviews within a focus group, and documentary analysis will be used. By the end of this study, it is expected to contribute positively to encourage students writing skills through the use of Genre Based pedagogy.

Using Case Study Methodology to Approach Oral Language Assessment Procedures in Basic English Courses.

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Universidad de Sucre, Sincelejo, Colombia.

Abstract

This article presents a narrative study that inquires into three EFL public school teachers' stories in order to explore their knowledge construction regarding their methodological dimension. The study intends to give insights into a controversial dichotomy between teacher professional development programs and initiatives proposed by the Secretaria de Educación in Bogota and the counter reactions from scholars. In this respect, this study tries to look at the direct agents (public-school teachers) who are in the middle of the debate; and ultimately, they are the ones who can give an account of a first-hand teacher professional development process. Data was collected and analyzed using a narrative framework through four main stages: in-depth interviews, transcribing, filtering the narratives, and coding the categories/themes. Results revealed three main knowledge construction categories: outer sources, mediating sources, and inner sources. Results also suggest that knowledge construction is highly related to relevant experienced that challenged teachers. Conclusions show that outer and mediating sources end up supporting in a relational way the resulting sources for knowledge construction which correspond to an inner source that is personal and reflective.

Using a multisensory approach to differentiate vocabulary lessons for a student with attention-deficit disorder in a mainstream English class.

María Andrea Mejía Pérez, mariaandreamejia20@gmail.com

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Abstract

Inclusive education allows special needs students to learn side by side with their regular peers in mainstream classes. It is not just about placing the students together in the same classroom, but also making an environment where SEN and regular learners interact socially. Although inclusion is a human right and there are many laws that include disabled students, there are schools that do not apply these policies. Since A.D.D learners are SEN students, they could have difficulties in the learning process, mainly when talking about a foreign language such as English. Thus, the purpose of this study is to explore the extent to which using a multisensory approach improves an A.D.D learner's vocabulary learning in a mainstream English class in Antonia Santos school, located in La Granja neighborhood, at the south of Monteria, Colombia where we will focus on a student who is in fourth grade. For that reason, this study suggests a multisensory approach with the intention of promoting their learning of vocabulary. To gather the information needed for this study, the data collection techniques we will use are observations, tests, journals and an interview. Moreover, with this study we expect to give those learners the opportunity to feel that they are part of the learning process by including them in English lessons and similarly, to promote inclusive education in a public school since it is important for teachers and schools to ensure that all children are equally educated no matter their differences or the disabilities they have.

Exploring the role of flipped learning to develop 10th graders' listening skill

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Abstract

Flipped learning is a pedagogical model which uses technology such as instructional videos, audios, games, blogs, platforms, outside the classroom to support students learning process. Bering in mind that technology is an important tool in today's society, there are still students who are practicing their listening skill with traditional methods such as filling in the blank activities, true or false exercises and choose the correct option which causes demotivation among them. As a result, this proposal seeks to explore the role of flipped learning aiming to develop students' listening skill and to describe their perceptions about the use of this technique. Moreover, this research aims to describe students' perception about the implementation of flipped learning in their lessons. To conduct this research, we are going to use observations, document students' progress and conduct semi-structured interviews. With this study we expect to provide teachers and students a new focus to use technology for educational purposes. Moreover, to observe how flipped learning is integrated into English classes in order to suggest ways in which listening activities are performed in English lessons.

Exploring homemade materials to teach A.S.L in a mainstream English class.

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Abstract

Inclusive education aims at promoting awareness between cultures and respecting the differences between people since it gives the opportunity to every student to be part of the school system without being discriminated because of their disabilities, low economic income, gender, or ethnics. However, in the Colombian context we still find children who are not being included in regular classroom, some disabled students are studying in special schools or others are part of a regular school, but they are not given the enough support to learn along with their peers. This is the case at a public school in Monteria, where we observed that deaf students are not included in the English class and they are not given enough strategies and materials to be part of this. In this study, we intend to describe the experience and perceptions of a deaf student at Santa Rosa de Lima School learning American Sign Language through the use of homemade materials in a regular English class. In order to collect the information for this study, semi-structured interviews, student's journal and a focus group will be used. With this research proposal we expect to promote awareness between schools administrators, English teachers and workers toward the inclusion and the necessity to give differentiated materials and support to deaf students to be part of English class.

Analyzing the role of discursive mediation to facilitate 9th graders' participation during joint construction.

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Abstract

Joint construction is comprehended as the stage in which teacher and students work collaboratively to develop different texts. Lack of teacher-student interaction during English learning lessons has brought up students' unwillingness to take part in collaborative activities. As a consequence, this study aims to analyze the potential of discursive mediation when providing opportunities to participate actively in meaningful communicative tasks. Furthermore, exploring the role of scaffolding feedback and dynamic assessment is another concern in this study. This action-case study will be conducted through observations, semi-structured interviews with a focus group, students' diary, documental analysis and field notes. As a result, we expect to provide students' opportunities to participate orally or written within English classes and to ameliorate the paucity strategies implemented by teachers in order to facilitate learners' participation

The design of a genre-based instructional unit for teaching spoken discourse.

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Abstract

In most Colombian's English classroom language is not conceived as a textual process, which attach students' language acquisition to a limited awareness of language features use such as grammar resources and linguistic principles, which are used in any instance of language use. Therefore, this research proposal is focused on the design of an instructional unit for English teaching in L2 classroom. Additionally, this unit will be designed and created using important insights developed by a genre based pedagogy such as the Teaching-learning Cycle and the Systemic Functional Linguistics since they enhance and promote students accuracy in texts appropriation and construction. Hence, it is necessary and essential for our study to count on reliable information that may help us to be familiar with the teaching methodologies used by English teachers in Colombian L2 lessons. For that reason, we will implement some data collection techniques such as classroom observation, since it provides observers with a realistic perspective of what occurs in a classroom. Besides, we will implement semi-structured interviews, stimulated recall, documentary analysis and focus group to a 7th grade English teacher in a Monteria public school. As a result, by the end of this research, we want to include and join those genre based concepts in an English teaching unit, which we expect will help students to encourage their production of spoken discourses.

Exploring the use of project work to develop 4th graders' oral participation.

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Abstract

Project work focuses on developing a long-term study based on students' interest, needs and weaknesses, which have many benefits in the learning process as promoting children's research skills, improving their thinking, creativity, but most importantly, it develops oral participation. Little, however, has been done on the use of projects to promote oral participation. Thus, this study aims firstly to explore the role of project work to develop oral participation. Secondly, to investigate the students' perceptions toward the use of project work. In this action case study, the data collection techniques to gather information will be students' diary, observation, and researchers' diary, analysis of students' participation, focus group and semi-structure interviews. By the end of this research, it is expected to understand how project work can be used in primary school to develop students' oral participation and to initiate the use of dynamic projects in the classroom.

Teaching high school Spanish heritage language learners (HLLS) to write academic texts in spanish.

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Abstract

Learning a language has become part of the standard curriculum in school policies and given the rapidly changing demographics in the United States, foreign language teachers face new challenges in meeting diverse students' needs. Within the field of foreign languages, heritage language learners (HLLs) – or children who are raised in a household where English is not the dominant language - have different linguistic and cultural needs, in addition to nuanced challenges surrounding identity formation, than do their foreign language learner counterparts. The U.S. has traditionally followed a monolingual ideology in terms of its policies in elementary and secondary education valuing the English language over any other language that students bring to the classroom. Bilingualism and biliteracy are often not valued in schools and universities, even though they are valuable in our increasingly globalized and transnational economies and cultures. Foreign language teachers are often unwelcoming to these students because of their high proficiency in the language in speaking and listening (Russell & Kuriscak, 2015). However, foreign language teachers play an important role in my research as they can engage in practices that better address HLLs' needs in the case that they are enrolled in their regular Spanish foreign language class.

Using classroom peer group as a DI strategy to promote social acceptance of VI students in a regular classroom.

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Abstract

Differentiated instruction consists of a set of strategies that provide instructors with tools to teach a lesson to students with different learning profiles. Likewise, it offers the possibility to promote inclusion in regular settings taking advantage of the variety of learners' distinctions and potentials. However, many teachers are not trained to implement this approach so that disabled learners are integrated instead of being included within regular classrooms. Moreover, regular students may not have appropriate attitudes towards disabled learners. Consequently, this study sought to explore the way peer group, as a DI strategy, affects visually impaired (VI) learners' attitudes and behavior as well as regulars learners' and the extent of those effects. The information gathered through sources such as observations, interviews and focus groups for the participants, showed that peer group is a significant tool when differentiating instruction to promote social inclusion.

Exploring the use of CRM to avoid oral participation inhibition.

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Abstract

Speaking anxiety has been confirmed as one of the main reasons why students experience inhibition during oral participation activities; Covert Rehearsal Model (CRM) is a model that over the years has confirmed its effectiveness at improving students' pronunciation through self-study and self-monitoring strategies. In our context, students avoid talking because they cannot find the appropriate pronunciation of words to participate orally, as a result affective factors such as anxiety and inhibition are observed to influence in their lack of participation. Accordingly, this study aims to investigate the role of CRM to help students overcome anxiety and inhibition during oral participation activities as well as to describe students' perceptions towards the use of this model. This research is an action case study; data will be collected through focus groups, semi-structured interviews, field notes and students' learning log. Upon completion of our research we expect to characterize lessons designed through CRM strategies and to describe some of the features that cause an effect on students' participation as well as to study the changes, if any, in students' oral participation after instruction with CRM.

Language learning strategies role in the development of communicative competence.

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Abstract

Language learning strategies are generally defined as the tools that language learners consciously use to support their comprehension, learning, and recall of the new information (O'Malley & Chamot, 1990). Learning a foreign language is dissimilar in each learner; therefore, it is necessary for students to understand their own learning process and the accurate strategies to strength it, in agreement with their learning needs, objectives and capacities. Hence the importance of this proposal. This is a mixed study which attempts to characterize Learning Strategies bachelors of Foreign Languages candidates at Unidad Central del Valle del Cauca –in Tuluá City use in relation to the development of the communicative competence. For this purpose, a set of quantitative and qualitative collecting data instruments will be applied. Firstly, a probabilistic students' sample will answer Strategy Inventory for Language Learning (SILL) Questionnaire developed by Rebecca Oxford (1989), in order to establish the students' use of the strategies regarding to their English learning process. Next, structured observations during English Class will be made, to contrast the information obtained in the questionnaire and the actual students' practices. Finally, students and teachers will be interviewed, in order to establish perceptions and a discussion on the learning strategies use in the event of learning a language. The research outcomes will provide important information on the internal learning process students are performing along their educational process at the university. Such information will be considered at the moment for the curriculum modifications in English courses which attempt to be learner centered. Similarly, the possible findings obtained will promote the analysis and discussion of the relevance of learning strategies training in a language learning process.

Improving dyslexic students reading through the use of a multisensory approach.

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Abstract

Dyslexia is a learning disability that involves difficulty in learning to read or interpret words, letters, and other symbols. It has been found that dyslexic students have problems at decoding, recognizing, and segmenting words due to their lateralization difficulties. This research seeks to describe the role of a multisensory approach to teach English to third graders suffering from dyslexia in a mainstream class. In addition, it aims at investigating students' perceptions about the activities used to improve their dyslexia. The data collection techniques that will be used to gather the information are: observations, document analysis, focus group using a semi-structured interview and a self-evaluation survey. From the application of this research, we expect to understand how a multisensory approach can help students to initiate their Reading skills.

Phonemic awareness through Dynamic Assessment.

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Abstract

Dynamic assessment is considered as an alternative method of the traditional assessment that aims to mediate student's interactions by using two main approaches: interventionist and interactionist. Applying these approaches, students will improve their learning skills due to the continuous interaction with teachers, which will allow learners to have a person that will guide them during all their learning process. For this, D.A. can be a significant tool to promote students phonemic awareness. But, we have found that learners have some difficulties regarding the lack of understanding of how speech sound works and the identification of phonemes of the words. This study seeks to explore the use of D.A as a pedagogical approach aim to promote 10th graders phonemic awareness. The data collection techniques that we are going to apply in this action case study are observations, students' dairy, focus groups and a semi-structure interview. With this proposal, we expect that students show progress in the phonemic knowledge after using D.A, we also expect students feel motivated by using D.A in their daily activities.

The lived experience of an English teacher teaching in an under-resourced school in Montería.

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Abstract

Teaching English in under-resourced schools is a challenge that many teachers face around the world due to the lack of resources and supplies required to teach meaningful classes. Little, however, has been done concerning the lived experience of those English teachers teaching in such difficult contexts in Colombia. This study seeks to understand the lived experience of an English teacher and the meaning that this teacher makes of the role of working under this situation. This phenomenological research will use in-depth interviews and researchers' diary in order to gather important information concerning the teacher's perception on her experience in under-resourced contexts. By the end of this study, it is expected to comprehend teachers' perceptions, situation and experience when facing challenges, if any, teaching English in under-resourced schools, as the same to provide background for further research concerning this important issue.

Using flipped learning approach to encourage 6th graders' grammar learning.

Jessica arroyo, daniela-2197@outlook.com

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Abstract

Flipped learning is a pedagogical model in which the use of technology encourages students' motivation towards learning a second language when using videos, blogs, platforms, apps, as flipped tools; students are learning English for real purposes. Technology has changed the way teachers teach English as a second language as it is the teaching of grammar. Traditional grammar teaching and learning is still evident these days in rural and public schools. As a result, students do not learn grammar for real communicative purposes. Thus, the purpose of the present study is to investigate flipped learning as a tool aiming to help students improve their grammar learning and describe students' perceptions concerning the use of flipped tools when learning grammar. The participants of this research will be students from 6th grade at Nacional Jose Maria Córdoba public school in Monteria. This research will be applied using action case research intended to explore students' difficulties and to plan a course of action to help promoting students' grammar learning. The data will be collected using semi structured interviews, observations, journals. At the end of this research we expect to analyze the students' progress if any, at the moment of using Flipped learning to enhance their grammar, besides, we expect to give students opportunities to improve their grammar inside and outside the English classes and to offer alternatives provided by technology to support the learning of grammar.

Promoting vocabulary through technology.

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Balia Cuesta

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Abstract

Vocabulary learning is one of the most significant strategies in students to improve speaking skills. In addition, many studies have been focused on how the students can be motivated in order to learn new vocabulary, working on their speaking performance; but is clear nowadays that the use of the technology inside the classroom needs to be implemented to improve and motivate students to use L2 in their daily encounters with students. Accordingly, the purpose of this study is to describe the extent to which the application "SIEV" can promote students motivation towards vocabulary learning. Data will be collected through of interviews, observations and focus group. With this study, it is expected to describe the benefits that technology has to motivate students to learn a second language.

Using flashcards as a strategy to teach English vocabulary to deaf students in mainstream classroom.

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Abstract

Inclusive Education is defined as schools that are diverse problem-solving organizations with a common mission that emphasizes learning for all students. However, there is still a gap when teaching English to deaf learners in mainstream context since they are usually excluded in their educational settings. This study aimed at exploring the extent to which flashcards can serve as a strategy to encourage potential learning opportunities for deaf students learning of vocabulary in regular classroom. Data will be collected through observations, focus group and structure interview with the help of a learner support worker (LSW). This qualitative action-case study expects to promote inclusive practices helping schools with regular and disabled students to teach and learn vocabulary.

Causes of foreign language classroom anxiety: a case study of 11th graders at Institución Educativa General Santander in Montería.

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Abstract

Foreign Language Classroom Anxiety is a negative type of anxiety reaction towards learning a foreign language. It has become a common phenomenon among worldwide English learners, especially at the moment of performing oral communicative tasks. Moreover, in low income high schools; the presence of FLCA has become increasingly evident, due to the large number of students in class, the limited hours, and being under the watchful eye of both teachers and classmates; leading to communication apprehension. To this end, the purpose of this study is to describe the main factors that caused anxiety of 11th graders during oral communicative activities and to propose strategies in order to reduce anxiety in written above tasks applied by teachers. The triangulation method will be applied for analyzing all the data collected in the process.

11th graders attitudes toward reading comprehension in an EFL class.

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Abstract

This case study aims to characterize 11th graders attitude toward reading comprehension in an EFL class. Research on students' attitude is really important to understand how it is related to performance on reading comprehension activities. Lazarus and Callahan (2000) stated that Learners attitude affect future reading success and motivation by impacting in the extent of time that learners dedicate on reading. Many studies have demonstrated that attitude towards reading significantly influences the reading achievement and performance of second language learners (Kamhi-stein 2003, Yamashita 2004, 2007, 2013). However, studies also revealed that Students do not show interest when it comes to reading comprehension activities. According to the international study on reading comprehension, Progress in International Reading Literacy Study, (PIRLS). A test was carried out in 49 different countries to evaluate reading comprehension level on 4th and 6th graders. 4.000 Colombian students from public and private schools participated on the study. Findings report that Colombia had one of the lowest results below the average. Besides, six out of ten students of primary level seemed to have difficulties to read and understand complex texts (Perez, 2013). Despite of the fact that several studies about reading comprehension in EFL context have been carried out in Colombia, little research has been done on students' attitude. To this end, this case study also intends to describe how 11 graders attitudes are reflected in reading comprehension process. The research questions are planned to be answered through a liker scale, a focus group and students' diaries. The expected outcomes of this research are to provide more information about students' attitudes related to Reading comprehension activities and suggest implications of students attitudes discovered in this study for further inquiries for EFL reading.

Exploring the role of L1 in l2 writing processes

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Abstract

The use of mother tongue in EFL writing class is a controversial topic among researchers and teachers. Some teachers considered it is beneficial others belief it is an obstacle for students writing development. As a result, this study seeks to describe the role played by the first language to develop 10th graders' EFL writing skill. In addition, this study also investigates students' perceptions of the role of L1 in their writing classes. This case study will use the following data collection techniques to gather information; observations, focus group, semi-structured interviews and students' diaries. Data gathered will help us understand how students view their mother tongue when doing writing activities. It will also help to clarify roles of students' mother tongue during writing tasks.

Exploring the R2L cycle in students reading comprehension process.

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Abstract

Reading to learn (R2L) is an approach that takes students from aided to independent meaning construction following a three-phase cycle: modelling and deconstruction, joint construction and independent construction. Research has shown the efficacy of this approach in ESL settings, especially with groups of disadvantaged communities. Students from state schools in Montería, Colombia have shown low scores in their national standardized tests, which demand high levels of reading comprehension in the foreign language. These low results show a big gap between private and state schools regarding their levels of education. This proposal intends to analyze the effects of a R2L instructional unit for the development of reading comprehension at a state secondary School. Data collection procedures include video-observations, focus-groups, reading tasks, and diagnostic and post-application tests. T-test analysis will show students' reading comprehension achievement progress during and after the application of this unit. With the application of this instructional unit, we expect to promote the improvement of reading comprehension in a group of 9th graders. We also expect this study contributes to bridging the gap between state and private schools, especially in their levels of foreign language education.

Exploring the use of CLIL lessons in a Science vocabulary class.

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Abstract

CLIL is an innovative approach that has demonstrated to be meaningful in order to promote the learning of any foreign language. This approach pretends to fulfill the student's needs in terms of content while they are acquiring a new language. The following qualitative research reports an action case study that will be conducted with seventh graders from the Inmaculada School in Monteria where problems such as de-motivation to learn vocabulary were found. This study seeks to explore changes in students' social science vocabulary that might take place after CLIL lessons. Additionally, this study also aims at describing students opinions about this approach when learning vocabulary. The data collection techniques to gather information will be observations, focus groups, Students and teachers diaries. It is expected to use content to teach vocabulary that students can learn in a given context. We also expect students to improve their vocabulary by the integration of the fourth Cs: content, communication, cognition and culture.

Using ICT tools: a vocabulary wizard to promote the learning of vocabulary to 9th grade students with ASD in a mainstream classroom.

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Abstract

Nowadays inclusive education is seen as a human right and as a strategy to allow all disable students to have a 100% placement in educational fields, in that way technology has widely been used as a successful strategy to include students with special needs in mainstream classes. National and international policies have been established to promote inclusive practices and to support teachers to participate in inclusive programs. Thus the purposes of this study are to explore how ICTs promote the inclusion of Autism Spectrum Disorder students in a mainstream classroom, as well as to describe how vocabulary applications promote learning of autism spectrum disorder in a mainstream vocabulary class. The procedures we are using for collecting data are: thinking aloud protocol, video observations, students' progress activities. This proposal expects to understand how vocabulary wizard creates a comfortable environment for children with ASD. Additionally, we expect to analyze the reasons why autism students feel more motivated to learn through the use of ICT tools.

Exploring the use of video games to teach vocabulary.

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Abstract

This article reports a study on the use of videogames to improve vocabulary learning to 10th graders studying English at on Santa Maria Goretti School. Most students feel demotivated to study vocabulary. This study seeks for a pedagogical alternative to engage students in vocabulary lessons. In this case the use of videogames might be an alternative and a good opportunity to teach since students show enthusiasm towards, games, competitions and technology. The purpose of this research is to answer the following questions: what are students reactions toward the use of modern videogames on an English vocabulary class?, and what changes in students vocabulary learning process take place when using video games? . This research follows an action/ case study approach. Data will be collected through a group of five to six learners, diaries, observations and documentary analysis. It is expected to understand how video games can be integrated into the curriculum as strategies to teach vocabulary and motivate students to use common activities they do every day at home like playing video games as pedagogical tools to enhance their vocabulary.

Describing the use of authentic readings to promote oral interaction

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Abstract

Oral participation plays an important role in the classroom, because this is the way teachers can notice if their students are doing well the lessons. Oral participation is defined as the use of spoken language to express ideas, opinions as well as pronouncing written sentences, and all oral students' contributions. Moreover, it has been notice that the students do not participate actively in the English classes, we can enhance oral participation involving children through reading activities. The purpose of this action case study if to describe the students' achievements when using readings to promote their oral participation. I also want to answer the following questions: what extend do readings help to promote 9th graders' oral participation?; what are the students' perceptions towards the use of readings to participate in class? And what are the common factors that damped students' oral participation?. The data will be gathered through observations, semi structured interviews, focus group, and students journal. At the end of this research, it is expected to integrate authentic reading to help students participate orally in class.

Audiovisual materials: How to enhance foreign languages in an autonomous way

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Abstract

This presentation is aimed at encouraging both teachers and students to search for and use authentic audiovisual materials that improve communicative language skills. Authentic materials refer to the resources produced by native speakers towards themselves (Paton & Meryl, 2009). Audiovisual materials include the information that contains sound and visual elements such as videos and television programs. ESL teachers should inspire students to take advantage of authentic materials as they provide them with genuine information from English speaking countries, language consistency, acquisition of idioms, and relevant content to their lives (Deborah A. Stewart, 2004). Nowadays, audiovisual materials are in every scenario of students' lives due to the widespread growth of media especially for social purposes. Students just with one click or finger touch can access to a ton of information. Consequently, the intention of this lecture is also to show teachers that current audiovisual materials are there to be used to improve foreign language learning as they meet students' interests, are up-to-date and easy to access. Additionally, those materials can promote autonomous learning as they are on media students constantly employ such as Facebook, YouTube, Netflix, Twitter and others. The concepts of authentic and audiovisual materials and the benefits of using them will be shown at the beginning of the lecture; then, some recommendations to find the proper audiovisual materials and a step-by-step guide to implement on how to use them will be developed, and finally, a few practical suggestions on how those materials could be used autonomously will be presented.

The meaning public high school students make of learning English as a foreign language.

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Abstract

Research has been carried out on how foreign language learner's individual perceptions inform about students language learning process. Researchers have concentrated on identifying students perceptions about learning English in foreign contexts, others, have focused on students thoughts about literature and on how language learning is fostered through the use of technology. Little however has been research about how public high school students make meaning of the experience of learning a language. As a consequence, there is lack of awareness in educators, course designers and even parents on how the experience of learning English as a foreign language is perceived by public high school students. Furthermore, this research aims to describe 10th graders of la Ribera High School perceptions about learning English as a foreign language. Through the use of a phenomenological approach, we will focus on describing the meaning public high school students make of learning English as a foreign language by conducting in-depth interviews and reading beyond the lines of student's and researcher's journals. At the end of this research, we expect to raise awareness among school leaders and teachers of the value that students' perceptions have on the development of the foreign language learning and teaching process as well as to have fully described in detail what students think the experience of learning English as a foreign language is like.

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