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TEACHING CHALLENGES
AND ICT USE IN
LANGUAGES CLASSES



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TEACHING CHALLENGES AND ICT USE IN LANGUAGES CLASSES

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Issues:

- Bilingualism as an educational trend
- Virtually and technology in teaching and learning English
- Meaningful pedagogical practices in the teachers of foreign languages work in the globalized world
- Literature, culture and problem solving as interdisciplinary factors
- ESP Teaching and Learning procedures

OBJETIVE

To generate spaces to reflect about the current EFL, ELT and ELE practices of the Colombian schools and universities to English and Spanish teachers, department directors, students, and in general, active participants of the academic community. Besides, participants can share meaningful experiences in the field of teaching and learning English and Spanish.

INTRODUCTION

The 2nd NATIONAL EFL, ELT, AND ELE USTA TUNJA CONGRESS sought to bring teachers, directors, students, researchers, and the academic community together to discuss teaching challenges and ICT in language classrooms. Research topics and experiences were related to bilingualism; technology and virtual teaching and learning in English; meaningful pedagogical practices among foreign language teachers; globalization; literature, culture, and problem-solving as interdisciplinary factors; and English for Specific Purposes teaching and learning procedures.

Scholars from different national and international institutions presented their ongoing research, workshops, research reports, and posters concerning foreign language learning and teaching. This academic space allowed the community to discover new perspectives, clarify issues, and expand their visions and missions on education and second or foreign language learning in Colombia.

EPILOGUE

The *2nd NATIONAL EFL, ELT, AND ELE USTA TUNJA CONGRESS: Teaching Challenges and ICT Use in Languages Classes* focused on sharing meaningful experiences in learning and teaching foreign or second languages, with special attention to the English classroom. Also, the academic community discussed the challenges of using technological tools in the learning and teaching process. The importance of studying another language was an additional focus among the tomasina community.

On the one hand, we were able to explore the difficulties that teachers face and the strategies they implement in teaching English and Spanish as a foreign language within their contexts. Likewise, this academic space was a means to discuss and construct solutions to the experiences lived by our attendees and speakers, thereby, providing an epistemological and ontological contribution.

Otherwise, we reflected on the roles of the teacher, student, and technology inside and outside the classroom. Moreover, we aimed at understanding internet functionality, applications, and platforms as ways to strengthen students' educational process and teachers' creativity and implementation of didactic resources. Together, teachers and students can develop essential competencies to face the challenges of the new era as future professionals.

In this sense, the Saint Thomas University has been at the forefront of novel technology for learning and teaching a foreign language in a transversal and interdisciplinary manner across all curricula. The university has and will continue to offer the community the ability to expand our knowledge and find solutions to future and international scenarios that await our students.

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PLENARIES

EXECUTIVE FUNCTIONS AND FOREIGN LANGUAGES: CHALLENGES FOR TEACHING

PhD. (s) Sandra Patricia Barbosa Hernández

Universidad de la Sabana

Sandra Patricia Barbosa holds a Master in English Language Teaching Autonomous Learning Environments from Universidad de la Sabana and she is currently doing her PhD studies in Communication at the same University in Chia, Colombia. She has devoted her professional life to teaching mostly in the areas of EFL, research and technology in the languages field. Her main interests are towards the use of technology for teaching, cognition and metacognition, the discourse analysis in diverse contexts, and, currently, the communication of public institutions. She has also experience in directing a M.A. program, as a coordinator of research groups, leader of research projects and member of ethics and intellectual property groups.

Introduction

In the world of teaching and learning many actors have probably addressed inquiries about effective ways to learn a language. Currently, different methodologies, class dynamics and approaches have emerged, with the aid of other disciplines, to strength or improve the classroom tasks when teaching a language. In this case, this reflection report, addresses some findings of the neuroscience discipline on the way the brain works and reflections on some mechanisms that intervene in the learning process. Then, the aim of

the presentation is to establish a connection between the Executive Functions, the required and developed skills in language learning, as well as, the strategies that would help towards successful language learning.

Description of the strategy of the reflection

The conference will have the following structure:

1. Introduction to the topic
2. Theoretical background
3. Previous studies in the area addressed
4. Case studies
5. Conclusions
6. Wrap up of the event (highlighting main points)

Theoretical support

Executive Functions (E.F.) have been studied in the neuroscience area, however, due to its relationship with cognitive and metacognitive processes, it becomes a framework of reference in education. According to Tiparu and Muñoz (2005) two terms have been used to talk about the mechanisms that intervene, as complex cognitive processes, for the resolution of complex cognitive problems, those are: *executive functioning* and *executive control*. Tiparu and Muñoz (2005) argue that it was first studied by Muriel Lezak with an emphasis on the initiative and motivation of patients with frontal affectation of the brain that had problems when planning actions and goals. This is the point of reference to associate the Executive Functions in the teaching and learning area.

Executive Functions refer to a neuropsychological concept related to cognitive processes involved in the successful development of activities in the human being. This report uses the classification offered by Diamond (2014). She groups the Executive Functioning under the core of Working Memory, Inhibitory Control and Cognitive Flexibility. Three main categories which, in association with skills required for learning a foreign language, present a punctual panorama of useful strategies to use during languages classes.

Pedagogical context

Executive Functioning has been studied in the neuropsychological area and some researchers have looked at the impact of bilingualism in E.F. Nonetheless, this report is aimed at offering a point of view in which the theory of E.F. could be used with specific strategies to strength the E.F. when learning a language. The thesis presented is focused on the double gain process of training on Executive Functioning while learning a foreign language.

Results

Studies on this area will be presented.

Line:

Bilingualism as an educational trend: This line of research deals with implications and trends of bilingual education in Colombia or foreign contexts, bearing in mind entire subjects, bilingual classes and the way in which curriculum is connected through elementary, intermediate and advance level of English.

Conclusions

When learning strategies are taken into consideration to control thoughts and behaviors, learning a language becomes a more friendly process for students and teachers. Training students on executive functions such as 1) impulse control, 2) emotional control, 3) flexible thinking, 4) working memory, 5) self-monitoring, 6) planning and prioritizing, 7) task initiation, and, 8) organization, increases awareness and influences the language proficiency of students.

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CHALLENGES AND ROLES OF TEACHERS IN THE DIGITAL AGE

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Jaime Manuel Ancajima Alama holds a Bachelor's Degree in Education, has finished his studies of TEFL Master, holds the CPE Cambridge University Certificate and has two TESOL Certificates he got in England and in Costa Rica. He also took a course on American Culture and Society at New York University. He's given workshops in Peru, Mexico, Costa Rica, Colombia, Spain and in Ecuador. He works at Universidad de Piura-Perú as the Teacher Trainer Unit Coordinator and Professor at the Education school. He's also a Speaking Examiner for Cambridge ESOL Exams.

Nowadays, there are key changes that are forcing teachers to reconsider our goals and methods of teaching because technology has entered into every walk of life. In this era of technology, the digital revolution has transformed almost everything from our work at our organizations to our daily routines. It is transforming the way children and young people play, access information, communicate with each other, learn, relearn and unlearn.

Teachers should identify the key knowledge and skills that students need in a digital age, and how technology is changing everything, including the context in which we teach.

How has technology transformed the role of a teacher?

Technology allows teachers to upgrade their knowledge about a matter faster by online courses. Teachers can continually upgrade their knowledge and offer up to date information to their student with no need to stop working.

Technology allows teachers to discover solutions to problems collaboratively. They can join communities of experts, share their knowledge and give an answer to their students about almost everything without delay using platforms.

Technology allows teachers to use search engines to find examples to enrich the content of their lessons, foster in students the interest for a subject and increase the engagement with their matter. As this method is quick and free, is possible to try something and, if that doesn't work, then try something else.

How has technology transformed the role of a student?

The role of the student has changed as well. Students are now the owners of their own journey, and it is easy for them to forget about the human community behind digital technologies. It is important, in online learning, to keep the human component. This is achieved through live webinars or group work in class.

Inspiration and cultivation

Professors have become facilitators. It is no longer enough for a professor to get up on a podium and spout their knowledge in the hope that some of their wisdom will stick. A professor must be engaging and ultimately, instead of handing the material to the student to memorize for the final exam, the teacher must guide

them through their own realizations and understanding of the subject matter.

The style of teaching online, therefore, must be adapted. Teaching becomes more flexible and much more personal. A professor is expected to guide a student, not just through the process of the discovery of the material, but also to the discovery of their own potential.

In this plenary, we will be reflecting about the pros and cons of using technology and overusing and the very important role of the teachers in the classroom, what teachers should do, and how we should do it.

MANAGING PERSONAL LEARNING ENVIRONMENTS (PLEs) FOR LANGUAGE TEACHING AND LEARNING PURPOSES

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Originally from Bogota, grew up in the U.S. Bachelor in Teaching English as a Foreign Language, UNAD; Specialist in Educative ICT Management, UDES; TKT Certificate, University of Cambridge; Operational English, MFO – Egypt; European AEP in ICT for Education, Competencies Testing and Educational Research, Oxford Education Network. Currently Chief of English Department at Bosques de León School in Sincelejo, Sucre and English Language Teaching Advisor for Public Schools in some Departamento de Córdoba Municipalities.

Abstract

With an increasing number of the tools and apps that both learners and teachers use for their learning processes, keeping them organized and using them effectively for all the purposes needed, is commonly a hard challenge to fulfill. Due to this, it is possible to find that there are a lot of excellent tools that were once used and easily forgotten because of the lack of organization users have. By the side of students, especially those who are preparing for being language teachers, one of the most common situations is the low preparation

they actually have to use ICT as a way to learn the language as well as to manage what they already know. At school, they are usually good at social networking, gaming, gambling and other ways of online entertainment, but it is just when they enter their undergraduate programs that they notice how wrong they were and how low is their knowledge of tools to complement their learning processes and to do their tasks, prepare assignments, create materials, communicate and interact, among other activities university students do.

On the other hand, many teachers are trained in ICT and new technologies for teaching the language when they are studying their undergraduate or postgraduate studies but they use those tools just a couple times. In many occasions it happens because the technological literacy of in-service teachers is not good enough to keep using technological aids in their classes, some other times, they just get engaged to the tools that once worked for them and stop trying other tools that can offer different possibilities to teach.

This plenary looks for making participants understand the importance of having information well organized and ready to use, analyzing the current panorama of PLEs, starting from the basics of them, establishing a comparison with previous concepts related to them and reviewing different PLE models with examples having tools that are widely used in our days.

MONOLINGUAL ENGLISH IMMERSION PROGRAMS WITHIN THE NATIONAL BILINGUALISM PROGRAM IN COLOMBIA

PhD. (s) **Jair Ayala Zárate.**

Jair Ayala Zárate is a Ph.D (s) in Education with Emphasis in ELT. Master in Applied Linguistics to TEFL. Spanish-English Teacher from Distrital University in Bogotá. ETS Associate Director for TOEFL iBT and GRE. ASOCOPI Vice-President. University Lecturer and Teacher Educator.

During the presentation there will be a description of the reasons why study and understand the evolution and implementation as well as the academic grounds of concepts such as language immersion programs and their relationships with bilingualism processes, bilingual education, dual immersion programs and also two-way immersions. As part of the former National Bilingualism Program various Immersion Programs were offered as a benefit for the school teachers and administrators who belong to some focalized schools, it is my interest to inform about these social practices (Schatzki, 2012). Consequently, a growing number of such programs sponsored and offered by various (academic) institutions is evident, as if immersion programs were the solution to the language teaching-learning situation of the country.

The aim of this presentation will be to provide information about those concepts and their put into practice under different and similar geo-political conditions to the Colombian socio-cultural one, so that, awareness is raised in regards to the urge to conceptualize in this matter for us and by us at a local level.

RESEARCH REPORTS

INSTITUCIÓN IMAGINARIA DE LA ENSEÑANZA DEL INGLÉS

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Camilo Andrés Acevedo was born in Sogamoso-Colombia. He is currently completing his studies in Education and research at UPTC. He is a full-time teacher at Universidad Santo Tomás in Tunja. He is interested in politics and how they conduct behaviors in society. As a professor, he gained a lot of teaching experience as a language teaching assistant in California where he understood the relationship between culture and languages. His long-term projects regard a doctorate in political science and education.

Resumen

Esta propuesta investigativa se encuentra en proceso de construcción, la cual usa un enfoque socio-crítico con el fin de analizar los imaginarios sociales que se han elaborado desde la socialización de la psique de los estudiantes del capítulo académico European Association of Geoscientist & Engineers (EAGE) de la UPTC y los acuerdos políticos relacionados con la enseñanza del inglés desde 2000 hasta el 2018. La teoría usada para análisis es del filósofo greco-francés Cornelius Castoriadis, las categorías de análisis salen del estudio del autor categorizadas en la historicidad, lo simbólico y lo significativo imaginario.

Palabras Clave: Imaginación, Imaginario social, simbólico, significativo, institución.

Descripción del Problema

La enseñanza del inglés dentro del contexto de la UPTC parece tener unas perspectivas políticas muy claras y taxativas, que fomentan el desarrollo de un sujeto capaz de desempeñarse en contextos internacionales. Sin embargo, estos acuerdos políticos o perspectivas, parecen no llevarse a cabo en la realidad; no por el hecho que estén desenfocados, sino parecen basarse en sanciones sociales que coinciden con los postulados de Castoriadis, entendiendo este fenómeno como algo que genera una forma particular de actuar, pensar y hablar donde se erigen instituciones que gobiernan la sociedad (1983). Este tipo de conductas son generadas por significaciones a partir de símbolos e imágenes que los estudiantes construyen. Los símbolos son tomados como la verdadera sustancia de las relaciones sociales que se relacionan con cambios de tipo social-histórico, justamente, vinculando a los individuos a hacer o no hacer. El capítulo académico European Association of Geoscientist & Engineers (EAGE), ha sido escogido como grupo focal ya que cuenta con ciertas particularidades como promover Geociencias y ramas específicas de la Geociencias en la industria del petróleo, gas, minería, ingeniería ambiental y civil, así como promover actividades de internacionalización donde los estudiantes sean parte esencial en las comunidades académicas locales e internacionales, demostrando un alto nivel de interés en el futuro de la industria (Capítulo estudiantil, 2016). Estos estudiantes

cuentan con grandes posibilidades de intercambio no sólo de conocimiento sino de movilidad estudiantil. Aunque este proceso se ve restringido, ya que los estudiantes no poseen la suficiencia en la lengua inglesa para desempeñarse en contextos globales.

Objetivo

Caracterizar los símbolos del inglés que la UPTC tiene en sus acuerdos políticos.

Marco teórico

En este punto, se menciona la teoría de los imaginarios sociales bajo la concepción de autores como Durand (2016), Maffesoli (1982), Baeza (200), Aliaga (2016), Luckman (2016) y Backzo (1984) quienes sin duda ayudan a la comprensión de la realidad social. Sin embargo, aún están las preguntas ¿Por qué Castoriadis?, ¿por qué el vínculo entre filosofía y sociología dentro de la educación?, ¿cuál es la relación entre imaginación e imaginarios con el aprendizaje del inglés?, ¿en qué medida la *imagería o imaginación - imaginario* ayuda a la construcción de saberes disciplinares como la enseñanza de las lenguas? Sin duda consiste en un reto tanto en términos teóricos como lingüísticos. En principio se puede dar una respuesta frente a Castoriadis (1988) y el porqué del uso de su pensamiento, ya que Castoriadis sin duda alguna plantea preguntas tan relevantes por la acción social, la pregunta por la estructura o la pregunta por el cambio social. La teoría de este autor ayuda a comprender que la filosofía es “la asunción de la totalidad de lo pensable” (Castoriadis, 1983. p.285) y de esta manera la teoría sociológica toma este pensamiento para hacer hincapié en la creatividad humana o como lo denominó Castoriadis “magma de magmas” (Castoriadis, 1983).

Detallar exhaustivamente el pensamiento de Castoriadis en torno de los imaginarios sociales resulta una tarea exhaustiva que varios investigadores se han planteado. La labor no sólo es la decodificación del pensamiento filosófico político, psicoanalítico y sociológico, sino también la interpretación de la forma de escritural de Castoriadis. Es en esta medida, se comenzará por la explicación de la idea conjuntista-identitaria, se continuará con esquemas a través de la historia, imaginación e imaginario y magma de magmas; al igual que los requisitos y funciones de lo imaginario en la sociedad, para de esta manera dar cierre a lo que Castoriadis (1988) se refiere por instituciones imaginarias de la sociedad.

Metodología

La metodología de trabajo es comparar los símbolos generados por las políticas internas de la UPTC, en relación con la enseñanza del inglés bajo las tres características claves de los imaginarios sociales, historicidad, símbolos y significaciones que han impactado a la comunidad estudiantil del capítulo académico EAGE.

Resultados

Las teorías constructivistas de la realidad basados en los supuestos teóricos de Castoriadis permiten dilucidar mejor los imaginarios sociales y de cómo estos se relacionan con la historicidad, simbologías y significaciones sociales del sujeto inmerso en una institución específica.

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HABILIDAD DE ESCUCHA: CARACTERIZACIÓN Y EVALUACIÓN EN INGLÉS COMO SEGUNDA LENGUA

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Resumen

Esta experiencia investigativa corresponde a un diseño cualitativo, exploratorio y descriptivo, que pretende caracterizar la evaluación de la habilidad auditiva en las prácticas del Instituto de Lenguas Fray Bernardo de Lugo. Algunos de los aspectos abordados permiten determinar la influencia de la aplicación de estrategias de escucha para promover elementos lingüísticos, desarrollar competencias, mejorar la evaluación. Todo esto comparado con aspectos

intrínsecos tales como el gusto o el interés. A manera de conclusión, es claro que la función auditiva apoya los procesos de adquisición de segunda lengua ya que los estudiantes establecen relaciones más claras en aspectos de forma tales como pronunciación, acentos, tipos de hablante y vocabulario.

Palabras clave

Evaluación, lengua extranjera, habilidad auditiva, didáctica, competencias.

Introducción

El compromiso que tiene la Universidad Santo Tomás de Aquino (USTA) con su entorno le exige que sitúe sus funciones investigativas en pos de la globalización, a fin de reafirmar con visión futurista, su rol científico en la sociedad y el deber de contribuir al desarrollo de las comunidades locales y nacionales en donde tiene alcance. Para ello, esta investigación toma una condición real como lo es la caracterización de las prácticas evaluativas de la habilidad auditiva en las clases de inglés como segunda lengua y su influencia en la adquisición de competencias comunicativas. Por esta razón, se presenta una revisión de referentes internacionales, nacionales, institucionales que definen y regulan la evaluación de lenguas extranjeras.

Internacionales

A nivel internacional hay diferentes tipos de exámenes enfocados en clasificar a los estudiantes según su nivel de dominio o competencia en el uso de una lengua extranjera, por tal motivo, la mayoría de las pruebas en todo el mundo se basan en los lineamientos establecidos

por el Marco Común Europeo de Referencia para las Lenguas – MCER– (Consejo de Europa, 2001). Este marco fue creado para aportar criterios claros sobre la evaluación del dominio de un idioma extranjero y direccionar el diseño de materiales de enseñanza-aprendizaje.

Nacionales

En Colombia, el MCER es tenido en cuenta para la construcción de políticas sobre el tema de la evaluación en lenguas extranjeras y se considera que su propósito es permitir una valoración objetiva del grado de dominio del idioma que el usuario tiene. Por consiguiente, cada institución es autónoma sobre la construcción y la aplicación de sus propias políticas de evaluación.

Institucionales

La USTA cuenta con documentos y lineamientos institucionales que apoyan el concepto de evaluación. En primer lugar, el Proyecto Educativo Institucional (PEI) hace hincapié en la evaluación como un proceso que acompaña a cada momento de la enseñanza y el aprendizaje y que tiene como objetivo el desarrollo de habilidades en los estudiantes para una educación humana e integral. En segundo lugar, la política curricular de la universidad (Política Curricular de la USTA - PEI) considera la evaluación como un todo integral en la formación humanística de sus estudiantes. En tercer lugar, el Reglamento Estudiantil de la USTA define la evaluación como aquella que da pruebas del desarrollo alcanzado por el estudiante de acuerdo a las habilidades y competencias que se proponen en el plan de estudios del programa.

Referentes teóricos

Aproximación al concepto de evaluación en lenguas extranjeras

En general, la evaluación puede ser entendida como la acción de juzgar y hacer juicios sobre información recogida directa o indirectamente de la realidad evaluada, o simplemente, para medir la eficacia de un método o los resultados de una actividad (Cerde, 2003). Sin embargo, a pesar de las definiciones que se puedan encontrar acerca de la evaluación, hay algunos conceptos que son comunes entre ellos, estos son: a) evaluar es emitir valores de juicio, b) evaluar es un proceso sistemático, c) evaluar es medir, d) evaluar es hacer investigación.

Enfoque y funciones

Según Ramírez (2010) el enfoque y las funciones de la evaluación, - las cuales pueden relacionarse con la enseñanza en segunda lengua- se logran resumir en los siguientes principios: a) contribuir al pleno desarrollo humano a través de un proceso integral, b) ser una herramienta de aprendizaje y proyección para el alumno, c) fortalecer el desarrollo de todas las dimensiones productivas, sensoriales, lúdicas y naturales del hombre en el proceso de humanización, d) proporcionar al alumno la oportunidad de tener éxito a lo largo de todo el proceso. e) hacer uso de la autoevaluación para establecer un punto de partida para desarrollar habilidades cognitivas y actitudinales.

Competencia Auditiva en el ILFBL

Luego de abordar diferentes definiciones, enfoques y funciones de la evaluación en segunda lengua, es hora de establecer con claridad la postura epistemológica del ILFBL frente a ella y al desarrollo de la competencia auditiva. Para tal fin, haremos eco de lo expuesto por Burgess y Head (2005) quienes definen la evaluación de la competencia auditiva de la siguiente manera: “es el momento en el cual nuestros estudiantes escuchan un audio y completan de manera escrita tareas específicas que demuestren comprensión del inglés con el propósito de dar cuenta de su nivel de competencia.”

Metodología

Mediante de esta sistematización cualitativa, exploratoria y descriptiva se pretende caracterizar la habilidad de escucha y su evaluación a través de los diferentes momentos del proceso de enseñanza-aprendizaje en el ILFBL. Del mismo modo, los datos recogidos pretenden dar cuenta de las características y elementos integrales del proceso para que como dice Sampieri, Fernández y Bautista (2010) “los resultados sean útiles para mostrar con precisión los ángulos o dimensiones de un fenómeno, suceso, comunidad, contexto o situación...” (p. 80)

Esta experiencia investigativa se desarrolló en el Instituto de Lenguas Fray Bernardo de Lugo O.P., adscrito a la Universidad Santo Tomás de Aquino en Bogotá-Colombia. La selección de informantes cuenta con un grupo total de 70 estudiantes –conformado por hombre y mujeres- entre los 17 y 23 años de edad. Dichos estudiantes pertenecen a diferentes facultades con un nivel de lengua entre el A1 y B1.

La siguiente matriz (Tabla 1) muestra las categorías emergentes que se conformaron a partir de la información recogida dando cuenta de la manera en que se organizaron y analizaron los datos.

Tabla 1. Matriz de categorías

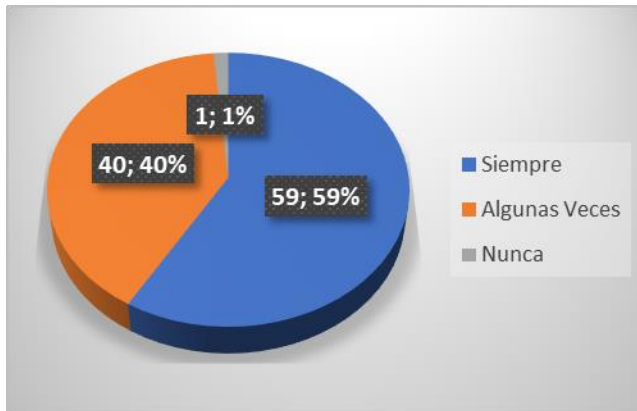
	Categorías	Subcategorías
Habilidad de escucha: su caracterización y evaluación en inglés como segunda lengua	Elementos Lingüísticos	1.1 Consolidación de estructuras y vocabulario
	Desarrollo de Competencias	2.1 Procesos Comunicativos
	Elementos de evaluación	3.1 Proceso y estrategias
	Elementos individuales	4.1 Motivación e interés

Resultados y discusión

Categoría 1: Elementos lingüísticos

Pregunta N°1: ¿Cree usted que las estrategias metodológicas utilizadas en clase para el desarrollo de la habilidad de escucha y el sistema de evaluación de dicha habilidad permite el desarrollo de estructuras gramaticales?

Figura 1. Pregunta 1.

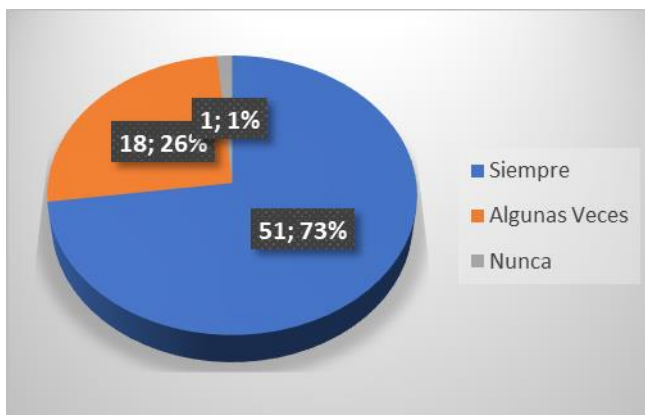


Tal como se observa en la figura 1, el 59% de los estudiantes encuestados consideran que la metodología aplicada para el desarrollo de la habilidad auditiva junto con las

estrategias de evaluación, permiten desarrollar estructuras gramaticales en una segunda lengua. A esto le sigue un 40% de estudiantes quienes consideran que el desarrollo de actividades de audio brinda algunas oportunidades de alcanzar este fin. Finalmente, un 1% no logra establecer relaciones que fortalezcan el aprendizaje entre la habilidad auditiva y las estructuras gramaticales.

Pregunta N°2: ¿Cree usted que las estrategias metodológicas utilizadas en clase para el desarrollo de la habilidad de escucha y el sistema de evaluación de dicha habilidad permite consolidar nuevo vocabulario?

Figura 2. Pregunta 2.



Según la figura 2, el 73% de los encuestados encuentra en las actividades y metodologías auditivas una buena herramienta para aprender y consolidar

vocabulario. Mientras que apenas el 26% siente que algunas veces logra el objetivo de aprender nuevas palabras con ejercicios de audio. Apenas el 1% de los estudiantes considera que no hay relación entre lo que escucha con la adquisición de vocabulario.

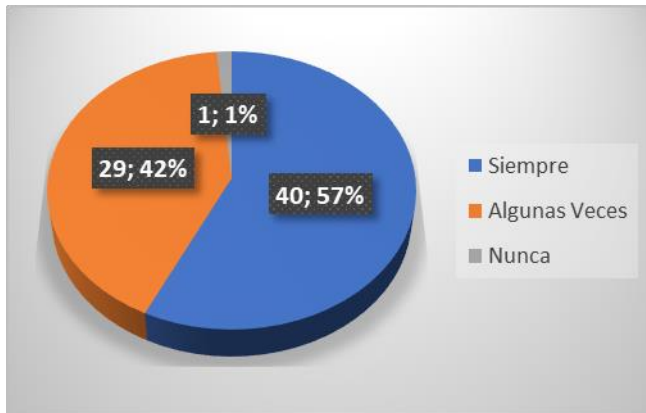
Subcategoría 1.1: consolidación de estructuras y vocabulario.

- En esta subcategoría se evidencia que las didácticas y metodologías implementadas en clase de inglés para el desarrollo de la habilidad auditiva apoyan la consolidación de estructuras gramaticales y nuevo vocabulario en los estudiantes.
- En esta subcategoría de análisis, se puede evidenciar que los estudiantes son más receptivos a aprender nuevo vocabulario cuando se trabaja la habilidad auditiva que para aprender estructuras gramaticales a partir de las mismas estrategias.

Categoría 2: Desarrollo de competencias

Pregunta N°3: ¿Cree usted que las estrategias metodológicas utilizadas en clase para el desarrollo de la habilidad de escucha y el sistema de evaluación de dicha habilidad permite hacer uso del idioma de manera efectiva?

Figura 3. Pregunta 3.

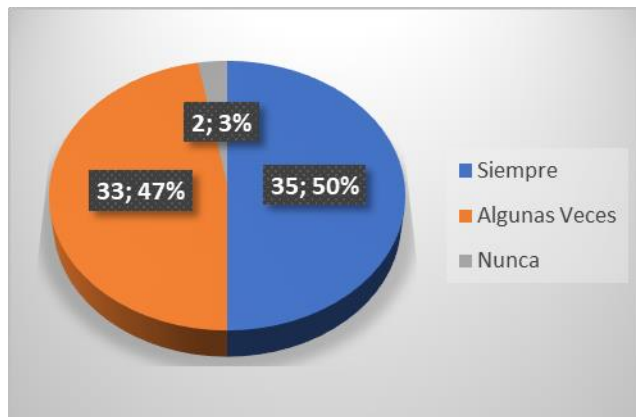


En esta gráfica podemos observar que el 57% de los encuestados encuentra en las diferentes actividades de audio y en la evaluación de esta habilidad oportunidades para hacer un uso efectivo

del idioma. A este porcentaje le sigue un 42% que consideran que apenas algunas veces se puede establecer dicha relación. Mientras apenas un 1% cree que la habilidad auditiva no apoya la producción en segunda lengua.

Pregunta N°4: ¿Cree usted que las estrategias metodológicas utilizadas en clase para el desarrollo de la habilidad de escucha y el sistema de evaluación de dicha habilidad son adecuadas para mejorar la competencia auditiva en inglés?

Figura 4. Pregunta 4.



En cuanto a la implementación de estrategias didácticas y metodológicas en pro de mejorar la habilidad auditiva, encontramos que la mitad de los encuestados opinan que la

propuesta del ILFBL cumple con el desarrollo y mejora de dicha competencia. Muy cerca, con un 47% están aquellos estudiantes que en algunas oportunidades perciben una mejora en su habilidad

auditiva con los ejercicios y didácticas trabajadas en clase. Finalmente, con un 3% aparecen los estudiantes que no ven avances en su proceso bajo los parámetros ofrecidos por el instituto.

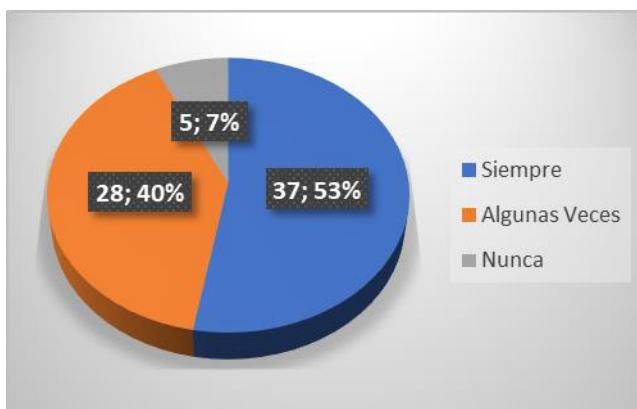
Subcategoría 2.1: Procesos Comunicativas.

- Según los datos obtenidos, se considera que el desarrollo de didácticas y metodologías que fomentan la habilidad auditiva dan oportunidad al estudiante de utilizar el inglés en clase e incluir además la práctica de otras habilidades.
- En cuanto a las posibilidades de mejora, es necesario aplicar estrategias que definan con mayor claridad el avance de los estudiantes, ya que no hay mucha diferencia entre los porcentajes de los estudiantes que mejoran y los que algunas veces alcanzan este logro.

Categoría 3: Elementos de evaluación

Pregunta N°5: ¿Cree usted que las estrategias metodológicas utilizadas en clase para el desarrollo de la habilidad de escucha y el sistema de evaluación de dicha habilidad dan cuenta del estado de su proceso?

Figura 5. Pregunta 5.

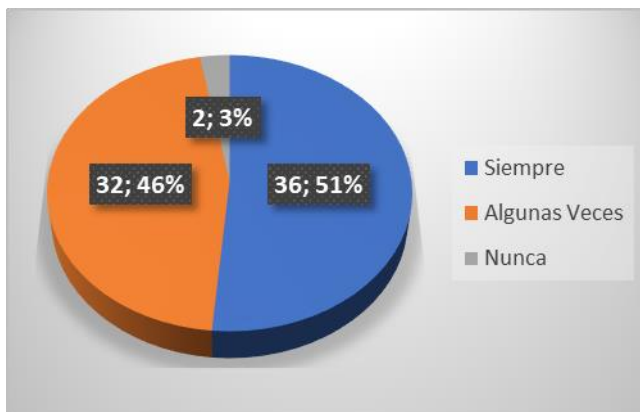


Cuando se indaga por las prácticas de audio en clase, la evaluación y su relación con los resultados, el 53% de los estudiantes considera que

hay coherencia entre lo que se hace y las notas obtenidas, las cuales demuestran avance y un evidente desarrollo de la competencia auditiva. Luego tenemos un 40% de estudiantes que algunas veces logra relacionar su avance con los resultados de la evaluación. Finalmente, el 7% cree que no hay relación entre el avance con el estado de su proceso.

Pregunta N°6: ¿Cree usted que las estrategias metodológicas utilizadas en clase para el desarrollo de la habilidad de escucha y el sistema de evaluación de dicha habilidad son adecuadas para evaluar la competencia auditiva en inglés?

Figura 6. Pregunta 6.



Cuando se pregunta por las actividades y su pertinencia en el desarrollo de la habilidad auditiva el 51% de los estudiantes opina que su proceso se realiza bajo metodologías y didácticas

adecuadas, las cuales llevan a alcanzar los objetivos propuestos en el curso. En contraste, se tiene un 46% de estudiantes que opina que las actividades desarrolladas en clase sólo en algunas ocasiones son adecuadas para mejorar, mientras que un 3% cree el trabajo desarrollado con la habilidad auditiva no es el adecuado.

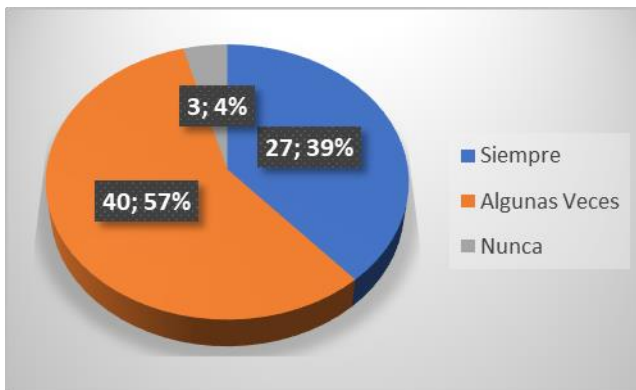
Subcategoría 3.1: proceso y estrategias.

- De acuerdo a lo expresado por los estudiantes, las actividades que procuran desarrollar la habilidad auditiva son efectivas y adecuadas para reflejar el estado y el nivel de competencia del estudiante, ya que cuenta con diferentes estrategias, metodologías y ambientes.
- Según la encuesta, los estudiantes aprecian el apoyo y le atribuyen un valor importante al acompañamiento del docente durante el proceso de enseñanza-aprendizaje, ya que a través de él, logran recibir retroalimentación y direccionar su proceso.

Categoría 4: Elementos individuales

Pregunta N°7: ¿Cree usted que las estrategias metodológicas utilizadas en clase para el desarrollo de la habilidad de escucha y el sistema de evaluación de dicha habilidad son de su agrado?

Figura 7. Pregunta 7.



Quando se indaga por el gusto y motivación al desarrollar las tareas propuestas en la habilidad auditiva, el 39% de los estudiantes se siente animado y cree que las

actividades son de su agrado. Esta información contrasta con el 57% de los estudiantes, quienes algunas veces encuentran gusto en el desarrollo de las tareas y actividades de audio, mientras que el 4% definitivamente no disfruta de dichas actividades.

Subcategoría 4.1: motivación e interés.

- Las estadísticas nos muestran –según lo expresado por los estudiantes– que aunque las estrategias didácticas y metodológicas utilizadas para el desarrollo de la habilidad auditiva ayudan y reflejan un resultado óptimo, los estudiantes prefieren actividades relacionadas con sus gustos tales como: canciones, videos, películas, etc.
- Nuevamente aparece el docente como eje principal para generar gusto e interés por el desarrollo de las diferentes actividades propuestas.

Conclusiones

Esta investigación muestra la manera en que el desarrollo de la habilidad auditiva en la clase de inglés cumple con una función didáctica y metodológica fundamental que contribuye al desarrollo de competencias y estructuras gramaticales en los procesos de adquisición de una lengua extranjera; pues como se explicó anteriormente, al trabajar en clase la habilidad auditiva se le permite al estudiante mejorar de manera integral el inglés al copiar pronunciación, aprender vocabulario, afianzar estructuras y aún motivar su interés por el aprendizaje.

En este proceso, es claro que la función auditiva apoya los procesos de adquisición de segunda lengua ya que los estudiantes establecen relaciones más claras en aspectos de forma tales como pronunciación, acentos, tipos de hablante y vocabulario. Como en aspectos de fondo, mejorando estructura, producción, relación intercultural, etc., logrando asociar su proceso de adquisición de lengua con los patrones sociales para expresar valores y conceptos de vida.

Otro aspecto esencial de esta experiencia radica en la posibilidad de brindar tanto a docentes como a estudiantes la oportunidad de explorar nuevas metodologías para el desarrollo de la habilidad auditiva, donde no solamente vale lo aprendido y lo memorístico, sino que se tienen en cuenta las habilidades de los estudiantes para avanzar y generar propuestas de trabajo autónomo.

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Anexo 1.

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UNIVERSIDAD SANTO TOMÁS
INSTITUTO DE LENGÜAS FRAY BERNARDO DE LUGO O.P.
2018-1

Lee cuidadosamente las preguntas 1-7 y marca con una (X) según corresponda: ¿Cree ud. que las estrategias metodológicas utilizadas en clase para el desarrollo de la habilidad de escucha y el sistema de evaluación de dicha habilidad...	SIEMPRE	ALGUNAS VECES	NUNCA
1 ...permiten desarrollar estructuras gramaticales?		X	
2 ...permiten consolidar nuevo vocabulario?	X		
3 ...permiten hacer uso del idioma de manera efectiva?		X	
4 ...son adecuadas para mejorar la competencia auditiva en inglés?	X		
5 ...dan cuenta del estado de su proceso?	X		
6 ...son adecuadas para evaluar la competencia auditiva en inglés?	X		
7 ...son de su agrado?		X	

Argumente de manera clara y breve las preguntas 6 y 7

26 la metodología para el desarrollo de la habilidad de escucha permite evaluar la competencia Auditiva de modo que de esta manera se empieza a entender la mayor claridad el idioma además de servir como base para mejorar la pronunciación, las actividades mencionadas si son de mi agrado porque es difícil el adaptarse y comprender al 100% los diálogos.

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PEDAGOGICAL AND DIDACTIC STRATEGIES FOR ENGLISH TEACHING THROUGH IMMERSION WORKSHOPS

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Introduction

The objective of this workshop was to guide teachers to get control of their English class and show students different ways of living the class. The three main points of classroom management are **"Pedagogical Planning"**, where the teachers were introduced to a set of steps that allow them to identify the students' strengths and weaknesses throughout the discovery of their interests. The second main point of classroom management is **"Classroom Learning**

Systems”, where the teachers understood the importance of creating a good classroom setting, giving clear explanations, and establishing a collaborative environment with the class in order to let students understand that they are part of the class and can make decisions and give opinions about what they are interested in learning. The third and last point of classroom management is **“Student Behavior (Discipline)”**. In this workshop, teachers understand and debate students’ behavior in class and the importance of showing students that teachers control it throughout a series of rules, rewards and analysis of systems that make the students feel comfortable and allow them to enjoy their English classes and practice of the language.

One of the biggest problems in ELT, especially for young students in high schools, is the connection that can be built between the teacher and the student in the learning process in order to achieve the academic goals that are planned. English, for many students, is seen as a subject that is boring and not useful for their future, since many of the students in the department of Boyacá think they will lead their lives in the countryside without the use of English.

Pedagogical context

These workshops were carried out in a three-day English immersion course held in Paipa, Boyacá to 83 English teachers coming from the 152 non-certified municipalities of the department of Boyacá.

Results

Teachers expressed happiness upon reflecting about their practice as teachers and the importance of having good classroom management by understanding why it is necessary to know our class and our students, in order to create the best environment for them and let them have an active participation in their English learning process. After that, teachers felt interested and motivated to take some of the strategies and methodologies to their own contexts, so they could engage students more actively in learning English as a foreign language.

Conclusions

Going through different processes on reflecting own teaching techniques which have been refined over the time by experience and research brought us a space to conclude and define what makes our teaching better. Such space was this encounter with coworkers of varied backgrounds and institutions. One important finding was the certainty that sharing experiences and building a network of teaching skill and support can maintain teachers encouraged on making a change on their daily experience. Another finding led us to believe that teachers have the opportunity of making changes progressively in classrooms, and their fears and outcomes are not likely to change unless the continuous effort of trying to improve our professional development is a priority.

Moreover, the immersion brought an important piece of reminders; the reminder of motivation as fuel when creating learning experiences in the classroom, that enhancing the importance of a second language in the classroom is also giving importance to the

mother tongue, because both are channels of reality expression. Also, the reminder that students are also protagonists of their own learning process. Therefore, it is suitable to give them roles and tasks that also shape them in the way they perceive their life experience.

Finally, being part of something like an immersion brings out all the solidarity, sense of belonging, and commitment to what we want of society, bringing back to the tip of our tongues the reason we decided to dedicate our lives to teaching people.

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TEACHER'S PERCEPTIONS ON EXTENSIVE READING

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Abstract

Promoting reading in the EFL classroom is a constant challenge for teachers. Due to this, major research efforts such as Extensive Reading (ER) have been implemented to enhance students' motivation in this field. In this particular project, 8 English teachers from 3 private schools of Medellín who participated in ER (extensive reading) projects were asked to complete a written interview with semi-open questions after completing a year including this reading methodology in their classrooms. Their answers were categorized into 3 sections: advantages of ER, challenges for ER implementation and ER inclusion in schools' English programs. Survey results suggested that ER helped to improve students' attitudes towards reading as well as their vocabulary range. However, institutions need to be shown these results in order to include this methodology in their English programs.

Key words:

Extensive reading, teachers' perceptions, EFL learning, EFL reading.

Introduction

Extensive reading (henceforth referred to as ER in this paper) is a reading methodology mainly described by Day and Bamford (1998) in their book "Extensive reading in the second language classroom". This method significantly modifies the roles of both students and teachers regarding reading instruction, placing plenty of autonomous decisions in the first in order to enhance their enjoyment of this activity and, with it, their linguistic development. This paper presents the perceptions and experiences of EFL teachers who developed this methodology in their classrooms for a year.

Description of the problem

Reading has been frequently addressed as a significantly challenging skill for EFL teachers to develop in their students, given the sometimes-poor background they have in this ability in their first language and some prejudices they may have as well. This is why it is fundamental for EFL instructors to engage their students in better reading processes by first addressing their motivation towards it.

Research Objective

To describe the perceptions of eight teachers from three private schools in Medellin on extensive reading.

Research question

How do teachers from private schools of Medellin perceive the use of extensive reading in their institutions?

Theoretical framework

Extensive reading (ER) is a teaching methodology that intends to increase the motivation of students towards this activity. Traditionally, EFL reading had two main approaches before ER, which were the grammar translation method and the comprehension-questions (also known as intensive reading) approach, and what they both have failed to accomplish is improve students' attitudes towards it (Shin, 2013). ER then came trying to improve this component, but has grown to show its many benefits, such as vocabulary growth, better reading comprehension processes and higher reading fluency. (Iwahori, 2008; Al-Homoud & Schmitt, 2009; Chen, Chen, Chen, & Wey, 2013; Senoo & Yonemoto, 2014).

Methodology

During 2017 and 2018 the presenter of this paper conducted studies that included ER (extensive reading) in three private schools in Medellín. Both teachers and students agreed to commit to all the guidelines of the methodology which included: agreeing on the reading list in equal shares, giving students the chance to choose the texts they wanted to read from the list, the pace of development and the form of evaluating progress. Students also had the power to change materials and other conditions of their reading processes provided that they argued their decision with two well-fundamented reasons. Both students and teachers completed interviews on their perceptions of the methodology, teachers in written form with semi-open questions and students in oral interviews with closed questions. This paper focused on teacher's answers and views on both the implementation of the strategy and the opportunity of

making ER a permanent part of the English curriculum at each of their institutions.

Results

All teachers agreed on the benefits that ER brought to their classrooms: students were more inclined to read the texts because they had a saying in what they preferred so they did not see this activity as something imposed to them but something they chose. Choosing aspects like reading pace and their own evaluation plan allowed students to be more autonomous and responsible in their EFL learning tasks, which teachers saw as very positive. However, there were also challenges in these processes: not all students had the same level of self-commitment that was necessary for the development of this method in the classroom, which implied extra efforts from their teachers, accompanying these students much more closely than others. This translated in extra time considering alternative strategies to engage them in the proposed activities.

Finally, another challenge came from the institutions. As this is not a traditional methodology, some schools were skeptical regarding its results, which might affect the decision of making this methodology part of their official curricula. However, two of the three schools were willing to try it in following years.

Conclusions

Extensive reading represents a potential benefit for EFL learning processes according to the teachers that have implemented this methodology in their classrooms, regardless of the challenges it may present when implementing it. This effort can not only strengthen the linguistic development of students, but also shape the way in

which they perceive their learning processes and empower them to take responsibility for them.

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BOOSTING ACADEMIC WRITING SKILLS IN A GROUP OF IN-SERVICE TEACHERS IN CAQUETÁ- COLOMBIA

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Abstract

The present is a report of an Action Research exercise which was developed with a population of 66 in-service teachers in a public university in Caquetá, Colombia. The context of the research was the writing of an article-like text as a final product of an Academic Writing Seminar. The seminar was created as a necessity to improve the writing skills among the population. The results of the exercise were very satisfactory, given the fact that learners could reinforce the expected skills and even their orality and oratory abilities, which was not expected.

Key words: Academic Writing, Meaningful pedagogical practices, Bilingual education, Action Research.

Introduction

Academic writing is a fundamental skill in the advancement of the professional teacher because it provides elements that allow academic, economic, labor, technical-scientific, cultural and social mobility. At the same time, it increases the possibilities of sharing the production of scientific knowledge, establishing academic relations between institutions, teachers, associations and students. However, this is a very underdeveloped skill, not only in the native language, but also in English as a foreign language, which is something that has undoubtedly affected different Bachelor Programs in English in Colombia. This is evident in the difficulties that the students have shown when presenting their written works.

Description of the problem

There was a concern among students, academic staff and the board of directors of the Education Faculty of Universidad de la Amazonia about the low performance of students in the aspect of academic writing. In the curriculum corresponding to the English Language Program, students had taken general and academic composition subjects. Despite that, students still had difficulties in writing academic texts. Another issue is that there were too many students who could not graduate given different circumstances. This represented a problem for the program and the university.

General objective:

Expand the production process of academic texts in students of the English Degree of Universidad de la Amazonia through the construction of a review article type product (whose publication was not a requisite).

Theoretical framework

Cummins (1981): there is a positive and significant relationship between the development of literacy in the first language and the development of the same competence in FL (hypothesis of interdependence). It is possible to strengthen communication skills in the mother tongue in order to strengthen those corresponding to the FL. So, children who are exposed to two languages have a common proficiency base, which works as a unified central processing system that makes each language dependent on the other; it is predicted that the development of cognitive and linguistic abilities in a language (usually the mother tongue) makes

these skills transferable to the second language. There are debates regarding this theory (Escamilla, 2007); some researchers propose that the beginning of bilingualism should occur after the consolidation of the mother tongue. The reality of the teaching of the second language in Colombian public universities seems not to be alien to this debate. Cárdenas (2008): psycholinguistics incorporates interaction as an element that helps language learners activate their internal cognitive processes, which facilitates access to comprehensible information (input) to advance in the acquisition of the foreign language. Thus, "psycholinguistics considers interaction as a triggering space for language learning processes" (Nussbaum, 2002). *(All references taken from Rojas, 2019. Bilingualism from Interaction in a Bilingual Classroom. Unpublished text).*

Methodology

This study was developed under the parameters of ACTION RESEARCH methodology. At the same time, some teaching methodological strategies were developed in order to assure the validity of the process.

Results-Conclusions

It was evident that both students and teachers were not only committed to the proposed schedules, but also the competencies that had been proposed in the seminar course program were developed.

It even went much further, since oral discourse competencies were

enhanced, including how to prepare a presentation (since each product delivered throughout the course was supported orally by each team, which contributed to the final support was successful). In turn, it was possible to channel and reduce the fear of speaking in public. According to the juries, there was a high degree commitment and security on the part of the participants when presenting their findings.

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DEVELOPING PROBLEM BASED LEARNING (PBL) IN EFL INTERMEDIATE LEARNERS USING CORPUS-BASED APPROACH

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Abstract

This research is the result of a case study carried out at the Languages Institute Fray Bernardo de Lugo O.P of Santo Tomas University (Bogota), in the first semester of 2019. In the aforementioned study, teachers developed a series of activities aimed towards the use of Linguistic Corpora in their classes, in order to know if there could be an incidence of the use of Linguistic Corpus in English as a Foreign Language (EFL) teaching-learning process in the Institute's intermediate levels or not. This analysis follows the characteristics of the mixed analysis, as a conjunction of qualitative and quantitative methods.

Key words: English as a Foreign Language (EFL), Corpus-Based Approach, Problem-Based Learning approach (PBL)

Introduction

EFL learners in monolingual countries unfailingly face some issues in their learning process related to a lack of contact with language in context, especially because EFL is usually guided by prefabricated language books and samples. Nowadays, students' superficial

development of abilities such as critical thinking, problem-solving, curiosity and autonomy is evident. This situation makes necessary the development and encouragement of strategies targeting contact with real-life language samples and virtual and technological approaches, that are already an essential part of their lives.

Description of the problem

Although contact with foreign languages is today much more common and more necessary, in contexts such as Colombia where contact remains prefabricated, especially at an educational level. Then, it becomes necessary to ensure the direct contact of the student with the target language, so the latter can use it and reflect on it in a friendlier and practical way. Bearing this in mind, this research has developed the implementation of Problem-Based Learning (PBL), using Linguistic Corpora as a means of analyzing English as a target language on intermediate students of the Languages Institute Fray Bernardo de Lugo O.P (Bogota). By using these tools, students could directly face difficulties related to grammar and vocabulary, as the corpora contain references in real context and in different language registers. This characteristic could allow students to get closer to the language they want to master in a more practical way.

Objectives

The overall objective of this research is to know if there is an incidence of the use of Linguistic Corpus in EFL teaching-learning process in the Institute's intermediate levels (level-5, Agreement 46).

Specific objectives: To identify the most common learning problems faced by intermediate students -especially at the lexico-grammar level-, and their possible solutions by using Linguistic Corpora; to encourage the development of critical thinking and autonomy through PBL and to invigorate the use of technological tools in foreign languages teaching-learning process, by taking the study case as an example.

Theoretical framework

A Linguistic Corpus is an electronic software with a large amount of information. It is a natural environment of language issued from a chosen group of data. Sinclair (1991) defines a Corpus as a collection of naturally-occurring language text, chosen to characterize a state of variety of language while Litosseliti (2018) points out that a Corpus involves a very large collection of data by computer software. So, it is a tool that can be explored by any linguistics area. Furthermore, McCarthy & Carter (2001) state that Corpus- Based Teaching is very useful in learning because it has "authenticity, sampling and representativeness" as its data demonstrates how language is really used, sampling and contrasting registers and periods. Thus, a Corpus can show a vast number of examples in real communication contexts and can be described as a

collection of texts used for a specific purpose. In teaching or in research, it can be applied to encourage students in their learning processes by promoting curiosity, PBL, critical thinking and autonomy what makes the target language more reliable, natural and contextualized for them.

Methodology

This research constitutes the analysis of a study case, carried out at the Languages Institute Fray Bernardo de Lugo O.P, with a population of four groups of EFL intermediate level. It is framed in the principles of action-research and was held during an academic period corresponding to four (4) months. During that period, students were taught to use the chosen corpora: Corpus of Contemporary American English (COCA) and Web corpus and, by the use of those tools, to solve some common problems they have as EFL students. The collected data corresponds to three research instruments: researcher's log books, samples collected throughout the semester, as well as a survey done by students who accepted to participate in it at the end of the courses. The development of the analysis follows the characteristics of the mixed analysis in which there is a conjunction of qualitative and quantitative methods, as the kind of information to analyze requires the examination of numerical data as well as the establishment of non-numerical patterns.

Preliminary results

The main expected outcome of this research is to be able to show the positive incidence of Linguistic Corpora in intermediate and advanced EFL teaching-learning courses. In fact, the findings made in this study could help EFL teachers not only to discover Linguistic Corpora but also to encourage their students to face their learning difficulties - mainly related to grammar and vocabulary - by using reliable technological and virtual tools. It can also foster the development of teaching strategies and didactics by strengthening the contact with real-context language samples, and the comprehension of the target language in context. By this means, students can develop deeper analysis abilities linked to critical thinking, PBL, discovery by learning and autonomous learning.

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LAS PRÁCTICAS PEDAGÓGICAS Y EL USO DE RECURSOS DIDÁCTICOS EN LA ENSEÑANZA DE ELE EN LOS PROGRAMAS DE LA UNIVERSIDAD SANTO TOMÁS Y LA UNIVERSIDAD PONTIFICIA BOLIVARIANA

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Professor Yuribia Andrea is a Magister in Latin-American Literature and Bachelor in Spanish, qualified to carry out the position of teacher, researcher in the teaching and learning process of

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Abstract

This research project has been developed in three stages. At first, the researchers from Universidad Santo Tomás and Universidad Pontificia Bolivariana analyzed and characterized the teaching practices and the didactic materials used in both institutions. Secondly, in relation to the data collection process, it was conducted through class observation formats, field journals and semi-structured interviews. Additionally, the research team did a documentary review and revised the available literature on didactic materials design. In the third moment, the triangulation and the data analysis process was done, considering the most important commonalities found in the data display. In the present time, the researchers are elaborating the findings for the final document of the study.

Key Words: Colombian cultural component, teaching Spanish as a foreign language, teaching practices, didactic materials.

Introducción

Los textos de recursos didácticos para la enseñanza de español como lengua extranjera que se ofrecen en el mercado carecen del componente cultural colombiano; por lo que el docente se ve abocado a recurrir a dichos materiales e incluirlos en sus clases por falta de recursos que efectivamente incluyan la variada cultura de nuestro país. Adicionalmente, dada la proyección de crecimiento del español como lengua extranjera en el mundo y en el contexto colombiano, se hace necesario llevar a cabo un estudio sobre las prácticas docentes y su impacto en el proceso de enseñanza y aprendizaje.

Descripción Del Problema

Los antecedentes hallados como soporte para el presente trabajo investigativo se encuentran principalmente divididos en sub temas centrales. Primero, la gran mayoría de libros de texto son de España. Segundo, el material didáctico desarrollado al interior de las clases de ELE no se encuentra sistematizado y tampoco hay evidencia de que dicho material tenga un componente cultural colombiano.

Según García y otros (2011) los libros de texto que se utilizan en algunas instituciones colombianas son: Aula Latina 60% (Méjico), Aula Internacional 20%, (España), Nuevo Ven 10%, (España) Gente 5% (España) y De Dos en Dos 5% (España). En otro estudio (Díaz, 2016) se menciona el libro de texto Enlace, de origen colombiano.

Esto permite afirmar que existe un evidente predominio de material de origen español y de otros países (Méjico), mas no de origen y contexto colombiano. Ninguna de estas series ofrece material didáctico complementario que el docente pueda aplicar en sus clases.

Con respecto a los recursos didácticos existentes en el aula de ELE, los estudios mencionados anteriormente resaltan el uso de herramientas en línea; por lo tanto, es importante señalar cuáles son y qué tipo de recursos se ofrecen. Los principales buscadores son los portales “TODOELE.NET” y “ProfeDeELE”, allí la búsqueda de materiales didácticos se puede filtrar por categorías y temas como: literatura, cine, entre otros. Sin embargo, el acceso al material didáctico con componente cultural colombiano es escaso. Por esta razón, el docente de ELE, tal y como lo presenta “El Estado de Arte de ELE en Colombia: Una Mirada Holística: Metodologías y Enfoques, Material Didácticos, Variedades Lingüísticas y Dificultades en el Área”, de la Universidad Pedagógica Nacional (2011), se ve en la necesidad de diseñar su propio material didáctico. Sin embargo, este material no se socializa en la comunidad académica.

Aunque se han hecho varios intentos para sistematizar este material, como es el caso del ministerio de Cultura en las convocatorias de Estímulos desde el año 2015; y el Plan Nacional de Gobierno 2010-2014, en su política de “convertir a Colombia en el mayor destino en América Latina para el aprendizaje del español”, se han presentado iniciativas en torno a la creación de programas de apoyo en la formación y capacitación de los docentes de ELE, participación en redes y eventos internacionales con el fin de

impulsar el español como servicio educativo. No obstante, dado los esfuerzos el diseño de recursos didácticos de ELE en Colombia no se ha fortalecido ni se ha divulgado lo suficiente.

De allí surge el cuestionamiento ¿Cuáles prácticas y recursos pedagógicos contribuyen a incluir el componente cultural colombiano en la enseñanza del español como lengua extranjera en los programas de la Universidad Santo Tomás y la Universidad Pontificia Bolivariana de Medellín?

Objetivos

Objetivo general

Evaluar el impacto de un recurso didáctico, dirigido a docentes de español como lengua extranjera, que fomente el componente cultural colombiano en las prácticas pedagógicas de los programas de español de las dos instituciones.

Objetivos específicos

Establecer los fundamentos pedagógicos e institucionales que orienten la elaboración del recurso didáctico, para las clases de ELE en la USTA y en la UPB.

Diseñar actividades didácticas la competencia comunicativa intercultural (CCI), según los lineamientos del nivel A1 establecidos en el Instituto Cervantes.

Estructurar y diagramar el recurso didáctico para los docentes de las clases de ELE en las dos instituciones.

Realizar el pilotaje de las actividades diseñadas y hacer su correspondiente análisis.

Medir el impacto del recurso didáctico elaborado por el grupo de investigadores en las clases de ELE de las dos instituciones.

Marco Teórico

Con respecto a los componentes teóricos sobre los cuales está cimentado nuestro estudio, nos gustaría sintetizar los autores más representativos. La siguiente tabla presenta, los constructos que definimos en nuestro proyecto: “El Proceso de Enseñanza y Aprendizaje de Lenguas, el concepto de “Prácticas Pedagógicas”, la definición del “Componente y Mediación Cultural” y los “Recursos Didácticos en el Aula de Lenguas Extranjeras”:

Proceso de Aprendizaje de lenguas	Prácticas Pedagógicas	Componente y Mediación Cultural	Recursos Didácticos en el Aula de Lenguas Extranjeras
Brown (2007)	Huberman (1998)	Bachman (1990)	Madrid (2001)
Yang Ming (2004)	Jaskot (2016)	Hymes (1971)	Berwald (1987)
Canale y Swain (1996)	Santojanni & Striano (2006)	Meyer (1991)	Bravo (2004)

Metodología

Teniendo en cuenta que en la primera fase del proyecto se hizo una investigación de carácter cualitativo, descriptivo y etnográfico para caracterizar las prácticas docentes y el uso del material didáctico en las clases de español, consideramos que para el diseño, implementación y evaluación de un recurso didáctico para el docente de ELE, se hace necesario tener como referencia, por un lado, la investigación – acción, desde una visión cualitativa. Tal y como lo señala McNiff (2005), en su trabajo “Action Research for Teachers”, la investigación – acción es un acercamiento de sentido común al desarrollo personal y profesional que hace que los profesores investiguen, evalúen su trabajo, y creen sus propias teorías de práctica. En nuestro caso, además de ser los investigadores titulares del proyecto, vamos a ser parte de las prácticas docentes en las que se va a utilizar el material que se diseñe. Esto significa que evaluaremos sistemáticamente el impacto que el uso del recurso didáctico propuesto tiene en las prácticas docentes y el en proceso de aprendizaje de los estudiantes. Es decir, se evidenciará si la implementación del recurso didáctico produjo el efecto esperado en los procesos académicos de los participantes.

Con respecto a la elaboración del recurso didáctico, se seguirán las 6 etapas propuestas por Jolly y Bolitho (1998), y las cuales se resumen de la siguiente manera: La primera que es la etapa de identificación, y consiste en aclarar los términos y conceptos que servirán como base para el diseño del material, para el caso de esta propuesta, será determinar los principios pedagógicos e institucionales que guiarán su elaboración. En la etapa de exploración se realizará una

revisión del estado actual de los materiales existentes, para este apartado los investigadores harán una revisión y caracterización de los materiales de ELE que se usan en los programas de la USTA y en la UPB. La tercera etapa es la realización contextual, en la que se selecciona el espacio más adecuado para la aplicación del material diseñado, la cuarta etapa es la realización pedagógica y se considera el potencial pedagógico del material diseñado teniendo en cuenta las necesidades del ambiente y del proceso de aprendizaje como tal. En la etapa de producción física se consolida el diseño de las actividades, y se tienen en cuenta aspectos como la diagramación, el diseño, el tipo de letra, entre otros. Finalmente, en la etapa de evaluación se considerarán las percepciones de los docentes y estudiantes de los cursos que participarán en la intervención con el fin de evaluar el impacto del recurso en las clases de ELE.

En cuanto al proceso de implementación del recurso, una vez se haya piloteado e incluido la retroalimentación hecha por docentes y expertos, se procederá a utilizar el material didáctico con los grupos de ELE en las dos universidades. El tiempo estimado para la implementación de este recurso es un mes. Posteriormente, se hará la recolección de los datos, utilizando los instrumentos propuestos (Encuestas y entrevistas semi-estructuradas). En el caso de las encuestas, éstas se diseñarán teniendo en cuenta aspectos como el diseño visual del material, la pertinencia de las actividades, la manera como estas actividades impactan el proceso de aprendizaje de los participantes, entre otros; y en el caso de las entrevistas, se recogerán las percepciones de los estamentos participantes en relación con el uso del material didáctico en las sesiones de ELE. Con respecto a la fase de análisis de datos, los investigadores harán el

proceso de triangulación hermenéutica de la información recolectada a través de los instrumentos y establecerán, con base en los hallazgos, el alcance y la evaluación del impacto del recurso didáctico implementado en las sesiones de ELE. El grupo de investigación considera que al seguir las etapas de diseño, implementación, análisis y evaluación y, al seguir los principios que rigen la investigación-acción (definida anteriormente), los hallazgos de este proyecto responderán la pregunta de investigación y cumplirán los objetivos planteados.

Conclusiones

A partir de la información triangulada y analizada, el grupo investigador pudo caracterizar las prácticas docentes de ELE, teniendo en cuenta las categorías establecidas a partir de las estrategias metodológicas, y las estrategias de aprendizaje. Asimismo, se identificaron las características más representativas de los recursos didácticos y, hasta qué punto, a través de ellos, se incluye el componente cultural colombiano. Las conclusiones que se presentan en este capítulo se organizaron de manera que den respuesta a la pregunta y los objetivos inicialmente planteados en este trabajo investigativo.

Por un lado, teniendo en cuenta la pregunta de investigación y el objetivo general del proyecto, y según el análisis de entrevistas, se puede concluir que todos los participantes del estudio están de acuerdo con la inclusión de elementos culturales colombianos en la clase de ELE. Por otro lado, a partir del análisis de los diarios de campo y formatos de observación, se identificaron cinco

metodologías en los procesos de enseñanza: El enfoque comunicativo, el aprendizaje basado en tareas y el aprendizaje basado en problemas como estrategias para el desarrollo del pensamiento crítico, la gramática cognitiva u operativa, como una estrategia para la comunicación, las estrategias de “error-corrección” y por último, el uso del diálogo intercultural como estrategia para el desarrollo de la competencia intercultural (ICC).

Adicionalmente, y a través de todas las fuentes de información, se pudo establecer una relación entre las prácticas pedagógicas y el fomento del componente cultural, no obstante, todas las entradas coinciden en afirmar que la inclusión del componente cultural no debe limitarse únicamente a los aspectos visibles de una cultura, sino también debe incluir otros elementos intrínsecos que reflejen la idiosincrasia de cada cultura, a través de actividades que permitan un diálogo intercultural (diferencias- semejanzas entre las culturas objeto de estudio) y del respeto mutuo. En ese sentido, con el fin de dar respuesta a la pregunta de investigación, se hace necesaria la adaptación de un enfoque intercultural en el aula, en el que se promuevan estrategias de “diálogo cultural”, este modelo debe permear idealmente los objetivos de aprendizaje, el contenido y el currículo en sí mismo, por último, de los estamentos de expertos y docentes, se pudo establecer que este enfoque va de la mano con otras estrategias metodológicas en pro de los objetivos planeados para un programa de ELE.

En relación con los recursos didácticos analizados en la revisión documental se puede concluir que los libros de texto guía utilizados en los programas de ELE en Bogotá y Medellín son en su mayoría

diseñados por grupos editoriales internacionales, todos los libros cumplen con estándares internacionales la presentación de objetivos curriculares, desarrollo de competencias lingüísticas, pragmáticas y sociolingüísticas para el aprendizaje de las lenguas extranjeras, ayudas pedagógicas digitales, entre otros. Con respecto al componente cultural, la mayoría de los libros incluye un alto contenido de actividades, recursos didácticos y vocablos de la cultura española, a pesar de los esfuerzos en el país por la creación de materiales con contenidos de la cultura colombiana -Solamente se encontraron tres libros de texto al momento del estudio.

Desde la matriz de los recursos didácticos analizados se encontró que estos materiales se orientan principalmente a la práctica lúdica de vocabulario y de producción oral, con muy bajo contenido cultural, y sin ningún contenido cultural colombiano. Por otro lado, en los recursos diseñados o adaptados por los docentes participantes, se encontraron materiales auténticos como video, canciones y lecturas. Adicionalmente, los recursos analizados tienen una tendencia marcada a tratar aspectos visibles o superficiales de la cultura, y solamente algunos materiales de lectura incluyen temas históricos del país.

En la revisión del estado del arte se encontraron otros libros de enseñanza de ELE con inclusión de componente cultural colombiano, sin embargo, estos libros no son usados en los programas de ELE de las universidades locales, sino como material de apoyo o para programas de turismo.

Para dar respuesta a la pregunta y el objetivo de la investigación, con respecto a qué materiales contribuyen a la inclusión del

componente cultural colombiano, se encontró que la mayoría de los libros de texto y recursos didácticos no cuentan con guías de ELE con inclusión de cultura colombiana, y que los docentes entrevistados deben adaptar y diseñar este tipo de recursos, los cuales incluyen lecturas, videos y canciones de material auténtico colombiano sólo sobre aspectos visibles de la cultura. Cabe anotar que este material, al momento del estudio, no estaba sistematizado, por lo que no era accesible a la comunidad académica de ELE.

En las entradas sobre recomendaciones para el diseño de un recurso didáctico de ELE con componente cultural colombiano, se deben tener en cuenta los conceptos de interculturalidad y transculturalidad, la población a quien va dirigida, y los referentes internacionales, locales e institucionales.

Finalmente, los hallazgos encontrados en este proyecto le dan al grupo investigador bases sólidas en cuanto a la manera como se desarrollan las prácticas docentes de ELE. Además, reafirman la necesidad de ofrecer un libro de recursos didácticos de ELE con inclusión del componente cultural colombiano para los programas de español en el país, orientan el camino y sientan las bases estructurales para la creación de este tipo de material.

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THE USE OF WRITING STRATEGIES IN THE TRAINING OF PRE-SERVICE NATURAL SCIENCE TEACHERS FOR CLIL CONTEXTS

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Abstract

This presentation is based on an ongoing research study about the training of natural science pre-service teachers to become CLIL teachers. The study is longitudinal and is intended to last four semesters. The research subjects started participating in the study when they had an A1 level of English and were in the first semester of their undergraduate program. The information gathered during two semesters shows improvement in the use of the language for educational purposes and in the use of pedagogical strategies, along with a high level of motivation in the students.

Introduction

During the last few years, research about the appropriate ways to teach content in a second language has gained importance. An increasing number of private schools expect teachers to teach Math, Science, Social Studies and other subjects in a second language. In the case of public schools, the launching of the state-sponsored “Colombia Bilingüe” program has started to put pressure on school administrators and teachers to increase the quality of English teaching in their institutions. Consequently, the new generation of teachers needs to be prepared to embrace the new challenges that this process entails. This is the reason why university pre-service teacher training programs should make increasing efforts to train teachers in the CLIL approach.

This study builds on a recent research strand in the field of L2 writing (Manchón, 2011; Williams, 2012), according to which writing can be a vehicle for the learning of a foreign/second language. This study is informed by both the cognitive and the sociocultural frameworks.

The study is experimental because it will be performed with a control group, and pre-study and post-study tests. Also, the study is exploratory because it can be considered as a new contribution to the discipline, since no study of the same type has been found. On the other hand, the study is mixed because both quantitative and qualitative data will be analyzed. As for the quantitative data, a non-parametric statistical hypothesis test and a non-parametric measure of rank correlation will be used.

The expected outcomes of the study are twofold. On the one hand, that students will perform significantly better in English tests

compared to their peers taking the same general English courses but not attending the writing-to-learn-language group. On the other hand, the research subjects should develop pedagogical skills that have not yet been taught to their peers.

A group of 10 pre-service teachers with a varying level of language – from beginners to A2, according to the European Framework of Reference for Languages – have weekly sessions where they will be given the opportunity to teach micro-sessions – from 10 to 20 minutes each – to their peers; also, they will have the opportunity to receive self-feedback and feedback from their peers and their teacher, and will be able to give feedback themselves. A total of 24 sessions will take place throughout a year.

Description of the Problem

The problem whose solution this study intends to contribute to is the lack of qualified natural science bilingual teachers to teach content subjects in English.

Research Questions

- What is the impact of writing strategies to learn language on learning English as a foreign language on the development of written expression skills of teachers in training, in terms of conciseness?
- What is the impact of writing strategies to learn language on the learning of English as a foreign language on the development of the skill of oral expression of pre-service teachers, in terms of accuracy and fluency?

Theoretical Framework

In line with Manchon (2011), the theoretical positions that inform this study are cognitive and sociocultural in nature. Cognitive theoretical frameworks include the Focus on Form Paradigm (Doughty 2001; Doughty & Williams 1998), which attracts students' attention to form while communicating. Cognitively-oriented views point out the role of interaction in language development. The Noticing Hypothesis (see Schmidt 2001) and the Output Hypothesis (see Swain 1985, 1995) also play a role in this process. All these paradigms are dependent on the process of attention and emphasize its role in SLA, along with the need for students to notice the gaps between their knowledge resources of L2, and L2 rules, so that SLA can take place.

As for the role of social interactions in the scholarship and in our study, the study is based on the premise that each learner's knowledge is socially co-constructed during collaborative problem-solving (Swain, 2006). These collaborations related to the metatalk reflection included in the language used in collaborative problem-

solving. For this reason, Swain (2009) argues that students' dialogue about language ("languaging") is a part of learning, as it helps students notice language problems and leads to them finding solutions.

Methodology

The training is being given in group sessions in which the pre-service teachers develop routines which – in a different order – include input activities composed of reading and/or listening (recordings) and/or a teacher explanation, and output activities which always include writing strategies – including reflection – and oral presentations. The study builds on Swain's output hypothesis in which the appearance of a "language gap" when students are trying to convey ideas in L2; based on this gap, the researchers design the activities in such a way that students are led to fill the knowledge gap. Students receive "feedback for acquisition" (Manchon 2011) on their writings, which is a type of feedback focused on promoting overall language development instead of just accuracy, as has been done traditionally. The main writing-to-learn-language activities to be developed are dictations, dictocomps and dictogloss, which make students focus on the language forms they are having difficulties with.

The study is mixed because both quantitative and qualitative data will be analyzed. As for the quantitative data, a non-parametric statistical hypothesis test and a non-parametric measure of rank correlation will be used. It is a qualitative action research study that also uses quantitative data in a way suggested by Marti (2015), where the role of quantitative data is to provide information

valuable to the researcher to adjust his methods according to the characteristics of the research subjects. The quantitative data will be analyzed using a non-parametric statistical hypothesis test and a non-parametric measure of rank correlation will be used. The study is semi-experimental in that the experimental group is not randomly chosen and the main measure of impact is taken from the comparison between pre- and post-tests of the same group, despite the fact that comparison will be made with groups of students taking the same level of General English. Finally, the study is longitudinal in that it has to do with data analysis of data collected over two or more time periods, on the same variables, for the same group of research subjects or similar individuals (Henson & Hinerman, 2013).

Results

The students in the treatment group are performing significantly better than their peers who are only taking General English courses in terms of fluency, accuracy and vocabulary. Also, the pre-service teachers are becoming knowledgeable and skilled in pedagogical practices.

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EMPOWERING STUDENTS' ORAL PRODUCTION THROUGH AUDIOVISUAL TOOLS

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Abstract

We report on a Descriptive Case Study project aimed at empowering Law students' oral production using audiovisual tools as a strategy to develop English classes in a dynamic way. It took place at a private university in Tunja over ten months with a group of seventh semester students. The researchers attempted to motivate students using academic videos to help them develop oral competences in English. In this paper, we aim to share the findings emerged from

data collected through students' journal, observation and videos that demonstrate the process developed by Law students to communicate ideas orally.

Key words: academic videos, oral competences, teaching English.

Introduction

Education in Colombia has been facing new challenges due to globalization in relation to technology, science, economics, and business among others; thus, the relevance of English with these fields of knowledge is used as a tool to investigate, to study and to create relationships among countries.

According to the latest studies as the PISA, English has presented low level not only at schools but also at universities. The Colombian government tries to implement new programs which promote languages teachers and community in general to be aware about the importance of learning English and Santo Tomás University is involved in this situation.

Bearing in mind the previous statements, this current study was achieved at Santo Tomás University once researchers identified that students struggled with their oral skills in english classes. According to some studies achieved in other countries, it is possible to evidence that audiovisual materials have been implemented for teaching English in different parts of the world; they are considered as additional tools teachers can use in the english classes as a way to change the dynamic of the class, acquire expresiones and slangs which are suitable for oral talks, specially in real contexts.

This study proposes the use of audiovisual materials related to legal issues with seventh Law semester students, in order to promote and improve English use. It also aims to guide students to become critical in legal issues in the English language at a private university in Tunja Colombia; hence, according to the characteristics of this research, a case study was implemented in order to help students overcome their barriers in terms of speaking and data was gathered using three instruments. Findings displayed how English teachers implemented new methodologies to improve English level and contributed with theories related to English teaching and learning process, based on legal issues which encouraged Law students expressed their own points of view orally and critically.

Description of the problem

After language teachers observed that Law students were not able to communicate their thoughts orally, a diagnosis exercised was developed in order to have evidences of this situation. The results demonstrated that there was a lack of legal vocabulary, students were not critical enough when they needed to talk about legal issues, students felt afraid to talk in public, students presented difficulties in communicating themselves in terms of fluency, coherence and also lack of vocabulary.

Objectives

- To encourage students' oral production by using audiovisual resources.
- To become students critical in legal issues through the implementation of academic videos.

Theoretical framework

This study was supported by four main theoretical constructions which were related to the implementation of academic videos, English oral production, argumentative competences and English for Specific Purposes (ESP).

Methodology

According to the characteristics of this research, a Descriptive Case Study was implemented because it permits to observe and analyze with detail the happenings in a particular group of students. The Descriptive Case Study is appropriated to be implemented for teaching English because it helps teachers to find different ways to improve methodologies and contribute with theories to improve the way English Language is taught.

Researchers conducted this descriptive case study with a group of seventh semester Law students at a private university in Tunja, all of them have already studied six levels of English, thus, most of them have a previous knowledge of English.

Three instruments were used to gather information and to have validity to this study which were students' journal, observation and videos.

Results

First category: students' oral skill improvement through audiovisual resources.

This category showed us how Law students tried to offset their limited knowledge of Legal English and the strategy they used to get positive scores when they had to face oral exams in English classes after being exposed to watch and understand academic videos in English. According to the gathered information, it was possible to evidence that the implementation of audiovisual videos in english classes was an useful material not only for teacher but also for Law students as well because classes were innovative and meaningful and these resoruces encouragued students to keep motivating in their learning process of english. At the beginning of the project, researchers observed that students felt enthusiastic but at the same time they perceived that it was a big challenges for them.

Second category: legal issues as a way to motivate law students' critical position in an oral way.

This category refers to how do the implementation of audiovisual materials guide students to become critical in legal issues in different context. The current project was developed based on specific tasks such as debates, round tables, oral presentations, among others. These kind of activities implied students to work in groups and express their personal points of view in a critical position bearing in mind different issues related to Law. As Dueñas (2010) stated cooperative learning is a method of instruction that allows

students work in groups in order to achieve common goals. Thus, they are encouraged to work together for similar benefits and for taking full advantage of their learning process. When students make decisions to work collaboratively, it involves the development of certain skills such as leadership, commitment and respect.

Conclusions

This project helped to become English teachers more imaginative to enhance students in learning this language, because sometimes learners feel that learning English is not relevant but this vision has been changing if students really want to stand out according to the latest advance humanity.

The goal of learning a foreign language is developing the communicative skills, because it permits students to interact with the world, thanks to the different issues present in academic videos; thereby, this research project permitted researchers to utilize audiovisual materials as a strategy to develop students' English language learning basically in oral skills, which involved abilities such as arguing, expressing personal opinions and criticizing topics about legal.

Finally, it is necessary to highlight the need to teach English in real context with authentic material and realistic goals, not pretending that English teachers will manage grammar. Throughout this study, researchers realized that the use of academic videos in teaching English enhanced positive attitudes such as self-confidence, gladness and gratification.

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REFLECTION PAPERS

A REFLECTION ON HOW TO EMPOWER DIGITAL LEARNERS

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Introduction

In 1991 Tim Berners-Lee first presented the term World Wide Web to introduce a new technological advance that was designed to change the way people interacted to each other. 28 years later, an

unexpected and unseen change is modifying the very core of all human interaction. The web and the Internet performed such a shake in communications that there is no way we can escape from its effects. Of course, teaching and learning processes have been affected by this quake. Digital native students¹ demand a true ICT inclusion in the classroom (to be understood not only as of the use of PPT presentation and Moodle assignments). A real connection with the real world is a need that Language teachers cannot avoid when teaching citizens of a globalized world.

In an attempt to answer this demand for change, the research team has been applying a set of strategies framed in the emerging educational trend of Mobile Learning. Those strategies are aimed to give students the opportunity to connect with the world using the English Language as an excuse to do it while teachers are given the chance to truly answer their students' needs in terms of language acquisition and practice.

Description of the Strategy and Theoretical Support

What is this urgency students seem to have every time their mobile devices ring or flash? Why do they have this need to constantly check their cellphones' screen even if it anything new on it? These situations were the starting point for the researchers realized that even though the students were in a classroom participating in a class, they were still connected with the outside world, "the real

¹ Sociology studies classify Digital learners as a group belonging to Gen Z, people who were born from 1995 to 2010. Further research on how this generational profile affects learning processes and environment has been carried out but there is not much evidence on Latin-American contexts.

world”. There is no doubt that a regular student with access to a mobile device can be easily distracted by all the information he has just one click away – according to researchers, digital learners take only seven seconds to decide if the information they receive is worth their attention. Studies show that digital learners unlock their devices at least nine times per hour and prefer using search engines (Google) likely to asking a person. These special characteristics and the permanent use of cellphones during class time (yes, students find the way to check their cellphones even when they are told not to and, if you are a teacher reading this you know it is true!) lead to find way of including emergent pedagogical strategies that would allow inclusion rather than banning of electronic devices in the teaching – learning process.

Pedagogical Context

Participant teachers started with a revision of media resources that would help in the development of a lesson. We started with the most popular and familiar ones for us: *Power Point*, *Prezi* and, *PowToon* Presentations; these resources were used to present content or to play games based on particular needs according to the lesson. Although these types of media resources were already included in lesson plans, a need to turn them into interactive spaces was increasing as the tools were used. That led to a quest for interactive resources that were new both for teachers and students. Power Point Presentations were changed for Nearpod or Google Presentations (this last one provides the opportunity to work collaboratively among teachers and students), infographics and

banners posted online that students can check from their mobile devices not only from the big screen in the classroom.

Through two years time, the inclusion of media resources has turned into a Mobile Learning² experience that has allowed the use of software applications (Apps) to encourage language practice for the class purposes but also for letting students interact in real communicative situations.

Result

Taking into account the students' participation in digital environments and providing them with the opportunity to focus those interests in the language classroom lead students to be empowered with their own learning processes and give them the opportunity to be exposed and actively participate in real uses of the language. Besides, invested time in presenting new resources or apps provides low-performance students extra practice opportunities that can be addressed to particular needs resulting in academic improvement.

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² Mobile Learning is an emerging learning model supported by the use of mobile devices to learn anytime, anywhere. For more information about M-Learning and Mobile Assisted Language Learning –MALL, we recommend to check the references provided along this short text. Currently, the research team is carrying out a wider research on this matter.

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WORKSHOPS

REFLECTIVE TEACHERS TOWARDS BILINGUAL COLOMBIA

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He works as a full-time teacher of English at the School of Languages of the Universidad Pedagógica y Tecnológica de Colombia (UPTC) and as a tutor at CAU-Tunja (USTA) at Distant Studies. He obtained his B.A. in English – Spanish teaching in 2000 from Uptc. He worked between 2000 and 2003 as an English language teacher at Colegio de la Presentación, Tunja. He participated in the Amity Exchange Teacher Program for 7 years in Cincinnati (Ohio – United States) where he worked as a Spanish teacher until 2010. He returned to Colombia and since then he has been teaching English at Uptc. In 2013, he received his MA diploma in Language Teaching from the same institution. His interest in teaching English has taken him to search and explore new ways to analyze, understand, and teach.

Introduction

The teaching of English as a foreign language is day by day urging for more effective ways of teaching it and there are many challenges that teachers face day by day. This proposal searches for alternatives of approaching the teaching of English in more realistic, but effective ways.

In one hand, thanks to new technologies and more frequent access to communication, students are more exposed to English on daily

basis. For this reason, English language teachers need to be better prepared to face the challenges that the shifting society is posing. In this particular case, teachers at this moment face their own challenges, for example technology in the classroom, social networks, music, cultural representations, national teaching policies, etc. In relation to the last item, language teachers in Colombia are, whether they like or not, part the national plan called Colombia Bilingüe (Bilingual Colombia) which was established to be developed between 2014 and 2018, but aimed to reach the objectives by 2025.

On the other hand, there is a continuous preoccupation from language teachers in relation to teaching methodologies. One of the latest trends in language teaching is the Post-Method Pedagogy, coined by Kumaravadivelu in 2003. This pedagogy takes language teachers a step forward in the use of language teaching methodologies, not only on the application of a unique teaching method, but how teachers have the freedom to choose from a range of teaching methods by taking into account the context and the necessity of the group of the students. Besides, teachers have a range of ten macro-strategies in which teachers have to propose as many micro-strategies as possible in order to take them into action.

This workshop is thought to be a space of reflective teaching in which participants will be exposed to interact and propose strategies towards the analysis and the sharing of new alternatives of the teaching of English, framed in the local or national teaching policies.

Theoretical framework

Reflective Teaching

Reflective teaching is a crucial exercise at any stage of the career, from beginners (pre-service teachers) to more experienced teachers, because teacher's ability to think critically on their own teaching practices has a positive influence in pedagogic development (Schön, 1983; Baird, 1992). Only when a professional is able to reflect about his/her job can he/she improve and strengthen weak areas of the profession and, therefore, his/her confidence level. Weiss and Weiss (2001) see reflective thinking as a particular form of analyzing actions and experiences and a reasoning of constant questioning and exploration. Gelter (2003) stated that reflective teaching emerges when something goes wrong or fails in the classroom. Although reflective teaching should be encouraged from the early stages of the teaching profession and without hesitation, pre-service teachers are the ones exercising reflective teaching on a frequent basis. Fortunately, that reflection is possible when pre-service teachers and school mentors or pre-service teachers and university advisors sit together to analyze what is working and what is not, as well as how their teaching can be improved. If pre-service teachers are oriented in how to think reflectively, they are more likely to be successful in their teaching careers.

Post-Method Pedagogy

Teachers create and reinvent their teaching practices on a daily basis, and, when this occurs, teachers bring to life what Kumaravadivelu (2006) calls Post-Method Pedagogy, which is not

actually a method. This pedagogy leads pre-service teachers to generate new ideas of growth as future professionals by discussing, reflecting, and questioning the existing teaching methods and the post-method pedagogy.

The idea of post-method pedagogy is for teachers to create and develop their own methods, constructed through the interaction among teachers, knowledge of the language, other methods and approaches, and interaction with learners. The new methods that teachers generate reflect on teachers' beliefs, values and experiences (Richards & Rodgers, 2001). In other words, a post-method is defined as the construction of classroom procedures and principles by the teacher based on his/her prior and experiential knowledge and/or certain strategies used in the classroom.

Colombia Bilingüe

The National Ministry of Education (MEN) launched the National Bilingualism Plan (PNB) in 2004 which intended that by 2019 most of high school graduates were bilingual, by proving a B1 level. Unfortunately, this expectation was not met for several reasons which have been analyzed and criticized by linguists and scholars. Once MEN realized it was necessary to re-direct the outcomes of this project, they decided to launch the new program Colombia Bilingüe (Bilingual Colombia) 2014 – 2025.

In order to integrate the three theoretical constructs listed above, the proposal of this workshop aims at combining how language teachers are reflective entities who through the implementation of the parameters and macro-strategies and micro-strategies of the

Post-Method Pedagogy are directly connected to the objectives of the national plan Bilingual Colombia.

Practical activities

First, the participants receive an introduction to the characteristics of Reflective Teaching through a check list; then, they will be introduced to the components of Bilingual Colombia (2014-2025). Next, the presenter will introduce the main characteristics of the Post-Method Pedagogy. Right after this, participants will work in groups of 3-4 people so that they can propose micro-strategies oriented to develop the macro-strategies of the Post-Method which should be synchronized with the components of the national plan Bilingual Colombia. Finally, the presenter will summarize the key aspects in order to present the conclusions of this workshop.

Conclusions

After the implementation of the workshop all together will come to final conclusions.

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GIVING ORAL AND WRITTEN INSTRUCTIONS

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Introduction

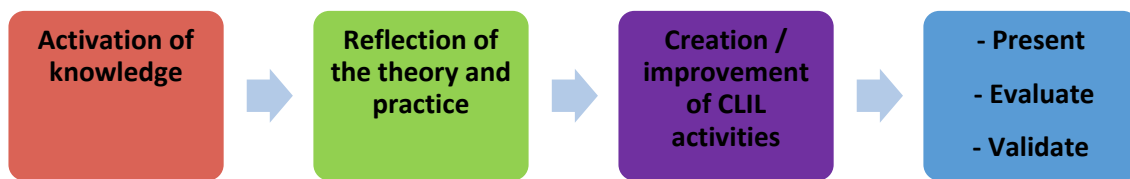
Universidad Santo Tomás offers a CLIL professors' training course, which aims at providing educators with the necessary methodological tools to implement their content subjects through a second language, in this case, English. During the development of the course, they reflect on their teaching practices, how successful they have been and aspects to be improved. One of them that requires a lot of attention is giving oral instructions. After analyzing

previous experiences, it became important to provide content professors with methodological tools to provide oral instructions properly.

Theoretical framework

Methodology

This workshop has been taken from one of the sessions conforming to the CLIL diploma course from USTA Bucaramanga. The methodology used for the development of each session of this teacher preparation course has the following four steps:



1. Activation of knowledge. The content and language objectives of the class are socialized to model that moment so that professors replicate them in their classes. Then, an activating knowledge activity is carried out to trigger professors' prior knowledge of content. This activity is also a model of a possible strategy to use in their classes.

2. Reflection of the theory and practice: Theory is presented and socialized including practical exercises to be transferred to their classes. Moreover, there is a space for reflection in which professors

rethink their teaching practices and consider what aspects of CLIL can be included in their classes.

3. Creation/improvement of CLIL activities: Professors design activities for their classes taking into account the skills they wish to reinforce and their students' English level. During this process, CLIL tutors are monitoring the activities professors are doing and ensuring that the activities have the elements of the CLIL methodology.

4. Present - Evaluate - Validate: Content professors present the activities created to their colleagues and CLIL tutors. This moment is to evaluate and validate how much of CLIL they have taken into account for the design of their activities. Once again, a space for reflection arises and all teachers are expected to enrich their designs with the support of all the members of the course.

Practical activities

After socializing the theory related to proper oral instructions in the CLIL context, participants will be invited to design a game making

Time to apply what you learned

- Work in groups of three (3) people
- Read the rubric provided before you plan your activity
- Use the materials given to plan a 5-minute game/activity and implement it in this session.
- You can use extra material or ICT tools if you want
- Write the instructions for the game/activity on a piece of paper
- Rehearse your instructions before you present them
- You have 15 min to plan everything

sure they create proper oral instructions and they are properly and timely transmitted to the class.

Conclusions

By the end of this workshop focused on one methodological aspect that needs improvement in CLIL professors' teaching practice, we seek to raise awareness on the importance of giving instructions properly to improve the teaching and learning process. In the first place, by giving instructions properly we aim at making sure students complete the activities and tasks successfully and with minor difficulties. Moreover, by planning and designing activities with clear instructions, we facilitate teachers' class development and the attainment of the objectives set for the lesson.

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OPTIMIZACIÓN DE PROCESOS ACADÉMICOS CON EXCEL

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Mis temas de interés son enseñanza de inglés como segunda lengua y los Estudios Americanos, que incluyen procesos históricos, economía, cultura y política. Así como en el uso de las TICs para el trabajo docente en lenguas Extranjeras.

Resumen

Se ha observado que EXCEL es una herramienta indispensable para algunos campos laborales como la administración y la gestión financiera.; sin embargo, la reflexión en materia de la enseñanza de lenguas extranjeras es que Excel se usa meramente para aspectos operativos tales como la ponderación de notas de un estudiante, demostrando una sub-utilización del potencial de esta herramienta.

La presente propuesta se basa en la posibilidad de potencializar el uso de esta herramienta para un mejoramiento en la realimentación

sin sacrificar tiempo docente ni mucho menos calidad en el proceso de aprendizaje de los estudiantes.

Palabras Clave

Informática educativa, retroalimentación, TICs en educación.

Introducción

El software de manejo de bases de datos EXCEL es una herramienta ampliamente usada en algunos campos laborales como la administración, la gestión financiera entre otros. También se considera como una habilidad primordial en casi todos los campos laborales, sin embargo, se ha observado que la gestión de procesos académicos utiliza esta herramienta para aspectos meramente operativos como la ponderación de notas de un estudiante, o para saber tener estadísticas básicas como cuántos estudiantes pasaron o perdieron una materia. Lo que demuestra una sub-utilización del potencial de esta herramienta.

La propuesta que se presenta se basa en la posibilidad de potencializar el uso de esta herramienta como algo más que registrar notas y ponderar, sino que se convierta en una fuente de información donde el docente pueda hacer un seguimiento más exhaustivo al proceso de sus estudiantes, progreso que estos han tenido durante el semestre y los reportes del caso de una manera entendible para el docente y el estudiante.

Así mismo, se busca que, desde la perspectiva del docente, la carga laboral derivada de los procesos administrativos y operativos

propios de su labor se reduzca; al cambiar procesos manuales por una automatización, lo que podría consecuentemente, hacer que el docente tenga más tiempo libre y, por lo tanto, reducir los factores de riesgo ocupacional.

De esta manera se hace necesaria la pregunta ¿Cómo se puede optimizar el proceso de evaluación y realimentación de los estudiantes del Instituto de Lenguas a través de EXCEL? Para responder a esta pregunta es necesario revisar la metodología de evaluación propia del Instituto y posteriormente analizar como el programa puede desarrollar estos procesos de una manera más óptima.

Marco Teórico

Marco general del proceso evaluativo del Instituto de Lenguas FBL

El sistema evaluativo en cada institución cambia de manera radical, aunque los instrumentos de evaluación en el Instituto de Lenguas Fray Bernardo de Lugo han sido similares durante los últimos años, se ha venido cambiado la ponderación de cada corte del semestre. Sin indicar la relevancia en el proceso evaluativo, si es importante mencionar que el trabajo con Excel (y con la herramienta Google Sheet) ha sido flexibilizado de tal manera que cada semestre los elementos usados por el programa sean apropiados para la consolidación de datos.

El Instituto de Lenguas en su sede Bogotá cuenta con los siguientes instrumentos de evaluación³

2020-1			
TERM	POINTS	DISTRIBUTION	TASKS
1	50pts	25	First midterm exam
		11	Project – first progress report
		6	Intercultural activity
		4	Moodle
		4	Conversation club

Tomado de: Instituto de Lenguas FBL, Tips and Rules General English 1 –First Semester 2020

La tabla muestra que, en el primer corte, la ponderación de puntos máxima es de 50 (equivalentes a una nota sobre 5.0) el cual representa el 35% del primer corte; así mismo, la distribución de puntos equivale al examen escrito cubra el 40% de la nota y el restante en las diferentes actividades.

Desarrollo

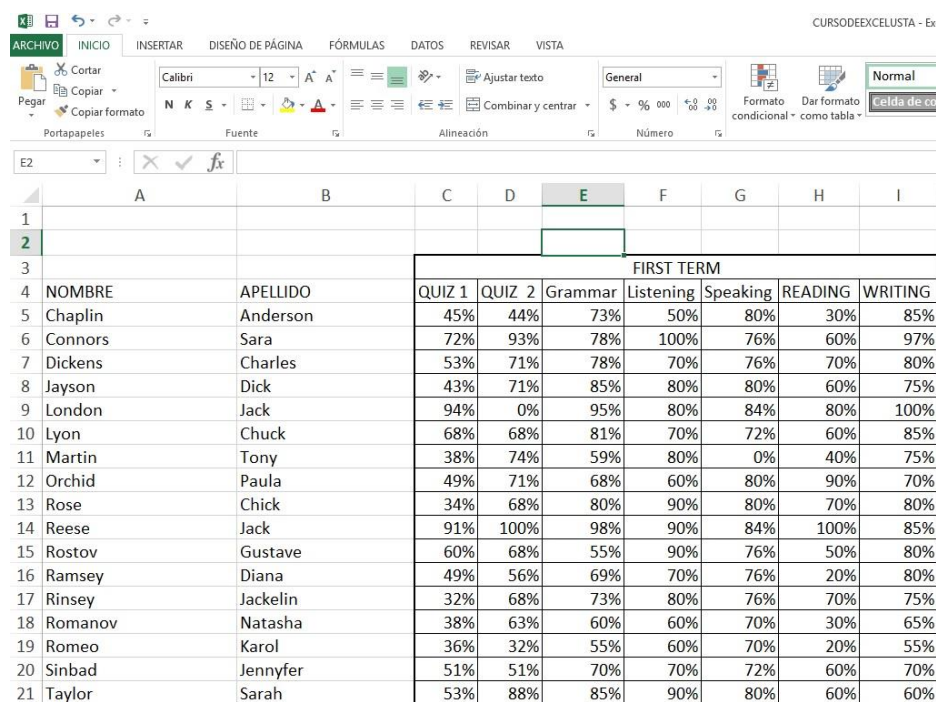
Para optimizar la información que el docente debe recibir, se puede direccionar el uso de EXCEL para que cada aspecto pueda procesar los datos cuantitativos obtenidos, de tal manera que la información recolectada sea significativa para el proceso de desarrollo de

³ La tabla mostrada es un extracto del curso GENERAL ENGLISH LEVEL 1 correspondiente al primer semestre del 2020; aunque los diferentes tipos de curso tienen su propia ponderación, en general todos proponen las mismas actividades.

segundo idioma de los estudiantes; de esta manera esta práctica se puede describir de la siguiente forma:

Examen (manejo de datos estadísticos)

El examen parcial en el instituto tiene tres componentes. El primero es la comprensión oral, *language use* (gramática), y en el segundo y tercer examen, lectura y escritura. Al hacer un análisis de los datos que se presentan, se puede medir el progreso de los estudiantes durante el semestre convirtiendo los resultados de los exámenes en porcentajes de logro y posteriormente en gráficos que reflejen visualmente este desarrollo. (ver Imagen 1)



CURSODEEXCELUSTA - Ex

	A	B	C	D	E	F	G	H	I
1									
2									
3			FIRST TERM						
4	NOMBRE	APELLIDO	QUIZ 1	QUIZ 2	Grammar	Listening	Speaking	READING	WRITING
5	Chaplin	Anderson	45%	44%	73%	50%	80%	30%	85%
6	Connors	Sara	72%	93%	78%	100%	76%	60%	97%
7	Dickens	Charles	53%	71%	78%	70%	76%	70%	80%
8	Jayson	Dick	43%	71%	85%	80%	80%	60%	75%
9	London	Jack	94%	0%	95%	80%	84%	80%	100%
10	Lyon	Chuck	68%	68%	81%	70%	72%	60%	85%
11	Martin	Tony	38%	74%	59%	80%	0%	40%	75%
12	Orchid	Paula	49%	71%	68%	60%	80%	90%	70%
13	Rose	Chick	34%	68%	80%	90%	80%	70%	80%
14	Reese	Jack	91%	100%	98%	90%	84%	100%	85%
15	Rostov	Gustave	60%	68%	55%	90%	76%	50%	80%
16	Ramsey	Diana	49%	56%	69%	70%	76%	20%	80%
17	Rinsey	Jackelin	32%	68%	73%	80%	76%	70%	75%
18	Romanov	Natasha	38%	63%	60%	60%	70%	30%	65%
19	Romeo	Karol	36%	32%	55%	60%	70%	20%	55%
20	Sinbad	Jennyfer	51%	51%	70%	70%	72%	60%	70%
21	Taylor	Sarah	53%	88%	85%	90%	80%	60%	60%

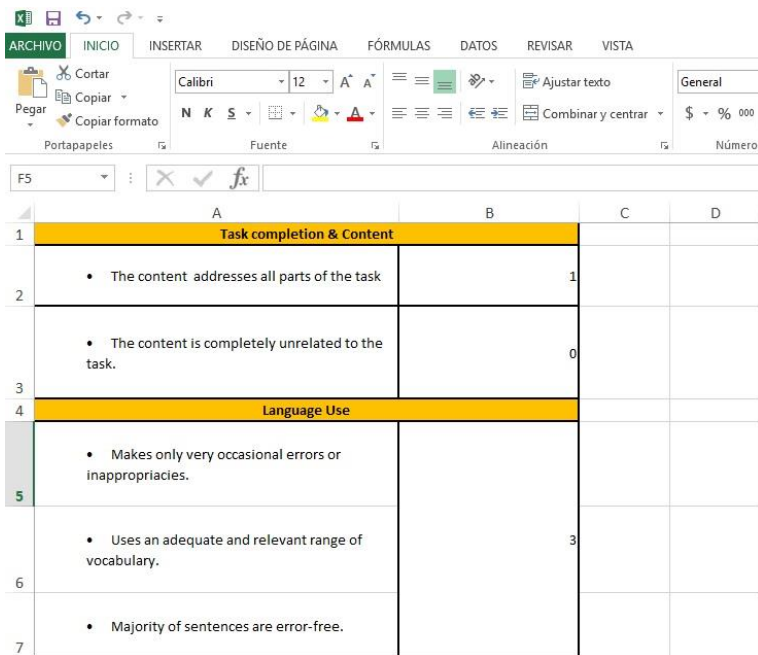
Imagen 1 ejemplo de conversión de notas a porcentajes de progreso.

Proyecto y Actividad Cultural (manejo de rúbricas)

El proyecto es un trabajo de carácter individual que el estudiante debe realizar durante el semestre, el objetivo es realizar un texto bajo tres ejes temáticos: uno profesional donde el estudiante debe hacer un proceso descriptivo de un tema relacionado con su carrera, un eje personal donde el estudiante describe un aspecto de su vida y, finalmente, un eje sociocultural donde el estudiante hace un pequeño estudio sobre un aspecto cultural de un país o del propio.

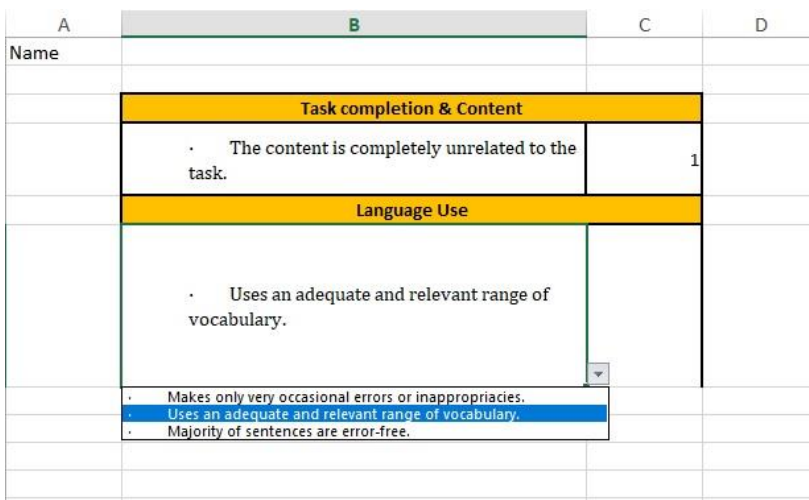
La actividad cultural que, para el primer semestre de 2020, tiene como objetivo “Desarrollar el sentido de pertenencia, identidad nacional y cultural dentro de la comunidad estudiantil de la USTA”, es una actividad que también se realiza en tres fases y que se enfoca en desarrollar la expresión oral por medio de la investigación y posterior presentación de resultados.

Para estos dos ejercicios, la implementación del uso de Excel sugiere formas de optimizar los procesos. Por ejemplo, el uso de la evaluación por rúbricas, se puede utilizar las fórmulas, validación de datos o incluso la construcción de formularios para que este proceso sea productivo, ahorre tiempo y se tenga una información veraz y adecuada para un futuro reporte.



	A	B	C	D
1	Task completion & Content			
2	• The content addresses all parts of the task	1		
3	• The content is completely unrelated to the task.	0		
4	Language Use			
5	• Makes only very occasional errors or inappropriacies.	3		
6	• Uses an adequate and relevant range of vocabulary.			
7	• Majority of sentences are error-free.			

Imagen 2, rúbricas originales sin ningún proceso



A	B	C	D
Name			
	Task completion & Content		
	• The content is completely unrelated to the task.	1	
	Language Use		
	• Uses an adequate and relevant range of vocabulary.		
	• Makes only very occasional errors or inappropriacies.		
	• Uses an adequate and relevant range of vocabulary.		
	• Majority of sentences are error-free.		

Imagen 3 rúbricas con validación de datos y la función BUSCARV, cuando se selecciona un descriptor, la nota inmediatamente aparece en la siguiente celda

Consolidación de resultados (graficación, tablas dinámicas y segmentación de datos)

Hasta el momento, el proceso de evaluación es segmentado, por lo cual hace falta un reporte que condense la información recolectada durante el semestre de tal manera que, para el siguiente periodo lectivo, el estudiante tenga una información detallada de su proceso, los aspectos por mejorar y lo que puede esperar del próximo nivel independientemente de la aprobación del curso.

Así mismo, se despierta la necesidad no sólo de brindar al estudiante una nota numérica, que se usa para propósitos administrativos, sino que también incluye un aspecto cualitativo de tal manera que el trabajo del docente vaya más allá de un informador de las notas, sino también que sea un tutor y facilitador del proceso del estudiante.

Es por lo anterior que la función *Dashboard* se convierte en una herramienta útil y precisa para condensar la información durante todo el curso el docente ha recolectado de los diferentes instrumentos de evaluación aplicados al estudiante, con ayudas visuales, numéricas y de texto. Esta función permite al docente centrar su atención tanto en la parte numérica del desempeño del estudiante como en ver el progreso, inconvenientes y probables planes de acción para el desarrollo de las competencias en los estudiantes. (ver imagen)

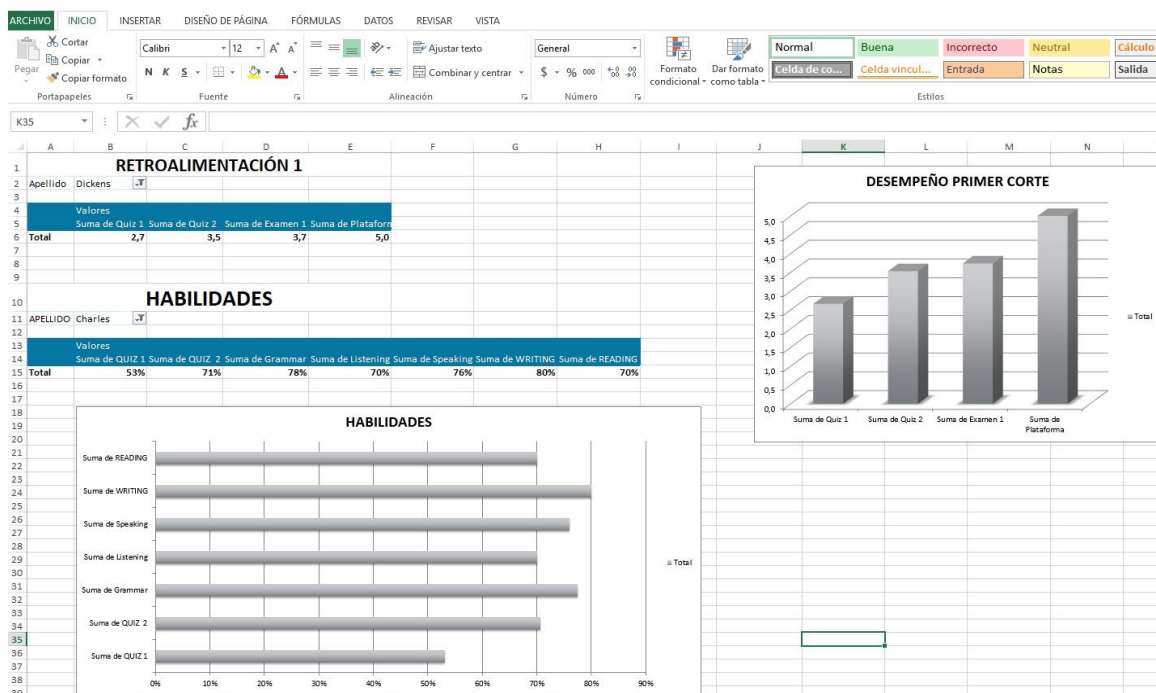


Imagen 4, reporte final de corte utilizando métodos de graficación y tablas dinámicas.

Además, la interacción de Excel con otros programas de OFFICE, permite dar cuenta de reportes, fuera de ser visualmente atractivos, ya que son de gran ayuda para los estudiantes por tener una guía visual de su nivel y, sobre todo, un punto de partida para el resto de niveles.

Flexibilidad (plantillas)

Es menester la adaptación del manejo de herramientas de Excel a la necesidad de cada docente, como se dijo anteriormente, es uno de los factores claves porque la flexibilidad en el uso de esta herramienta para las necesidades de todos los actores, la opción *plantillas* no sólo permite que una misma hoja de cálculo sea usada

semestre tras semestre, sino que pueda adaptarse para otra institución o una nueva normativa en cuanto a la evaluación se refiere.

Conclusiones

El uso de Excel, como herramienta de gestión administrativa, puede ser adaptado a los procesos académicos dentro del salón de clase; más que la mera ponderación de notas, el uso de Excel puede ser aprovechado como una fuente de información tanto para el docente en cuanto a dar una retroalimentación significativa y asertiva, como para el estudiante conocer de primera mano sus fortalezas y falencias y para la institución sobre la optimización de procesos académicos donde la información sobre un grupo de estudiantes sea necesaria.

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CREATING MATERIALS FOR DEVELOPING BOTH READING AND WRITING SKILLS THROUGH ONLINE TOOLS

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Abstract

In all literacy processes, writing is considered a very important communicative skill to develop. Practicing and exercising with the purpose of gaining mastery in this skill is not easy since frequently there are no topics to write about or just because we are lack of creativity. ICT have helped Languages teaching in all fields including the development of tools and apps that help both Teachers and Learners to improve their skills. Creating storybooks, comic strips, short stories or even novels offer a double benefit: they help to develop writing and reading skills together.

While teachers create their own books for their students, they can exercise their reading skills. Similarly, students can also create reading materials which allow them practicing their writing skills. Teachers can also use books created by advanced students for reading tasks in lower level classes.

There are a lot of online tools for creating diverse types of reading materials. They go from basic and simple apps for creating books to complex tools that include sharing, setting tasks, creating classes, this is, almost Learning Management Systems.

This workshop introduces participants several online tools for storybooks, comics and other reading materials creation, with examples and, if possible, the chance of interacting with the tools allowing them to create a simple book of their own.

POSTERS

CEFR B1 FOR UNIVERSITY GRADUATES IN COLOMBIA: ARE WE FAR FROM REALITY?

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Abstract

This ongoing reflective case study aims to provide a reality check on the current situation of the EFL program at Santo Tomas University Bogota, in equipping its graduates with CEFR B1 English competency

skills to meet the bilingual requirement set by the Ministry of Education. It also seeks to identify the challenges and issues encountered by the Language Institute in the process of fostering bilingualism in higher education. Preliminary findings based on data analysis of institutional documents, such as teacher focus group interview, student diagnosis questionnaire and proficiency test results, together with possible implications for effective EFL programs in university contexts will be discussed in the presentation.

Key Words:

EFL Program in Higher Education, Bilingualism, Institutional Language Policy, Proficiency Level, Issues in EFL Teaching and Learning.

Introduction

This year marks the end of the National Program for Bilingualism (NPB) implemented by the Ministry of Education (2004-2019), which aims to foster bilingual citizens who are well equipped with competent English skills to compete in the global market. Although its focus is on the public school sector, nevertheless it has had a huge impact on higher education (Granados, 2013; Martinez, 2016). In response to the public language education policy, the majority of universities in Colombia have made English a compulsory subject and university language departments/centers have been assigned the prime responsibility to ensure that students achieve the

required B1 proficiency level, according to the competency descriptors, established in the Common European Framework Reference (CEFR). However, each university designs its own English as a Foreign Language (EFL) program curriculum and syllabi, according to their understanding and interpretation of level descriptions set in CEFR and with unstandardized evaluation system. Without quality control and assurance systems to regulate EFL programs in the higher education sector nationwide, some questions have been raised regarding the reliability of university graduates' English proficiency level when they finish the required English courses offered by their universities.

Description of the Problem

Santo Tomas University in Bogotá is facing up to challenges of making sure that students achieve B1 level of English in four skills before graduation. Statistics revealed that 45.11% of Santo Tomas graduates reached B1 English level in Saber Pro 2017 and 44% reached B1 level in Saber pro 2018. The results are worrisome as Saber Pro is not a comprehensive exam, it does not assess listening comprehension, writing and speaking skills. In addition, 45% of students who enrolled in EFL courses obtained a score lower than 3.5. Reflecting upon the results, we came to realize that it's necessary to revise the academic process by improving the overall strategies implemented by the English Institute to maximize the foreign language learning and teaching quality and results.

Hence, this ongoing case study aims to examine the actions and initiatives taken by the Language Institute to improve its program

effectiveness, as well as identify the obstacles and difficulties encountered by both teachers and students in the transition process of fostering bilingualism in private university context.

Objectives and Research Questions

Research question

What are the challenges encountered by teachers and students in the transition process of improving the effectiveness of the EFL program at Santo Tomas University in Bogotá?

General objective

To identify the issues encountered by teachers and students in the transition process of improving the effectiveness of the EFL program at Santo Tomas University in Bogotá.

Specific objectives

- To understand teachers' perceptions towards students' performance in the EFL class.
- To investigate on students' learning attitudes and motivation towards English as a compulsory subject implemented by the Language Institute.
- To examine the effectiveness of the EFL program in relation to students' English proficiency

Theoretical Framework

Recent studies on bilingualism in Colombian contexts seem to focus on the critical review of public language education policies in relation to the National Bilingual Program (Ayala & Alvarez, 2005; De Mejia 2011; Gonzalez, 2007; Guerrero, 2008; Macias; 2010; Solarte 2008; Usma, 2009). Educators and researchers have pointed out the following common concerns, challenges and implications:

- 1) Inequality, inclusion and exclusion generation by such policy and program.
- 2) The appropriateness of adopting foreign models and standards (CEFR) for Colombian socio-cultural context and their compatibility.
- 3) Re-enactment of professional development of EFL teachers in Colombia to solve issues of low proficiency levels of English teachers and the shortage of qualified English professionals in public school sector.
- 4) Homogenization, instrumentalization and marketization of foreign language learning and teaching.
- 5) The need to revise national policy and renovate language teaching and learning by developing local methodologies and practices to address students' needs, interest, and improve their English competency levels.

In addition, there are a myriad of studies on the impact and effectiveness of bilingual programs in primary and secondary school sectors. However, studies on the outcomes and quality reforms of foreign language programs in higher education context remain

scarce (Granados, 2013; Martinez, 2016). Hence, this study aims to fill in the gap and contribute to the existing body of literature.

Methodology

Case study

This ongoing reflective case study employs a critical and interpretive approach to understand the challenges and issues encountered by both teachers and students in the transition process of improving the effectiveness of the EFL program, in their joint effort to foster bilingualism in higher education. Data collection instruments include institutional documents, student's satisfaction survey questionnaire, teacher focus group interview, and English exam results.

Case study is one of the most common forms of qualitative research in the field of second language acquisition and it is a "powerful" but at the same time "practical" way of constructing theories (Duff, 2012, p.95). Maxwell (2008) noted that the case study should take an exploratory and interactive approach to particularize situations in a very accessible, insightful and personal manner, which is the greatest strength of the case study.

Results

(Preliminary results for ongoing research)

It has been 15 years since the implementation of the NPB (2004-2019); however, yet there is still a high percentage of students, 59%

- 67% from 2016 to 2018, entered Santo Tomas university in Bogotá with A1 or pre A1 English proficiency levels, with very limited prior knowledge and without a solid foundation in English to build upon. The preliminary findings show that many students today expect to fast track their learning progress and lack awareness on the fact that mastering a foreign language takes time, effort and dedication. Therefore, students' attitudes and behaviors towards learning English as a compulsory subject is a key factor in the success of the program. The results also reveal that teachers face a real challenge of motivating students to maintain their interests in the subject matter throughout 6 levels of English courses. In terms of assessment and evaluation, results also demonstrate that teachers do not always execute the institutional rubrics appropriately to assess students' productive skills. Moreover, they don't seem to have a clear idea about the application of CEFR criteria in evaluating students' language performance, which implies informed training is needed to reach consensus on performance evaluation standards. Last but not the least, further joint efforts are needed between the language institute, other faculties and International Office to promote bilingualism at the university level and transform from monolingual to bilingual higher education.

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FOSTERING STUDENTS' DIGITAL COMPETENCE AND LANGUAGE TEACHING

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Abstract

It was small-scale research project was focused on fostering students' technological competence and teaching methodology in English classes by using online tools. About the type of study, *a diary, a forum, an online survey and students' documents* were used to gather information in this action research study. The data analysis unveiled two categories, firstly *Working collaboratively to strength*

the digital competence where it is evident *that* the encouragement of the group *was paramount to achieve the set* goals and secondly, *Strengthening language teaching through the use of online resources* what demonstrates that technology engage students in their own learning.

Key words: technological competence, English language, Motivation, online tools, language acquisition.

Introduction

Nowadays, the integration of information technology and communication (ICT) has entailed an evolution in different fields like education. In this particular case, as teachers we notice the importance to adopt virtual teaching resources to underpin students' learning process. The lack of knowledge about the right use of online teaching tools and the need to embrace different teaching strategies highlights the need to grow interest to practice a foreign language and use ICT for learning. Hence, this study set as an objective to employ ICT to foster teaching in English classes. The purpose of the study derived from the absence of implementing online activities in English classes, what avoids to promote students' digital competence.

Research Objectives

- To foster the teaching practice and students' technological competence while learning English language by using online tools.

- To explore and employ online resources to empower students in the development of class work activities.
- To offer different learning environments to improve language skills.

Theoretical Framework

ICT and Digital Competence

Nowadays ICT make part of the teaching and students' learning process what makes inevitable not to adopt them in higher education. Del Moral, Villalustre and Neira (2013) assert that teachers have a positive impact in the use of ICT in the classroom, given that they can acquire different skills. Nevertheless, they also point out that there is a lack of training them. That is why Avello, López and Vázquez (2016) state that ICT training for teachers is necessary, due to the incessant development and change in technology, as well as the inclusion in the teaching process-learning.

Computer Assisted Language Learning – CALL

It is evident that when we talk about computer assisted learning we are referring to the use of the computer in the learning process; in that regard, Warschauer (1996) mentions that CALL provides an extensive scope for language teaching and points out that the teacher is responsible of encouraging the developing of activities through the web.

Motivation

The absence and presence of motivation depends on the interest people have to learn a specific topic; so that, with the purpose of improving the teaching practice, it is paramount to provide learning environments that offer meaningful experiences to make sure students create their own learning scenarios to learn. Cheng and Dörnyei (2007) describe motivation as a decisive factor that strengthen learning and bestows a stimulus to keep interest.

Methodology

The type of study adopted was a collaborative action research. Accordingly, a diary, students' documents, a forum and a survey were used to collect information.

In the *research diary* it was recorded information that the researcher experienced during the face to face sessions trying to include specific details. The *students' documents* evidence the result of the students' activities after using some virtual learning tools; these documents enabled to understand the students' interests and improvement of the language used. Besides, *the forum* displayed students' perceptions about the activities proposed by the teachers and performed by the students. Finally, a *survey* was carried out to restate information gather with the previous instruments.

Two activities were planned to carry out this study, the topics of the activities were related to the environment and cybercrime. Students had to create their presentations by using one of the suggested online resource provided by the researchers and once they had the

link of their activity, they shared it. In the discussion forum students expressed how engaging the activities were and their perceptions experienced during the development of the activities. Likewise, the students also commented on each other works and finally, the tutor gave a motivating comment for each group to encourage them to keep working.

Working collaboratively to strength the digital competence and *Strengthening language teaching through the use of online resources* were the categories that came out after the analysis of the research instruments. Firstly, because the group work empowers students to create their online activities given that every student possesses different skills and secondly, it was evident that employing online resources to perform teaching activities can grant students' motivation and positive class experiences.

Conclusions

Considering the results from the research instruments, it is comprehensible ICT has an outstanding function in the students' performance towards learning what makes to rethink the strategies teachers use in their classes. Thus, students demand from teachers more challenging activities in order to foster their learning and that is why teacher need to be instructed with the newest teaching strategies.

The emerging technologies and the wide range of teaching tools have made teacher reflect about adopting and improving strategies to implement and keep students' motivation. Furthermore,

considering that our students are digital learners it is our task to suggest different contexts for learning meaningful content that takes part of their education. Therefore, by offering additional learning environments teacher might become students autonomous learners who can be able to recognize the type of resources they can use for their studies.

Finally, considering the results of the data analysis it is evident the positive results that working with other areas of knowledge can provoke, given that the involve ones are constantly learning what can be reflected in their teaching practice. In this manner, teachers are in the search of granting a high-quality education for their learners who need to count on different skills like the technological competence.

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