

**Red Nacional de Universidades Formadoras de Licenciados en Idiomas**

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Adriana González  
Universidad de Antioquia

**COMITÉ ORGANIZADOR DEL XI ENCUENTRO DE UNIVERSIDADES  
FORMADORAS DE LICENCIADOS EN IDIOMAS & II ELT CONFERENCE**

**UNIVERSIDAD DEL VALLE**  
José Aldemar Álvarez Valencia  
Escuela de Ciencias del Lenguaje

**UNIVERSIDAD SANTIAGO DE CALI**  
William Salazar  
Departamento de Lenguaje e Idiomas Extranjeros

**UNIVERSIDAD ICESI**  
Diana Margarita Díaz Mejía  
Departamento de Idiomas

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Universidad del Valle

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## **Información General**

### **Asistencia a las sesiones del evento y escarapelas**

Recuerde que para ser admitido a los eventos del Congreso se requiere que porte la escarapela. Asegúrese de llevar la escarapela en todo momento durante el evento.

### **Correcciones y adiciones**

Busque en el bolso del Congreso la lista de cancelaciones o adiciones de último momento. Es muy importante que compruebe si hay cancelaciones antes de decidir a qué sesiones desea asistir. Se harán anuncios de cualquier cambio o cancelación antes y después de cada sesión plenaria.

### **Cóctel**

Los asistentes están invitados al cóctel de bienvenida el viernes 18 de marzo a las 5:30 pm. Es una ocasión especial para el reencuentro con amigos y colegas y la oportunidad para conocer otros miembros de la comunidad académica.

### **Certificado de asistencia**

Su certificado de asistencia será entregado en la tarde del tercer día del evento. En caso de que necesite el certificado antes del cierre del evento o un cumplimiento de asistencia, diríjase a la mesa de información y haga la solicitud con nuestros asistentes de logística con anticipación.

### **Exposiciones de libros**

Algunas editoriales comerciales y editoriales universitarias estarán presentes con colecciones de libros de texto, revistas profesionales y otros materiales disponibles pedagógicos. La exposición estará disponible en cada una de las Universidades anfitrionas del evento.

### **Otros servicios**

Visite nuestra página web <http://universidadesidiomas-elt.weebly.com/informacioacuten-de-intereacutes.html>

para conocer sobre las opciones de restaurantes y hoteles alrededor de las universidades anfitrionas del evento.

# **XI ENCUENTRO DE UNIVERSIDADES FORMADORAS DE LICENCIADOS EN IDIOMAS & II ELT CONFERENCE**

## **Introducción**

Bienvenidos al XI Encuentro de Universidades Formadoras de Licenciados en Idiomas & II ELT Conference. Este año hemos decidido unir dos eventos: Uno de gran tradición, como es el Encuentro de Universidades Formadoras y el otro, el naciente, ya en su segunda versión, ELT Conference de la Universidad del Valle. El Encuentro que se originó con la iniciativa de Adriana González al crear la Red de Universidades Formadoras de Licenciados en Idiomas, al igual que en versiones anteriores, demuestra que es un buen pretexto para poner a dialogar a los académicos colombianos alrededor de la pregunta sobre la formación docente inicial y continuada.

En esta versión, este diálogo se puede observar no solamente en la cantidad, variedad y calidad de las temáticas y ponencias de este año, sino además en la composición estelar de profesores e investigadores que conformaron el comité académico. Este diálogo se expresa también en la voluntad de las tres universidades organizadoras del evento: Universidad del Valle, Universidad Santiago de Cali y Universidad ICESI. Estoy firmemente convencido de que la mejor manera de fortalecer la comunidad académica es a través de este tipo de diálogos de tipo interinstitucional, interdisciplinar e interlingüístico en donde las voces de todos los que educamos en el lenguaje y la comunicación encuentran expresión.

En un momento histórico en que las ciencias humanas y en particular los programas de educación, su investigación y sus horizontes de sentido enfrentan retos impuestos por ideologías instrumentalistas y tecnocráticas en su mayoría provenientes de agencias y organismos internacionales, somos nosotros, quienes vivimos y construimos la experiencia educativa, los convocados a asumir una posición crítica, constructiva y propositiva. Pero esto es algo que no lo podremos lograr si no generamos espacios de profesionalización, de encuentro y de diálogo alrededor de los temas que nos competen. Así que considero que es la mejor justificación para que nos reunamos aquí a fortalecer la comunidad académica de profesores de lenguas en Colombia.

Quiero concluir agradeciendo a todos los que hicieron posible este evento, particularmente a los miembros de los comités organizadores: comité académico y todos los profesores tanto nacionales como internacionales que participaron en la evaluación de las ponencias en el comité científico, el comité logístico y financiero, y el comité de comunicaciones. Gracias por toda la dedicación y paciencia. Un agradecimiento a nuestra asistente del evento María Juliana Pérez y a los monitores de las tres universidades. Siempre he pensado que un evento de estos no podría ser posible sin los presentadores que quieren compartir su trabajo, sus reflexiones o sus experiencias de aula. Quiero agradecer profundamente a todos los que enviaron sus propuestas y están contribuyendo a la realización de este evento. Un agradecimiento especial a nuestros invitados plenaristas nacionales e internacionales: Tim Marr, Ken Hyland, Christian Puren, Adriana González y Anne-Marie Truscott. Gracias por aceptar nuestra invitación. Finalmente, quiero agradecer a los directores de las unidades académicas concernientes a la formación de licenciados en lenguas extranjeras de las tres universidades organizadoras: Martha Berdugo, Directora de la Escuela de Ciencias del Lenguaje, Diana Margarita Díaz, directora del Departamento de Idiomas de la

Universidad ICESI y William Salazar, director del Departamento de Lenguaje e Idiomas Extranjeros de la Universidad Santiago de Cali. ¡Gracias por apoyar esta iniciativa!

José Aldemar Álvarez Valencia  
Coordinador del evento

**PROGRAMA ACADÉMICO**  
**XI ENCUENTRO DE UNIVERSIDADES FORMADORAS DE LICENCIADOS EN**  
**IDIOMAS & II ELT CONFERENCE**

**Día 1, jueves 17 de marzo: Universidad ICESI (Cl. 18 #122-135, Cali, Valle del Cauca)**

<b>7:30 am– 9:30 am</b>	<b>Registro</b>
<b>9:30 am– 10:00 am</b>	Auditorio Manuelita  <b>Apertura del evento</b>  Universidades organizadoras del evento
<b>10:00 am– 11:00 am</b>	Plenaria 1: Auditorio Manuelita  <b>What does a language teacher need to know about language (and culture)? Developing interculturality and sociolinguistic knowledge in initial teacher education</b>  Tim Marr –London Language Advisors

<b>11:15 am– 12:00 m</b>	<b>Sesiones simultáneas 1</b>		
	C: Conferencia D: Demostración II: Informe de Investigación T: Taller P: Panel		
Tipo	Título	Presentador e Institución	Salón
II	1. Post-observation conferencing and the promotion of reflection: A university advisers' discursive strategies	John Jairo Viáfara González Universidad Pedagógica y Tecnológica de Colombia	202D
II	2. Reflections on the relationship between Licenciatura graduates' research background and their performance in the research component of a master's degree program	Odilia Ramírez Universidad de Caldas	112A



II	3. Autonomous Behaviours in Foreign Languages Freshmen: A contrast before and after the first semester	Alexander Ramírez Universidad del Valle	108D
C	4. El microrrelato en el aula de intercomprensión en cuatro lenguas romances: portugués, italiano, francés y español	Mónica Emma Lucía Chamorro Mejía ICESI	307L
C	5. Reflections upon pedagogical practicum experiences: Standpoints, definitions, and knowledge	Edgar Lucero Universidad de La Salle	405L
II	6. Pre-service EFL teachers and the exploration of critical literacy theories: A journey of transformations	Claudia Patricia Gutiérrez Universidad de Antioquia	207E
II	7. An investigation of reading competencies in Spanish and English of recent language major graduates of La Salle University	Jairo Enrique Castañeda Trujillo Universidad de La Salle	502E
C	8. Genre et langage: Un rapport encore inconnu	Amparo Inés Huertas Sánchez Universidad del Valle	206D
C	9. Collaborative on-line international learning (COIL): Navigating the 5 C's to Cartagena –Colombia	María Cristina Montoya State university of New York College at Oneonta	201D
C	10. El rol de las nuevas tecnologías dentro de los procesos de investigación actual	Ederson Silva Jaime Alonso Usma Yuliana Andréa Palacio Ortiz Universidad de Antioquia	S002 (sótano de la biblioteca)

**12:00m–2:00pm**

***RECESO PARA ALMUERZO***

**Evento musical en Teatrino**

<b>2:00 pm–</b>	Plenaria 2: Auditorio Manuelita
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<b>3:00 pm</b>	<b>Language views and teacher education: Toward new paradigms</b> José Aldemar Álvarez Valencia –Universidad del Valle
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<b>3:15 pm– 4:00 pm</b>	<b>Sesiones simultáneas 2</b> <b>C:</b> Conferencia <b>D:</b> Demostración <b>II:</b> Informe de Investigación <b>T:</b> Taller <b>P:</b> Panel		
<b>Tipo</b>	<b>Título</b>	<b>Presentador e Institución</b>	<b>Salón</b>
<b>C</b>	11. Métacognition et autonomie dans l'apprentissage du français langue étrangère	Andrés Bernal Universidad del Valle	206C
<b>II</b>	12. Initiation into an academic discourse community: An inner circle perspective	Habibie Pejman The University of Western Ontario	201E
<b>C</b>	13. Language policy in Colombia: Challenges for languages programs	Yamith Fandiño Yenny Bermúdez Universidad de la Salle	205D
<b>II</b>	14. El papel de evaluaciones auténticas en el proceso de formación de la identidad como profesor de lengua	Maria Fernanda Villalobos-Buehner Rider University, USA	408D
<b>II</b>	15. “Read it to me”: A didactic strategy for the improvement of English communicative competence	Alejandro Fernández Benavides Johanna Lorena Cano Moya Universidad del Valle- Colegio Americano	502E
<b>C</b>	16. <i>Entrando en comunidad:</i> Building a digital archive with Spanish language samples through the Hispanic Linguistic Blog	Cristina Martínez Gettysburg College, USA	210D
<b>C</b>	17. Screenwriting and its use in an educational context	Hernán A. Ávila Universidad del Cauca	201D
<b>C</b>	18. The role of language materials in pre-service courses	Carlos Rico Troncoso Universidad Javeriana,	204C

		Bogotá	
<b>II</b>	19. Foreign Language Education Policies in Colombia: From PNB to Colombia Bilingüe	Ederson Silva Jaime Alonso Usma Alirio Esteban García Pineda Universidad de Antioquia	102D
<b>II</b>	20. A diagnosis of professors' CBI competences at the undergraduate English teaching program at Fundación Universitaria Colombo Internacional	José Luis López Caraballo Fundación Universitaria Colombo Internacional-UNICOLOMBO	208D

<b>4:00 pm– 4:30 pm</b>	<b>Receso (Refrigerio)</b>
<b>4:30 pm– 5:30 pm</b>	Auditorio Manuelita  <b>Panel 1: Tim Marr, José Aldemar Álvarez V., John Jairo Viáfara G., Carlos Rico</b>  Moderador: Carlos Mayora –Universidad del Valle

**Día 2, viernes 18 de marzo: Universidad del Valle (Ciudad Universitaria Meléndez, Calle 13 # 100-00, Edificio 315)**

<b>8:00 am– 9:00 am</b>	Plenaria 3: Auditorio 5  <b>La problématique de l'évaluation des manuels de langue et de la formation à leur usage</b>  Christian Puren – Universidad Jean Monnet de Saint-Etienne, France
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<b>9:15 am– 10:00 am</b>	<b>Sesiones simultáneas 3</b>  <b>C:</b> Conferencia <b>D:</b> Demostración <b>II:</b> Informe de Investigación <b>T:</b> Taller <b>P:</b> Panel		
<b>Tipo</b>	<b>Título</b>	<b>Presentador e Institución</b>	<b>Salón</b>

<b>II</b>	21. Adaptation of EFL reading materials for the learning of blind students	Mailing Ocampo Universidad del Valle	2004 (Edificio 315)
<b>II</b>	22. Student teachers' self-assessment of international sojourns: Pedagogical byproducts and language ability gains	John Jairo Viáfara González Judith Aleida Ariza Universidad Pedagógica y Tecnológica de Colombia	Sala Baena (Edificio 315)
<b>C</b>	23. Design and execution of a language program in Siloé, Cali; from theory to practice	Adarley Manrique Ramirez Lilibeydy Manrique Ramírez Fundación ABLE /Colegio La Fontaine	3003 (Edificio 315)
<b>C</b>	24. El aprendizaje creativo de las ciencias. Una estrategia lúdica con el inglés como L2 en el segundo ciclo	Nancy Gómez Bonilla María Luisa Araujo Oviedo Universidad Distrital Francisco José de Caldas	3004 (Edificio 315)
<b>II</b>	25. Le redoublement en cours de fle, ses causes et ses conséquences : Une étude phénoménologique menée au sein d'une université publique en Colombie	Katherin Yizel Florez Barajas Universidad de Pamplona	1007 (Edificio 333)
<b>II</b>	26. Did you say "dock" or "duck"? Second language learners' brain responses to American English vowels	Paula García Boys Town National Research Hospital	3005 (Edificio 315)
<b>II</b>	27. How to support my students' listening and speaking practices through Web 1.0 and Web 2.0	Maria Eugenia Lopez Hurtado Universidad Nacional	3006 (Edificio 315)
<b>C</b>	28. Les TICE et la linguistique textuelle dans la formation des futurs enseignants de FLE: La plate-forme ELiTe-[FLE]	Jorge Mauricio Molina Mejia Georges Antoniadis Université Grenoble Alpes, France	3007 (Edificio 315)
<b>II</b>	29. Estudio exploratorio de la relación didáctica-traducción	Natalia Vásquez Niño Nasly Márquez Gutiérrez	3008 (Edificio 315)

		Universidad del Valle	
<b>C</b>	30. The nuts and bolts of in-service English teachers' professional development: A gendered perspective	Harold Castañeda-Peña Universidad Distrital Francisco José de Caldas	1001 (Edificio 333)
<b>C</b>	31. Literatura y clase de lenguas: Propuestas de una práctica de lectura	Oscar E.Ovalle Ariza Universidad Pedagógica Nacional	1003 (Edificio 333)

<b>10:00 am– 10:15 am</b>	<b>Receso</b>		
<b>10:15 am– 11:00 am</b>	<b>Sesiones simultáneas 4</b>		
	<b>C: Conferencia D: Demostración II: Informe de Investigación T: Taller P: Panel</b>		
<b>Tipo</b>	<b>Título</b>	<b>Presentador e Institución</b>	<b>Salón</b>
<b>C</b>	32. Teachers crafting foreign language education policy in higher education: The case of Universidad de Antioquia	Edgar Picón Jácome Jaime Alonso Usma Universidad de Antioquia	3003 (Edificio 315)
<b>II</b>	33. Imagination in diverse pre-service language teachers' negotiation of their professional identities (Video conference)	Marlon Valencia University of Toronto	Sala Baena (Edificio 315)
<b>II</b>	34. From deficiencies and shortcomings to bumpy paths: Undertaking research in graduate education	Liliana Cuesta Medina Universidad de La Sabana	3004 (Edificio 315)
<b>II</b>	35. Creating video learning objects to learn how to integrate ICT into the L2 language curriculum: the experience of a community of practice of L2 teachers	Rodrigo Bedoya Universidad de Antioquia	3005 (Edificio 315)
<b>C</b>	36. La formación en políticas lingüísticas en los programas	Oscar Peláez Fundación Universitaria	3006 (Edificio 315)

	de formación de maestros de inglés en Colombia: La experiencia de la UdeA, FUNLAM, y UPB en Medellín	Luis Amigó Yuliana Andrea Palacio Ortiz Universidad de Antioquia Juan Francisco Vásquez Carvajal Universidad Pontificia Bolivariana	
II	37. Desafíos del proceso de aprendizaje de la lingüística en un programa de educación bilingüe	Sandra Liliana Rojas Molina Carlos Augusto Arias Cepeda Institución Universitaria Colombo Americana	3007 (Edificio 315)
II	38. Improving the classroom management of English teachers with no teacher education background	Ricardo Alonso Avendaño Franco Universidad EAFIT / Universidad de Antioquia	1001 (Edificio 333)
II	39. Emerging student teachers pedagogical knowledge about instruction	Andréa Ariza Institución Universitaria Colombo Americana–UNICA	2004 (Edificio 315)
II	40. Extensive listening with intermediate EFL students in a Colombian university	Carlos Mayora Universidad del Valle	3008 (Edificio 315)
II/T	41. Dealing with anxiety in the foreign language classroom	Ana Clara Sánchez Solarte Gabriel Obando Guerrero Universidad de Nariño	1003 (Edificio 333)
II	42. La recherche en création des matériels didactiques interculturels: Proposition pour la réintroduction de l'enseignement du Français Langue Étrangère en Colombie	Oscar Alejandro Daza Hurtado Universidad Pedagógica y Tecnológica de Colombia	1007 (Edificio 333)

<b>11:15 am– 12:00 m</b>	<b>Sesión de pósteres (Escuela de Ciencias del Lenguaje, Edificio 315, piso 2)</b>	
	<b>Título</b>	<b>Presentador e Institución</b>

Aprendizajes y dificultades de la evaluación por pares en una clase de inglés como lengua extranjera	Catalina Herrera Mateus Corporación universitaria Minuto de Dios
Propuesta de curso de español para extranjeros ofrecido por la Corporación Universitaria Minuto de Dios y la Universidad ECCI en Bogotá, desde la perspectiva del Marco Común Europeo de Referencia para las lenguas	Jeisson Alonso Rodriguez Bonces Corporación Universitaria Uniminuto - Universidad ECCI Escuela Colombiana de Carrera Industriales
Rediseño de un libro de inglés como lengua extranjera para estudiantes de un grado sexto en un colegio de Cali	Marcela Esperanza López Villalobos Universidad del Valle
Influencia del pensamiento divergente en la producción narrativa en bilingüe y monolingües en lengua materna (español)	Arlis Andrés Milán Mosquera Universidad del Quindío
Students' perceptions towards the use of the strategy "Just in time teaching"	Lorena Andrea Lopez Cupita Universidad de Cundinamarca
Self-regulation as a way to enhance vocabulary learning	Angélica Gómez Universidad del Valle
Storytelling to develop the communicative competence and critical thinking in preschoolers	Shirley Astudillo Universidad del Valle
Storytelling and music together	Diego Fernando Cuero Roa Jardín Infantil Armonía Infantil

**12:00m–2:00pm**

***RECESO PARA ALMUERZO***

<b>2:00 pm– 3:00 pm</b>	Plenaria 4: Auditorio 5  <b>Promoting biliteracy in the classroom and beyond: Policies and practices</b>  Anne-Marie Truscott de Mejía –Universidad de los Andes
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<b>3:15 pm– 4:00 pm</b>	<b>Sesiones simultáneas 5</b>  C: Conferencia D: Demostración II: Informe de Investigación T: Taller P: Panel
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<b>Tipo</b>	<b>Título</b>	<b>Presentador e Institución</b>	<b>Salón</b>
<b>C</b>	43. Exploring critical reflection with sixth graders: A unique learning experience	Isabel Álvarez Janeth María Ortiz Medina Universidad de Antioquia	3003 (Edificio 315)
<b>II</b>	44. Diseño de un currículo bilingüe enfocado hacia la competencia comunicativa intercultural	Silvia Rocío Pabón Suárez Universidad de los Andes	Sala Baena (Edificio 315)
<b>II</b>	45. L1 transfer in the formation of English wh-questions among Cebuano child learners	Ian Francis Dueñas Chuo University, Japan	3004 (Edificio 315)
<b>II</b>	46. Atelier de lecture: Une stratégie pour pratiquer la production écrite des étudiants de niveau B1 de FLE	Margarita Rosa Espinel Villamizar Mary Sol Ovalle Cijanes Universidad de Pamplona	3005 (Edificio 315)
<b>II</b>	47. Student teachers' articulation of theory and practice during their final teaching practicum	Angie Milena Caro Ávila Cruz Bulla Laura Vanessa Universidad Pedagógica y Tecnológica de Colombia	3006 (Edificio 315)
<b>II</b>	48. Influence of corpus in the writing process and vocabulary acquisition in 4th semester students at Universidad El Bosque	Mayra Alejandra Ballesteros Casallas Olga Lucia Meza Rodríguez María Paula Romero Pérez Luisa Fernanda Orozco Torres Universidad El Bosque	1007 (Edificio 333)
<b>II</b>	49. “LLI Outdoors”: A collaborative creation of an immersion program for future English teachers	Claudia Cárdenas Jiménez Luisa Grajales Angie Diaz Universidad Tecnológica de Pereira	1001 (Edificio 333)
<b>II</b>	50. Collaborative work and language learners' identities when editing academic texts	María Angélica Meza Rodríguez Ingrid Johanna Rodríguez Granados Universidad El Bosque	2004 (Edificio 315)
<b>C</b>	51. Fostering Learner	Andrés Cifuentes	3008



	Independence	Oxford University Press	(Edificio 315)
<b>II</b>	52. Identifying pre-service teachers' beliefs on teaching ESL and their potential changes through a reflective process	Gever Luís Barroso Guerra Universidad de Pamplona	1003 (Edificio 333)
<b>II</b>	53. Lexical strategies used by Electric engineering students	Fanny Hernández Martha Isabel Hernández Universidad del Valle	3007 (Edificio 315)

<b>4:00 pm– 4:30 pm</b>	<b>Receso (Refrigerio)</b>
<b>4:30 pm– 5:30 pm</b>	Auditorio 5  <b>Panel 2: La reforma a los programas de Licenciatura en Colombia: Implicaciones para las Universidades públicas y privadas en el país.</b>  Moderador: Jaime Usma –Universidad de Antioquia
<b>5:30 pm– 6:30 pm</b>	<b>Cóctel</b>  Hall segundo piso (Escuela de Ciencias del Lenguaje)

**Día 3, sábado 19 de marzo: Universidad Santiago de Cali (Campus Pampalinda, Calle 5 # 62-00)**

<b>8:30 am– 9:30 am</b>	Plenaria 5: Aula Máxima  <b>What do academic communities in universities expect from English teachers (and teacher educators)?</b>  Adriana González –Universidad de Antioquia
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<b>9:45 am– 10:30 am</b>	<b>Sesiones simultáneas 6</b>  <b>C:</b> Conferencia <b>D:</b> Demostración <b>II:</b> Informe de Investigación <b>T:</b> Taller <b>P:</b> Panel
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<b>Tipo</b>	<b>Título</b>	<b>Presentador e Institución</b>	<b>Salón (Ubicados en bloque 1 piso 2)</b>
<b>C</b>	54. Starting from the very beginning: EFL preparation for students of the Professional Complementary Cycle at Normales Superiores in Cali	Rosalba Cárdenas Ramos Universidad del Valle	1203
<b>II</b>	55. Translanguaging, and content and language integrated learning as means of dynamic bilingual education in two public schools in Pereira, Colombia	Arias Castaño Enrique Universidad Tecnológica de Pereira	1204
<b>II</b>	56. Experiences of adult Mexican immigrant ESL learners in a U.S. Community College	Diaz Kathlyn Toni Griego-Jones University of Arizona	1213
<b>II</b>	57. “De petits promoteurs de la Vie Saine”: Des émissions de radio pour entendre, se faire entendre et apprendre le français	Manuel Fernando Dimas Sierra Nadia Carolina Alezones Niño Universidad Pedagógica y Tecnológica de Colombia	1214
<b>II</b>	58. How are pre-service teachers’ beliefs reflected on their decision making process during the first teaching experience?	Darcy Julieth Pacheco González Universidad de Pamplona	1215
<b>II</b>	59. The role of research tutorials in a languages program at the UPTC	Fredy Orlando Salamanca González Universidad Pedagógica y Tecnológica de Colombia	1216
<b>II</b>	60. L’écriture universitaire dans la formation des enseignants de langues: Des représentations aux pratiques	Omaira Vergara Universidad del Valle	1217
<b>II</b>	61. Training teachers through English teaching: A Global	Damien Le Gal Fundación Universitaria	1218

	Simulation course	Luis Amigó	
<b>II</b>	62. Positive student-teacher relationships: A key stone in classroom management	Luz Mary Quintero Universidad Industrial de Santander	1219
<b>C</b>	63. La competencia oral en una L2 apoyada por el uso de TIC en educación media	Liliam Yuliana Valencia Martínez Universidad Católica de Oriente	1220

<b>10:30 am– 11:00 am</b>	<b>Receso</b>		
<b>11:00 am– 12:00 m</b>	<b>Sesión de talleres, demostraciones y paneles</b>		
	<b>C: Conferencia D: Demostración II: Informe de Investigación T: Taller</b>		
<b>Tipo</b>	<b>Título</b>	<b>Presentador e Institución</b>	<b>Salón (Ubicados en bloque 1 piso 2)</b>
<b>T</b>	64. La carte mentale: Carte routière d'apprentissage en cours de FLE	Martha Isabel Muelas Hurtado Universidad del Valle	1203
<b>T</b>	65. Critical media literacy, an opportunity to expand EFL teaching practices	Camilo Domínguez Natalia Arias Universidad de Antioquia	1204
<b>T</b>	66. Syllabus design for understanding in CLIL settings	Alejandro Mauricio Dávila Rubio Universidad Libre	1213
<b>T</b>	67. Problematizing digital storytelling to foster legal argumentation skills: Analysis of eighth semester law students' insights	Yomaira Angélica Herreño Contreras Lucimaver González Robayo Sandra Rocio Vargas Ayala Universidad Santo Tomas, Villavicencio	2409 Sala de Sistemas (Bloque 2)
<b>T</b>	68. Cognitive strategies to improve reading comprehension through enhanced working memory	Alicia Hidalgo Magda Lucy Caicedo Vela Universidad de Nariño	1214

<b>T</b>	69. La structure de la cyberquête (WebQuest): Moyen efficace pour la création de « projets actionnels » dans les cours de langues étrangères?	Italo Nelson Muñoz Rico Universidad del Valle	1215
<b>D</b>	70. Perspectivas sobre el proceso de paz y la inmigración: Una discusión virtual intercultural bilingüe	Miguel Angel Rincon Perez Bellarmine University, USA Holmes Martínez Sánchez Universidad del Valle	1216
<b>D/T</b>	71. CBI within site based learning in EFL teaching education programs	Jorge Hernán Sánchez Universidad de Caldas	1217
<b>D</b>	72. Everything you wanted to know about TOEFL iBT, but have not had a chance to ask.	Mariela Gomez de Ossma Educational Testing Service	1218
<b>T</b>	73. English in use: Literature as a tool for autonomous learning	Megan Elizabeth Rouse Andréa Riviere Universidad de La Salle	1219

**12:00m–2:00pm      *RECESO PARA ALMUERZO***

<b>2:00 pm– 3:00 pm</b>	<p>Plenaria 5: Aula Máxima</p> <p style="text-align: center;"><b>Teaching writing: Understanding texts, writers and readers</b></p> <p>Ken Hyland –University of Hong Kong</p>
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<b>3:15 pm– 4:00 pm</b>	<p><b>Sesiones simultáneas 7</b></p> <p><b>C:</b> Conferencia <b>D:</b> Demostración <b>II:</b> Informe de Investigación <b>T:</b> Taller <b>CL:</b> Coloquio</p>		
<b>Tipo</b>	<b>Título</b>	<b>Presentador e Institución</b>	<b>Salón (Ubicados en bloque 1 piso 2)</b>
<b>II</b>	74. Organisation du lexique mentale dans l'apprentissage du passé composé en classe de	Alejandro Toro Criollo Rosana Ramirez Toro Universidad del Quindío	1203

	FLE		
II	75. Integrating Social Networking Sites for Language Learning (SNSLL) into English classes within a BA program in the Teaching of Modern Languages at Universidad Javeriana (Bogotá): Students' perceptions	Jorge Andrés Mejía Laguna Sonia Patricia Hernández-Ocampo Pontificia Universidad Javeriana, Bogotá	1204
II	76. Colombian EFL public school teachers' professional investments along their careers	Jeimy Marcela Ovalle Quiroz Universidad de Antioquia	1213
C	77. Presentation of the book: <i>From Transnational Language Policy Transfer To Local Appropriation: The case of the National Bilingual Program in Medellín, Colombia</i>	Jaime Alonso Usma Universidad de Antioquia	1214
II	78. Syntactic mechanisms in the transition from academic written to oral discourses: Performance differences in a Colombian EAP course	Ricardo Nausa Universidad de los Andes / University of Birmingham	1215
II/W	79. The role of self- esteem in foreign language learning and teaching	Joanna Wilk Universidad Santiago de Cali	1216
C	80. Políticas de la enseñanza del inglés en Venezuela y Colombia: Una mirada comparativa	Carlos Mayora Universidad del Valle	1217
CL	81. Presentación de libros: <i>Perfiles de los docentes de inglés en Colombia</i> , <i>“Implementación del Programa Nacional de Bilingüismo en Cali-Colombia. Instituciones, directivos docentes, estudiantes y padres de familia</i> y <i>Critical views</i>	Norbella Miranda, Rosalba Cárdenas y José Aldemar Álvarez V. Universidad del Valle	1218

	<i>on teaching and learning English around the globe</i>		
<b>II</b>	82. High School EFL teacher identity and language requirements associated with the National Bilingual Programme in Colombia	Julio Torres Universidad Libre	1219
<b>C</b>	83. Coaching future English teachers	Isabel Sánchez Jimmy Hoyos Universidad Tecnológica de Pereira	1220
<b>II</b>	84. Designing, developing and implementing a mobile application to improve listening comprehension and the linguistic competence of A1 students at Santiago de Cali University	Lizeth Ramos Universidad Santiago de Cali	1221

<b>4:00 pm– 4:30 pm</b>	<b>Receso (Refrigerio)</b>
<b>4:30 pm– 5:30 pm</b>	Aula Máxima  <b>Panel 3: Adriana González, Anne-Marie Truscott, Ken Hyland &amp; Christian Puren</b>  Moderadora: Rosalba Cárdenas –Universidad del Valle
<b>5:30 pm– 6:30 pm</b>	<b>Cierre del Congreso y evento cultural</b>

## **Día 1, jueves 17 de marzo, UNIVERSIDAD ICESI**

### **Ceremonia de Apertura**

#### ***Auditorio Manuelita***

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**9:30 am- 10:00 am**

**Bienvenida por parte de las Universidades Organizadoras del Evento**

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***Sesión Plenaria 1*    10:00 am – 11:00 am**

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### **What does a language teacher need to know about language (and culture)? Developing interculturality and sociolinguistic knowledge in Initial Teacher Education**

**Tipo:** Plenaria

**Audiencia:** Todos

**Sala:** Auditorio Manuelita

Most Initial Teacher Education (ITE) programmes for languages, whether in Colombia or the UK, include some element of ‘cultural’ content, broadly defined, and some element of linguistics or ‘Knowledge About Language’ (KAL). However, these elements of the syllabus, even where they are present in any substantial form, are rarely foregrounded or given the emphasis that they deserve. In this talk I argue that the themes of interculturality and KAL/linguistics –and specifically, sociolinguistics– should be regarded as fundamental to language education, and indeed to education more generally, being essential tools for understanding and engaging with the world around us.

**Tim Marr** is a British scholar in the field of language teaching and applied linguistics. Dr. Marr has taught languages over 25 years and has researched language and sociolinguistic issues in different countries, including Thailand, Bosnia-Herzegovina, France, Cuba, Vietnam, India, Uzbekistan, and Peru. His experience in teacher training and professional development includes 15 years as director of the Masters Program in ELT and Applied Linguistics at London Metropolitan University. He is currently co-director of the consultancy London Language Advisors. Dr. Marr earned his bachelor's degree in languages and linguistics at the University of Edinburgh, the professional title of Professor in ELT at the University of London, his MA in Applied Linguistics at the University of Sheffield, and his doctorate in sociolinguistics at the University of Liverpool. His first book, *Why Do Linguistics?* was published in 2015 by Bloomsbury Publishing House.

**1. Post-observation conferencing and the promotion of reflection: A university advisers' discursive strategies**

**Tipo:** Informe de Investigación

**Audiencia:** formadores de docentes, administradores, futuros docentes

**Sala:** 202D

Employing conversation and narrative analysis the study explores how a university advisor uses discursive resources to guide a student-teacher to reflect upon her practice. Furthermore the presentation will reveal the emerging structure of the post-observation conference between the pre-service teacher and her teaching practicum advisor. Findings describe the favorable conditions the advisor promotes to encourage the student-teacher's reflective thinking. Narrative dynamics provide valuable critical events, complications, resolutions and evaluations which are capitalized on by the advisor's inquiring and collaborative attitude to promote justificatory discourse in her student.

**John Jairo Viáfara González**, Ph.D in Second Language Acquisition and Teaching, University of Arizona; M.A. in Applied Linguistics to TEFL, Universidad Distrital and B.Ed in Education, Philology and Languages, Universidad Nacional de Colombia. Dr. Viáfara is currently an associate professor at (UPTC) in Tunja. His research focuses on pre-service teacher education.

**2. Reflections on the relationship between foreign language teaching program graduates' research background and their performance in the research component of a master's degree program**

**Tipo:** Informe de Investigación

**Audiencia:** Docentes de universidades, diseñadores de currículo, administradores

**Sala:** 112A

English as a Foreign Language (EFL) teacher preparation programs are nowadays challenged by the demands of national educational policies that call for the raising of standards at all levels; that is why research has become an essential component of foreign language teaching programs around the country and, consequently, of master degree programs. This presentation examines the relationship between the research background teachers get in their undergraduate programs and their performance in the research component of a master's degree program in a public university. Pedagogical implications and recommendations are given to these program administrators concerning possible curriculum adjustments for development of research skills.



**Ms. Odilia Ramírez** is a public school principal in Manizales with long experience in EFL teaching; she has also been a research professor and advisor in Caldas University for more than eight years. She holds a B.A. in Modern Languages and a M.A. in English Teaching Methodology from the same university.

### **3. Autonomous behaviours in foreign languages freshmen: A contrast before and after the first semester**

**Tipo:** Informe de Investigación

**Audiencia:** Universidades, diseñadores de currículo, futuros docentes

**Sala:** 108D

This presentation reports an action-research project carried out at Universidad del Valle with freshmen in the foreign languages program. The aim of the project was to foster learner autonomy through syllabus design features implemented in the first basic English course taken by these students. The first half of the presentation deals briefly with the methodology to design a solid course to implement autonomy training. The second half of the presentation shows a Now-And-Then analysis depicting the contrast between the initial profiles of freshmen, and the outcomes in terms of new autonomous behaviors at the end of the intervention.

**Alexander Ramírez Espinosa** holds a Bachelor in Foreign Languages and a Master's degree in Linguistics both from Universidad del Valle. Currently, he works at the School of Language Sciences, Universidad del Valle, as an English and Linguistics professor.

### **4. El microrrelato en el aula de intercomprensión en cuatro lenguas romances: portugués, italiano, francés y español**

**Tipo:** Conferencia

**Audiencia:** Todos

**Sala:** 307L

El texto literario remite directamente al imaginario cultural de la lengua en la que está escrito. Este presupuesto plantea interrogantes desde el punto de la intercomprensión: ¿cuál es la relación entre intercomprensión y competencia literaria? ¿Qué papel juega el plurilingüismo en la intercomprensión? ¿Cuál es el rol del texto literario y de la microficción en el desarrollo de la competencia intercultural? Para responder estos interrogantes se reflexionará acerca de los conceptos de interculturalidad, plurilingüismo, intercomprensión, competencia literaria, competencia intercultural; y se concretarán sus implicaciones en una unidad didáctica basada en la explotación de la microficción en el aula de intercomprensión.

**Mónica Emma Lucía Chamorro Mejía:** Licenciada en Lenguas Romances (Universidad RomaTre), Magíster en Lingüística Aplicada y en Ciencias del Lenguaje (Universidad de Venecia Ca' Foscari), doctoranda en Lingüística Aplicada (Universidad Alcalá de Henares). Su trayectoria investigativa estudia la comunicación intercultural, intervenciones didácticas en la intercomprensión y la adquisición del español como L2 y LM.

## **5. Reflections upon pedagogical practicum experiences: Standpoints, definitions, and knowledge**

**Tipo:** Conferencia

**Audiencia:** Universidad, formadores de docentes, futuros docentes

**Sala:** 405L

This lecture is about a set of reflections upon mentoring practicum with students who major in English language teaching. The reflections determine that pedagogical practicum for the teacher-students is an event that brings into life their feelings, beliefs, and background experiences about teaching language and being a teacher. Through different examples, the presenter demonstrates these aspects and states standpoints for an effective practicum mentoring. The standpoints signal ways in which teacher-students can be led to relate with their teaching practice, their contexts of action and to the knowledge that mentor teachers need to accomplish this process. The presenter concludes by highlighting the role of vocation as a paramount quality for practicum mentors.

**Edgar Lucero** is a full-time teacher for the B.A. program in Spanish, English, and French at Universidad de La Salle. He works on the curricular areas of Language Teaching Methodology, Research, and Practicum. His research interests include discourse analysis in second language interaction and in the teaching-learning practices in classrooms.

## **6. Pre-service EFL teachers and the exploration of critical literacy theories: A journey of transformations**

**Tipo:** Informe de Investigación

**Audiencia:** All

**Sala:** 207E

Language teaching has often disregarded the possibilities it provides students to access content, develop literacy and engage in the reflection of social issues. This study reports the experiences of three practicum students while exploring critical literacy theories to design and implement critical lessons. Results from this study suggest that exposing future EFL teachers to critical approaches to language teaching can have several effects on their discourses and their teaching practice, ranging from a more critical view of language teaching, to resistance and struggle among others. Moreover, those effects might be

influenced by factors such as future EFL teachers' teaching experience, their backgrounds, and their beliefs.

**Claudia Patricia Gutiérrez** graduated from the Master's program in Foreign Language Teaching and Learning at Universidad de Antioquia, focusing on the line of Critical Literacies. She has taught children, teenagers, and adults and has been a Research, Practicum and Thesis advisor at Universidad de Antioquia since 2012.

## **7. An investigation of reading competencies in Spanish and English of recent language major graduates from Universidad de la Salle**

**Tipo:** Informe de investigación

**Audiencia:** Todos

**Sala:** 502E

This presentation reports on the findings from a study that aimed at examining the reading comprehension competencies in first (Spanish) and foreign languages (English and French) of recent graduates from the B.A. in Spanish, English and French program at Universidad de la Salle. The participants' Saber Pro reading exam results were analyzed and compared to the results of the institutional standardized B1 & C1 language proficiency tests. The presenter will discuss the characteristics of the above-mentioned language exams, the correlation between the scores in both exams, and the interpretation of the findings in the light of these analyses. Finally, the presenter concludes by highlighting the strengths and weaknesses of the study participants' reading and writing performance/competence.

**Jairo Enrique Castañeda Trujillo** holds a M.Ed. with Emphasis on English Teaching methodology from Universidad Externado de Colombia and a B.A. in Spanish and English from Universidad Pedagógica Nacional. Currently, he works as a full-time teacher in the B.A Spanish, English and French program at Universidad de La Salle.

## **8. Genre et langage un rapport encore inconnu**

**Tipo:** Conferencia

**Audiencia:** Todos

**Sala:** 206D

En 2003 l'Université du Valle a signé, avec d'autres universités El Acuerdo Nacional por la equidad entre mujeres y hombres, en s'engagent à inclure la politique de genre dans tous les programmes de formation à l'Université. Dix ans après le Proyecto de Ley 63 de 2014 sobre Cátedra de Género change l'article 14 de la Loi 115 de 1994, mais où sommes-nous les programmes formateurs des professeurs ? Nous essayons de donner une réponse dès la langue car la langue de tous les jours est pleine d'expressions sexistes, les matériels utilisés

dans les cours le sont aussi, le féminin est toujours une dérivation du masculin lequel EST par excellence.

**Amparo Inés Huertas Sánchez:** Professeur de français et de Didactiques des Langues Étrangères. Diplômé de l'Université Pedagógica Nacional de Bogotá et ancienne étudiante des Universités Paul Valéry de Montpellier et La Sorbonne Nouvelle où j'ai finis des études de Licence, Maîtrise et D.E.A. en Sciences du Langage, option Didactique du français.

### **9. Collaborative Online International Learning (COIL): Navigating the 5 C's to Cartagena –Colombia.**

**Tipo:** Conferencia

**Audiencia:** Docentes de universidad

**Sala:**201D

Spanish and ESL college students from NY and Cartagena-Colombia engaged in a COIL (Collaborative Online International Learning) experience. While professors developed usual curricula for both courses, students communicated via Skype, Voice-thread and Google.docs. Students from Cartagena and NY enhanced their understanding of the social practices, customs and culture from their peers country, thus leading to dismantling stereotypes. Professors in both courses were able to develop the American Council for the Teaching of Foreign Languages (ACFTL) standards in the discipline of teaching foreign languages, also known as “The five Cs”: communication, cultures, connections, comparisons, and communities.

**María Cristina Montoya** teaches undergraduate Spanish language and graduate linguistics courses at the State University of NY in Oneonta. Since 2012, Dr. Montoya has developed service-learning courses in Colombia, which allowed contacts in Cartagena. She is now in her third COIL course with Cartagena and developing new partnerships in Cali.

### **10. El rol de las nuevas tecnologías dentro de los procesos de investigación actual**

**Tipo:** Conferencia

**Audiencia:** All

**Sala:** S002 (Sótano de la biblioteca)

Este es un reporte de investigación sobre las ventajas del uso de ciertos programas para la investigación en enseñanza de lenguas extranjeras y otras áreas de la lingüística aplicada. En esta investigación se incluyeron programas tales como: Google drive, Mendeley, Nvivo, Survey Monkey, Dragon, y What'sapp. Para lo cual se realizó un análisis documental y una exploración de las percepciones de investigadores que han utilizado las tecnologías antes mencionadas en sus procesos investigativos a través de entrevistas.

**Ederson Silva** es un profesor de inglés y francés graduado de la Universidad de Antioquia del programa de licenciatura en lenguas extranjeras, interesado en el campo de la investigación de políticas lingüísticas y tecnologías educativas. En el momento es miembro activo del GIAE (Grupo de Investigación Acción y Evaluación en Les)

**Jaime Usma** es un profesor e investigador de la Escuela de Idiomas, en la Universidad de Antioquia, donde lidera el grupo de investigación GIAE (Grupo de Investigación Acción y Evaluación en Les). El profesor Usma combina sus trabajos investigativos, publicaciones y la enseñanza de políticas en lenguas extranjeras con un rol activo dentro de iniciativas políticas y programas de desarrollo profesional.

**Yuliana Palacio** es estudiante de noveno semestre de Licenciatura en Lenguas Extranjeras de la Universidad de Antioquia. Fue co-investigadora en el estudio de evaluación del Programa de Formadores Nativos Extranjeros en Colombia. Actualmente es miembro del Grupo de Investigación de la Escuela de Idiomas GIAE y se desempeña como docente de inglés en el Programa de extensión de la Escuela de Idiomas “Alianza Idiomas UdeA”.

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***Sesión Plenaria 2    2:00 pm - 3:00 pm***

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**Language views and teacher education: Toward new paradigms**

**Tipo:** Plenaria

**Audience:** Todos

**Sala:** Auditorio Manuelita

One concept that defines language teacher education is *language*. Yet, despite its centrality, *language views* do not constitute a focus of analysis and discussion in language programs at the pre-service and in-service levels in schools to guide curricular decision making. In this presentation, I argue that, as language teaching practitioners, we need to ask ourselves about our personal construction of what language is. However, we need go beyond this and, thus, I posit that we need to address a more urgent question: What is it that we should teach in a language classroom: Language or communication? In answering this question, I survey some of the most recurrent views of language in the literature and propose that language teacher education draws on the view of communication emerging from multimodal social semiotics and that from language socialization.

**José Aldemar Álvarez V.** is a professor of applied linguistics and second language acquisition and teaching at the School of Language Sciences at Universidad del Valle, Colombia. He holds a B.Ed in Spanish-English (Universidad Pedagógica), an M.A. in Applied Linguistics to TEFL (Universidad Distrital), an M.A. degree in Hispanic Linguistics

(Instituto Caro y Cuervo), and M.A. and Ph.D. degree in Second Language Acquisition and Teaching from the University of Arizona. He has published in the areas of discourse analysis, critical discourse analysis, language policy, language teaching approaches, teacher education, and intercultural communication. His latest publications include “Language views on social networking sites for language learning: The case of Busuu” (Computer Assisted language Learning, 2015) and a co-edited book entitled *Critical Views on Teaching and Learning English Around the Globe* (Information Age, 2016). Currently, he is researching and writing about social networking sites for language learning from a multimodal social semiotic perspective.

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*Sesiones simultáneas 2*      **3:15 pm – 4:00 pm**

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## **11. Métacognition et autonomie dans l'apprentissage du français langue étrangère**

**Tipo:** Conferencia

**Audiencia:** Docentes de universidad, formadores de docentes, futuros docentes

**Sala:** 206C

Les enseignants de langues étrangères de collèges n'éprouvent pas souvent de satisfaction de leur travail car leurs efforts ne se correspondent pas avec les performances d'un grand nombre de leurs élèves qui, par contre, se montrent démotivés. Ainsi, la médiation de l'enseignant devient clé pour l'orientation des processus de réflexion métacognitive chez les élèves et surtout pour l'emploi de stratégies d'apprentissage. Un entraînement adapté, notamment, de l'approche Cognitive Academic Language Learning Approach (CALLA) de Chamot y O'Malley (1994) et des expériences préalables de l'auteur a été proposé pour cette recherche. Les résultats constatent la pertinence de l'entraînement en stratégies car les apprenants ont développé certains comportements autonomes et ont amélioré leurs compétences langagières

**Andrés Iván Bernal:** Né à Cali. Professeur de français langue étrangère à Univalle. Licence de l'Université de Nariño et diplômé du Master en Linguistique et espagnol de Univalle. Cinq stages de courte durée en France: Royan - U de Poitiers, Grenoble - U Stendhal III, Verneuil-sur-Avre - École des Roches.

## **12. Initiation into an academic discourse community: An inner circle perspective**

**Tipo:** Informe de investigación

**Audiencia:** Docentes de Universidad y Administradores

**Sala:**201E

Given global competitiveness for quality research articulated through scholarly publication, minimal research addresses the academic literacy practices of Anglophone doctoral students in writing for scholarly publication. This study examined (1) the challenges faced by a Canadian Anglophone novice scholar in writing for scholarly publication in refereed academic journals, and (2) the ways in which this emerging scholar developed writing for scholarly publication literacy and was supported in joining her academic discourse community. This case study was part of a larger-scale study, which investigated writing for publication practices of Canadian Anglophone doctoral students.

**Pejman Habibie** holds a Ph.D. in Applied Linguistics from The University of Western Ontario. He has university teaching experience in undergraduate & graduate levels in Canada, Mexico, and Iran. He has published in refereed international journals and presented at international conferences. His research interests include academic literacies, English for research publication purposes, academic writing, genre analysis, and technology-mediated language teaching & learning. Currently, he is involved in research projects on academic literacy and academic socialization of Anglophone and non-Anglophone novice scholars and doctoral students; specifically, their writing for scholarly publication practices in contexts of higher education in North America, Latin America, and Asia.

### **13. Language policy in Colombia: Challenges for languages programs**

**Tipo:** Académico

**Audiencia:** Todos

**Sala:**205D

In order to "improve" the quality of education and ensure the development of "competent" citizens, the Colombian government has launched a series of foreign language programs aimed at standardizing, certifying and imposing a Spanish-English bilingualism. Such programs have led to tensions between official decisions oriented towards homogenization and contextual realities characterized by heterogeneity. Given this context, this academic talk will have a look at what language policy means, how it has been approached in Colombia, and what tensions have emerged from the official regulations. More importantly, some initial ideas about resisting programmatic discourses and practices will be discussed.

**Yamith José Fandiño** holds a B.A. in English Philology from the Universidad Nacional de Colombia, an advanced graduate degree in VLE from Virtual EDUCA, Argentina, and a M.A. in Teaching from Universidad de la Salle. Currently, he works at Universidad de la Salle where his research interests include teacher education and language policy.

**Jenny Bermúdez Jiménez** holds a B.A. in Spanish and languages from Universidad Pedagógica Nacional, an advanced graduate degree in VLE from Virtual EDUCA, Argentina, and a M.A. in Teaching from Universidad de la Salle. Currently, she works at

Universidad de la Salle where her research interests include bilingual education and teacher education.

#### **14. El papel de evaluaciones auténticas en el proceso de formación de la identidad como profesor de lengua**

**Tipo:** Informe de Investigación

**Audiencia:** Formadores de docentes, docentes de universidad, futuros docentes

**Sala:** 408D

En esta ponencia se expondrán los resultados de un estudio acerca del uso de evaluaciones auténticas como un instrumento para determinar el nivel de preparación de futuros profesores de lengua. En este estudio se consideraron tres áreas importantes en la formación de futuros profesores: una visión clara de sí mismos como profesores de lengua, inclinación a demostrar disposiciones como profesores y un conocimiento sólido de la pedagogía en el área de una segunda lengua. Estos resultados permiten ver el nivel de desarrollo de futuros profesores de lengua como profesionales durante el periodo de transición de estudiante a profesor.

La doctora **Maria Fernanda Villalobos-Buehner** es profesora de idiomas y de educación bilingüe en la universidad de Rider en Los estados Unidos. Su área de investigación es el estudio de la motivación en el aprendizaje de idiomas desde una perspectiva sociodinámica

#### **15. “READ IT TO ME”: A teaching strategy for the improvement of English communicative competence**

**Tipo:** Informe de investigación

**Audiencia:** Todos

**Sala:** 502E

This presentation reports on an action-research study aimed at developing a lesson plan to improve the communicative competence of elementary students using children literature. Data was gathered through interviews, surveys, participant observation and a journal. The data was analyzed by categorization, statistical analysis and theoretical contrast between the results and previous studies related to the use of similar lessons for EFL. Findings suggest that this instructional design motivated the students to read, helped them to improve their reading comprehension level and gave to the homeroom teacher an alternative to work on reading at the elementary level.

**Alejandro Fernández** B.A. in Foreign Languages (Universidad del Valle). C2 DALF certification, C1 MET certification. English teacher at Colegio Americano de Cali. Member of EILA research group. Currently enrolled in the M.A. in Intercultural and Interlinguistic Studies (Universidad del Valle).



**Johanna Cano**, B.A. in Foreign Languages (Universidad del Valle). Specialist in children education (Universidad Santiago de Cali). English teacher at Colegio Americano de Cali and consultant for humanitarian organizations for the development of values in post conflict communities.

## **16. Entrando en comunidad: Building a digital archive with Spanish language samples through the Hispanic Linguistic Blog**

**Tipo:** Académico

**Audiencia:** Todos

**Sala:** 210D

The ICT language research project, *Entrando en comunidad*, gives students the opportunity to build a digital archive of Spanish language samples through a Hispanic Linguistic Blog using the platforms WordPress and CartoDB. The language samples, obtained through video-interviews to the different Hispanic communities and set on the project website, are the main data analyzed in class activities and students' final research projects. Assessment of the performance of *Entrando en comunidad* through student evaluations at the end of the semester determined that the project was successful. The ICT language research project significantly engaged students in fulfilling the goals of the undergraduate Hispanic linguistic courses. Moreover, the students experienced the positive impact of learning a foreign language in contact with the community, as indicated in the ACTFL guidelines.

**Dr. Cristina Martínez** was born in Bilbao, Spain. She obtained her B.A. in English Philology from the Universidad de Deusto in Bilbao, and she received a M.A. and a Ph.D. in Ibero-Romance Linguistics from the University of Texas at Austin. Currently, she works as an Assistant Professor in the Spanish Department at Gettysburg College, in Pennsylvania.

## **17. Screenwriting and its Use in an Educational Context**

**Tipo:** Conferencia

**Audiencia:** Institutos de idiomas, Formadores de docentes, Futuros docentes

**Sala:** 201D

This research proposal aims to explore the effectiveness of utilizing a screenwriting as a strategy to enhance both pedagogic and writing competence on the part of EFL teachers. Within this framework, two related issues need to be explored. Firstly, the mastery of the craft, form, structure and the linguistics aspects involved in writing screenplays in English. Secondly, the development of a compelling idea that begins the "What if..." game with characters and backstories to flesh them out. This proposal in EFL may enable learners to develop their skills in the English Language.

**Hernan A. Avila:** Ph.D candidate at Unicauca. M.A. in Applied Linguistics in the Teaching of English. Professor Avila is a creative and resourceful professional with proven teaching, guidance, and counseling skills.

## **18. The role of language materials in pre-service courses**

**Tipo:** Académico

**Audiencia:** Todos

**Sala:** 204D

Language teaching materials are viewed as powerful tools to engage learners towards the learning of language and culture. Materials and teachers are socio-cultural mediators and as such they have to undertake this role ethically. Mainly, the purpose of this presentation is to make the audience aware of the importance of developing other sort of competences that are relevant for our Pre-service programmes: Intercultural Communicative Competence – ICC.

**Carlos Rico Troncoso** holds a Ph.D. in ELT from Leeds Beckett University- UK. He also holds a M.A. in Education from UNP de Colombia and another one in Linguistics from Instituto Caro y Cuervo. He works as a full-time teacher at the Language Department in Pontificia Universidad Javeriana. Mr Rico-Troncoso has written articles and chapters about language methodology and evaluation, language materials and language competences.

## **19. Foreign Language Education Policies in Colombia: From PNB to Colombia Bilingüe**

**Tipo:** Informe de investigación

**Audiencia:** Todos

**Sala:** 102D

This presentation accounts for a research report on the evolution, feasibility and articulation of the most salient foreign language education policies and programs formulated and implemented in Colombia during the last decade. These reforms include the National Bilingual Program (PNB), Foreign Languages Competencies Development Program (PFDCLE), National English Program (PNI), Law 1651 (Ley de Bilingüismo), and Bilingual Colombia (Colombia Bilingüe). Besides exploring the details and connections of these reforms, in this presentation we would like to suggest what could be improved for the next programs or policies in terms of actors, goals and actions, so as to make language education policies more effective.

**Ederson Silva** is a French and English teacher, graduated from Universidad de Antioquia interested in research and education policies. At this moment, he is part of the research group GIAE (Grupo de Investigación Acción y Evaluación en Les.

**Jaime Usma** is a teacher educator and researcher at the School of Languages, Universidad de Antioquia, where he leads the research group GIAE (Grupo de Investigación Acción y Evaluación en LEs). He combines his research, publications, and teaching on foreign language policymaking with an active participation in policy initiatives and professional development programs.

## **20. A diagnosis of professors' CBI competences at the undergraduate English teaching program at Fundación Universitaria Colombo Internacional**

**Tipo:** Informe de investigación

**Audiencia:** Formadores de docentes, profesores de universidades, administradores

**Sala:** 208D

This study sought to identify the CBI competences of professors that teach subjects in English at an undergraduate English teaching program. It used an analytical-descriptive case study. The results suggest that most of the professors need opportunities to improve their CBI competences to be able to fulfill all the requirements that this approach involves in terms of teacher development. The present study confirms what literature shows in regards to the artificial separation of content and language objectives in traditional classes since it demonstrates how some professors that teach subjects in English in a teacher education program lack the necessary competences to consciously integrate content and language objectives.

**José Luis López** holds a Master's degree in English teaching from Universidad del Norte in Barranquilla. More than twenty years of experience as a teacher and teacher trainer at Centro Colombo Americano and Unicolombo in Cartagena. He has been a presenter at different ELT conferences, and his research interest is in Content- based instruction and the SIOP model. Currently, he is the program coordinator of the undergraduate English Teaching Program at Fundación Universitaria Colombo Internacional in Cartagena, Colombia.

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*Sesión panel 1*      **4:15 pm – 5:15 pm**

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Auditorio Manuelita

**Tim Marr, José Aldemar Álvarez V., John Jairo Viáfara G., Carlos Rico**

Moderador: Carlos Mayora –Universidad del Valle

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**Día 2, 18 de Marzo: Universidad del Valle (Ciudad Universitaria  
Meléndez, Calle 13 # 100-00, Edificio 315)**

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***Sesión Plenaria 3*      8: 00 am – 9:00 am**

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**La problématique de l'évaluation des manuels de langue et de la formation à leur usage**

**Tipo :** Plenaria

**Audiencia :** Todos

**Sala :** Auditorio 5

Tous les manuels simplifient forcément et fortement la complexité et la singularité des processus situés d'enseignement-apprentissage, mais c'est justement pour cette raison qu'il faut, en didactique des langues-cultures, les évaluer tout autant pour ce qu'ils permettent de faire que pour ce qu'on peut se permettre de ne pas faire, ou de faire différemment, lorsqu'on les utilise ; pour cette raison, aussi, qu'il faut former les enseignants tout autant à exploiter la pré-programmation de l'enseignement qu'offrent les manuels, que la marge d'autonomie qui sera indispensable à ces enseignants pour gérer efficacement sur le terrain les processus réels d'enseignement-apprentissage. Je présenterai, pendant cette conférence, deux outils que j'ai élaborés récemment en fonction de cette problématique didactique : un « référentiel qualité des manuels (de langue) et de leurs usages », et une « échelle des niveaux de compétence de l'enseignant dans l'utilisation de son manuel ». Ces deux documents sont disponibles à l'adresse <http://www.christianpuren.com/mes-travaux/2015e/>, et j'invite donc les participants à les consulter avant la conférence.

**Christian Puren** es profesor emérito de la Universidad Jean Monnet de Saint-Etienne y presidente honorífico de la APLV (del francés: Association française des Professeurs Langues Vivantes) y del GERES (del francés: Groupe d'Étude et de Recherche en Espagnol de Spécialité). Es doctor en Estudios Hispánicos de la Universidad de Toulouse II, de Francia, magíster en español, y licenciado en Lenguas Modernas y en Español. En 1992, fue promovido al grado de "Professeur des Universités" (en Lenguas y Literaturas Romances, Español, en la sección 14) en el Instituto Universitario de Formación de Maestros de París, y, en 2002, pasó a la 7a sección (en Ciencias del Lenguaje) luego de su cargo de "Professeur des Universités" en la Universidad Jean Monnet de Saint-Étienne. En esta universidad, fundó y dirigió el Centro de Estudio en Didáctica Comparada de la Lenguas y las Culturas. Entre 1998 y 2001, Christian Puren fue "Directeur de projet" (responsable científico) del Programa Común Europeo LINGUA-A sobre la pedagogía diferenciada con la participación de asociaciones de profesores de lenguas de 11 países diferentes de la Unión Europea. El profesor Puren es coordinador y coautor de una "Guía de Observación y de Concepción de Secuencias de Pedagogía Diferenciada en Clase de Lengua". En los últimos años, ha trabajado como asesor pedagógico de varios manuales escolares para la enseñanza del español y del francés como lenguas extranjeras. Actualmente, es miembro de comités

académicos de varias revistas francesas y extranjeras consagradas a la didáctica de las lenguas y culturas. (Adaptado del CV de Christian Puren disponible en <http://www.christianpuren.com/mon-cv/mon-cv-complet/>).

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*Sesiones simultáneas 3*      **9:15 am – 10:00 am**

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## **21. Adaptation of EFL reading materials for the learning of blind students**

**Tipo :** Adaptation of EFL Reading Materials for the Learning of Blind Students

**Audiencia :** Todos

**Sala :** 2004 (Edificio 315)

Inclusion of visually-impaired students in the foreign language classroom is hampered by missing conditions for equal opportunity for learning. Key lacks are absence of instructional materials for these students and no preparation for teachers to handle them. The presentation reports the results of a case study in three schools in Cali, where Braille, tactile, and macro-typed materials to support reading in English for secondary visually-impaired students were implemented. The results suggest those materials have a strong motivating and learning potential for both visually-impaired and seeing students, rendering them a key factor for real inclusion.

**Mailng Saydara Ocampo Manzano** holds a B.A. in Foreign Languages from Universidad del Valle and a Diploma in Children Literature from the same university. She has taken computing courses within the Vive Digital program. She has taught Braille at Universidad del Valle and English at the Sala Jorge Luis Borges (for blind persons) of the Centro Cultural de Cali.

## **22. Student-teachers' self-assessment of international sojourns: Pedagogical byproducts and language ability gains**

**Tipo:** Informe de investigación

**Audiencia:** Todos

**Sala:** Sala Baena (Edificio 315)

Student-teachers who travelled abroad through three different programs while enrolled in two public Colombian universities provided interview and survey data for this study. Data was analyzed with the purpose of determining how their international sojourns leveraged their language abilities and their pedagogical learning. Results show participants' self-perceived language betterment as anchored in their strategies and attitudes to capitalize on the multifarious learning opportunities they encountered. Expanding teaching skills concerning methodology, the role of culture in learning, material design and curriculum became

serendipitous achievements which hinged upon student-teachers' relation with mentors and participation in various pedagogical scenarios

**John Jairo Viáfara González** holds a B.Ed. in Philology and Languages (Universidad Nacional de Colombia), M.A. in Applied Linguistics to TEFL (Universidad Distrital, Bogotá). Ph.D. in Second Language Acquisition and Teaching from the University of Arizona. He is a main researcher of the RETELE research group indexed in Colciencias.

**J. Aleida Ariza Ariza** holds a B.Ed. in Philology and Languages (Universidad Nacional de Colombia) and M.A. in Applied Linguistics to TEFL (Universidad Distrital, Bogotá). Currently she is an assistant professor at UPTC and a main researcher of the RETELE research group indexed in Colciencias.

### **23. Design and execution of a language program in Siloé, Cali; from theory to practice**

**Tipo:** Académico

**Audiencia:** Todos

**Sala:** 3003 (Edificio 315)

This presentation reports the design and implementation of a language program for Siloé, Cali, an area of the city known for its many social problems such as drug consumption, violence, lack of resources, and education opportunities. The project was born at the Foreign Languages program at Universidad del Valle after a two-year research whose product was a language center for this area. The academic proposal will be shared with the audience, as well as the reflections on the ongoing experience.

**Adarley Manrique** holds a B.A. in Foreign Languages from Universidad del Valle. He has taught English and methodology for more than ten years in different bilingual schools of the city and at Universidad del Valle, and has participated in different bilingual programs and events in Valle del Cauca and in Santiago de Cali.

**Lilibeydy Manrique** graduated in 2009 from the Foreign Languages program at Universidad del Valle. She spent two years teaching Spanish in the United States and came back to her country to gain experience as a school teacher. She's now teaching English at Colegio Freinet and develops social and academic projects for Fundación ABLE and Colegio La Fontaine.

### **24. El aprendizaje creativo de las ciencias. una estrategia lúdica con el inglés como L2 en el segundo ciclo**

**Tipo:** Académico

**Audiencia:** Diseñadores de currículo, Formadores de docentes, docentes de primaria

**Sala:** 3004 (Edificio 315)

En esta presentación, las autoras reportan el análisis de una serie de estrategias didácticas para ciencias naturales y los logros en el desarrollo de habilidades de escucha y habla en inglés L2. Se trata de un estudio longitudinal que trabaja experimentalmente un poco más de dos años y medio con la misma población participante de 147 niños y niñas de cuatro colegios públicos de Bogotá y que demostró además la contribución de la L2 para el desarrollo creativo, imaginativo y de estructuras cognitivas para el desarrollo de las ciencias.

**Nancy Gómez Bonilla:** Administradora Educativa de la Universidad de la Sabana, experta en educación, especialista en desarrollo y evaluación de proyectos y Magíster en Investigación Social interdisciplinaria de la Universidad Distrital Francisco José de Caldas, donde desempeña su actividad académica como docente investigadora en el grupo Calidad & Saberes.

**Maria Luisa Araujo:** Candidata a Ph.D., Licenciada en Química con especializaciones en control de procesos químicos y en evaluación educativa. Magíster en evaluación de la educación y en Investigación Social interdisciplinaria de la Universidad Distrital Francisco José de Caldas donde desempeña su actividad académica como docente investigadora en el grupo Calidad & Saberes.

## **25. Le redoublement en cours de fle, ses causes et ses consequences: Une étude phénoménologique menée au sein d'une université publique en Colombie**

**Tipo:** Informe de investigación

**Audiencia:** Docentes de universidad, futuros docentes

**Sala:** 1007 (Edificio 333)

Actuellement on voit que les chiffres du redoublement sont graves et qu'il est un des défis que doit relever non seulement l'apprentissage mais l'enseignement de langues étrangères. Dans le contexte éducatif, le redoublement est le fait pour un élève de suivre à nouveau une classe pendant un temps additionnel. Cette étude phénoménologique vise à identifier et à analyser les causes et les conséquences du redoublement en Français Langue Étrangère chez les étudiants de niveau A2 d'une université publique en Colombie. De même, on vise à déterminer comment le redoublement est vécu par les redoublants et leurs perceptions concernant le phénomène

**Katherin Yizel Flórez Barajas** est une étudiante de neuvième semestre de la licence en Langues Etrangères de l'université de Pamplona. Elle a conduit ce projet de recherche pendant le septième et huitième semestre, et maintenant, elle est dans la dernière étape concernant l'analyse des données.

## **26. Did you say “dock” or “duck”? Second language learners' brain responses to American English vowels**

**Tipo:** Informe de investigación

**Audiencia:** Todos

**Sala:** 3005 (Edificio 315)

This study examined the role of language background, attention, and vowel duration on the neurophysiological responses for the American English vowel pair, /ɑ/-/ʌ/ (as in dock-duck). Spanish-English bilingual and monolingual English listeners participated. When not attending, regardless of vowel duration, the bilingual group did not process the contrast phonetically. With attention, they showed more sensitivity towards the vowel /ɑ/ but not /ʌ/. English listeners processed the vowel contrast phonetically regardless of attention or vowel duration with more sensitivity towards the vowel /ɑ/. These findings will be discussed in terms of perceptual salience of vowel /ɑ/ and listeners' language background.

**Paula Garcia** is a postdoctoral fellow in the Speech Perception and Acoustics Laboratory at Boys Town National Research Hospital. She holds a Master in Neuroscience and Education and a Ph.D. in Communication Sciences and Disorders. She is interested in the neurocognition of second language learning, and neurophysiological indices of non-native speech perception.

## **27. How to support my students' listening and speaking practices through Web 1.0 and Web 2.0**

**Tipo:** Académico

**Audiencia:** Todos

**Sala:** 3006 (Edificio 315)

This is a research study conducted at a public university and it is at its initial stage of analysis. The purpose of the study is to find out how students of Basic English III from a B.A. program traced their learning path to nurture their speaking and learning practices to become independent learners of their own teaching and learning processes for life.

**Maria Eugenia Lopez Hurtado:** English professor at Foreign Languages Department from Universidad Nacional de Colombia. Her fields of interest include e-learning, portfolio design, cooperative learning, hypertext design, English language teaching methodology and educational research. Currently, she is the director of the research group called LAELETIC (Linguística Aplicada a la enseñanza de lengua extranjera y el uso de las TIC )

## **28. Les TICE et la linguistique textuelle dans la formation des futurs enseignants de FLE: La plate-forme ELiTe-[FLE]**

**Tipo:** Académico

**Audiencia:** Formadores de docentes, docentes de universidad, futuros docentes

**Sala:** 3007 (Edificio 315)



ELiTe-[FLE]<sup>2</sup> est un projet au croisement des plusieurs disciplines : la didactique des langues, la linguistique textuelle, l'Apprentissage des Langues Assisté par Ordinateur (ALAO) et le Traitement Automatique des Langues (TAL). Il est né de la nécessité de fournir aux enseignants-formateurs et à leurs étudiants un dispositif informatique didactiquement pertinent. Notre dispositif d'ingénierie pédagogique permet d'aborder la formation linguistique des futurs enseignants, à travers la linguistique textuelle. Il est fondé sur un corpus textuel, annoté et étiqueté au travers des outils issus du TAL ; il comporte des ressources et activités pédagogiques utilisables aisément par les formateurs et étudiants en FLE.

**Jorge Mauricio Molina Mejía** est Docteur en Informatique et Sciences du Langage de l'Université Grenoble Alpes et membre du laboratoire LIDILEM. Ses domaines de recherche incluent l'utilisation des environnements informatiques dans la formation des enseignants de langue, la linguistique textuelle et le traitement automatique des langues pour l'ALAO.

**Georges Antoniadis** est Professeur des Universités à l'Université Grenoble Alpes, membre du laboratoire LIDILEM. Ses domaines de recherche incluent le traitement automatique des langues, l'ALAO et la formation des étudiants dans le domaine des Industries de la Langue (Master IdL). Actuellement il est directeur du Département des Sciences du Langage.

## **29. Estudio exploratorio de la relación didáctica-traducción**

**Tipo:** Informe de investigación

**Audiencia:** Todos

**Sala:** 3008 (Edificio 315)

A pesar de que la traducción ha experimentado una lenta rehabilitación en el aula de L.E. gracias a la aparición de los enfoques comunicativos, nocionales-funcionales, la reticencia hacia un uso consciente de la traducción en el aprendizaje y en la enseñanza de lenguas extranjeras aún sigue latente. Esta intervención se propone presentar los resultados del estudio exploratorio sobre las propuestas del uso de la traducción pedagógica en un lapso de 30 años, con el fin de abogar por la inclusión de esta herramienta en la formación profesional en didáctica de las lenguas extranjeras, dado que se evidenció un uso recurrente pero poco sistematizado de la traducción pedagógica de manera que la traducción y la didáctica compartan la misma dimensión pedagógica.

**Natalia Vásquez:** Actualmente es estudiante de X semestre de la Licenciatura en Lenguas Extranjeras Inglés - Francés y III semestre de Fonoaudiología - Universidad del Valle. Practicante en el área de francés en el Colegio Alemán de Cali.

**Nasly Márquez:** Actualmente es estudiante de X semestre de la Licenciatura en Lenguas Extranjeras Inglés -Francés, Universidad del Valle. Practicante y profesora en la Alianza Francesa de Cali.

### **30. The nuts and bolts of in-service English teachers' professional development: A gendered perspective**

**Tipo:** Académico

**Audiencia:** Formadores de docentes, docentes de universidad, futuros docentes

**Sala:** 1001 (Edificio 333)

In the last decade, Colombian scholars have claimed that for in-service English teachers' professional development to become relevant, it should be based on *in situ* research and innovation. In that sense, there seems to be an emergent understanding of an "applied" pragmatics of pedagogy in L2 teacher education gearing towards a post-method perspective. Whilst there is great acknowledgement to this principled social turn in our local scholarship, little has been said about a comprehensible approach that embraces the transformation of L2 teachers' professional capital from a gendered viewpoint. This presentation aims at illustrating the experience of a graduate course designed to assist in-service teachers in inquiring social identities as performed in foreign-language-learning contexts where the category gender could be thought of critically in teaching practices

**Harold Andrés Castañeda-Peña** holds a doctoral degree in Education, Goldsmiths, University of London. He is an assistant professor of the School of Science and Education at Universidad Distrital Francisco José de Caldas. He is interested in gender, information literacy and videogaming in relation to language learning and teacher education.

### **31. Literatura y clase de lenguas: Propuestas de una práctica de lectura**

**Tipo:** Demostración

**Audiencia:**

**Sala:** 1003 (Edificio 333)

La presente ponencia busca llevar a cabo una reflexión sobre el papel de la literatura en la licenciatura de lenguas. Partiendo de los conceptos básicos de 'lengua de cultura' y de 'práctica de la lectura' se plantean tres propuestas que analizan y ponen en situación el empleo de la literatura en clases de lenguas. En primer lugar, la búsqueda y el cultivo de la individualidad esbozada por H. Bloom. En segundo lugar, el adiestramiento de la imaginación planteado por N. Frye. Finalmente, las implicaciones sociales y la construcción de ciudadanía propuestas por M. Nussbaum.

**Oscar Ovalle Ariza:** Candidato a doctor por la Universidad Paris IV-Sorbonne. Pregrado en estudios literarios en la Universidad Nacional de Colombia. Master en literatura comparada de la Universidad Paris IV-Sorbonne. Actualmente docente de la Universidad Pedagógica Nacional en las áreas de Langue et littérature francophone y literatura comparada.

### **32. Teachers crafting foreign language education policy in higher education: The case of Universidad de Antioquia**

**Tipo:** Académico

**Audiencia:** Formadores de docentes, docentes de universidad, administradores

**Sala:** 3003 (Edificio 315)

This presentation reports on the way teachers and researchers at Universidad de Antioquia have contributed to create foreign language education policies for graduate programs and students in this institution. Drawing on a critical sociocultural approach to policy-making studies and action, presenters will describe the role played by educational administrators, national and international researchers, and language teachers in the creation of policies that respond to national and international pressures, but considering the specific needs of students and graduate programs. Presenters will start a conversation with the audience about the role teachers can play in policymaking now that new regulations are being enforced in higher education and schools in Colombia.

**Edgar Picón Jácome** is a faculty member and researcher at the School of Languages, Universidad de Antioquia. He is also a member of GIAE (Grupo de Investigación Acción y Evaluación en LEs). His research interests include evaluation and testing in foreign language teaching and learning.

**Jaime Usma** is a teacher educator and researcher at the School of Languages, Universidad de Antioquia, where he leads the research group GIAE (Grupo de Investigación Acción y Evaluación en LEs). He combines his research, publications, and teaching on foreign language policymaking with an active participation in policy initiatives and professional development programs.

### **33. Imagination in diverse pre-service language teachers' negotiation of their professional identities (Video conference)**

**Tipo:** Informe de investigación

**Audiencia:** Todos

**Sala:** Sala Baena (Edificio 315)

This paper presents findings of an international comparative narrative case study researching diverse teacher candidates' (TCs) investment in their imaginaries when negotiating their professional teacher identities in pre-service language teacher education

(LTE) programs. Research was conducted in LTE programs in French as a second language in Canada (FSL), Chile (EFL), and Colombia (a program in both EFL and FSL).

The researcher discusses ideas on how LTE policy and programs can be infused with social justice principles and practices by including self-reflective elements that allow TCs to learn about their envisioned identities and the power of imagination in language education.

**Marlon Valencia** is a Modern Language Teacher graduated from Univalle. He also completed a M.A. in Foreign Languages and Cultures at Washington State University, and an M.A. in Applied Linguistics at York University and is a doctoral candidate at the Ontario Institute for Studies in Education of the University of Toronto.

### **34. From deficiencies and shortcomings to bumpy paths: Undertaking research in graduate education**

**Tipo:** Informe de investigación

**Audiencia:** Todos

**Sala:** 3004 (Edificio 315)

This session reports on the results of an ongoing mixed-method study that analyzes the difficulties that L2 in-service English teachers pursuing a M.A. degree have with understanding, implementing, and evaluating research practices embedded in their graduate education. The findings obtained so far indicate that learners are most likely to encounter problems are those at a transitional stage from the undergraduate and graduate levels, suggesting an urgent need for more effective integration and assessment of the research components at both levels. The session proposes a series of strategies for application in professional-development settings and seeks to nurture future networking scenarios through informed discussion with attendees.

**Dr. Liliana Cuesta Medina** is a professor in the Master's programs for in-service English teachers at the Department of Foreign Languages & Cultures, Universidad de La Sabana, Chía, Colombia where she is also the Academic Coordinator of the Master in Language Teaching – Autonomous Learning Environments program. She holds a Ph.D. in English Philology from the Universidad Nacional de Educación a Distancia (UNED-Madrid), Spain. Her research interests include CALL, CLIL, teacher training, learners' self-regulation in blended/virtual learning environments, and cyberbullying.

### **35. Creating video learning objects to learn how to integrate ICT into the L2 language curriculum: the experience of a community of practice of L2 teachers.**

**Tipo:** Informe de investigación

**Audiencia:** Formadores de docentes, docentes de universidad

**Sala:** 3005 (Edificio 315)

This paper presents the development and results of a research project in which members of a community of practice of L2 teachers embarked upon the collaborative creation of a series of video learning objects, as a practical way to learn about the technological and pedagogical aspects involved in the integration of ICT into the L2 curriculum. The findings show the positive impact this experience had on the professional practices of the members of the group, while warning about the challenges of creating communities of practice.

**Juan Rodrigo Bedoya** is a full-time faculty at the School of Languages of the Universidad de Antioquia. He holds a Doctor in Education degree, and a masters degree in Applied Linguistics. His research interests include: L2 listening comprehension, metacognition, and the integration of ICT into language teaching and learning.

### **36. La formación en políticas lingüísticas en los programas de formación de maestros de inglés en Colombia: La experiencia de la UdeA, FUNLAM, y UPB en Medellín**

**Tipo:** Académico

**Audiencia:** Todos

**Sala:** 3006 (Edificio 315)

Buscando familiarizar a los estudiantes de pregrado y posgrado en ELT con las diferentes políticas y acciones implementadas por el Gobierno Nacional para el fortalecimiento del inglés en el país, algunos programas de pregrado y posgrado en ELT han venido incluyendo cursos electivos u obligatorios en el área de políticas educativas y lingüísticas. En esta sesión presentaremos la experiencia llevada a cabo en la UdeA, FUNLAM, y UPB en Medellín, en relación con la implementación de tales cursos. Con esta presentación nos proponemos plantear una reflexión en torno a la relevancia de la formación en políticas lingüísticas para los docentes de lenguas extranjeras en Colombia y promover este tipo de programas.

**Juan Francisco Vásquez** is a Full Professor at the Language Center at Universidad Pontificia Bolivariana. He has served on multiple academic and administrative capacities at the Language Center. He holds a B.A. in Foreign Language Education from Universidad de Antioquia and an M.A. in Education from Universidad Pontificia Bolivariana. Prof. Vásquez has served as Visiting Professor at UPB- Bucaramanga and Montería. He was recently the coordinator for UPB at “Red Curriculum Lingua” with the National Ministry of Education, Prof. Vásquez’s main research areas provide a critical and historical inquiry about the local and national language policies for second languages.

### **37. Desafíos del proceso de aprendizaje de la lingüística en un programa de educación bilingüe**

**Tipo:** Informe de investigación

**Audiencia:** Formadores de docentes, docentes de universidad, diseñadores de currículo

**Sala:** 3007 (Edificio 315)

Esta ponencia pretende compartir los resultados de un trabajo de investigación en curso que propone una forma de abordar el proceso de aprendizaje de la lingüística en un programa de pregrado en educación bilingüe. Las dos fases terminadas del proyecto se han centrado en la revisión, categorización y organización de los insumos teóricos que se encuentran disponibles en lingüística teórica y aplicada a la enseñanza de lenguas, así como en el acercamiento, a través de entrevistas semiestructuradas, a las necesidades, experiencias y expectativas que puedan aportar los actores involucrados en un proceso de reforma curricular en este campo del conocimiento.

**Sandra Liliana Rojas Molina** es Licenciada en Filología e Idiomas (Inglés) de la UN, con una maestría en Lingüística Aplicada a la Enseñanza de Lenguas de la Universidad de Barcelona (España). Ha sido docente por 16 años dirigiendo asignaturas de inglés, pedagogía, lingüística, sociolingüística y comunicación. Actualmente, es docente e investigadora en UNICA

**Carlos Augusto Arias** tiene una maestría en Lingüística Aplicada a la Enseñanza del Inglés de la Universidad Distrital Francisco José de Caldas. Es profesor de tiempo completo en la Institución Universitaria Colombo Americana (ÚNICA), donde ha enseñado materias de lingüística, pedagogía, investigación e inglés.

### **38. Improving the classroom management of English teachers with no teacher education background**

**Tipo:** Informe de investigación

**Audiencia:** Docentes de institutos de idiomas, formadores de docentes, futuros docentes.

**Sala:** 1001 (Edificio 333)

Teachers with No Teacher Education Background (NTEB) are increasing in the EFL context. These teachers often experience problems with classroom management. In this research report, I will present the findings of a study aimed at helping a group of English teachers with NTEB to create and maintain adequate conditions for students' learning in their classrooms. Through a teacher study group, teachers expanded their views of classroom management, acquired strategies to deal with time management and students' misbehavior, and established a new type of authority. The study shows that NTEB English teachers need long-term professional development to face their classroom management.

**Ricardo Avendaño** has finished his M.A. in Teaching and Learning Foreign Languages from Universidad de Antioquia, Medellín, Colombia. He also holds a B.Ed. in Modern Language Teaching from Universidad del Quindío, Colombia and a specialist degree in Education Computing. Ricardo has taught English for more than 6 years. He is currently an Academic Coordinator of the English program at the Language Center, Universidad EAFIT, Medellín. His area of research deals with the professional development of teachers of English.

### **39. Emerging student teachers pedagogical knowledge about instruction**

**Tipo:** Informe de investigación

**Audiencia:** Todos

**Sala:** 2004 (Edificio 315)

The purpose of the presentation is to share a research study conducted to identify the emergent traits of the development of Pedagogical Knowledge on pre-service teachers. The study draws upon the use of grounded theory techniques (Strauss & Corbin, 1998) to use data to propose ideas that might be relevant to an English teachers' initial education. The analysis and interpretation of the sources reveal that as student teachers acquired classroom practice experience, their awareness on their capacity to build their own "teaching style" was a whole aspect influenced by many factors, rather than just being able to meet what they consider the requirements are.

**Andrea Ariza** holds a B.A degree in Modern Languages from the Universidad de los Andes. She has a MA in Education from the Universidad Javeriana. She has worked as language professor and practicum supervisor at Universidad de la Sabana and Universidad Nacional de Colombia respectively. Currently, she is a full time professor at Unica.

### **40. Extensive listening with intermediate EFL students in a Colombian university**

**Tipo:** Informe de investigación

**Audiencia:** Docentes de universidad, futuros docentes

**Sala:** 3008 (Edificio 315)

This presentation reports on an experience implementing a small-scale extensive listening activity with intermediate learners of EFL in a Colombian university. The first part of the presentation introduces the theoretical background of extensive listening. The second part shows the design of the extensive listening activity including materials, procedures and assessment. Next, results from students performance in the activity and their perceptions (collected through journals and interviews) are reported. The presentation concludes with implications for other instructional contexts. One of the conclusions is that extensive out-of-class listening provides additional listening practice, fosters learners autonomy and builds background knowledge on different topics.

**Carlos Mayora** holds a B.A in TESOL from Universidad Pedagógica Experimental Libertador (Venezuela) and a M.A. in Applied Linguistics from Universidad Simón Bolívar (Venezuela). He currently teaches English and Applied Linguistics at the Foreign Language Teaching Program in Universidad del Valle, Cali.

### **41. Dealing with anxiety in the foreign language classroom**

**Tipo:** Informe de investigación

**Audiencia:** Docentes de universidad, docentes de secundaria, futuros docentes

**Sala:** 1003 (Edificio 333)

This presentation presents the results of a study focused on applying clinical intervention strategies and their effect on the speaking performance of adult foreign language learners. The presentation discusses key terms concerning anxiety, its components and types. Additionally, some alternatives for teachers to approach this prevalent issue in the L2 classroom are suggested.

**Ana Clara Sánchez Solarte** is an associate professor at the Linguistics and Languages Department at Universidad de Nariño. She directs the *Lenguaje y Pedagogía* research group. She holds an MA in TESOL/Linguistics from the University of Northern Iowa. Her interests include TESOL, Second Language Acquisition and Assessment.

**Gabriel Vicente Obando Guerrero** is an associate professor at the Linguistics and Languages Department at Universidad de Nariño. He holds an MA in TESOL Linguistics from the University of Northern Iowa. His main interests are Communicative Competence, SLA and Assessment. He has participated in national and international academic events.

#### **42. La recherche en création des matériels didactiques interculturels: Proposition pour la réintroduction de l'enseignement du Français Langue Étrangère en Colombie**

**Tipo:** Informe de investigación

**Audiencia:** Todos

**Sala:** 1007 (Edificio 333)

Le but de cette communication est de montrer le résultat du processus de l'élaboration d'un manuel didactique pour l'enseignement et l'apprentissage interculturel pour la réintroduction du FLE dans les établissements scolaires ruraux en Colombie afin d'appuyer les stagiaires, les enseignants et les apprenants. Les connaissances linguistiques et culturelles des pays francophones à travers des savoirs contextuels préalables de la propre réalité culturelle sont plus aisément apprises et comprises par des élèves monolingues en espagnol.

**Oscar Alejandro Daza**, Titulaire d'une licence en Langues Étrangères (anglais et français) Universidad Pedagógica y Tecnológica de Colombia à Tunja. Membre actif dans le Groupe de Recherche J.O.I.E. (Jeu, Organisation, Interculturalité, Enseignement) de la langue et la culture française et francophone. Enseignant au niveau secondaire du deuxième cycle (classes de 1ère et Terminale) à l'Institución Educativa Municipal Técnico Industrial de Zipaquirá, Cundinamarca.



*Sesión de pósteres 11:15 am – 12:00 m.*

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- **Aprendizajes y dificultades de la evaluación por pares en una clase de inglés como lengua extranjera**

**Catalina Herrera Mateus** es Licenciada en Educación básica con énfasis en inglés de la Universidad Distrital y Magíster en Educación de la Universidad de los Andes. Docente tiempo completo Corporación Universitaria Minuto de Dios. Sus intereses se centran en formación de docentes, prácticas pedagógicas, evaluación y metodología para la enseñanza del inglés.

- **Propuesta de curso de español para extranjeros ofrecido por la Corporación Universitaria Minuto de Dios y la Universidad ECCI en Bogotá, desde la perspectiva del Marco Común Europeo de Referencia para las lenguas.**

**Jeisson Alonso Rodríguez Bonces** tiene Maestría en Lingüística Aplicada a la Enseñanza del Inglés como Lengua Extranjera, Universidad de Jaén en España (2011); Master in Teaching Spanish as a Foreign Language, Universidad Internacional Iberoamericana UNINI (2014); Licenciatura en lengua castellana, inglés y francés, Universidad de La Salle. Docente investigador y especialista en educación bilingüe. Profesor de la Universidad ECCI, Universidad Pedagógica Nacional y Corporación Universitaria Uniminuto.

- **Rediseño de un libro de inglés como lengua extranjera para estudiantes de un grado sexto en un colegio de Cali**

**Marcela Esperanza López Villalobos** es Licenciada en Lenguas Extranjeras de la Universidad del Valle. Ha sido profesora de inglés en colegios y universidades. Sus intereses académicos incluyen la lingüística y los procesos de escritura en una segunda lengua.

- **Influencia del pensamiento divergente en la producción narrativa en bilingüe y monolingües en lengua materna (español)**

**Arlis Andrés Milán Mosquera** es Licenciado en lenguas modernas, Especialista en la enseñanza del inglés. Ha sido catedrático de varias universidades y designado por la Universidad de la Sabana como entrevistador de etnoeducadores y docentes de inglés. Es docente del sector público y maestrante en Ciencias de la Educación en la línea de Bilingüismo en la Universidad del Quindío.

- **Students' perceptions towards the use of the strategy "Just in time teaching"**

**Lorena López Cupita** holds an MA in Applied Linguistics to TEFL from Universidad Distrital Francisco José de Caldas. She also holds a B.A in Spanish and English from Universidad Pedagógica Nacional. She is currently working as a full time English teacher at Universidad de Cundinamarca.

- **Self-regulation as a way to enhance vocabulary learning**

**Angélica Gómez** is a Foreign Language teacher, graduated from Univalle in 2012, currently studying Masters in Foreign Languages Didactics at Universidad Libre Bogotá. She currently works for Univalle and Universidad Autonoma de Occidente as English professor.

- **Storytelling to develop the communicative competence and critical thinking in preschoolers**

**Shirley Astudillo López** studied Licenciatura en lenguas extranjeras inglés- francés, Universidad del Valle. She has taught English to students of Preschool, Primary and High school.

- **Storytelling and music together**

**Diego Fernando Cuero** studied Licenciatura en lenguas extranjeras inglés- francés at Universidad del Valle. He has taught English to High school students. He is currently working as an English teacher in Preschool

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*Sesión Plenaria 4*    **2:00 pm – 3:00 pm**

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**Promoting biliteracy in the classroom and beyond: Policies and practices**

**Tipo:** Plenaria

**Audiencia:** Todos

**Sala:** Auditorio 5

Traditionally in Colombia, bilingualism has been associated with the development of oral proficiency in two languages. In this presentation I will argue that it is important to help English language teachers challenge traditional ideas of literacy, as an autonomous skill in favour of an understanding of the hybrid nature of situated bi or multilingual literacy practices which are increasingly exemplified in the use of ICT. I will refer to the results of two recent research studies carried out in Colombia which provide evidence of ways in which teachers and learners can explore the multiple dimensions inherent in languages and literacies in the classroom.

**Anne-Marie Truscott de Mejía** es Profesora asociada en el Centro de Investigación y Formación en Educación en la Universidad de los Andes, Bogotá, Colombia. Tiene un

Doctorado en Lingüística en el área de Educación Bilingüe de la Universidad de Lancaster, Reino Unido. Sus intereses de investigación incluyen la interacción bilingüe en el aula, la construcción de currículos bilingües y procesos de empoderamiento, y el desarrollo del bilingüismo en los profesores. Es autora de numerosos libros y artículos en materia de bilingüismo y de educación bilingüe en español e inglés.

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**Sesiones simultáneas 5    3:15 pm – 4:00 pm**

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**43. Exploring critical reflection with sixth graders: A unique learning experience**

**Tipo:** Académico

**Audiencia:** Administradores, docentes de secundaria, futuros docentes

**Sala:** 3003 (Edificio 315)

Through this presentation, we, student-teacher and practicum advisor, intend to share our experience when implementing a critical approach in an English class at a public school in Medellín. To this purpose, we will first provide an overview of the work done during the Practicum Seminars that led us to the adoption of a critical approach; next, we will present the study conducted; and finally, we will share some reflections on our gains from this experience. We hope this exploration shows participants that doing critical work in difficult contexts is not only possible but can also offer more enriching opportunities to learners.

**Isabel Álvarez** holds a B.A. in Foreign Language Teaching (English and French) from the University of Antioquia. She has worked in different language institutes and, at present, she works as an English teacher at Nuestra Señora del Rosario de Chiquinquirá, a private School in Medellín.

**Janeth Ortiz** holds a B.A. in Translation and a Master's Degree in Foreign Language Teaching and Learning from the University of Antioquia. She works as a teacher educator at the School of Languages of the same university. Her areas of interest include identity, language, and culture and critical literacies.

**44. Diseño de un currículo bilingüe enfocado hacia la competencia comunicativa intercultural**

**Tipo:** Informe de investigación

**Audiencia:** Todos

**Sala:** Sala Baena (Edificio 315)

La propuesta de investigación doctoral se titula "Diseño curricular bilingüe enfocado hacia la Competencia Comunicativa Intercultural para una institución educativa pública".

Tiene la metodología cualitativa con método participativo crítico. Su objetivo principal es el diseño de un programa curricular bilingüe centrado en la competencia comunicativa intercultural, teniendo en cuenta la escuela como un espacio no solo social sino cultural. La pregunta de investigación que guía esta propuesta es ¿Cómo desarrollar la competencia comunicativa intercultural en los educandos dentro de un currículo crítico y humanizante en contextos bilingües, con el fin de ayudarles a afrontar el mundo globalizado?

**Silvia Rocío Pabón** es Docente de Humanidades Inglés-Español, Licenciada en Educación, Magíster en Lenguas Extranjeras de la Universidad Pedagógica Nacional y Candidata a Doctorado del Programa de Educación, del Centro de Investigación y Formación en Educación de la Universidad de los Andes, Vinculada al grupo de Investigación de la concentración de Bilingüismo de la Universidad de los Andes, reconocido por Colciencias. Profesora e investigadora.

#### **45. L1 transfer in the formation of English wh-questions among Cebuano child learners**

**Tipo:** Informe de investigación

**Audiencia:** Docentes de institutos de idiomas, docentes de primaria, futuros docentes

**Sala:** 3004 (Edificio 315)

Wh-questions are formed by moving a wh-word from either the subject or direct object position in English. By contrast, Cebuano- a verb-initial language spoken in the Philippines, only allows subject extraction. This study investigates whether Cebuano children aged 6-9 could produce English object wh-questions correctly. A picture-assisted task was conducted to elicit English wh-questions. Results show that Cebuano children from all age groups failed to produce nearly half of the target object wh-questions and produced more subject wh-questions even when the context requires an object wh-question. This study suggests that Cebuano children transferred L1 rules to produce these subject wh-questions.

**Ian Francis Dueñas** holds a BA in Linguistics (English and Philippine languages) from University of the Philippines-Diliman and an MA in Second Language Acquisition from Chuo University. He is currently a Ph.D. student.

#### **46. Atelier de lecture: Une stratégie pour pratiquer la production écrite des étudiants de niveau B1 de FLE**

**Tipo:** Informe de investigación

**Audiencia:** Docentes de institutos de idiomas, docentes de universidad, futuros docentes

**Sala:** 3005 (Edificio 315)

La lecture de livres de littérature en FLE est une des activités de formation et d'acquisition de la langue dans la salle de classe aidant à travailler les compétences cognitives et communicatives requises aux apprenants. Ce projet de recherche vise à analyser les effets d'un atelier de lecture de livres de littérature du genre narratif comme une stratégie

de renforcement des compétences langagières, plus précisément de la production écrite des étudiants de niveau B1.

**Margarita Rosa Espinel Villamizar** est une étudiante de neuvième semestre de Langues Étrangères à l'Université de Pamplona. Elle a conduit ce projet de recherche pendant le septième et le huitième semestre de la licence. Actuellement, elle est en train de finir l'analyse des données de la recherche déjà citée.

**Mary Sol Ovalle Cijanes** est une étudiante de neuvième semestre de Langues Étrangères à l'Université de Pamplona. Elle a conduit ce projet de recherche pendant le septième et le huitième semestre de la licence. Actuellement, elle est en train de finir l'analyse des données de la recherche déjà citée.

#### **47. Student teachers' articulation of theory and practice during their final teaching practicum**

**Tipo:** Informe de investigación

**Audiencia:** Formadores de docentes, docentes de universidad, futuros docentes

**Sala:** 3006 (Edificio 315)

This research inquires if Modern Languages pre-service teachers at a Colombian public university successfully connected theory to practice during their final teaching practicum. In addition, it explores how student teachers' integration of theory into their classroom experiences shaped their teaching practices and the factors affecting this relationship. In this vein, we aimed to explore how prospective teachers at a public university, following a new curriculum, puzzled their knowledge in public schools. Attendees will have the chance to learn about both the theory-practice challenge faced by this group of prospective teachers and the research process developed by the researchers.

**Angie Caro** is a student-teacher of Modern Languages at UPTC. Currently, she is developing her undergraduate thesis. She belongs to the research network RETELE, supporting colleagues in English learning. She is interested in pre-service teachers' education. She was a presenter at the ASOCOPI Conference held in 2014.

**Laura Cruz** is a pre-service teacher in her fifth year of Modern Languages at UPTC. She is interested in intercultural topics. She presented at 49th ASOCOPI Annual Conference held in 2014.

#### **48. Influence of corpus in the writing process and vocabulary acquisition in 4th semester students at Universidad El Bosque**

**Tipo:** Informe de investigación

**Audiencia:** Todos

**Sala:** 1007 (Edificio 333)

One of the most challenging aspects in the process of learning English has been the influence of the mother tongue when writing academic texts. This issue along with the lack of exposure to authentic materials in the target language have brought difficulties for the students who take the subject Academic Writing as part of the program Licenciatura en Educación Bilingüe at Universidad El Bosque. This research project aimed at analyzing how the use of Corpus Linguistics by students that take the Academic Writing course influence their written production. The analysis of the collected data took into account the parameters established in the methodology of discourse analysis.

**Mayra Ballesteros** is a sixth semester student at El Bosque University. She is the main student-researcher of the *Semillero de investigaciones sobre la enseñanza-aprendizaje de lenguas extranjeras y educación bilingüe*. She has been a presenter in academic events.

**Olga Meza** is a sixth semester student at El Bosque University. She is a researcher of the *Semillero de investigaciones sobre la enseñanza-aprendizaje de lenguas extranjeras y educación bilingüe*. She has been a presenter in academic events.

**Maria Romero** is a sixth semester student at El Bosque University. She is a researcher of the *Semillero de investigaciones sobre la enseñanza-aprendizaje de lenguas extranjeras y educación bilingüe*. She has been a presenter in academic events .

**Luisa Orozco** is a sixth semester student at El Bosque University. She is a researcher of the *Semillero de investigaciones sobre la enseñanza-aprendizaje de lenguas extranjeras y educación bilingüe*. She has been a presenter in academic events.

#### **49. “LLI Outdoors”: A collaborative creation of an immersion program for future English teachers**

**Tipo:** Informe de investigación

**Audiencia:** Todos

**Sala:** 1001 (Edificio 333)

In the context of Language teacher education, the development of oral skills has proved to be an issue and a challenge for English Language Teachers Programs. Aware of the current needs, the Licenciatura Program at Universidad Tecnológica de Pereira (UTP) has created an immersion program to offer future teachers the opportunity to use the language in settings beyond the academic ones. This presentation will not only share aspects related to the design of the immersion program offered in the BA in ELT at UTP, but it will also share the impact that it has in the future teachers’ linguistic, intercultural, and personal profile.

**Claudia Cárdenas** is a full-time professor for Licenciatura en Lengua Inglesa, UTP. She holds a B.A in Modern Languages from Universidad de Nariño and a M.A in English Didactics from Universidad de Caldas. Claudia has been a teacher at all levels and has guided

Research, English, Composition and Pronunciation courses at the university level. She has also worked for projects with ILEX (Instituto de Lengua Extranjeras), Ministry of Education, Secretaria de Educación de Risaralda, Centro Colombo Americano and Sueje (UTP). She belongs to the research group GILA (Grupo de Investigación en Lingüística Aplicada). Her research interests are Phonetics, Phonology, English didactics and Teacher Education.

**Luisa Grajales** is a pre-service teacher of the Licenciatura en Lengua Inglesa program that belongs to UTP. Currently, she is enrolled in 9th semester. She is a staff member of the LLI outdoors immersion program, in which she is in charge of planning and developing the camp activities. Luisa has been an English teacher in the Institución Educativa Hugo Angel Jaramillo de Pereira and at PROEDU (Promoviendo educación) Institution.

**Angie Diaz** is technician in accounting and finances, student from Licenciatura en Lengua Inglesa, Universidad Tecnológica de Pereira. Currently, she is enrolled in 9th semester. She is part of the staff at an immersion program for pre-service teachers (UTP). She is conducting a project called “The perception of cognitive-intercultural skills through the exposure to summer camp activities”. Her research interests are summer camps programs in Colombia, cognitive skills, interculturalism, sociolinguistic competences and Teacher Education.

## **50. Collaborative work and language learners’ identities when editing academic texts**

**Tipo:** Informe de investigación

**Audiencia:** Formadores de docentes, docentes de universidad

**Sala:** 2004 (Edificio 315)

This is a qualitative case study that involved three groups of EFL pre-service teachers at a Colombian private university. Each group attended tutoring sessions during an academic semester. Students were asked to work collaboratively on the editing process of some chapters of their thesis project through a corpus interface and were invited to write journals and participate in interviews about their experiences. Teachers wrote journal entries to describe their observations from the meetings. Findings show the participants’ identities that emerged from their group dynamics and their insights about their collaborative process when editing academic texts.

**Angélica Meza** is a professor at Universidad El Bosque in Bogotá, Colombia. She holds an M.A. in Education from Pontificia Universidad Javeriana. Her current research interests include ELT Methodology, Curriculum Design and Collaborative Work in EFL

**Ingrid Rodríguez** is a professor at Universidad EL Bosque in Bogotá, Colombia. She holds an M.A. in Applied Linguistics from Universidad Distrital Francisco José de Caldas. Her research interests include Collaborative work, Teachers’ and students’ beliefs and Reflective teaching and learning.

## **51. Fostering Learner Independence**

**Tipo:** Conference

**Audiencia:** All

**Sala:** 3008 (Edificio 315)

Students who are independent become better students. This session considers why learner independence is so important. It helps teachers establish a link between learning in the classroom and out of the classroom. It also provides teachers with practical ideas to promote learner autonomy.

**Andrés Cifuentes** holds a BA in Philology and Languages from Universidad Nacional de Colombia and a M. Ed. in Educational Leadership from Virginia Commonwealth University. He has served as a foreign languages teacher in the United States and in Colombia. He is currently an educational consultant at Oxford University Press.

## **52. Identifying pre-service teachers' beliefs on teaching ESL and their potential changes through a reflective process**

**Tipo:** Informe de investigación

**Audiencia:** Formadores de docentes, docentes de universidad, futuros docentes

**Sala:** 1003 (Edificio 333)

This case study aimed at identifying pre-service teachers' beliefs on teaching ESL and their potential changes through a reflective process. Participants were three pre-service teachers from a public university in Colombia in their final stage of the FL program. Data was gathered through the use of a modified version of Beliefs About Language Learning Inventory (BALLI), a reflective journal kept through weekly journal entries and a semi-structured interview. The preliminary findings revealed that pre-service teachers' beliefs changed due to the experiences they faced in a natural teaching context as opposed to the training they had undertaken.

**Gever Barroso** is a ninth semester student at the B.A. in Foreign Languages at the Universidad de Pamplona. He is a member of the Foreign language student research group (SILEX). He is interested in pre-service teachers' beliefs and the implications of the use of new research technology.

## **53. Lexical strategies used by Electric engineering students**

**Tipo:** Informe de investigación

**Audiencia:** Todos

**Sala:** 3007 (Edificio 315)



This presentation aims at socializing the results of a case study carried out at a public university in Colombia with a group of Engineering students, registered in an English Reading course. The main objective of the research was to explore the lexical strategies used by students and the process they followed while reading professional documents. Analysis is of a mixed nature, it describes the process followed by students and presents frequencies and effectiveness in the use of strategies. Results allowed to outline a proposal for instructing learning strategies to be integrated to the English Reading programs at the University.

**Fanny Hernández Gaviria** holds a BA in Modern Languages, Universidad del Valle. MA in Linguistics, Universidad del Valle. Studies in language and culture at University of Montreal, Canada. Associated professor and member of the EILA research group. Professor of English and Classroom research at Universidad del Valle, Cali. Researcher and writer of books and articles in research formation, learning strategies, competences for foreign language teaching. Participated in the project on the conditions of implementation of the PNB in Cali, describing English teachers' profiles.

**Martha Hernández Pastusano** holds a BA in Modern Languages, Universidad del Valle. Candidate for MA in Linguistics, Universidad del Valle. Professor of English in the extracurricular courses at Universidad del Valle, Cali. Currently lives and works in Canada.

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*Sesión panel 2*      **4:30 pm – 5:30 pm**

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Auditorio 5

**La reforma a los programas de Licenciatura en Colombia: Implicaciones para las Universidades públicas y privadas en el país.**

Moderador: Jaime Usma –Universidad de Antioquia

El Ministerio de Educación Nacional acaba de promulgar el Decreto 2450, el cual reglamenta las condiciones de calidad para el otorgamiento y renovación del registro calificado de los programas académicos de licenciatura y los enfocados a la educación. Mediante esta norma, el Gobierno Nacional continúa adecuando los programas de licenciatura de acuerdo con agendas y modelos internacionales y agendas educativas promovidas en el país. En este panel, un grupo de invitados de diferentes universidades de todo el país analizan esta norma y examinan las diferentes implicaciones que avizoran para los programas de formación de maestros en Colombia

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**Día 3, sábado 19 de marzo: Universidad Santiago de Cali (Campus Pampalinda Calle 5 # 62-00)**

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*Sesión Plenaria 5 8:30 am – 9:30 am*

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**What do academic communities in universities expect from English teachers (and teacher educators)?**

**Tipo:** Plenaria

**Audiencia:** Todos

**Sala:** Aula Máxima

The need to use English communicatively for academic and general purposes is becoming a must in graduate and undergraduate studies. Colombia is not an exception in that tendency. The number of students and professors involved in English courses in our universities is increasing and their demands are very specific. However, the outcomes of the learning process are not always the best for them. In this presentation I will describe some of the major demands that university students and faculty usually express about their English learning processes. I will focus my analysis on the case of a public research university in Colombia describing the major features of the programs and discussing some of the issues reported in evaluations. I intend to generate some reflection on how we prepare future teachers for the teaching job including some recommendations from our academic experience.

**Adriana González** es profesora en la Escuela de Idiomas de la Universidad de Antioquia en Medellín, Colombia. Tiene un doctorado en Lingüística de la Universidad Estatal de Nueva York en Stony Brook y una Maestría en Ciencias del Lenguaje de la Universidad de Nancy II (Francia). Es profesora en los programas de pregrado y postgrado en Formación de profesores de lengua extranjera. Sus áreas de investigación, presentaciones y publicaciones incluyen el desarrollo profesional de los profesores de lengua extranjera, las políticas lingüísticas y adquisición de segundas lenguas. Ella pertenece a los comités editoriales de las revistas PROFILE, Íkala, HOW y CALJ. Actualmente es la directora de la Oficina de Asuntos Internacionales de la Universidad de Antioquia.

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*Sesiones simultáneas 6 9:45 am – 10:30 am*

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**54. Starting from the very beginning: EFL preparation for students of the Professional Complementary Cycle at Normales Superiores in Cali**

**Tipo:** Académico

**Audiencia:** Todos

**Sala:** 1203 (Bloque 1 Piso 2)

The PFC (Programa de Formación Complementaria) at Escuelas Normales Superiores prepares Normalistas to start their teaching careers at the elementary level. Fundación Suramericana (SURA) has funded a program for Escuelas Normales in Cali, in order to improve the level of English proficiency, and to develop strategies for teaching it at the elementary level. The Universidad del Valle has been, for the last two years, in charge of this endeavor. This presentation will share the experience of the academic team that has implemented the project. The initial situation, the development of activities, achievements, difficulties and challenges will be commented.

**Rosalba Cárdenas** holds a B.A. in Philology and Languages from Universidad del Atlántico, an MA in Interdisciplinary studies (Linguistics and FL education) from University of Louisville, USA, and a Research attachment in Language Testing and Programme Evaluation from University of Reading, England. She also has a Diploma in Teacher Development from Thames Valley University. She is Coordinator of Teacher development programs at Universidad del Valle.

### **55. Translanguaging, and content and language integrated learning as means of dynamic bilingual education in two public schools in Pereira, Colombia**

**Tipo:** Informe de investigación

**Audiencia:** Todos

**Sala:** 1204 (Bloque 1 Piso 2)

The purpose of this presentation is to report two aspects developed in the research study named Project CHANGE, which are the bilingual education design and the implementation of Translanguaging and CLIL practices as creative practices in English language classrooms. The application of these methodologies has been framed in my investigation through a teachers' professional development program which formulates the purpose of improving language teaching practices in primary teachers and 8 language teachers in two public schools. Thus, this presentation will share what teachers have done in their interventions, including, some sample sessions, lesson plans, material development, etc. Besides, I will share teachers' experiences implementing Translanguaging and CLIL in their classes, considering the possibility to allow other teachers to innovate by the use of L1+L2, and content and language in the same classes. Finally, to report how bilingual education can be conceived in Colombian state schools by using an adapted model.

**Enrique Arias Castaño** tiene Maestría en Applied Linguistics to TEFL. Doctorante en Ciencias de la Educación. Ha trabajado en la Universidad Tecnológica desde el 2007, orientando diferentes áreas desde la Lingüística Aplicada. Ha orientado y evaluado proyectos de pregrado y postgrado, relacionados con el mismo campo. Ha coordinado las áreas de investigación y pedagogía dentro del programa de licenciatura. Ha participado como ponente

internacional y nacional en diferentes eventos académicos. Ha gestado y ejecutado proyectos de investigación en las áreas investigación en Lingüística Aplicada, Planeación lingüística, Desarrollo Profesional, y Bilingüismo y educación bilingüe, además de ser el coordinador del Grupo de Investigación en Lingüística Aplicada (GILA). Actualmente es el Director del Departamento de Humanidades e Idiomas y coordinador de la Licenciatura en lengua Inglesa.

## **56. Experiences of adult Mexican immigrant esl learners in a U.S. Community College**

**Tipo:** Informe de investigación

**Audiencia:** Diseñadores de currículo, docentes de universidad, docentes de secundaria

**Sala:** 1213 (Bloque 1 Piso 2)

This paper reports on findings from research on adult Mexican immigrants learning English as a Second Language in a community college in the United States. The study sought to identify challenges in learning English, strategies used in learning, and how students used their native language in learning English. Data were collected using mixed methods including a class survey and six case studies. Unexpected issues related to students' perceptions of proficiency and actual class performance, articulation between high schools and community colleges, and university expectations surfaced and will be discussed.

**Kathlyn Diaz** received her Ph.D. from the University of Arizona in Second Language Acquisition and Teaching (SLAT) in 2014 and is currently teaching in the Vancouver Public Schools. She has taught English as a Second Language to Spanish speakers at all levels.

**Toni Griego Jones** is Professor of Education in the Department of Teaching, Learning, and Sociocultural Studies at the University of Arizona. Her research interests include education of Mexican American students in the United States. She teaches courses in equity in schools, foundations of language minority education, and education of Mexican Americans.

## **57. “De petits promoteurs de la Vie Saine” des émissions de radio pour entendre, se faire entendre et apprendre le français**

**Tipo:** Informe de investigación

**Audiencia:** Docentes de preescolar, docentes de primaria, futuros docentes

**Sala:** 1214 (Bloque 1 Piso 2)

"De petits promoteurs de la vie saine " c'était un projet qui a été réalisé à l'Institution Éducative " Silvino Rodríguez, siège San Antonio " avec les élèves de CE2 à Tunja- Boyacá. C'est un travail de recherche qui est basé sur des émissions enregistrées de radio pour promouvoir l'utilisation de la langue française, et améliorer la compétence communicative des élèves, en particulier la compréhension orale et la production orale. Les émissions de radio portent sur des sujets mis en rapport au projet transversal: "Styles de vie saine" de

l'Institution Éducative. On a pu constater que l'enseignement et l'apprentissage d'une langue deviennent plus significatifs quand la langue est un moyen pour accéder à d'autres connaissances. Dans ce cas, le français a été au service du projet transversal de l'institution.

**Manuel Fernando Dimas Sierra** a fini un B.A. en Langues Étrangères dans l'Universidad Pedagógica y Tecnológica de Colombia. Il appartient au groupe de recherche JOIE à l'UPTC.

**Nadia Carolina Alezones Niño** a fini un B.A. en Langues Étrangères dans l'Universidad Pedagógica y Tecnológica de Colombia (UPTC). Actuellement, elle est en train de faire la spécialité dans la pédagogie des droits de l'homme dans l'UPTC à Duitama.

**Henry Ernesto Gónzales Ruíz** a fini un B.A. en Langues Étrangères dans l'Universidad Pedagógica y Tecnológica de Colombia. Il est actuellement professeur particulier des apprenants Sena.

### **58. How are pre-service teachers' beliefs reflected on their decision making process during the first teaching experience?**

**Tipo:** Informe de investigación

**Audiencia:** Formadores de docentes, docentes de universidad, futuros docentes

**Sala:** 1215 (Bloque 1 Piso 2)

This research aimed to identify pre-service teachers' beliefs and whether they are reflected in their decision making processes. Participants were four pre-service teachers at the University of Pamplona in four different public schools in Pamplona. Data were gathered through a questionnaire (Richards' 1996), four classroom observations, and four stimulated recall sessions. The preliminary findings revealed that pre-services teachers' beliefs were reflected while taking four instructional decisions: giving instructions; giving explanations; controlling the discipline; and motivating students. In addition, the researchers identified internal and external factors that influenced the decision making process.

**Darcy Julieth Pacheco** is a ninth semester student at the B.A. in Foreign Languages at the University of Pamplona. She is a member of the foreign language student research group (SILEX). She is interested in pre-service teachers' beliefs and initial teaching experiences.

### **59. The role of research tutorials in a languages program at the UPTC**

**Tipo:** Conferencia

**Audiencia:** Formadores de docentes, docentes de universidad, futuros docentes

**Sala:** 1216 (Bloque 1 Piso 2)

Languages students at the UPTC are required to take several subjects. One of those subjects is Applied Linguistics. This course is based on reading research articles and also,

students are required to design a research proposal. Students had tutorial sessions in which they clarified doubts about their projects. Apprentices expressed that researching was not easy, that theory is complicated and that writing is demanding. Despite difficulties, the tutorial sessions were vital for students to share their research impressions and to build their research path. In that sense, students valued tutorials as a vital component when doing research.

**Fredy Salamanca** is a teacher at the languages school at the UPTC in Tunja. He holds a B.A. in Modern Languages and a M.A. Language Teaching. He has published research projects, essays and memories in academic journals and newspapers, currently he is part of RETELE Research Group.

## **60. L'écriture universitaire dans la formation des enseignants de langues: Des représentations aux pratiques**

**Tipo:** Informe de investigación

**Audiencia:** Formadores de docentes, docentes de universidad, futuros docentes

**Sala:** 1217 (Bloque 1 Piso 2)

Ce travail interroge la place donnée à la didactique de l'écriture dans la formation des enseignants de langues. Nous soutenons que pour un développement harmonieux de la compétence scripturale, permettant de l'intégrer pleinement comme compétence professionnelle dans le profil professionnel du futur enseignant, il serait nécessaire de considérer les littéracies universitaires de manière transversale du début à la fin du cursus. Cette littéracie doit se fonder sur la reconnaissance des aspects contextuels et des dispositifs pédagogiques qui favorisent ou entravent les processus d'appropriation. Elle doit aussi se construire dès l'intérieur des programmes d'études, en tant que formation dans l'action.

**Omaira Vergara** es Profesora asociada de la Universidad del Valle. Magíster en Lingüística y Español. Cursa actualmente doctorado en Ciencias del Lenguaje en el INALCO. Es miembro de los Equipos de Investigación en Lingüística Aplicada (EILA), Traducción y terminología (TRADUTERM) y Pluralité des Langues et des Identités: Didactique, Acquisition, Médiations (PLIDAM). Áreas de interés académico: enseñanza de lenguas extranjeras, literacidad universitaria, evaluación de procesos de enseñanza y aprendizaje, terminología, comunicación y gestión del conocimiento.

## **61. Training teachers through English teaching**

**Tipo:** Informe de investigación

**Audiencia:** Formadores de docentes, docentes de universidad, administradores

**Sala:** 1218 (Bloque 1 Piso 2)

This action research analyses the implementation in a teacher training program of an English course relying on the "global simulation" methodology. The objectives of the course

are to improve students oral production while presenting them an innovative methodology. Global simulation is a framework that allows students to perform within an imaginary universe (desert island, company, conference, neighbors of a building in that case). Achieved results will be evaluated by measuring students' progression in speaking (through initial and final speaking exams) and through the analysis of focus group data and survey of students' opinions, perceptions and evaluation of the course.

**Damien Le Gal** is Doctor of Language Sciences from the European University of Brittany (France) and is currently working as a researcher in Medellín. His interests focus on the sociocultural and context-based approach to language teaching and learning, teacher training, English textbooks and related teachers' practices.

## **62. Positive student-teacher relationships: A key stone in classroom management**

**Tipo:** Informe de investigación

**Audiencia:** Formadores de docentes, docentes de secundaria, futuros docentes

**Sala:** 1219 (Bloque 1 Piso 2)

Classroom management is a complex issue that is not limited to setting clear rules, rewards and behavioral incentives to control students behavior. It is also about creating learning environments built on positive student-teacher relationships (Beaty-O'Ferral, Green & Hanna, 2010), taking into account that students come to school from a great diversity of backgrounds, interests and capabilities. Meeting students' needs and building positive student-teacher relationships require care and skill. Thus, the presenter will discuss some strategies that can help teachers to create positive learning environments where all students feel they belong to. Practical examples based on field experience will be provided.

**Luz Mary Quintero** is an Associate professor of the English teaching program at Universidad Industrial de Santander. She holds a Masters' degree in Applied Linguistics. Her research interests are language teacher education, literacy processes in L1 and L2 and technology in language learning

## **63. La competencia oral en una L2 apoyada por el uso de TIC en educación media**

**Tipo:** Conferencia

**Audiencia:** Diseñadores de materiales, docentes de secundaria, futuros docentes

**Sala:** 1220 (Bloque 1 Piso 2)

Se presentan los resultados de una investigación de maestría desde un proceso teórico, metodológico y práctico llevada a cabo en educación media. Partiendo de un enfoque mixto, se indagó por el fortalecimiento de la competencia oral en una lengua extranjera mediante el diseño de una alternativa didáctica apoyada por las herramientas de la web 2.0. En la cual, se involucran unos componentes disciplinares, didácticos y actitudinales, convirtiéndola en un factor innovador en el campo educativo, estos resultados tienen aplicabilidad directa e

inmediata al transferirlos en un contexto real, especialmente, para instituciones que comparten problemáticas en el currículo escolar en cuanto a la enseñanza y el aprendizaje de una L2.

**Liliam Yuliana Valencia Martínez** es profesora en la Licenciatura en Lenguas Extranjeras de la Universidad Católica de Oriente, trabaja en una institución educativa pública como docente de inglés. Tiene una Maestría en educación de la Universidad de Antioquia, en la línea de formación, educación y tecnologías y un pregrado como Licenciada en Lenguas Extranjeras de la misma universidad.

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*Sesión de talleres, demostraciones y paneles 10:30 am- 11:00 am*

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**64. “La carte mentale : carte routière d'apprentissage en cours de FLE”**

**Tipo:** Taller

**Audiencia:** Docentes de universidad, futuros docentes

**Sala:** 1203 (Bloque 1 Piso 2)

Tout en travaillant à partir de ses besoins réels (un problème, une question, un besoin), l'apprenant varie ou systématise l'emploi des temps ou du lexique. Il utilise de nouvelles tournures de phrases ou s'essaie à différents registres de langues. Il accède facilement à ses idées avec une sensation de satisfaction et de fluidité et devient désireux de les partager. Lors de cet atelier, nous ferons le point sur l'outil carte mentale en cours de FLE puis nous l'utiliserons pour préparer une présentation originale source de réflexion et d'innovation, pour résoudre un problème concret et pour animer un débat haut en couleur et en faire la synthèse.

**Martha Isabel Muelas:** Licence en Langues étrangères, Université du Valle; Licence Lettres, Master Littératures française et francophones, Université de Paris 8: Vincennes - Saint-Denis. France Enseignante du FLE et littérature française à l'AF Cali et Université du Valle.

**65. Critical media literacy, an opportunity to expand EFL teaching practices**

**Tipo:** Taller

**Audiencia:** Formadores de docentes, docentes de secundaria, futuros docentes

**Sala:** 1204 (Bloque 1 Piso 2)



Media occupies a significant part of today's life. People of all ages constantly consume media texts, often, without being aware of the powerful ways they influence and affect our lives. Our Colombian ELT community should also aim for the education of critical consumers of media. Critical Media Literacy (CML) allows achieving such goal and has the potential to foster students' critical analysis and production of media. The purpose of our workshop is to briefly present some theoretical tenets, to explore some possible ways to incorporate CML in our EFL classrooms, and to reflect about its possible implementation in our local contexts.

**Camilo Domínguez** holds a B.A. in Foreign Language Teaching from Universidad de Antioquia. Currently, he is a Master's candidate and a foreign language teacher educator at the same institution. He is a member of the GIAE Research Group and has done research in critical literacy, academic literacies, and linguistic landscapes.

**Natalia Arias** holds a B.A. in Foreign Language Teaching from Universidad de Antioquia. Currently, she is a Master candidate and works as an EFL teacher for children and professionals at the same institution. She is a member of the GIAE Research Group and has done research in critical pedagogy and critical media literacy.

## **66. Syllabus design for understanding in CLIL settings**

**Tipo:** Taller

**Audiencia:** Todos

**Sala:** 1213 (Bloque 1 Piso 2)

Both curriculum and syllabus design in CLIL settings have placed special attention to the implementation of all C's components within the classroom interaction by means of an integration of different subject areas where a foreign language is the main vehicle for communication. Thus, CLIL contributes to the development of a thorough foreign language learning. However, teachers and syllabus developers face both theoretical and practical problems when constructing a pertinent proposal for either their day to day lessons or their institutional curriculum.

It is the aim of this workshop first to provide teachers at primary and secondary education a theoretical framework to identify their pedagogical views on learning within a CLIL approach. Second, to equip both syllabus designers and teachers with practical strategies to carry out an appropriate CLIL curriculum design following a teaching for understanding approach.

**Alejandro Davila** is professor at the Master of Arts in Education Program at Universidad Libre, bilingual counsellor and coordinator at Secretaria de Educacion de Bogota and professor at the language institute at Universidad Distrital. He earned his Bachelor's degree in English as a Foreign Language from Universidad Distrital and his Master of Arts degree in Education from Pontificia Universidad Javeriana.

## **67. Problematizing digital storytelling to foster legal argumentation skills: Analysis of eighth semester law students' insights**

**Tipo:** Taller

**Audiencia:** Docentes de universidad, diseñadores de currículo

**Sala:** (Bloque 2)

Currently, students are immersed in a digital world; they have access to a wide range of media-varied environments which empower them to face new learning challenges. Thus, teachers need to be up with the new technological tendencies and respond effectively to students' requests and needs. On the other hand, law students are required to enhance the argumentative competence to take active roles in their competitive world and provide creative and meaningful solutions to real problems. In this presentation speakers share with the attendance the impact of the legal argumentation cycle-created by the researchers- in 8th semester law students' argumentative competence development after using problematizing digital storytelling to foster legal argumentation skills. This pedagogical strategy has been implemented in the Legal English courses carried out at USTA-Villavicencio, and constitutes an alternative to foster legal argumentation skills.

**Yomaira Angélica Herreño** holds a B.A in Modern Languages (Universidad Surcolombiana) and an M.A in Comparative Literature and Literary Translation (Universidad Pompeu Fabra). English Professor and Researcher at Universidad Santo Tomás-Villavicencio (Colombia). She is a reviewer for *İKALA, Revista de lenguaje y cultura de la Escuela de idiomas*, Universidad de Antioquia. She published the book *Lo Poético: una alternativa para sensibilizar la enseñanza de la lengua inglesa*. She has participated as a lecturer in ASOCOPI (2005, 2014/Colombia), XXI Encuentro Internacional de Traductores Literarios (2012/ Mexico), I Coloquio sobre Interdisciplinariedad en la formación del Licenciado en Lenguas Extranjeras (2013/ Colombia), Segundo Congreso Latinoamericano de Investigación Educativa “Enfocado en liderazgo con calidad humana en la educación” (2014/ Puerto Rico) and TESOL Colombia (2015/Colombia)

**Lucimaver Gonzalez Robayo** holds a Master degree in Language teaching from Universidad Pedagógica y Tecnológica de Colombia. She was an AMITY Exchange teacher for six years in Cincinnati (Ohio – United States) where she worked as a Spanish teacher. She is currently the Language Institute Coordinator at The Universidad Santo Tomás – Villavicencio. She has been teaching English for more than ten years in public and private schools and universities in all levels. She has been researching on EFL issues and has published some articles and done some speeches.

**Sandra Rocío Vargas** holds a B.A in Modern Languages (Universidad Pedagógica y Tecnológica de Colombia) and is an M.A candidate in Teaching English as a Foreign Language (Universidad Internacional Iberoamericana de Puerto Rico). English Professor and Researcher at Universidad Santo Tomás-Villavicencio (Colombia), She has participated as a lecturer in ASOCOPI (2009/Colombia) and TESOL Colombia (2015/Colombia).

## **68. Cognitive strategies to improve reading comprehension through enhanced working memory**

**Tipo:** Taller

**Audiencia:** Docentes de institutos de idiomas, docentes de universidad, futuros docentes

**Sala:** 1214 (Bloque 1 Piso 2)

Working memory (WM) plays a very important role in SLA since it is the cognitive function responsible for keeping information readily available, manipulating it and using it in your thinking. There are different strategies teachers can use to activate WM in order to help English learners to improve their reading comprehension. This presentation shows 4 strategies that provide additional language practice in WM activation for reading comprehension improvement. These include graphic organizers, chunking, active reading, and question writing. Students' awareness of these strategies can be beneficial for any task completion in reading, particularly, and may transfer to oral tasks.

**Alicia Hidalgo** holds a Doctorate in Education from RudeColombia, a Master's in TESOL from University of Northern Iowa. She works as a full time professor at Universidad de Nariño and is a member of the Language and Pedagogy, and History, University and Development research groups. She has published books and articles related to SL teaching and learning.

**Magda Caicedo** holds a Specialization in Translation from Universidad de Nariño and a Master's in TESOL/Spanish from the University of Northern Iowa. She is a member of the research group Lenguaje y Pedagogía from Universidad de Nariño. She has published articles on language pedagogy research.

## **69. La structure de la cyberquête (WebQuets): moyen efficace pour la création de « projets actionnels » dans les cours de langues étrangères?**

**Tipo:** Taller

**Audiencia:** Todos

**Sala:** 1215 (Bloque 1 Piso 2)

Avec cet atelier, je cherche à réfléchir avec les participants sur comment la structure de la cyberquête pourrait constituer un outil important pour structurer des « projets actionnels », c'est-à-dire des travaux qui associent les concepts de la pédagogie de projet et la perspective actionnelle dans les cours de langues étrangères. Je commencerai avec la présentation des concepts clés de l'atelier: structure de la cyberquête, pédagogie de projet et perspective actionnelle; ensuite, je présenterai quelques exemples de cyberquêtes pour le FLE à différents niveaux ; et enfin, avec les participants, nous créerons une (ou deux) cyberquête(s).

**Italo Muñoz** es Profesor auxiliar de francés de la Escuela de Ciencias del Lenguaje de la Universidad del Valle. Magíster en Didáctica de las Lenguas y Culturas Extranjeras – FLES de la Universidad Blaise Pascal – Cavilam, y en Literaturas, Civilizaciones, Lenguaje de la Universidad de Versailles St. Quentin-en-Yvelines, Francia. Miembro del grupo de investigación EILA (categoría B - Colciencias). Áreas de docencia: francés y materias afines.

## **70. Perspectivas sobre el proceso de paz y la inmigración: Una discusión virtual intercultural bilingüe**

**Tipo:** Demostración

**Audiencia:** Diseñadores de materiales, docentes de universidad, futuros docentes

**Sala:** 1216 (Bloque 1 Piso 2)

El presente proyecto piloto destaca las múltiples ventajas de los intercambios culturales virtuales como herramienta en la enseñanza de lenguas extranjeras. Estudiantes de Comercio Exterior de la Universidad del Valle, Colombia, y estudiantes de español como segunda lengua de Bellarmine University, Louisville, EEUU llevaron a cabo interacciones virtuales a través de video-conferencia para conocer y discutir las perspectivas personales de sus respectivos pares sobre el proceso de paz en Colombia y la inmigración en EEUU. Reportes y cuestionarios de tipo oral y escrito sobre las interacciones fueron evaluados con el propósito de valorar el impacto del proyecto como actividad pedagógica.

**Miguel Rincón** obtuvo su Doctorado en Lingüística hispánica en Purdue University con Especialización en fonética y fonología. Su tesis doctoral se enfoca en la alternancia vocálica y la percepción del habla en dialectos radicales del español. Actualmente se desempeña como profesor de español como lengua extranjera y lingüística en Bellarmine University.

**Holmes Martínez** es egresado de la Licenciatura en Lenguas Modernas de la Universidad del Valle y docente en el área de ESP de la misma institución educativa. Actualmente se encuentra terminando estudios de Maestría en la Enseñanza del Inglés como Lengua Extranjera en la Universidad Icesi de Cali.

## **71. CBI within site based learning in EFL teaching education programs**

**Tipo:** Demostración

**Audiencia:** Diseñadores de materiales, formadores de docentes, futuros docentes

**Sala:** 1217 (Bloque 1 Piso 2)

This workshop introduces CBI in an attempt to balance content and language goals in EFL teaching contexts and meet the needs of pre-service and in-service teachers who might lack the knowledge and skills for successful teaching. Site based learning activities within a blended learning approach will be modeled and will include CBI models, new developments of ESP, best practices on the design of interactive content-based lessons and assessment.

Pedagogical implications will call for EFL licenciatura programs, course designers and administrators to further research on skills that future English teachers need to successfully integrate content and language in their classes.

**Jorge H. Sanchez** holds a bachelor's degree in Modern Languages and a Master's degree in English Didactics from Caldas University. He has a wide range of experience as an EFL/ ESL teacher at the national and international level. He is a teacher educator/ researcher at the Caldas University.

## **72. Everything you wanted to know about TOEFL iBT, but have not had a chance to ask.**

**Tipo:** Demostración

**Audiencia:** Todos

**Sala:** 1218 (Bloque 1 Piso 2)

This is an overview of the TOEFL iBT exam. We will answer questions as what skills does it measure and how, how can the rating procedures be applicable in the classroom, how can one prepare for this and other tests.

**Mariela Gomez de Ossma** is the Associate Director TOEFL - GRE Client Relations (Colombia).

## **73. English in use: Literature as a tool for autonomous learning**

**Tipo:** Taller

**Audiencia:** Docentes de universidad, diseñadores de currículo, futuros docentes

**Sala:** 1219 (Bloque 1 Piso 2)

This workshop focuses on strategies derived from the Integrated Model of teaching English for autonomous language learning through literature to develop students' critical thinking, communicative skills, creativity and problem solving proficiency. Literature allows students the possibility to stretch their language use to express their individual interests in English, developing in that way, an autonomous approach to their learning process. This use of literature favours a transversal dialogue both in and outside the classroom, providing students with tools to interpret the world from different fields and perspectives while helping them to understand and express their ideas through real language in use.

**Megan Elizabeth Rouse** holds an M.A. in Teaching and Teaching Certification (Lindenwood University), and a B.A. in English (Truman State University). She is a lecturer in English at Universidad de La Salle teaching Intercultural Communication, American Literature and British Literature. Her research interests lie the analysis of classroom discourse the language classroom.

**Andrea Riviere** holds a B.A. Literature (U. Andes) and an M.A. in Spanish and Latin-American Studies (BBK, London). She is a lecturer in English at La Salle and EAN. She has given workshops on communication strategies, cooperative learning and reading processes at Sergio Arboleda. She has developed and implemented inclusion, EFL and special needs programs.

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***Sesión Plenaria 6 2:00 pm – 3:00 pm***

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**Teaching writing: Understanding texts, writers and readers**

**Tipo:** Plenaria

**Audiencia:** Todos

**Sala:** Aula Máxima

Writing is one of the most difficult areas for teachers to teach and students to control. In this presentation I will explore the main approaches to teaching and researching writing. Distinguishing between theories concerned with texts, with writers and with readers, I will show what each approach offers, what each neglects and what each means for teachers. I draw on some of my own research to illustrate what a reader-oriented approach contributes to our understanding of writing and the advantages it offers in the classroom.

**Ken Hyland** es profesor de Lingüística Aplicada y Director del Centro de Filología Aplicada al Inglés de la Universidad de Hong Kong. Anteriormente fue profesor en la Universidad de Londres y ha enseñado en África, Asia y Europa. Es reconocido por su investigación sobre la escritura y el discurso académico. Ha publicado más de 200 artículos y 25 libros sobre estos temas. Sus libros más recientes son *Academic Publishing* (Oxford University Press, 2015), *The Handbook of EAP* (coeditor con Philip Shaw, Routledge, 2016), *Academic Written English* (Shanghai Foreign Language Press, 2014), *Disciplinary Identity* (Cambridge University Press, 2012), e *Innovation and Change in Language Education* (coeditor con Lillian Wong, Routledge, 2013.). Es fundador y coeditor de la Revista *Journal of English for Academic Purposes* y fue coeditor de *Applied Linguistics*. Es profesor honorario de la Universidad de Warwick y miembro de una fundación de la Academia de Humanidades de Hong Kong.

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***Sesiones simultáneas 7 3:15 pm – 3:00 pm***

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**74. Organisation du lexique mentale dans l'apprentissage du passé composé en classe du FLE**

**Tipo:** Informe de investigación

**Audiencia:** Formadores de docentes, docentes de universidad, futuros docentes

**Sala:** 1203 (Bloque 1 Piso 2)

Notre étude s'intéresse à la compréhension de la manière comme le passé composé est acquis par des étudiants universitaires colombiens en tenant compte de phénomènes tels que l'interlangue, les transferts et l'interférence, notamment de la L1 et la L2 sur la langue cible L3. A travers de la connaissance de l'organisation du lexique mental dans le cerveau, nous essayons d'améliorer les techniques existantes dans le domaine de l'enseignement du vocabulaire en FLE notamment les participes passés dans la construction du passé composé en français. Des expériences sont réalisées sur des résultats de production orale et écrite des apprenants du FLE.

**Alejandro Toro Criollo**, (2016) prépare la soutenance de thèse Doctorale en Lettres Modernes à l'Université de Bourgogne où obtient son Master en Didactique du FLE (2011). (2008) Master en Didactique de l'anglais, Universidad de Caldas. (2013) Professeur de français au niveau universitaire. (2003) Licencié en Langues Modernes Universidad del Quindío.

**Rosana Ramirez Toro**, professeur de français à la Université del Quindío ayant un master en Didactique du FLE de l'Université de Bourgogne (2012). Partie en France dans l'an 2006 après l'obtention de son diplôme de licencié en Langues modernes de la Universidad del Quindío, a travaillé dans différents Lycées français dans l'enseignement du ELE.

### **75. Integrating Social Networking Sites for Language Learning (SNSLL) into English classes within a BA program in the Teaching of Modern Languages at Universidad Javeriana (Bogotá): Students' perceptions**

**Tipo:** Informe de investigación

**Audiencia:** Todos

**Sala:** 1204 (Bloque 1 Piso 2)

The present study aims to determine how Social Networking Sites for Language Learning (SNSLL) can be integrated into English classes within a BA program in the Teaching of Modern Languages at Universidad Javeriana (Bogotá). This presentation aims to report on partial findings regarding the students' perceptions about the use of a SNSLL (Busuu) for language learning and teaching. The data for this partial report was gathered through two (out of six) collection techniques: surveys and learning logs. Preliminary results have shown that, despite some difficulties, many students view Busuu as a language learning facilitator and metacognition booster.

**Jorge Mejía Laguna** is a Language and Pedagogy teacher-researcher with a Master's in Educational Leadership, a specialization in University Education and a Bachelor's Degree

in the teaching of Spanish and Foreign Languages. He is the Head of the BA program in the Teaching of Modern Languages at Universidad Javeriana. He is member of the research group *Lenguaje, Discurso y Complejidad* at the same institution.

**Sonia Patricia Hernández** holds a Master's in Education from Pontificia Universidad Javeriana. Her experience includes English teaching to pre-service language teachers and English for General Purposes, material design for the distance English program at PUJ, oral examiner for Cambridge ESOL Mainsuite. Currently, she is a member of the research group *Lenguaje, Discurso y Complejidad*.

## **76. Colombian EFL public school teachers' professional investments along their careers**

**Tipo:** Informe de investigación

**Audiencia:** Formador de docentes, administradores, docentes de secundaria

**Sala:** 1213 (Bloque 1 Piso 2)

In Colombia, most of the professional development programs have been short-term and directed to all EFL teachers without taking into account their professional investments along their careers. This situation may have serious implications for the quality of English teaching in our Colombian public schools. In this presentation, I report the preliminary findings of an ongoing case study with 11 EFL public school teachers from the metropolitan area of Medellín. I present this preliminary analysis from a critical socio-cultural perspective in the light of national and international literature of investment, the teacher career cycle and professional development conceptualizations and proposals.

**Jeimy Marcela Ovalle** is a MA candidate in Foreign language teaching and learning at Universidad de Antioquia. She teaches at Sección Servicios and Extension Center Idiomas UdeA in the School of Languages at the same University.

## **77. Presentation of the book: From Transnational Language Policy Transfer To Local Appropriation: The case of the National Bilingual Program in Medellín, Colombia**

**Tipo:** Informe de investigación

**Audiencia:** Todos

**Sala:** 1214 (Bloque 1 Piso 2)

Embracing a critical and sociocultural perspective for the study of policy, this vertical case study investigates foreign language education policies being adopted by the national government in Colombia, and how they are reinterpreted and appropriated by local official and public school teachers in the city of Medellín. Based on a systematic analysis of policy documents, semi-structured interviews, participant observations and field notes, the author elaborates on how English is being emphasized as synonym of education quality and competitiveness in the country, and how teachers reinterpret these discourses and agendas by



adopting a nurturing or an academic approach in their final appropriation of the initial policy texts.

**Jaime Usma** is a teacher educator and researcher at the School of Languages, Universidad de Antioquia, where he leads the research group GIAE (Grupo de Investigación Acción y Evaluación en LEs). He combines his research, publications, and teaching on foreign language policymaking with an active participation in policy initiatives and professional development programs.

### **78. Syntactic Mechanisms in the Transition from Academic Written to Oral discourses: Performance Differences in a Colombian EAP course**

**Tipo:** Informe de investigación

**Audiencia:** Docentes de universidad, docentes de secundaria, futuros docentes

**Sala:** 1215 (Bloque 1 Piso 2)

This pilot study sought to identify the syntactic mechanisms used to express originally written content in oral presentations (OPs) and how they can be used to describe the differences between high and low-rated OPs. A qualitative comparison of eight parallel pairs of texts (essays and OP transcriptions) was performed. Syntactic modifications to clause structure, heavily modified noun phrases, and aspects of the expression of modality; and the use of code glosses were identified as the mechanisms used to transition from written to oral discourse. The implications and limitations of the study, and the perspectives for future research will be discussed.

**Ricardo Nausa** holds a degree in Philology and Languages from Universidad Nacional de Colombia. He is currently doing PhD studies in Applied Linguistics and English Language (University of Birmingham). He is a professor in the IPD (inglés para doctorados) program at Universidad de los Andes.

### **79. The role of self- esteem in foreign language learning and teaching**

**Tipo:** Informe de investigación/Taller

**Audiencia:** Todos

**Sala:** 1216 (Bloque 1 Piso 2)

Despite a global growth of interest in affective factors, there is still a great need to help foreign language students and teachers to incorporate positive psychology into the classrooms. The presentation aims to concentrate on the following problem of investigation about how to help university undergraduate students to increase their self-esteem level in order to encourage their participation in a foreign language class. The partial research report will reveal how by applying action research, teachers may increase students' self- esteem and then integrate and describe the impact that selected techniques of cognitive therapy have

on the level of their students' self-esteem and their participation in foreign language classes, with expected results of considerable improvement in both of the latter aspects.

**Joanna Wilk** has a B.A in English Philology from Catholic University in Poland, Master degree in Didactics of Foreign Languages. She has taught English in Poland, Chile and Colombia at the University Santiago de Cali.

## **80. Política de la enseñanza del inglés en Venezuela y Colombia: Una mirada comparativa**

**Tipo:** Conferencia

**Audiencia:** Todos

**Sala:** 1217 (Bloque 1 Piso 2)

Tanto en Venezuela como en Colombia, el inglés se ha enseñado como lengua extranjera dentro del currículo de la educación secundaria por muchos años. Sin embargo, ambos países están en las posiciones más bajas del índice de competencias en inglés (o EPI) publicado por Education First anualmente. Esta presentación ofrece una panorámica comparativa de las políticas educativas relacionadas con la enseñanza del inglés en estos dos países. Pese a las diferencias ideológicas y actitudinales hacia esta lengua extranjera entre estas dos naciones, son más las similitudes a nivel de problemáticas y limitaciones estructurales.

**Carlos Mayora** es profesor de inglés egresado de la Universidad Pedagógica Experimental Libertador (Caracas, 2000), con Maestría en Lingüística Aplicada de la Universidad Simón Bolívar (Caracas, 2008). Actualmente, es profesor del Departamento de Lenguas y Culturas Extranjeras de la Universidad del Valle.

## **81. Presentación de libros: *Perfiles de los docentes de inglés, Programa Nacional de Bilingüismo en Cali- Colombia. Instituciones, directivos docentes, estudiantes y padres de familia* y *Critical views on teaching and learning English around the globe.***

**Tipo:** Coloquio

**Audiencia:** Todos

**Sala:** 1218 (Bloque 1 Piso 2)

**Rosalba Cárdenas** holds a B.A. in Philology and Languages from Universidad del Atlántico, an MA in Interdisciplinary studies (Linguistics and FL education) from University of Louisville, USA and a Research attachment in Language Testing and Programme Evaluation from University of Reading, England. Diploma in Teacher Development from Thames Valley University.

**Norbella Miranda** is an Assistant professor at Universidad del Valle. She holds a BA in Languages and a Diploma in English Language Teaching from Universidad Industrial de

Santander, and an MA in Education from Universidad Javeriana. She is currently pursuing her PhD in Education with a focus on Bilingualism. She has published in the areas of academic writing, syllabus design and language policy and planning.

**José Aldemar Álvarez V.** is a professor of applied linguistics and second language acquisition and teaching at the School of Language Sciences at Universidad del Valle, Colombia. He holds a BEd in Spanish-English (Universidad Pedagógica), an MA degree in Applied Linguistics to TEFL (Universidad Distrital), an MA degree in Hispanic Linguistics (Instituto Caro y Cuervo), and MA and PhD degree in Second Language Acquisition and Teaching from the University of Arizona. He has published in the areas of discourse analysis, critical discourse analysis, language policy, language teaching approaches, teacher education, and intercultural communication. His latest publications include “Language views on social networking sites for language learning: The case of Busuu” (Computer Assisted language Learning, 2015) and a co-edited book titled Critical Views on Teaching and Learning English Around the Globe (Information Age, 2016). Currently, he is researching and writing about social networking sites for language learning from a multimodal social semiotic perspective.

## **82. High school EFL teacher identity and language requirements associated with the National Bilingual Programme in Colombia**

**Tipo:** Conferencia

**Audiencia:** Formadores de docentes, futuros docentes

**Sala:** 1219 (Bloque 1 Piso 2)

This is a case study on high school EFL Colombian Teacher Identity. Using an interpretive research approach to explore the reconstruction of teacher identities within the National Bilingual Programme (NBP), this study focuses on how teachers feel about language requirements associated with the NBP. Three instruments were used to collect the data for this research: a survey, an autobiographical account, and semi-structure interviews. Results showed that the participants of this ELT community of practice in Colombia were aware of the advantages and disadvantages of the NBP and its language requirements; they expressed a range of emotions as they reported their experiences throughout their trajectories as learners and teachers.

**Julio Torres** is a teacher and research at Universidad Libre de Bogota. He holds a MA in Applied Linguistics to TEFL and a MA in Research Methods in Applied Linguistics. Currently he is doing his Doctorate at University of Exeter, UK. His research interests are intercultural communicative competence, language teacher education, teacher identity, and English varieties.

## **83. Coaching future English teachers**

**Tipo:** Taller

**Audiencia:** Todos

**Sala:** 1220 (Bloque 1 Piso 2)

The session reports the experience of seventeen pre-service English teachers who executed a three-day English immersion program offered to the English Language Teaching Program students at Universidad Tecnológica de Pereira. The pre-service teachers were coached (Collet's 2012 coaching model) by organizing and guiding the planned activities and by constant reflection on their aptitudes, abilities, and performance. Results suggest that participants were impacted in their communicative skills, professional profile, and personal characteristics. As a conclusion of the whole experience, this presentation invites teacher educators to consider coaching models for taking teachers in development to upgrade their professional and humanistic capabilities to the fullest.

**Isabel Sánchez** is a full-time professor for Licenciatura en Lengua Inglesa, UTP. Prof. Sánchez holds a B.A. in English Language Teaching and a Master's degree in TESOL from West Virginia University. She has been teaching at UTP since 2012, and is also an active member of the research group GILA.

**Yimmy Hoyos** is a student-teacher of the Bachelor's degree in English Language Teaching at UTP. He is currently enrolled in 9th semester and an active staff member of the LLI Outdoors program. He is conducting a research project related to the perception of cognitive intercultural skills through the exposure of summer camp activities.

#### **84. Designing, developing and implementing a mobile application to improve listening comprehension and the linguistic competence of A1 students at Santiago de Cali University**

**Tipo:** Informe de Investigación

**Audiencia:** Docentes de universidad, futuros docentes

**Sala:** 1221 (Bloque 1 Piso 2)

The research project entitled: Designing, developing and implementing a mobile application to improve listening comprehension and the linguistic competence of A1 students at Santiago de Cali University aims at offering an innovative form of practicing the target language through the use of a free app which include gamification elements designed to respond to the specific students' needs at the institution. The development and accessibility to an institutional app may bring some benefits to the betterment of the English level of the students.

**Lizeth Ramos Acosta** graduated from the University of Valle with a Bachelor's degree in Modern Languages, specialized in Higher Education Teaching and holds a Master's Degree in Higher Education, too. She works for Santiago de Cali University for the undergraduate and postgraduate language programs.

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***Sesión panel 3 4:15 pm – 5:15 pm***

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Aula Máxima

**Adriana González, Anne-Marie Truscott, Ken Hyland & Christian Puren**

Moderadora: Rosalba Cárdenas –Universidad del Valle

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***Cierre y evento cultural 5:30 pm- 6:30 pm***

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