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1ST NATIONAL EFL AND ELT USTA TUNJA CONGRESS: BILINGUALISM AND NEW TRENDS “English, the window to the world”

April 4th, 2018
Universidad Santo Tomas Seccional Tunja
Bernardo de Lugo, O.P. Languages Institute
Tunja – Boyacá

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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

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BILINGUALISM AND NEW TRENDS: ENGLISH, THE WINDOW TO THE WORLD

OBJECTIVE

To reflect about the current EFL and ELT practices of the Colombian schools and universities to English teachers and create an academic space to share meaningful experiences in the field of teaching and learning English.

INTRODUCTION

The Bilingualism and New Trends: English, the window to the world Congress of the Santo Tomás University-Tunja gathered department directors, students, and in general, active participants of the academic community in order to share research experiences, reflect about languages learning and the teaching and learning practices in the field of education. Teachers and students of languages from different institutions exposed their thoughts and develop their workshops as a contribution to the education in languages; it was also an opportunity to do a constructive criticism about different stereotypes and myths around teaching and learning English, it was treated the use of electronic devices for teaching and learning languages as well as the national and international statistics about the process of bilingualism in Colombia and nearer countries.

EPILOGUE

Modern times require bilingual or multilingual people, especially for those who want to stand out in fields of education, science, technology, business among others; besides, the world of information requires people who domain at list two languages because the world of communications has broken the barriers of the space and time, hence people want to communicate from place to another without frontiers. Studies done by the Kai L.* demonstrates that the most spoken languages worldwide range among the Mandarin Chinese, Spanish, English and French, among others; information that has to be taken into account in the academic environment.

Likewise, The Bilingualism and New Trends: English, the window to the world, Congress of the Santo Tomás University-Tunja propitiated an academic space where teachers and students could join together around the teaching and languages experiences, having in mind that this is a component that schools and universities have in a transversal way in their curriculums. This event also left in the audience and presenters the restlessness about the importance to lean another language and also the expectations to inquire through research procedures in order to improve the practice of different languages.

Additionally, it is important to motivate the languages acquisition because this is a factor that influences the development of the countries. However, it is not an easy task for teachers to motivate the language acquisition in out context; as English teachers, we perceive that most of our students are not conscious about being bilingual, some of them assume that if they are not going to travel abroad, it is not necessary, but when they face the work environment, they understand that the companies are requiring workers with languages knowledge proficiency.

* Kai. L. Chan, PhD. (2016). Power Language INDEX. Which are the World's most Influential Languages?. Distinguished Fellow, INSEAD.

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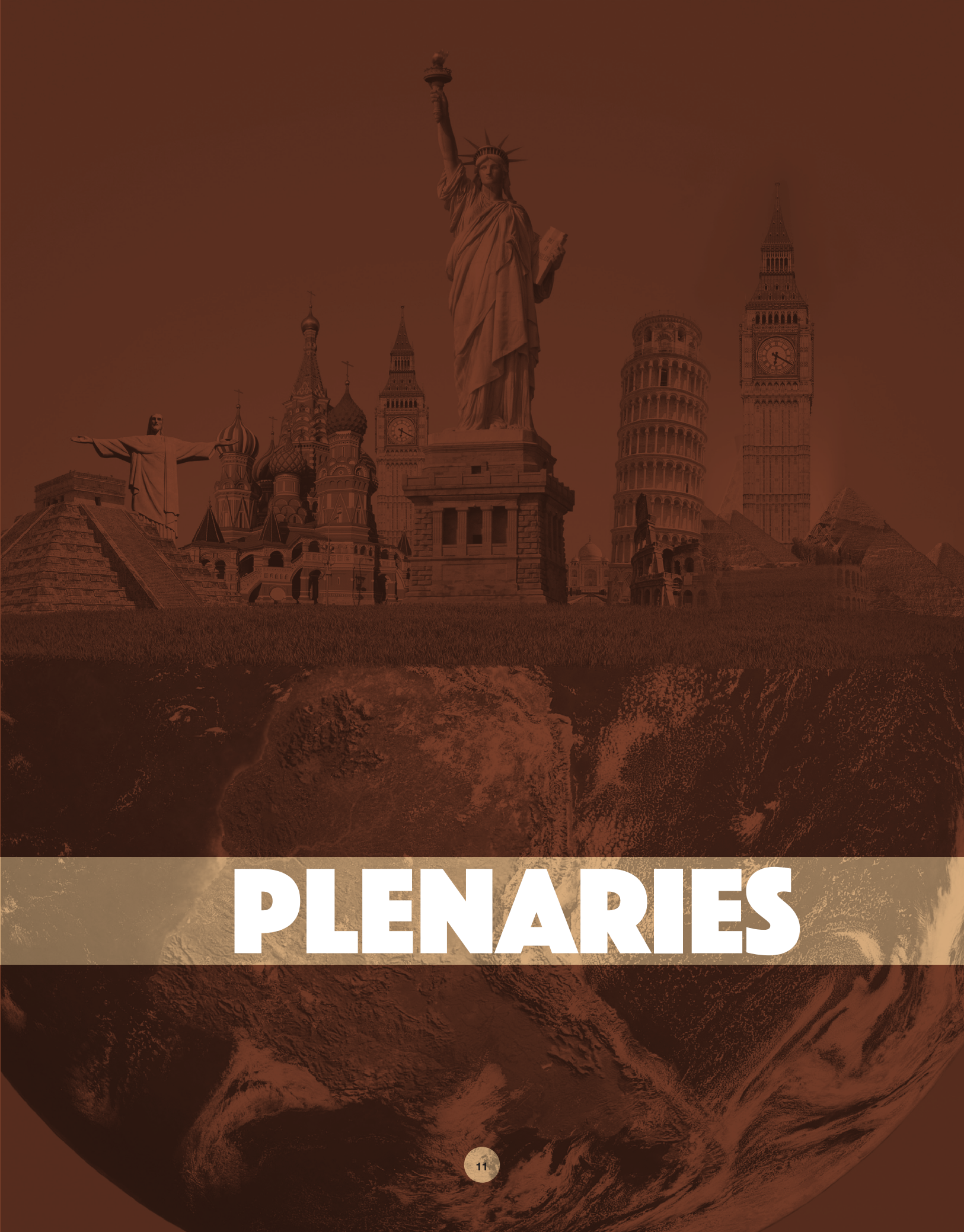
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PLENARIES

DEMYSTIFYING THE TEACHING-LEARNING OF ENGLISH IN UNIVERSITY CONTEXTS IN COLOMBIA

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Abstract

This presentation aims at breaking down some concepts that circulate among many English teaching-learning stakeholders; I explore them from a different angle to put them in perspective and show how myths built around them are pervasive in the process and success of learning an L2 (English for this matter).

Introduction

I would like to start this presentation by stating my locus of enunciation, that is, to explicitly say from where I speak. I have received all my education from public schools. I went to Normal Nacional de Chiquinquirá, and graduated from there. I obtained my BA degree from The Universidad Pedagógica y Tecnológica de Colombia; later on I got my first MA degree from The Universidad Distrital Francisco José de Caldas; some years after that I got another MA degree and a Ph.D. from The University of Arizona, in Tucson. I think it is important to state this because it is thanks to public education that I could move upwards in the social ladder.

Also I have conducted research in Critical Pedagogy, Critical Discourse Analysis, Multimodal Discourse Analysis, language policies, and bilingualism. I am also the main researcher of the group Estudios

Críticos de Políticas Educativas Colombianas. Therefore my epistemological perspective is a critical one. Understanding "critical" as putting things in perspective and having a comprehensive view of them.

Having stated this, I must say that I do celebrate that The Universidad Santo Tomás had this interest in strengthen the teaching of English in all its undergraduate programs. I do believe that being bilingual has enormous advantages; it opens up a great deal of possibilities in the labor market as well as in the academic life. But while there are many advantages in learning an additional language or another language (I will refer later to the labels "foreign language" and "second language" to show how they are problematic) we must acknowledge that the teaching/learning of another language in Colombia (in our case English) has naturalized (Fairclough, 1992) and legitimized (Bourdieu, 1989) certain discourses and practices about what to learn, how to learn, why to learn, and who should teach, among many other issues.

Foreign language? Second Language? Both? None?

The first aspect I would like to address is the labels Foreign Language and Second Language. There is a generalized idea that when Foreign Language describes the process of learning a language where it is not spoken, let's say, English, French, Italian, Portuguese, Russian, etc., in Colombia. A second language has traditionally referred to the learning of a language in the context where it is spoken. For example, learning Spanish in indigenous territories in Colombia. In the particular case of English, and due to the dominant discourses that have nurtured the field of English Language Teaching around the world, these definitions are problematic in many ways.

On the one hand, either label generates an "us/them" dichotomy, where the so-called "native speakers" are constructed as the "owners" of the language and the rest of us, are "the others", the borrowers of the language. Many scholars around the world have contested the dichotomy native speaker/non native speaker because, among other reasons, nativespeakerism (González & Llorca, 2017) has been associated with high proficiency, which is not necessarily true. Being born in a place where a language is widely spoken does not guarantee its good command. This would deny that speakers of a language have different levels of proficiency, different registers, and speak different language varieties. In fact, Liu (1999) reports that foreign college students in the USA are better at writing in English than their US born counterparts. Therefore, positioning some as the "owners" of the language, and others as the "borrowers" has tremendous implications in the way we enact our identities as language speakers, where the first are seen as legitimate users while the latter are not. There are also implications in the way we teach and evaluate. When the speaker is seen as borrower, he/she is supposed to use the language carefully, making sure not to damage it, break it, or change it. The user has to give it back unaltered, which is impossible. No matter how hard teachers, book publishers, policy makers try to keep the language intact, whenever there are two (or more) languages in contact, one will inevitably influence the other.

In trying to get rid of the afore-mentioned labels, some scholars propose to talk about L2 or additional language. These terms do not carry within them the connotation of a geographical place associated to the language; therefore there are no "owners"/"borrowers"; there are users who might claim

ownership over the languages he/she speaks (Higgins, 2003). Additionally, users go through a process of “indigenization” (Kachrú & Nelson, 2003); which means that the language is adapted to the context of usage (not the other way around) and it is modified in its syntax, morphology, phonology, semantics, lexicon, and grammar.

Unveiling the myths

As stated in the title, my aim is to demystify some discourses around the teaching-learning of English in university contexts. I have chosen two sets of myths: a first set has to do with linguistic beliefs. And the second set has to do with social practices.

First set of myths

Some folk beliefs about the teaching-learning of English in Colombia is that “British English is purer than American English”. Our attitudes towards languages (positive or negative) are socially constructed and originate on the ideas or opinions we hold about their speakers (Mc Groarty, 2003). If we think a speaker of a language is creative, intelligent, or good looking we will tend to judge the language as such. If on the contrary, we judge the speakers as lazy, liars, or cheaters, we will transfer that judgment to their language. But linguistically speaking all languages are the same; all serve the purposes of their speakers and have mechanisms to incorporate neologisms, borrow lexicon, expand meanings, and many more to fully function to achieve the needs of the speech community. Therefore, stating that a language is “purer” than other does not make any sense.

Another popular belief is that it is better to learn English with a native speaker. And here I would like to make a clarification. In the global literature, when talking about native speaker teachers, they are actually “teachers”; but in Colombia a good number of native speakers are not certified teachers. Many are tourists, visitors, some are professionals in different areas, some are not, but still, they are hired as teachers in prestigious schools and universities under the false premise that they are “native speakers” and that is the only necessary condition to teach. I prefer to call them “native speaker instructors” (Gómez & Guerrero, forthcoming). Having cleared this up, research has shown that non-native speakers make better teachers because they can relate to what it means to learn an L2. They are more empathic to their students’ needs and can deal with them better. In Colombia, our schools of education have excellent licenciatura programs where teachers go for five years to study about everything related to teaching, they are not only learning the language; they learn how to design materials, they learn teaching methodologies, different ways to evaluate, strategies to motivate their students, ways to deal with all types of learners, and so on and so forth. On top of all this, they have to carry out innovations and have to conduct research. Their papers are written in English and their oral defense is also in English. That someone is a native speaker of English does not automatically make him/her the best English teacher. Due to space restrictions, I will not refer here to the registers and varieties but it is an important aspect to consider when weighing a native speaker instructor vs. a Colombian English teacher.

The third myth I would like to address is the one on what is a bilingual (Guerrero, 2008). A common believe is that being bilingual means to speak two languages with the exact same (high) proficiency. This is simply not true. There are different ways of being bilingual, some understand more of what

they can produce; others can speak the L2 but do not write or read it or the other way around; some are better at some skills, and so one and so forth. These various ways of being bilingual mean that motivation, context, needs, and skills have a lot to do with the type of bilingual one is. Understanding the complexity of this concept has implications in teaching, testing, hiring, language planning, and in general, in all aspects of life. Setting clear goals towards what type of bilinguals we want, will allow us to better plan to reach these objectives.

Second set of myths

In this second set of myths, I have grouped some that, as stated above, have to do with social practices. The first one I would like to address is the myth of the certification. In what constitutes a trace of coloniality, institutions are requesting a certificate that proves proficiency in the L2. I see two major problems unfolding from this requirement. One problem is that certifications are designed, applied, and certified by international agencies (following on the same ideology stated above about the “native speaker” as the ideal), whose tests are not tailor made; that is, they do not take into account the type of bilinguals we talked about above but they use standardized tests. As such, tests are mostly designed with the idea that a bilingual is two monolinguals in one brain, but research has shown that the brain of a bilingual functions very differently than the brain of a monolingual (Grosjean 2001). Additionally, part of the success in a test lays in the skill of the test-taker to navigate the logics of the test and not and not necessarily on how much she/he knows. The other problem that unfolds is that the certification has started to take over the proficiency in the language; what is happening now is that students are not learning the language but trying to obtain a certificate. As a consequence, the goal of promoting the use of an L2 is diluted.

Myth number two has to do with the promise of access (as a consumer) that comes along with speaking English (Guerrero, 2010). The promise involves getting better jobs, better salaries, better opportunities, and the like. But one part of the equation is hidden: there are other forms of capital—besides the linguistic capital—needed to be able to have access to goods. Social capital, cultural capital, and of course economic capital are necessary to access the benefits promised. Just speaking English is not enough; I am not saying it is not important. It is. But it should not be sold as the panacea for all our needs towards upward social mobility.

The third myth is related to access, too, but as producer. Much is said about the importance of speaking English to be able to consume knowledge (and other goods) but little (or nothing) is said about producing knowledge too. The issue of coloniality plays out here again, because we think very little of ourselves as academics, or as professionals. We are very ready to consume whatever is produced in the epistemological North but very shy to speak up and share our own ways on knowing, of understanding the world. But we need to be cautious here too. The promise of having access to the production of knowledge hides part of the equation too, and once again has to do with the other sorts of capital needed to be able to enter into the community of producers of knowledge. Just a simple example: if a researcher wants to publish in high ranked international journals (which publish only in English), first, they have to pay to get their article published; and second, they have to pay to obtain a language certification (issued by the publishing house) to prove that their written English is good

enough; as such, we, Latin-American scholars and researchers are under suspicion just because we are not native speaker.

To conclude, I think introducing the teaching –learning of English is paramount for our intellectual development. I contend that speaking another language doubles the possibilities of interacting with the world. However, any language policy, be it national, regional, or institutional needs to be well informed; take into account the context, layout possibilities for usage, have clear goals, and value the local knowledge where a dialogue among equals (local and international voices) takes place.

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OPPORTUNITIES AND CHALLENGES IN TEACHING LANGUAGES ONLINE

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Abstract

Applying technology to teach academic subjects is not new. For example, there was widespread enthusiasm to use television in the 1950-60's. However, there were inherent flaws compared to traditional classroom teaching including barriers to student and faculty interaction. The internet's emergence changed this. Tools are now readily available that allow effective communication for teaching and learning that can be accessed globally. Indeed opportunities for education online seem endless. Nevertheless, many challenges persist. Student and faculty success may be limited by technical skills. Other concerns include high attrition rates in online courses, and need for improved formats for testing student progress, and ensuring academic honesty. In this presentation, I will share my experience from my online journey in teaching Spanish online to non-native speaking undergraduate and graduate students and ESOL courses in the USA for more than 10 years. I remain optimistic that the ongoing online education revolution will continue.

DREAMING ON A BLUE DREAM? THE CURRENT DIFFICULT TIMES OF ENGLISH AT HE

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Abstract

Due to the impact of globalization in society and the needs of higher education institutions to become international; English has turned into a key component for these ambitions and necessities to be met. This scenario has brought in some consequences to the English language profession:

On the bright side, it has allowed language departments to be at the core of the curriculum of Faculties; offering more posts, improving teachers' conditions and status; and fostering the adoption of methodologies and didactics that aim at better teaching practices and learning habits. In other words, English has walked in the spotlight of higher education institutions.

On the dark side, English has gained a status like that one of a menace, jeopardizing the prestige and good name of institutions; creating bottle-necks for on-time promotion; and ultimately, being blamed of the skyrocketing percentage of students dropping out from programs.

At the center of this situation we find the language teachers and language programs' administrators; facing the great and -for the bulk- new challenges that this starring role of English entails. This presentation is aimed at looking at some of the circumstances and realities involved within this landscape and possible alternatives to go through it in a successful manner. More than providing the audience with answers or how to statements, what it seeks is the opportunity to reflect upon a dynamic that is from all perspectives positive but that is conceived by some as threatening before the current outcomes and horizons.

Giving a first stance on a 2017 main event, the current presentation aims at rounding-up what was left from the discussion and analysis provided by the audience; offering the participants the opportunity to reflect upon a scenario in which they have a leading-role more than a walk-in part.

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RESEARCH REPORTS

THE IMPACT OF A RADIO PROGRAM IN ENGLISH LANGUAGE IN STUDENTS' SPEAKING SKILL FROM A SOCIAL PRIVATE FOUNDATION

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Abstract

This research study was carried out in the “Albergue Infantil Mercedes Perdomo de Liévano” with 18 students from 4th and 5th grades. Its main objective was to examine the impact of a radio program in English language in students' speaking skill. An action-research study was carried out taking into account a mixed approach. We collected both qualitative and quantitative data by means of tests (pre, mid-term and post), a survey, field notes and interviews in order to know students' perceptions, examine the speaking improvement and evaluate the participation of the students in the radio program in English language. The results demonstrated that students not only increased their motivation through games and activities but strengthened their speaking skill through practice, record of radio emissions and reflections.

Key words: Language teaching-learning, motivation, radio program, speaking skill.

Introduction

Radio broadcast has contributed to academic purposes because it is the most innovative form that reflects the reality of the youth. As its name indicates, this type of radio is made by schools and colleges, and students manage the programs which are generally coordinated by a teacher or a person who knows the context. Academic radio broadcast history began in the early nineties in Bogotá, when only private schools could have this resource. This research study allowed us to find that the participants of the project did not reach the level expected. It means that children do not understand or produce conversations in this language. Also, that it was difficult for them to communicate real messages in English. Therefore, it is important for teachers to develop speaking skills through alternative didactic techniques related to their social lives. This means that there was a need to make students participate in activities where they can learn English and practice speaking skill at the same time they are having fun with a radio program in English language.

This alternative technique allowed students to create their own radio program in English language guided by the researchers, where they had the opportunity to decide the content of the sections in the program. There were implemented more than 30 interventions, doing 5 per week. This process permitted students acquire vocabulary about different topics such as animals, music, personal information, and so on. At the end, as a final product students had to record themselves and presented it in the social private foundation.

Description of the Problem

The research incubator, before implementing the radio program, made the students take a diagnostic test, which results reported that students of 4th and 5th grades from Albergue Infantil Mercedes Perdomo de Liévano did not reach the expected English language proficiency level (A2.1 level). This means that there was a deficiency in terms of speaking skill due to the poor intervention of this skill in the academic curricula. Nonetheless, the Ministry of Education is requiring students to achieve the A2.1 level, according to the national standards. To sum up, this meant that there was a need to make students participate in activities where they could learn English and practice the speaking skill, at the same time; they were having fun with a radio program in English language.

Objectives

General objective

To examine the impact of a radio program in English language in students' speaking skills.

Specific objectives

- » To identify the speaking skill level of students from a social private foundation.
- » To find out the teacher and students' perception about the radio program in English language.
- » To analyze the students' participation in the radio program in English language.

Research question

What is the impact of a radio program in English language on 4th and 5th students' speaking skill from "Albergue Infantil Mercedes Perdomo de Liévano?"

Theoretical framework

Some of the concepts used in this project will be presented in this section. As a first step, we present a short concept of Radio. The second definition taken into account is Radio as an Educational Alternative. Then, the concept of Radio for Education is stated. Finally, a definition of Interactive Radio Instruction is conceptualized in this theoretical framework.

1. Radio

Oxford University Press defines radio as the transmission and reception of audio signals using electromagnetic waves. Its invention was in the early nineteenth century and its development created a revolution in the world of telecommunications.

2. Radio as an Educational Alternative

The advance of broadcasting has changed over the centuries and is used for educational purposes such as school broadcasting. This means of communication is a powerful alternative to education. According to J.K. Das on the website of All India Association for Educational Research, [through the radio] "information is transmitted to a larger population group saving time, energy, money and effective workforce". This is a great means to improve education standards and it is accessible to anyone. It gives the opportunity to those who are not able to study in institutions due to distances or economic problems.

3. Radio for Education

Radio has been an important alternative to communicate throughout time. However, radio has given us the opportunity to take advantage from it in the education field. Radio not only provides us with communication and connection between cultures but it also allows us to create communication in the class. Radio for education purposes were implemented in the early twentieth century. It has not had the same impact as television or internet but it remains useful to provide educational knowledge in most of the topics. According to Couch (2002), radio is able to provide high quality educational programming to different audiences located around the world without taking into account geographical expansion.

4. Interactive Radio Instruction (IRI)

According to World Bank's Improving Educational Quality through Interactive Radio Instruction; A Toolkit for Policymakers and Planners article (2005), radio instruction (IRI) is a distance education system that combines radio broadcasts with active learning to improve educational quality and teaching practices which it has emerged as an important option for improving educational quality in primary school

classrooms in developing countries around the world. Moreover, IRI has been in use for more than 25 years.

Methodology

This research was developed through Action Research. This method allowed us to measure the impact of a radio program in English language in students' speaking skill at a social private foundation. The qualitative method allowed a deeper understanding of the research subject to measure the use and effectiveness of a radio program in terms of speaking skill. The qualitative research was used to get reasons and opinions from the research participants. It provided insights into the problem. This action research was initiated to solve an immediate problem through a reflective process problem solving led by a radio program in English language. The action research strategy allowed us to find the solution to a problem of speaking skill and to produce guidelines for best practice.

Results (preliminary results for ongoing research)

The radio program showed advances on speaking skill level of students. Also, the teacher and learners supported the creation and continuity of the project. Likewise, it was found that kids learn better with didactic activities, like games, or project-based work. Some instruments were applied and each one had different results.

Conclusions (not for ongoing research)

The radio program in English language is a pretty useful alternative way to teach a second language. During the process, students improved remarkably the level of their speaking skill. As an example, students' speaking tests demonstrated their advance, regardless not having English language teachers before the beginning of the project. Nonetheless, as it was said previously, this situation did not affect the impact of the radio program in English language in students' speaking skill.

Students expressed that applying techniques like the creation of a radio program was a highly motivated and meaningful learning method. Then, it is appropriate to say that the oral proficiency was not the only positive aspect enhanced through the radio making process.

Moreover, this study demonstrated that students learn better by means of didactic activities, such as games, or project-based work. Finally, an additional point to be taken into account is the fact that at the beginning some students did not want to participate, but at the end those participants were the most pro-active members of the group.

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TEACHER'S ROLE IN COLLABORATIVE PROBLEM SOLVING IN A PARTIALLY FLIPPED CLASSROOM

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Abstract

The purpose of this study was to analyze teacher's role when applying collaborative problem activities in a partially flipped classroom. Twenty-six students from sixth grade at a private school in San Gil and their English teacher participated in this study. Researchers decided to carry out this project since teachers lack specific strategies to help students for lifelong learning, to turn classes into student-centered ones, work collaboratively, and foster autonomy. This may encourage teachers to improve their role during the lessons by acting as facilitators of learning through the questioning technique, assigning roles during the collaborative work, and reflecting on their own practice. The results revealed that the teacher could improve his role by using the collaborative problem-solving activities in a partially flipped classroom strategy and could foster self-directedness by means of the platform and allowing students to ask questions related to the grammar focus during the lessons.

Key Words: role of the teacher; collaborative work; problem-solving activities; partially flipped classroom, self-directed skills.

Introduction

Classrooms in Colombia are built-up of capable students who can learn a foreign language. The only problem is that teachers, who are teaching English, are lacking appropriate strategies, such as student-centered lessons, fostering autonomy, developing critical thinking and problem-solving skills to make learning meaningful. For this reason, this paper refers to the teacher's role as a facilitator in the classroom and the way he uses collaborative problem-solving activities to deal with the learners' processes. Teachers could make students 'learn' in their classes in the traditional way or 'thinking outside the box'. By traditional, it is meant that teachers just act as instructors in the classes. Thinking outside the box views the students as active participants who can produce, analyze, solve problems and contribute to their own learning process by themselves. As Dwyer (2006) points out: "the ideal now is for a more democratic, student-centered approach, in which the teacher facilitates communicative educational activities with students" (p.1).

Thus, this research paper aims to analyze the role of the teacher as a facilitator when applying collaborative problem-solving activities in a partially flipped classroom. The target population is a 26-student group from sixth grade and their English teacher. Two researchers were in charge of gathering and analyzing the information.

Description of the Problem

Private institution located in San Gil, Santander, where students can study a full-time schedule at the levels of preschool, elementary and high school. The school has an intensification program of English outsourced to Faster School, a language institute. Therefore, students in sixth grade have an A2 level of the language according to the Common European Framework of Reference (CEFR). Although students are facing the intensification studying the language eight hours a week, they lack interest in learning English and for that reason; they do not have a lifelong learning, as it is noticed in the following excerpt: "Teacher, we don't have any interest in learning the language, we don't put any effort and that is why that our results are basic". (Informal interview, Student 1)

Considering this, researchers found an interesting fact, which was that teachers need for training on how to foster learning by providing meaningful contexts and understanding the importance of acquiring a second language for students' life.

Research Question

How does collaborative problem-solving activities in a partially flipped classroom affect the role of the teacher?

Objectives

- » To interpret the role of the teacher as a facilitator when applying collaborative problem-solving activities in partially flipped classes.

- » To identify the strengths and weaknesses of the teacher in class by self-reflection.
- » To evaluate the collaborative problem-solving activities in a partially flipped classroom strategy applied as a facilitation tool.
- » To demonstrate students' autonomy progress through independent work in a platform created for this project.

Theoretical Framework

This reports the main constructs that support this study which has as its main problem the lack of strategies for teachers when teaching meaningfully. Talking about Collaborative Learning, it is based on the view that knowledge is a social construct. It has its roots in the sociocultural theory (Vygotsky, 1978) which describes the development of higher mental practices and is related to the social interaction as the core of communication and learning processes. That is, learners can be responsible of their own learning. Activities based on collaboration, are based on four main principles: the learner or the student is the primary focus of instruction, interaction and doing are of primary importance, working in groups is an important mode of learning, and structured approaches to developing solutions to real-world problems should be incorporated into learning (Chandra, 2015 p. 4). Namely, it is a student-centered approach in which pupils can learn by doing and it can occur peer-to-peer or in large groups.

Regarding Collaborative Problem Solving in the classroom, teachers must structure situations where students have to face a new question, define it in specific terms, and evaluate solutions to the problem. This approach emphasizes the process rather than substance. Based on this, Henton, Marotz-Baden, & Kieren (1979) proposed a seven-stage problem solving model that could be useful in the classroom. These stages are: recognition of a problem, generation of alternatives, assessment, selection of the best alternative, and evaluation among others. Therefore, this model is intended to evaluate learners' ability to identify issues and how capable they are to implement strategies and resources to solve problems.

Related to role of the teacher, it is connected to facilitation and the form teachers can present the knowledge in a meaningful way to the students. Facilitated learning according to (Smith et al., 2005) involves learning in a meaningful context in which students through 'hands on' activities, can analyze, interact, apply and perform their thinking; to negotiate when solving a problem collaboratively. Hence; the aim of this paper is to analyze how the teachers' role can facilitate learning in order to grant meaningful learning during the lessons.

Finally, concerning partially flipped classroom, flipped learning (Flipped Learning Network, 2014) "is a pedagogical approach in which direct instruction moves from the group learning space to the individual learning space, and the resulting group space is transformed into a dynamic, interactive learning environment where the educator guides students as they apply concepts and engage creatively in the subject matter" (p. 1).

Methodology

This is an action research aiming to analyze the fact of teachers implementing problem-solving activities by means of collaborative work and partially flipped learning classroom in sixth grade at a private school in San Gil. The target population is a group of twenty-six students and their English teacher.

The instruments used to conduct this research were a pre-assessment, a post-assessment, teacher's field notes, class video tapes to discuss them with the PLC group, and informal interviews. The researchers considered important to count on an external group that supported the analysis process in order to have more objective and reliable results. The information collected by the researchers described a situation that is the object of study in natural settings using qualitative studies. This data was of interpretative nature and depended on the researchers' skills to ensure that the data collection instruments and analysis were accurate and adequate. Therefore, the triangulation of the information gathered and the discussions with the PLC group were useful in order to guarantee the validity and reliability of the present study.

The implementation took six weeks where all the instruments were applied, the sessions lasted two hours each one and the meeting with the PLC group took one hour per week. The analysis of the information accounts for the data management procedures of analysis based on the grounded theory approach that allows the researchers to analyze data in order to understand a phenomenon under investigation.

There were three stages during the analysis of the data, first; the open code where researchers using the color coding technique highlighted the repetitive patterns into the raw data. The second stage, axial coding, where the researchers chose an open category and related it to the other categories as a way to establish relationships among them and define the major categories and their corresponding subcategories. The third stage, selective coding, is the final stage of the analysis where the four categories (interaction among the students and the teacher, instruction provided by the teacher, role of the teacher during the lesson, and fostering autonomy in students) were examined in order to identify the core category applying collaborative problem solving-activities in a partially flipped classroom.

Results

- » It was noticeable that the teacher was better prepared on the collaborative problem-solving activities in a partially flipped classroom strategy.
- » The students seemed to have a better level of interaction not only with the teacher but also with other students.
- » The teacher seemed to be more conscious of the way he provided instructions.
- » The teacher improved his role as facilitator.
- » Students could gain autonomy during the process and they could solve the activities without the teacher's help.

Conclusion

After having carried out this action research study and analyzed the data and the results, the researchers came up with the following conclusions:

- » Through the training of teachers on the collaborative problem-solving activities strategy, the teacher could improve his role during the lessons, turning them into more student-centered ones, and becoming a facilitator of learning who promotes meaningful learning on the students.
- » The role of the teacher can be improved to enhance students' lifelong learning skills. If teachers are willing to empower themselves on their lessons, reflect on their practice by choosing the most appropriate strategies and think outside the box as a mean to innovate, be creative into their classrooms, and provide a good support to the students' learning process.
- » A partially flipped classroom helps the teacher with the preparation of the grammar focus providing more time to do hands on activities that allow the students to internalize the grammar focus and develop their communicative skills.
- » The student's autonomy increment depends on the awareness students have about the importance of their own learning process.

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IMPROVEMENT OF LAW STUDENTS' ORAL COMMUNICATION BASED ON MOVIES

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Abstract

This study describes the impact of using movies with Law students in English classes, after researchers applied a diagnosis exercise at Santo Tomás University, in which the results demonstrated how students struggled to communicate their ideas orally. The project was conducted based on three main issues: oral skills, movies and English with specific purposes (ESP). The methodology was focused on a case study which attempted to answer a research question, using three research instruments and a triangulation method to give validity to this study. Categories emerged from this project confirmed the way English teachers can take advantages of using movies as innovative methodologies to help students improve their oral production in English classes, and how Law students are able to spread

their ideas linking issues presented in movies with current social problems through the use of English with specific purposes.

Key words: a case study, ESP, methodologies, movies and oral skills.

Introduction

Nowadays, in Colombia, educators from different areas are facing new academic experiences because of the necessity to learn a foreign language. They have perceived the importance of learning English due the most relevant information related to research, technology, business, healthy and/or social networks are using this universal language around the world.

Following the policies implemented by the Minister of education in Colombia in which students have to be aware about the importance of learning English, language teachers at Santo Tomás University are constantly working in order to achieve this goal.

Thus, this study was developed at Santo Tomás University with the purpose to enhance Law students to be fluently speakers using movies as main sources to improve their oral production in English classes. Bearing in mind some research studies which took places in different countries, there are evidences in which the use of movies in the process of teaching and learning English are useful tools to develop English classes using real language, social situations and experiences.

Description of the Problem

Researchers realized how Law students struggled in their oral production through a diagnosis exercise implemented in an English classes. Results showed lack of legal vocabulary, students were not fluently, besides, they did not demonstrate self-confidence neither self-esteem in their oral presentations. In informal talks between languages teachers and students, learners expressed that making speeches are difficult tasks for them in terms of fluency, coherence, cohesion and pronunciation.

Objectives

General

To identify the effect of using movies as an approach to boost Law students' oral production in English.

Specific Objectives

- » To spread legal vocabulary with Law students using movies in English classes.
- » To motivate the students' oral skills in English, linking legal issues and social situations which are presented in movies within real contexts.

Theoretical Framework

The project was conducted based on three main issues: oral skills, movies and English with specific purposes (ESP).

Oral skills

In the processes of teaching and learning a foreign language, it is relevant to develop different features such as vocabulary, grammar, listening, speaking, reading and writing. This research study tried to describe the effect caused when language teachers used movies as tools to boost Law students' oral production in English classes, bearing in mind students' prior knowledge of English acquired in previous levels. Oral skills deal with a variety of components such as fluency, understandable pronunciation, order of ideas, grammatical structures, speakers' self-confident, among others. Burkart (1998) stated that learning a foreign language orally also implies transaction, interaction, cultural aspects, among others. This current project aimed at helping Law learners to overcome difficulties in these aspects by giving real material, real language in order to support them in the process of oral communication in English.

Movies

Nowadays, languages teachers find digital and audiovisual learners everywhere. Thus, it is necessary to bring material that involve the use of technology. Movies are not the exception because they are attractive for many people of different ages. Movies are excellent tools to use in English classes because they allow students to spread vocabulary, to get knowledge in terms of culture, customs and beliefs from different countries and analyze social problematic presented in different contexts. Based on the previous statements, Chan D. and Herrero (2010) say: "Young people had the opportunity to develop a better understanding of other people's cultures, way of life and history, by watching films they would not normally have access to"(p. 2). Thus, films are rich sources that can be implemented for teaching in all areas of knowledge, all subjects and skill levels in order to engage students' learning because there is a connection between content and movies.

English for Specific Purposes

Learning English as a foreign language has a lot of opportunities and each learner has specific purposes to learn it. For instance, some people are involved in this process because they feel the necessity to be more competitive, to find new opportunities to work, to get new cultural knowledge, to find the best information in English written production, among others.

In this study, the participants were Law students who felt the necessity to learn legal vocabulary, it means, English with specific purposes. Each area of knowledge needs to emphasize on specific lexis; for instance, doctors use certain words which are different in medicine, law, engineering, accounting or others. In this study, students were focused on learning legal vocabulary and expressions which were essential in order to communicate their ideas orally, in a specific context.

Methodology

A descriptive case study was used in this project because it allowed the researchers to observe, analyze and describe facts that happened in a particular group of students at Santo Tomás University. Besides, researchers took advantage of this case study because it allowed language teachers find and implement innovative ways to teach English and improve methodologies.

Participants: This study took place at Santo Tomás University in Tunja Boyacá with two groups of seventh semester students, and data was collected from fifteen of them who were chosen at random. Data was gathered by three different instruments: students' journal, observations and videos. Besides, the triangulation method was used in order to have validity in this study.

First category

Movies: useful tools for Law students' oral production in English.

This first category attempted to answer one of the research questions: What might be the impact of implementing movies as an approach to boost Law students' oral production in English? After gathering and analyzing the information collected from the three research instruments, it can be stated that movies became useful sources during the teaching and learning processes of English, in this case with Law students, because these tools were perceived by learners as a modern technology in EFL classroom attending to the necessities of facing digital and audiovisual learners in order to help them overcome barriers in terms of language, culture, vocabulary, pronunciation, among others. Students felt that at the beginning of the project, they produced poor sentences orally without strong arguments, after the time, they realized that analyzing movies allowed them to express their ideas and thoughts in a better way because they got a good input in terms of vocabulary, pronunciation and grammatical structures. Besides, classes were developed in a lively way and students felt self-confident about their speeches at the end of the process. Thus, students were able to improve language skills, specially listening and speaking.

Second category

Critical position about social problems presented in movies by Law students in an oral way.

This category discusses about the benefits Law students obtained after using movies in English classes. First, learners spread their legal vocabulary and these new terms were implemented in their oral production. Second, students were able to see, analyze and make comparisons between real social problems presented in the movies and our own reality in Colombia; for instance, Law students expressed their personal opinions with strong arguments about issues related to different crimes, offences, felonies and misdemeanors; they could explain and criticize the prison system in The United States and Colombia. Besides, they developed debates and round tables in order to discuss the lawyers' profile and values which were performance in movies and how they have to behave as future professionals. In sum, students felt motivated to develop oral skills in English, linking legal issues and social situations which were presented in movies, making use of real language in real life.

Conclusions

This research study provided new methodologies to make the process of teaching and learning English as a foreign language alive and students were able to improve language skills, specially listening, speaking. Besides, they were able to acquire legal vocabulary, and increased linguistic features.

Movies were excellent tools for Law students because they had familiarity with native speaker's culture in term of international and national policies and laws related to different legal issues.

Law students were engaged in learning a new language because they felt more competitive, they got closed to other cultures and were success in oral skills, besides, they changed their way of thinking in this globalized world that everybody is facing nowadays.

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CONFIGURING COLLOCATIONS AND PREPOSITIONS IN ESSAY WRITING THROUGH A CORPUS-BASED STRATEGY

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Abstract

The appropriate use of collocations and prepositions plays an essential role in writing. Indeed, previous research has demonstrated that the students, who can handle these lexical items, will not only display a better knowledge of the language, but also improve their listening and reading comprehension, and be more resourceful when producing a piece of writing. However, little specific work has been done on the efficacy of corpora as an aid to improve the configuration of collocations and prepositions in essay writing in EFL contexts amongst young learners. The present mixed method action research study used teacher's journal, surveys, and classroom documents to collect data. The findings of this study contributed to L2 writing error correction in two positive ways. First, the students could self-correct their collocations and prepositions mistakes by using a corpus as a language use reference. In addition, the implementation of a corpus-based strategy in error correction processes fostered students' autonomy, and strengthen their decision making and data analysis skills.

Key words: corpora; collocations; prepositions; writing; corpus-based strategy.

Introduction

In learning English as a Foreign Language (EFL), there are many factors involved that must be taken into consideration to be successful. In fact, learning a foreign language demands not only learning different grammatical rules, vocabulary, and language patterns, but also implies a commitment to study, and to learning about its culture and behaviors, among other factors. Similarly, the amount of time that a person would take to master the four linguistic skills (listening, reading, writing, and speaking) of a second language (L2) must be considered. Although all those skills are important, two are part of the advanced stages of language development (Stern, 1970), and consequently, more challenging: reading and writing.

According to Tribble (1996) "an ability to write appropriately and effectively is something that evades many of us, in our mother tongue, or in any other languages" (p. 3). This natural refusal to develop writing skills, even in our mother tongue, could be for different reasons: schools may not teach effectively this complex skill, adolescents may not have the chance to practice and learn through experience, or students might lack modelling in telling, retelling, or transforming pieces of information (Graham & Perin, 2007; Myles, 2002). Additionally, the writing development process involves complex simultaneous motor and visual-auditory memory tasks in which a lot of cognitive processes occur (Deqi, 2005; Rodriguez, 2013).

We must consider the different types of writing before teaching (e.g. creative, social, personal) as each represents a different set of skills within the domain of writing. Academic writing in particular, due to its specialized nature, may present students few opportunities to learn it; and yet, developing academic writing skills has become important for learners who want to become members of multinationals or academic institutions (Tribble, 1996). Academic writing entails more than following steps; it requires that the writer be informed while possessing higher-order thinking skills and a sustained commitment to the writing task (Myles, 2002). It requires consideration and incorporation of audience, purpose, organization, style, flow, and presentation (Swales & Feak, 2004). Indeed, presentation, related to the identification of different structural mistakes through proofreading, is the main concern of this study. This issue was narrowed down to a specific focus upon the use of collocations and prepositions in essay writing as result of a needs analysis conducted by the researcher.

While conventions of academic writing may be one issue, communication technologies have brought us several changes. Hyland (2002) asserted that "electronic communication technologies have had a major impact on the ways we write, the genres we create, the authorial identities we assume, the forms our finished products take, and the way we engage with readers" (p.73). With the appearance and ascendance of ICTs as content media, learners use more technology than ever before as parts of their personal and professional lives (Dudeney & Hockly, 2007).

Given this, one could claim (and this researcher does) that technologies have had an unquestionably significant influence on languages. Thus, a computer-based tool like a corpus is a useful thing to identify what these influences may be, and how they change. A corpus is, according to O'Keeffe, McCarthy, and Carter (2007), a collection of spoken or written texts, stored in databases, in which you can identify word or "chunk" frequencies and concordance; in this project, this tool has been used to

identify the configuration of collocations and prepositions in essay writing. Although the studies have shown the benefits of using corpora in language teaching and learning (Huang, 2011), its use has been questioned by scholars who wonder whether the content, separated from its original context, can be considered authentic or natural, and pertinent to learners' contexts (Huang, 2011). Therefore, it would be meaningful to present corroborating evidence which proves the effectiveness of using corpora in EFL teaching and learning processes.

As this study was focused on error-correction in essay writing, this study research would not have been possible without a defined writing methodology. Therefore, the process approach was used as a starting point to guide the learners through writing. A corpus was then implemented during the editing process. This research carries two distinct objectives regarding the use of corpora in EFL contexts: first, displaying the use of a corpus as a tool in the field of error correction; second, discussing a fresh scheme for independent error correction in writing to foster autonomy.

Description of the problem

Within EFL, the development of writing has been sidelined compared to speaking, since “the primary emphasis is on the building of relationships” (Tribble, 1996, p. 9). In addition, speech implies shared situations; immediate answer or feedback (Hyland, 2002). Tribble (1996) asserted that “writing normally requires some form of instruction. It is not a skill that is readily picked up by exposure” (p. 11). This reminds us how difficult L2 writing development is, and the nature of error correction as a trained skill. In fact, error correction is an aspect that teachers tend to put aside as they lack the strategies to tackle this problematic situation in EFL scenarios. Therefore, exploring new strategies to correct writing errors and encouraging learners to be more autonomous become important aspects in English language teaching.

Writing allows an observer to assess a writer's cognitive maturity, critical thinking, and command of rhetorical features of language (Brand, 1987). In other words, writing lets one demonstrate that one has fully command of a language. However, although learning to write provides people with benefits, going through this process also implies commitment and requisite discipline to master sufficient language patterns and vocabulary to be a proficient writer.

Writing, Kaiser (2016) states, “improves one's ideas and practices” (p. 2). It provides learners with strong grounds for showing their progress in their foreign language learning (Byrne, 1988). It provides learners with benefits in school, work, and their private lives. In fact, adolescents who do not learn to write at school are more disadvantaged than their more skilled classmates since they could not use writing to demonstrate or extend their learning (Graham, 2006b). Similarly, in employment contexts, workers without--or those with reduced--writing capacity may not get promotions or have opportunities available to their more literate peers.

In fact, in the USA, for instance, The National Commission on Writing (2004) reported that people who do not have their writing skill well developed, might miss out on opportunities to enroll in universities and consequently, to get the best jobs. In fact, this is not far from our reality. In Colombia, for instance, the book “¿Para qué se lee y se escribe en la universidad colombiana?” (Pérez-Abril & Rodríguez, 2013) concluded that the ability to read and write contributes undoubtedly to the development of a country.

When students are developing writing skill, they have to handle different aspects: e.g. syntax, semantics, and rhetoric. Additionally, they must have well-developed critical thinking skills. Thus, it is understandable that students are prone to make mistakes, due to the different processes that learning to write entails. Indeed, one of the problems students have is the growing tendency to transfer non-analogous structures and vocabulary from their L1 to their L2 (Friedlander, 1990). Consequently, students make grammar mistakes, use false cognates and do not write cohesively and coherently. These deficiencies are more evident in L2 academic writing, which demands better grammar and vocabulary, and has additional conventions. In this regard, Ballard and Clanchy (1997) claimed that:

Many students do not find it easy to write up their academic work into an acceptable form. This is made more difficult for students writing in English as a second language by their lack of familiarity with the conventions and expectations of academic writing. (As cited in Paltridge, 2004, p. 88)

This study focuses on helping learners to avoid collocation and prepositions mistakes to not only display better vocabulary, but also improve their oral fluency, listening comprehension and reading skills (Brown, 1974), while learning about the use of prepositions will allow students to “recognize prepositions in rapid, naturally occurring speech” (Lorincz & Gordon, 2012, p 1).

Additionally, one of the reasons EFL learners lack knowledge about collocations is “that collocation has been neglected in EFL classrooms and thus, learners tend to ignore learning collocations” (Hashemi, Azizinezhad, & Dravishi, 2012, p. 524). Indeed, teaching collocations has become the domain of upper-intermediate or advance-level studies. EFL teachers increasingly consider this topic part of a language-refining process, while learners of EFL have challenges with prepositions due simply to the high number of them (particularly for a student with an L1 of Spanish). Lorincz and Gordon (2012) claim just that, saying, “prepositions are notoriously difficult for English language learners to master due to the sheer number of them in the English language and their polysemous nature” (p.1).

Starting to teach students how to use collocations and prepositions should be a must in EFL scenarios since this will make students more competent and effective writers, speakers, and thinkers, and improve their chances of success whatever their path, in professional and personal life.

Research Questions and Objectives

The research question that led this study was:

How does the implementation of a corpus (COCA) in the process approach affect the use of collocations and prepositions in essay writing of tenth grade students with CEFR B1-level English?

The aim of this study was to determine the effect that a corpus-based strategy would have on the configuration of collocations and prepositions in essay writing of the participants. This was done by pursuing some specific objectives:

Analyzing the impact that a corpus had on producing error-free academic texts, and determining how autonomous learners become when they correct their writing mistakes by using a corpus.



WORKSHOPS

REFLECTIVE PRACTICE: BUILDING BRIDGES FOR EFFECTIVE PROFESSIONAL DEVELOPMENT

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Introduction

Some of the difficulties that Colombian in-service English teachers experience while they engage in professional development long-term endeavours are associated with their lack of academic skills, incapability to move away from traditional teacher-centred engrained habits and/or lack of prior exposure to self-regulatory contexts and conditions (Cuesta Medina, Anderson, & McDougald, 2017). However, together with the burdens, the rise of new opportunities that advocate for effective professional development has become a latent matter to be examined in the academic agendas of stakeholders, teachers, and researchers from various undergraduate and graduate educational contexts. Henceforth, it is of utmost importance that teachers are given the chance to know how to raise their awareness concerning their personal and professional deficits, while embracing the opportunity for a thorough rethink of the way in which pedagogical transformations might take place in their classroom, through

systematic approaches to enhance reflection and assessment. Though, this area remains as an evolving one that requires thorough analysis and further research. The present proposal attempts to bridge the above-mentioned gaps, being based on research studies and the analysis of experiences of mentoring systems and teacher education programs.

Theoretical Framework

The reflective practice scheme reported in this session, on the one hand, has been framed upon the paradigm proposed by Randall and Thronton (2001), which advocates for the interaction between experiential learning theories, class-centred counselling and reflective practice. On the other hand, it has used the Vygotskian principles of the “zone of proximal development” (ZPD, hereafter) (Vygotsky, 1978), which allow for the construction of knowledge through dialogue and interaction. In such interaction, the student-teacher is assisted by the tutor’s scaffolding while advancing through their ZPD. This iterative process integrates three stages. The first, reflection-for-action (Farrell, 2016), is the initial moment in which the student-teacher designs a lesson plan and examines it with the tutor in the pre-lesson conference. The second, reflection-in-action (Schon, 1984), takes place as the student-teacher makes decisions while teaching, in response to the varying circumstances of the lesson. The third, reflection-on-action (Schon, 1984), occurs when the student-teacher, guided by the tutor, analyses the strengths and weaknesses of the lesson and proposes an action plan for further development, turning to the reflection-for-action phase, and activating the cycle again. In this way, the reflective cycle as a whole turns into a tool for professional development, including all kinds of reflection actions: reflection on action, reflection in action and reflection for action. This approach validates what Yanuarti and Treagust (2016) stated, regarding the value of reflection, as the basis for planning future action towards the attainment of self-continuous improvement for teachers.

Practical Activities

Attendees will first recall the principles of reflective practice, and then engage in the analysis and usage of various types of instruments that help them undertake reflective practice oriented towards the self-monitoring, control and self-assessment of their learning. At the end of the session, participants will also design a customized reflective practice instrument to be applicable in their target educational contexts.

Conclusions

The fosterage of non-traditional means to approach the analysis of teachers’ practice requires certain factors and conditions to ensure effective attainment. Firstly, teachers must be provided with target knowledge to examine critically what they do in the classrooms (Randall & Thronton, 2001), so that they can be engaged in nurturing connections between theory and practice, and have a clear rationale behind their actions, and their “own theories and practices” (Farrell, 2016 p. 234). Secondly, teachers need to be prepared to face the challenges of contemporary education, by shifting from obsolete and outdated ways of teaching to the design and development of more inclusive learning environments, tailored assessment systems and strengthened professional skills. Thirdly and lastly, we believe that teachers should re-conceptualize the value of teaching and learning English, through effective scaffolding and

systematic reflective teaching and learning schemes, which will gradually take them to monitoring, understanding and being able to adapt and modify plans, goals, strategies and effort according to varying contextual conditions (i.e., cognitive, motivational, and task conditions) (Pintrich & Schunk, 1995; Zimmerman, 1989) and become self-regulated learners (Bandura, 1986). All in all, the above premises constitute important and essential milestones that can generate successful transformations in both, the teacher's own learning and teaching horizons.

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THE GARDEN OF EARTHLY DELIGHTS

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Abstract

The Garden of Earthly Delights is one of Bosch's best-known paintings. Painted around 1500, it represents a vision of the evolution of humanity. The workshop based on the analysis of this piece of work starts by identifying and socializing the vocabulary related to the elements found in the canvas. Then, the workshop attendees construct a short written paragraph expressing their impressions on the painting. The analysis is going to be related to and focused on climate change and global warming by introducing a short video entitled 'Elegy for the Arctic'. To conclude, the participants create a small painting trying to represent what the role of humankind in climate change is, following the observed structure in the Bosch's work. The final moment of the workshop consists in the exhibition and concluding remarks on the participants' products. This workshop explores English Teaching and Learning as a space to foster critical thinking and environmental awareness through art representations and specific content within an EFL setting.

Keywords: Art, Environmental Awareness, Critical Thinking, Content-Based Instruction, EFL Teaching and Learning.

Introduction

The present workshop draws on a previous experience the researcher had in regards to Intercultural Communicative Competence (ICC) and Content-Based Instruction (CBI). The referenced paper constituted a research implementation to explore cultural issues in a formal English Language Teaching

setting. Music was used to create links and thematic patterns to explore history and transcendental social events for African American Cultures. The course implementation had the concept of music as an artistic representation of culture and society. To propose Art as the basis for a teaching and learning process implies a connection between artistic representation and the history of the Latin American communities. The present workshop expands on the concept of culture and cultural representations since this imagery and graphic artistic productions are going to be the basis to interpret and recreate the story portrayed in the work of art. The selection of this theme is due to the great amount of meaningful content related to the aesthetic experience of reality. On the other hand, art in the English classroom provides a new set of opportunities for students to experience a particular reality and express themselves with a clear focus and aesthetic purpose.

Theoretical Framework

Stephanie Houghton (2008) provides some conceptual definitions along with a contextualization of Critical Cultural Awareness within the realm of the Intercultural Communicative Competence considerations proposed by several authors. The article mentioned reports on a study conducted during nine months at a university in Japan. The main objective of the study was to develop conceptual depth and richness found in human interactions. For the present workshop, the objective stated by this author clarified and gave insights on the achievable aspects in a setting where critical cultural awareness is the aspect to be observed and described.

Internet search on the use of Art in the English as a Foreign Language Teaching and Learning setting did not provide a single result. That is why to apply this workshop adds information on a field crossroads that has not been addressed before. A master thesis by Evvi Saluuver (2004). The referenced paper is the product of an examination of the situation of Culture teaching and learning in Estonian Secondary schools. The author contextualizes the topic and discusses the topic of culture in a teaching context. For the author, culture is a created environment for our thoughts and actions to flourish (Saluveer, 2004: 9).

According to Marcuse (1977), an authentic work of art is subversive of perception and understanding. It challenges the vision of the world. Art questions the established reality and images liberation. In this sense, bringing art into the classroom is a subversive act to enact a similar response in students. This concept of art leads to a critical dimension to be addressed during the whole process.

Byram defines Critical Cultural Awareness as an ability to evaluate critically on the basis of personal explicit criteria, perspectives practices and products in one's own and other cultures and countries (Byram & Guilherme, 2000). This legitimates the link that is expected to be revealed in students' artistic exploration of their own ideas and concepts on Art and History. As they go through different projects, students contact culture and a representation of a particular situation and as a natural process they contrast what they receive with perceptions and knowledge that reaffirm identity and the deconstruction of the local and global culture.

Practical Activities

Bosch's painting 'The Garden of Earthly Delights' and the overture of the documentary film 'Before the Flood' is the departure point to raise attendees' awareness on Climate Change and Global Warming. The painting is addressed in the introduction of the documentary film 'Before the Flood', and sets a religious context that addresses mankind relation to the environment. The aesthetic experience is translated into keywords attendees connect to the painting. The key words posted become the tool for them to construct a solid concept for Global Warming and Climate Change. With the concept in mind, workshop attendees will observe a music video by Green Peace, so attendees get in touch with an example of possible courses to act and bring new and simple ideas to change problematic situations, in this case, Global Warming and Climate Change. The final moment of the workshop implies questioning 'what is the role I am playing in making these issues worse or better'. Along the workshop students de-construct and construct a perspective and a position towards an issue. English Language becomes the means for a critical, deep and meaningful thought process that leads to questions and possible actions to make a difference.

Conclusions

English Language Trends imply a change in the paradigm teachers and students follow in the different settings where they meet. English Language Teaching as a Foreign Language involves Interculturality and Critical Cultural Awareness. Getting in touch with different cultures and positioning oneself in the world as an autonomous and social being are aspects that, if addressed in the classroom, open new horizons. Art and critical cultural awareness cooperate to demand students' high order thinking skills and call for their action as liberated human beings.

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DIDACTIC STRATEGIES POWERED BY ICTS IN VIRTUAL ENVIRONMENTS OF THE LANGUAGE INSTITUTE AT USTA VILLAVICENCIO

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Introduction

The USTA community is set to reach high standards in the management of English as a foreign language to comply with the high-quality requirements that its accreditation mentions. Therefore, teachers guide their pedagogical practices to the integration of ICT with the purpose of innovating and deepening into the process of teaching English at USTA Villavicencio. In this regard, each teacher is autonomous to address their teaching strategies, this generates divergence and little articulation around this process. It is important to clarify that knowing the different virtual environments and teaching strategies used in them by teachers, will allow researchers to generate a proposal for the design of a virtual environment that contains homogeneous teaching strategies and that is adjustable to the needs of the educational context in the region. For this purpose, this research seeks to characterize the didactic strategies mediated by ICT in virtual environments during the process of teaching English as a foreign language in the ILE (Foreign Language Institute) of the USTA Villavicencio.

Conclusions

Faced with the challenge of obtaining a qualitative impact in education supported by ICT, one might think that the strategies we have traditionally used to promote the appropriation of learning should be completely turned around.

It is evident from this review that the strategies used by teachers over the years are easily adaptable to the tools and resources offered by the different CMS systems.

To achieve an important impact on education with the use of ICTs, it is necessary for the teacher to assume a new role in the virtual platform and become a facilitator of learning, which poses important challenges that may have been overlooked. Examples of challenges in these environments can be: the affective aspects, the pedagogical mediation, the socialization in the new learning environment, the promotion of teamwork, among others, which can be achieved through the mentioned approaches and through will of the teacher to learn about the new environment, where many times his students will be the experts. Facing these challenges with professionalism is what we can call the legitimate commitment of each teacher to current education.

Maintain or improve the quality of education in virtual environments is an aspect that we cannot neglect, therefore, we cannot pretend only to transfer the materials and activities that were used in the classroom to the virtual platform. We must create multimedia materials that integrate audio, images, text and, if possible, that allow interaction, as well as activities that promote collaborative learning through playful tools, whose purpose is the development of critical thinking and debate. This, because it is necessary to attract the student to this environment and give him the necessary tools and guides to develop the activities and successfully reach the proposed goals.

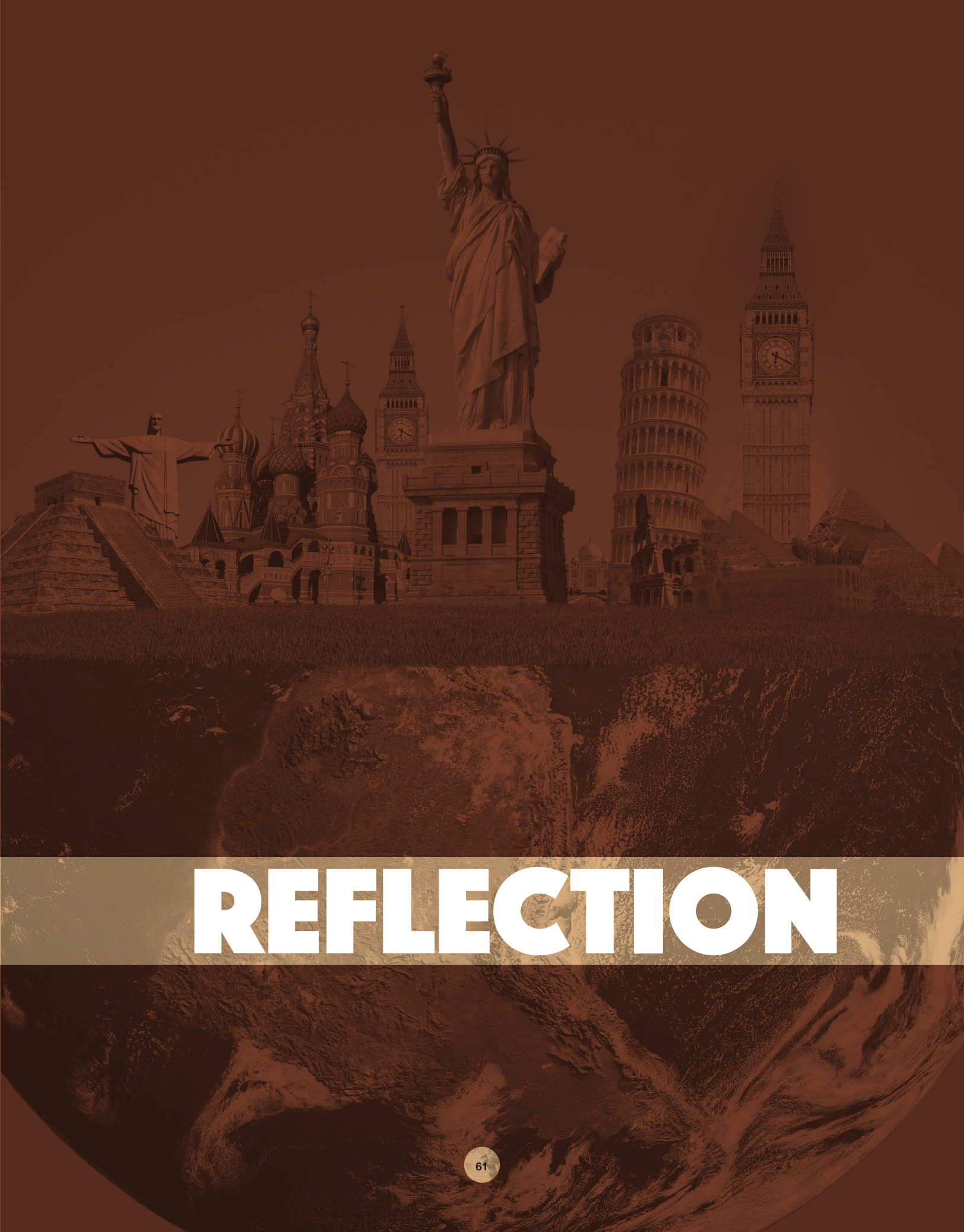
It is important to clarify that didactic strategies alone do not generate knowledge and the virtual platform alone does not create an attractive learning space. What makes the difference is the presence of a facilitator who mediates the themes of a course with creative teaching strategies and that uses efficiently the tools offered by the platform. In this way, the teacher will generate a real change in learning supported in virtual environments.

Another important aspect is that the success of an activity in a virtual environment depends largely on the participants, therefore, there is no 100% infallible didactic strategy, but rather the characteristics of the group must be assessed and thus decide which is the one that best responds to our needs.

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REFLECTION

IMPROVING COMMUNICATIVE SKILLS IN SECONDARY STUDENTS BY USING PBL, CLIL AND CURRICULAR INTEGRATION

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Introduction

The present project is the result of the experience the author has collected after many years working as an English teacher at all levels from preschool to Masters level in academic environments. Throughout all that teaching experience, diverse problems and challenges have been found and as any teacher who has a real commitment, different actions have been taken in order to solve those issues. Recently, the author started to find out about a phenomenon that called his attention and it bases on how making EFL classes less cyclic and monotonous. As a result of this questioning, the author wondered whether it could be possible to introduce to English teaching some components of general culture, cross curricular activities and Project Based Learning activities. All of this just because so lately in most cases, Language classes have become a text-based situation with just a few opportunities of leaving

* BDL: Bosques de León School in Sincelejo, Sucre.

** MFO: Multinational Force and Observers, Peacekeeping Organization in Sinai, Egypt.

*** UDES: Universidad de Santander.

**** AEP: Advanced Educational Program, postgraduate course or certification in diverse areas, offered by numerous universities worldwide.

it, due to the necessity of covering the whole textbooks, demanding from the teachers to be attached to them. There is a little space for some other activities or even trying different strategies for teaching because today's textbooks even bring with them the way teachers should follow them.

This situation leads to a kind of monotonous cycle of conversation, vocabulary, grammar, reading, pronunciation, reading, test or whatever the layout the textbook could have. And every single unit has exactly the same structure.

The author saw there was time to diversify the topics to center language teaching and at the same time, start including some other subjects and content into the lessons and the activities to be followed in order to motivate students learning the language in different ways.

After a couple years of classes observation at Bosques de León School, where the author works as Chief of English Department by means of the technique of Peer Observation, the author proposed the possibility of including some variations to the way English Language is taught at the institution. This work describes how strategies based on PBL (Project Based Learning), CLIL and Curricular integration, can help students improving their communicative skills as well as their general culture and methodological knowledge.

Description of the Problem

To get to apply the strategy of teaching by means of PBL, CLIL and Curricular integration, the author started an analysis of diverse approaches finding out that Project Based Learning, CLIL and curricular integration could be used in order of generating diverse scenarios of learning and teaching providing the possibility to expand the possibilities of teachers to go beyond the books-based teaching.

It is so important to start doing research around promoting diverse ways of teaching because it has been proved that most of English teachers are becoming similar to old styled math teachers: They teach every topic the same way they taught it years ago and they plan to teach it the same way in the future. So there is a necessity of changing the point of view of University Languages Teaching programs, schools' curricular committees, policy makers and as obvious, teachers. The most recent government programs as the BLRs and the curricular guidelines are just an extension of books because once more they "suggest" how the language should be taught.

To check on the topic, the author found some interesting works on the bases of the strategy which are described as follows:

Turkish researchers in EFL from Selcuk University, Gökhan Baş and Ömer Beyhan (2010), found that students who were taught with PBL based lessons showed a better attitude towards EFL classes than students that were taught only by traditional methods. These last showed a radical reduction of their interest to learn the language. Furthermore, it was also found out that PBL activities stimulated students' multiple intelligences more effectively and also affected their self-esteem in a positive way.

Baş and Beyhan based all their theoretical approach in the concepts of PBL taken from times of Dewey and William Heard Kilpatrick in the early 20th Century and later perfected and developed by Blumenfeld, Erdem, Demirhan, Ozdemir and Meyer. Most of these modern researchers say that despite the fact that more than 100 years passed after the original concept, PBL is still in developmental stage. However, the results of using this approach are undeniably positive. The main aims of this project were:

- » Showing the difference of student's attitude towards language classes between traditional and PBL methods.
- » Demonstrating the possibility of stimulating multiple intelligences while working through PBL methods.
- » Show how successful can PBL approach be in terms of students' motivation to learn the language.

Another document revised by the author is the European Union Report on the implementation of CLIL in the Union to improve languages learning compiled and authored by David Marsh (2002), after completing around 10 years of experimentation with CLIL techniques and methods in pre-primary, primary, general secondary, secondary vocational and further education.

The document reports how relevant is the implementation of CLIL for the fulfilment of real advances and results in foreign language learning processes. Furthermore, it analyzes how can quality of foreign language teaching be improved through CLIL. The document also highlights how CLIL allowed an increase of the number of successful foreign language learners. Finally, the document provides examples of innovation and good practices by using CLIL, proposes alternatives for its extensive implementation and further development with the goal of empowering Foreign Languages teaching at the European Union, fact that in our days can be considered as done.

The main aims this work offers are:

- » Showing the importance of applying CLIL methods in early educational stages to obtain remarkable results in the teaching - learning processes.
- » Highlight the effectiveness of using CLIL techniques in terms of performance of students' usage of the language.
- » Demonstrate that the extensive implementation of CLIL teaching approaches can lead to a global trend that, together with the use of some other successful techniques and approaches make languages learning something possible to fulfil.

Psaltou-Joycey (2014) gathered a number of research projects on how cross curricular activities can enhance the learning processes of a Foreign Language gives a lot of experiences on the topic, from the diverse approaches to teach English by using cross curricular techniques, passing by the intercultural approach, so mentioned by these days with occasion of the trending topic of the intercultural communicative competence, talking about the use of CLIL for certain groups of students and an obvious immersion in the world of the ICTs, that are ruling today's world. It is an interesting document that talks about reengineering in the interior of institutions at the time of designing Language curriculum, the adoption of interdisciplinary approaches to take advantage of collaborative knowledge production and management and emphasizes in the necessity of making decisions from the policy makers and designers with the purpose of offering innovative language teaching programs.

As main goals of this study we have:

- » Making education authorities aware of the importance of using approaches like this in order to diversify, strengthen and make more meaningful languages learning.
- » Prove that it is a good idea to use curricular integration to learn both the language and complement other areas knowledge.
- » Encourage teachers, school directors, policy makers and many other actors that are on the educator's side, to innovate, to create, to experiment with the purpose of improving their day by day activity reflexing it on students' performance.

Basically, the strategy looks for the inclusion of PBL activities that can simultaneously share some CLIL-based situations in a cross-curricular environment.

After a pilot program made in 2016 and a year of evaluation during 2017, the strategy has been implemented as an institutional complement for English classes teaching.

Students of eight grade work with English Speaking Countries, Ninth Grade with Technology applied to diverse fields and Tenth grade with Vocational and Environmental issues.

Pedagogical Context

Having in mind the concepts of PBL and CLIL, the strategy considers using them together with curricular integration to provide students a wide range of possibilities of complementing their English learning processes through a Project Based strategy, that includes specific contents about diverse topics (English Speaking Countries, Technology, Universities, Environmental issues). Those contents, which are apart from the regular contents of the English Curriculum, provide the cross curricular component to the project. Students choose the themes and topics for each month and can surf the web looking for specific information about them with certain restrictions about type of contents (inappropriate contents for underage people, any type of fanaticism, for example), give them a sense of freedom and make them feel they are in control of what they learn and how. Although the immersion in other areas is not a deep one, the knowledge students have obtained from the execution of the project is a valuable amount of cultural background that they will not forget easily. For the execution of the project, students not only need their foreign language skills, but also they have to use their ITs knowledge to search for the information they require for their works, some research methodology to organize the way they present their products, and some artistic and design skills according to the product they decided to present.

Methodology

At the beginning of the year, by democratic ways, a group of 10 general Areas or thematic lines was chosen to work along the year, month by month. Months were randomly distributed and related to the diverse Areas.

For the year 2018, Eighth, Ninth and Tenth Grade students will work in the following general Areas respectively:

- » Eighth Grade: Countries
- » Ninth Grade: Technology
- » Tenth Grade: Vocational and Environmental Issues.

Students have to highlight a specific feature depending on the general theme of each month without selecting a wide topic. For example, if an eighth grade student decides to talk about a country's typical music, he or she will not have to mention all styles. The idea is to choose one of them and then explain it in detail. Similarly, if a ninth grade student chooses to talk about a medical breakthrough, the idea is to center in the technological view of it, not all the medical things around it. This is to avoid being too general having to mention many things and not a specific, particular item.

To help students in their decision, a set of useful websites is given to them in order to make their quest shorter and faster. However, students can consult other sources.

After deciding about the topic to work, students must bring a proposal and a draft to the class in order to tell the teacher the topic they selected and the way they will present it in terms of materials. Students have 5 options to choose: a brochure, a poster, a slideshow or Prezi presentation, a video or a miniature model. Every option can be chosen twice and every student has to explore all options.

The teacher receives the proposals and checks them out in terms of spelling, composition and coherence mistakes, and looking for possible copy/paste cases in order to avoid plagiarism.

A week later, students receive their corrected proposals (those who selected to make a video or something by means of ITs, must submit their proposals to the teacher's e-mail) and start to prepare the definitive version.

The last week of the month, students have their presentations. They bring to the class the material they prepared and make a short presentation on the topic in which they do not talk solely about the topic itself; they have to tell the class and audience how they made the product they brought, the sources consulted, the materials used, even how much time and money they spent on the project. They also have to tell the reason(s) why they selected the topic they present. Presentations are no longer than 2-3 minutes.

The first week of the next month, while students start working on the next topic, all the works of the previous month are in exhibition to the rest of the educative community. Photo galleries are uploaded to the School Website as well as a repository of the slideshows.

Results

From the study in 2017, there are outstanding results in terms of participation of students.

In February 2017, only a 30% of the students made their presentations by their own will. In November, 76 out of 81 students (93,8%) presented their projects.

In terms of speaking and writing as output skills, written production increased in both spelling and composition. In February 2017, a 70% of the written works required to be deeply intervened by the teacher. In November, the percentage had decreased to a 32%. In speaking time, presentations in February 2017 lasted an average of 1 minute 31seconds. In November, presentations showed a time average of 2 minutes 53 seconds.

One of the most important findings of this project has been the attitude students have in order to do something different every month. Their willingness to work on the next project. Asking about dates, the suggested websites. Looking at how their works are better each month and how they like to present their projects is something that have confirmed that it is possible to propose alternative strategies in order to learn the language and putting it into practice. Some students are not outstanding in regular classes, but are really hard workers to present the best project. In terms of language learning, it is important to highlight the advance of the students in their communicative skills. Through the performance of the project, they really do better in communicative contexts.

Conclusions

The inclusion of PBL, CLIL and Cross Curricular activities has given Bosques de León secondary students the possibility of interacting with the English Language in a different way by means of developing monthly tasks that allow practicing the different English Language skills as well as other subjects' knowledge and skills.

It was possible to prove that PBL, CLIL and curriculum integration help students in their language learning processes, allowing them to learn both the language and some specific topics during the execution of a project. Furthermore, it was possible to make students start working on the base of a formal project format with the purpose of preparing them for future challenges at college. This experiment opened the possibility of implementing the strategy as an institutional way of complementing English Language Classes.

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BUILDING PEACE INTO THE ENGLISH CLASSROOM

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Introduction

In this reflection, I consider the intersection between building peace and English language teaching. The lecture starts by sharing my personal paths to build peace and then, I provide general guidelines for building peace into the classroom through the construction of social skills, the use of mindfulness and the strengthening of critical thinking.

I highlight examples of building peace in practice to illustrate the implementation of these guidelines and the benefits they bring to the class and the society.

Description of the Strategy and Theoretical Support

Building peace is a process of establishing peaceful relationships and institutions that can manage conflict without resorting to violence. As such, building peace occurs at multiple levels, ranging from intrapersonal and interpersonal to international. Building peace is relevant in all contexts. It is not just the work of countries experiencing or emerging from violent conflict. Countries without violent conflict must work to secure structural peace, combating discrimination and seeking social justice and equality for all of its citizens. The space of this reflection gives the opportunity to discuss about the different ways to implement in the English classroom different strategies which allow the process of teaching peace through the strengthening of soft skills.

Pedagogical Context

Building peace in the English language classroom can serve as a place of transformation, a space to engage youth in conversations around peace and conflict, to develop critical thinking skills as well as the skills that allow them to manage conflict, and to understand how they can participate in that construction, both individually and collectively.

The English language classroom can be a space for content-based curriculum rooted in social justice issues. Within such a curricular approach, conflict transformation and peace building become in the vehicle through which students learn English.

The basic concepts and skills in conflict transformation and peace building deal with reducing prejudice, building relationships, communicating effectively, and using negotiation to manage disagreements.

With such closely aligned purposes, and since communication skills are a large part of language teaching, the English language classroom becomes a natural place for teaching peace building.

Teaching peace building is not a step-by-step process but there are a few guidelines that can help teachers think about how to structure the classroom and frame their conversations with students in ways that contribute to peace. In essence, teaching peace building is the application of good teaching practices. (Milofsky et al., 2011).

Emphasize multiple perspectives: Conversations on difficult topics allow teachers to experience and learn different perspectives. It is, therefore, important for students to develop the ability to listen to one another and truly hear what each other have to say. In the process of conversation, disagreement may occur, but this provides students with an opportunity to clarify their own perspectives and consider how other people's views can inform opinions. Disagreement is natural and should be considered a healthy part of conversation. Learning to manage conflict is often about effectively dealing with disagreement before it escalates to violence.

Teach dialogue skills: Debate is a useful educational exercise and has a place in the classroom when discussing complex topics. However, the process of dialogue can contribute significantly to the classroom climate, encouraging an open mind and developing active listening skills. In the process of dialogue, listening is for the purpose of enhancing one's understanding of a topic and demonstrating that the listener hears the intended meaning.

Engage students in interactive lessons using creativity: The methods used to teach conflict management and peace building focus on interaction between learners. These methods can include cooperative work, experiential activities, and large group discussion. By using interactive strategies, educators are able move students from the abstract to the concrete, encouraging students to make decisions about how they will act when faced with conflict and what can be done to address conflicts beyond the interpersonal level.

Share real stories: It is important that students have the opportunity to share their stories and to hear the voices of other people whose lives have been affected by conflict.

Leave students feeling empowered: Difficult topics that involve human suffering can be overwhelming for any individual. It is important to alleviate any despair students might feel by helping them understand that they can take ownership of how they approach interpersonal conflicts. Teaching them these critical skills reveals to students that they have the possibility to empower themselves, that they can take action as an individual or as a community of young people, and that they can make a difference.

Conclusions

Peace building is a process—an active process—that requires ongoing effort. Regardless of the level at which one works (at the individual level in the classroom or at the institutional level), the experience of self-reflection, of sharing one's humanity and seeing the humanity in others, of honoring each other's stories, of listening in dialogue and being open to a multiplicity of perspectives, creates spaces of possibility in which we can begin to realize peaceful relationships.

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ENGAGING STUDENTS TO LEARN ENGLISH THROUGH LEARNING FIELDS

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Introduction

Universidad de Cundinamarca, is a rural public institution located in the department of Cundinamarca. The Department is made up of 116 municipalities, six of which recorded a population of over 100,000 and could be considered as cities: Soacha, Fusagasugá, Girardot, Facatativá, Zipaquirá and Chia, while Bogotá District is in the category of capital. The University is placed in the cities mentioned before, and also in Chocontá.

At the university, bilingualism is one of the most important aspects to develop because it is part of the strategies displayed for Principal of the University "Plan rectoral 2015" where the University established

bilingualism as the basis of the Internationalization PROGRAM (Talking to the world). The area in charged of inserting English not only at the university, but also in the Department of Cundinamarca is the English area which works under the Common European Framework of Reference for Languages (CEFR) standards.

Description of the Problem

The English area has implemented several actions to improve the English curriculum at the University, but this area is conscious that those efforts are not enough to get the results proposed by the Ministry of Education. For this reason, the Language Immersion Program entitled: "Together we can learn more" has emerged in the English area in order to carry out some other actions to beneficiate public high school population. The main idea is that if the area influences students in high school to learn English as a foreign language, necessarily the University will register better candidates proficient in English in the first semesters.

Furthermore, the vision of the institution states that: "The University will be recognized for the society in the local, regional, national, and international field as an educational institution for life, democratic values, civility and freedom; as an agent of transmodernity, and knowledge, and as a learning relevant and pertinent generator, centered in the citizen for life, nature, environment, humanity and coexistence".

To set a theoretical ground of this project, it is necessary to discuss the following topics: Bilingualism, and "Together we can learn more" as a Language immersion program.

Pedagogical Context

Most of the students at Universidad de Cundinamarca, come from different schools, especially public institutions. They take between three to five levels of English according to their careers and each level has two hours per week during 16 weeks. First semester students take an English placement test to check their proficiency in this language and results reveal that most of them are placed in A1 level that is why classes here start from very basic topics. This is also demonstrated in the low results students get along the semester, as well as the obtained results in Saber PRO tests. For those reasons, it can be said that students' proficiency in English when they finished high school is not the most suitable. For these reason, teachers at Universidad de Cundinamarca perceive that bilingualism is not conceived in rural context as it is in urban areas. These assumptions differ a lot from the study presented previously.

Methodology

"Together we can achieve more": A language immersion program This English immersion program created by the English area in Universidad de Cundinamarca was carried out in CERCUN - Fusagasugá, where the best students from 6 municipals where chosen to participate in this experience that lasted 4 days (Friday to Monday). At the end 150 students and 30 English teachers took part of this experience.

The objectives proposed for the Language Immersion Program were the following

Objectives

- » To provide real language to the students.
- » To establish a dynamic and meaningful context for participants.
- » To provide general vocabulary (commands, greetings etc.) and specific vocabulary based on the pedagogical activities proposed (recipes, gymkanas, among others).
- » To offer important tools to the students in order to enrich their lives (speeches about NLP, learning strategies, cultural exchanges programs, scholarships, among others).

In order to achieve these aims, several activities were planned: handcraft workshops, parties, cultural celebrations in different English speaking countries, reflection sessions where students' voices were heard, etc, and a life musical. As Ballester (2008) suggests, the success of a meaningful learning process is the "environment". He states that: "Students are more involved in the activities if the tasks are related to their daily life improving their participation in the learning process", for this reason, the program "Together we can learn more" developed many activities taking students realities into account.

On the other hand, this immersion program considers very relevant the teachers' role. As Heaton (1997) cites, the work of teachers should be that of building a bridge between the classroom and the real world. Besides, Krashen and Terrel (1983:1) indicated that one of the fundamental roles of language teachers is to give students the tools to apply in different contexts what they have learned in the classroom and be able to communicate their ideas properly in a foreign language in several contexts.

The teachers' role in this kind of experience is to facilitate and develop effective communication skills in the students, those which allow them to give and receive effective messages, using new and different resources that are out of conventional classes and motivate students to follow their guidance. In this way, teachers understand that students feel more engaged in their learning process if they can be part of a real context.

Results

To supervise the success of the planned activities students answered a survey and wrote their beliefs in a free way on a poster fixed on the wall. Here there is some gathered information that was called: students and teachers' voices. Here there is a sample:

Teachers' voices

- » "Las estrategias que nos compartieron fueron excelentes para enriquecer nuestra actividad docente".
- » "La verdad yo tengo decir que ésta experiencia fue una de las mejores de mi vida, poder hablar en inglés con otros profesores es fantástico, muchas gracias por todo".
- » "Son increíbles con los estudiantes y con los docentes"
- » "La experiencia fue excelente, las capacitaciones, los profesores y personas que intervinieron en ella, fue organizada, bueno por el cumplimiento, responsable y la temática muy bien".
- » "En primer lugar, pondré en práctica lo que nos enseñaron en las conferencias y talleres. La mayoría de actividades son aplicables".

- » Tendré en cuenta actividades sencillas como vocabularios, con juegos sencillos, teniendo en cuenta el contexto donde se desarrollan mis estudiantes.
- » "Intentaré llevar el inglés a la escuela rural de mi municipio y a la primaria; trabajando mancomunadamente con los docentes de primaria"
- » "Me voy feliz, motivada a enfrentar el reto y trabajar todo lo aprendido y soñado con mis estudiantes"
- » Las actividades fueron excelentes aprendí mucho y todo en general estuvo fantástico.
- » "Me gustó mucho las actividades que se realizaron porque todas tuvieron una finalidad, el cual nos dejó marcados con un aprendizaje muy bueno para toda la vida; para el mejor futuro de Colombia"
- » "Todas las actividades fueron muy buenas, además de tener una gran organización"
- » "Absolutamente todo me gustó, fue una gran experiencia la cual me ayudó demasiado a mejorar en muchos aspecto, como trabajar en equipo".
- » "La obra de teatro me pareció una buena experiencia, ya que me dio a entender que con esfuerzo y dedicación uno puede llegar a cumplir muchas cosas gracias al inglés"

Students' voices

- » "Fue una experiencia muy enriquecedora en la que yo y mis compañeros aprendimos nuevas cosas, vocabulario, y logramos tener un mejor desarrollo de nuestras capacidades hablando inglés"
- » "Es una experiencia maravillosa, aprender inglés es importante para todos".
- » "Me encantaron las fiestas, el club de conversación, la zumba, los profesores, las profesoras, la comida, las actividades al aire libre, las canciones y cantantes, el servicio de atención, la organización, los nativos, todo!"
- » "Fue una experiencia hermosa"
- » "Fue muy interesante y divertido relacionar el inglés y aplicarlo éste tipo de actividades, es una gran oportunidad para aprender más y además así el impacto es mayor".
- » "La experiencia fue increíble ya que siempre hicimos cosas diferentes".
- » "Me gustó mucho éste programa de inmersión, porque me ayudó a aprender más el inglés y trabajar en equipo, todo es sencillamente inolvidable"

Conclusions

One way to achieve bilingual education in Colombia is to implement immersion programs to teach students through English, reflecting upon the needs, objectives, realities, likes, and cultural aspects, among others about the English language. It is necessary that teachers from public schools have more participation in this kind of programs where they can take methodologies and strategies that could also be implemented in the schools of the department.

Language immersion programs contribute to enhance not only the motivation of the students to learn but also it promotes social values and citizenship competences to improve their existence as human beings. When English learning is funny and stress free, the process becomes more motivating and values such as self-confidence, cooperation, tolerance, among others grounded from the activities proposed.

In this kind of environments, the English teacher is a guide who proposes activities where English as a foreign language is perceived as a need. In doing so, English teacher becomes a leader promoting

social activities to improve the quality of life of the students and is who helps them realize about their social responsibility as citizens.

In terms of further research studies that can be conducted. It is worth considering the possibility of involving citizen competences as part of the speeches or reflection activities in these English immersion programs. As it is established by the Ministry of Education since 2004 in the “Estándares básicos para la competencia ciudadana” and “Guía de orientación ICFES, modulo de competencias ciudadanas” the following is established:

The Citizen Competence looks that inhabitants acquire the knowledge and skills that enable the construction of frameworks for understanding the environment, which promote the exercise of citizenship and inclusive coexistence within the framework proposed by the Political Constitution of Colombia.

The exercise of citizenship is understood not only as the exercise of rights and duties, but also includes active participation in the community to which it belongs. In this way, a competent citizen is the one who knows his/her social and political environment; who has its rights and obligations; who has the capacity for reflection on social problems; He/she is interested in the affairs of his/her community; he/she participates in the search for solutions to social problems; and he/she seeks the welfare of its community.

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MIAMINGLISH

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Introducción

El tema del bilingüismo en una comunidad con alta presencia de personas provenientes de diferentes lugares del mundo, en especial de América Central y Sur, hace del condado de Miami un espacio idóneo de exploración del fenómeno de contacto de dos lenguas e implicaciones sociales. Por ello, reviste de importancia acercarse más a esta condición de bilingüismo para descifrar el tema del Español o Espanglish.

Descripción

Al encontrarse en un medio donde hay una fuerte presencia de personas no hablantes del inglés como Lengua Materna y viven en comunidades con niveles de fluidez en la lengua inglesa, causa interés encontrar quienes no dominan esa lengua y desarrollan su vida social, económica y laboral en su lengua materna gracias a una política educativa de bilingüismo instaurada desde 1973, por no tener la necesidad de comunicarse en una Segunda Lengua o rodearse de hablantes de su misma lengua. Sin embargo, el contacto de las dos lenguas, para este estudio español e inglés, se encuentra que la presencia de palabras o enunciados emitidos en español con presencia de palabras o expresiones en inglés. Por ello, lograr estudiar el fenómeno del Espanglish / Spanglish reviste importancia más aún en una expansión del español en EEUU.

Contexto pedagógico

Enseñanza de lenguas (español e inglés) - Planes de Bilingüismo - Inmersión

Metodología

Etnográfica por cuanto es un contacto directo de las personas durante la estadía en Miami, usando la observación y preguntas para acercarse a su cotidianeidad y reconocer mejor las expresiones lingüísticas en español, inglés y Espanglish.

Resultados

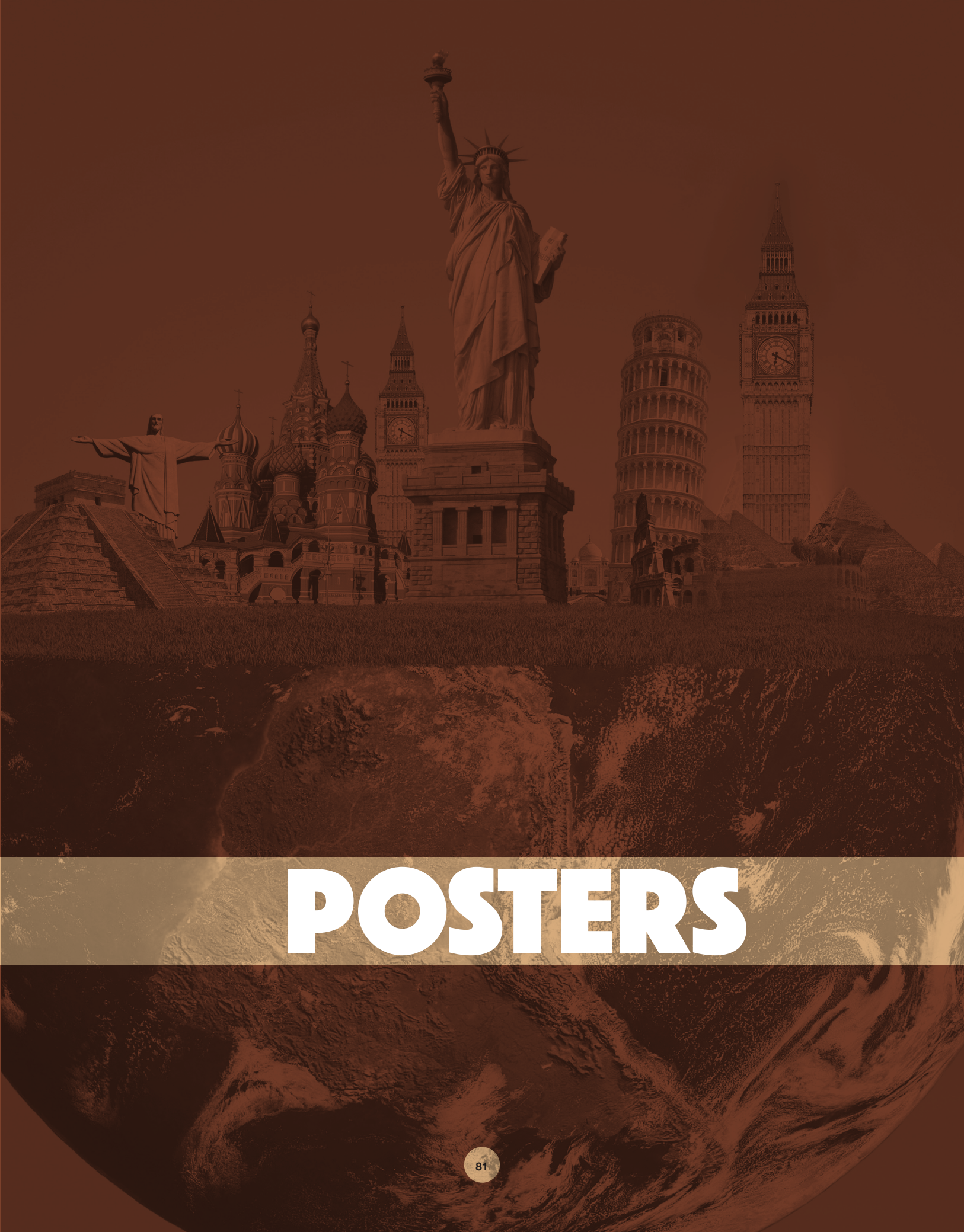
La enseñanza de la primera lengua es vital para el aprendizaje de una Lengua Extranjera y ser bilingüe va más allá de hablar dos lenguas de manera natural, fluida y adecuada.

Conclusión

El español en expansión se proyecta a EEUU como la segunda nación con mayor número de hablantes del español después de México. La apropiación de festividades y celebraciones ajenas a la cultura norteamericana como parte de la tradición de los pueblos de Centro y Sur América

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POSTERS

HOW CAN BILINGUALISM MAKES US ACTIVE PARTICIPANTS IN AN INTERCULTURAL CONTEXT

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Abstract

Bilingualism is no longer a tendency, but an important tool in such a globalized world. This document shows the importance of bilingualism nowadays, and how can it helps us to look beyond the line and interact with people from all over the world. Interculturalism is a growing tendency that helps individuals to be competence in a global scenario. This paper demonstrates in a theoretical and analytical way how another language proficiency facilitate the understanding of foreign cultural structures. This understanding will shape in all individuals a new judgment type with a global criteria that will help them to increase tolerance towards others. This paper shows the relation between bilingualism and interculturalism, and how it helps individuals to be better global citizens.

Keywords: Bilingualism, Interculturality, Globalization, Language, Competence.

Introduction

In a globalized world the importance of bilingualism is increasing in such a remarkable way. The fact that a person speaks more than one language gives huge opportunities. Not only in their professional and social life, but in their intercultural knowledge. Interculturality gives us the opportunity to know other people, traditions, and customs. It helps us to see things from another point of view. What we

seem to know as “normal”, would sound completely crazy in another culture, but we would not be able to live this experience without a common language. English allows us to participate in an intercultural environment, where we can both learn and share about our own and others culture. This particular exchange will open our minds and improve our intercultural skills. We also will be able to shape new personal values, and become better global citizens in the process.

Description of the problem

Lack of interest in the English language from many people nowadays, and their few knowledge of the advantages of having an intercultural background in a globalized world.

Objectives

- » To show the importance of bilingualism nowadays as a tool to learn about new cultures.
- » To analice how English allow us to have an open mind.
- » To justify why the English language proficiency can make us better global citizens.

Theoretical framework

“The limits of my language mean the limits of my world” is a quote said by Ludwig Witgenstein and summarized in a good way the importance of speaking different languages.

To establish good interpersonal relationships, communication is necessary, this is done in different ways such as writing or body language, but ultimately the most effective is to talk. This consists of several elements, an emitter, receiver, a channel and a code, if one of them fails, there won't be perfect communication and interpersonal relationships will not be as effective, in this case, the code. Not speaking the same language is a barrier, multilingualism eliminates it, facilitates communication and helps to get involved with new people, and it has been shown to have many social, psychological and lifestyle advantages.

Methodology

Applying theoretical concepts in a practical way. This helps us to corroborate our initial theory and gives us precise details of how bilingualism plays a fundamental role in intercultural learning. Taking into account and sharing our own experiences lived in Germany and in the United States of America to support our proposal. Explaining how this experience helped us to have a better understanding of a multicultural world and how English was the main tool that helped us achieving this goal.

Conclusions

Managing multiple languages facilitates interpersonal relationships, give us an open window and increase our competitive level. Getting work is faster.

Through languages we can expand our knowledge and experience cultures in a deep way. Speaking a second language opens the mind, encourages us to know other types of life and allows us to discover new customs and cultures.

Multilingualism is traveling without moving from place.

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THE ESP VOCABULARY ACQUISITION THROUGH BLENDED LEARNING: AN ALTERNATIVE TO ENHANCE CIVIL ENGINEERING LANGUAGE

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Introduction

This research was raised due to need of English learning in civil engineering academicism program at Santo Tomás University in Tunja Boyacá. For that reason, this study analyzes 32 civil engineering of first level of English students' opinions and perceptions about design of a unit of work on a platform which helps to ESP vocabulary acquisition through Blended learning approach. Currently, language teachers follow a book to teach English, however this book is not focused on teaching business-related vocabulary, therefore there are no current opportunities for students to have contact with authentic language which could contribute to their professional growth and in their areas of work. This provided lights to encourage students with language related to the content area.

Main goal of the Project

- » To analyze the results of the student's learning outcomes of civil engineering of English class of USTA TUNJA after the implementation of a unit of work on a virtual platform which aims to support of ESP vocabulary learning.

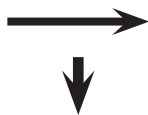
Specific objectives

- » To design a unit of work on the platform of Santo Tomas University with ESP vocabulary activities.
- » To implement online activities as a support in ESP vocabulary sessions.
- » To literate students in the use of virtual platform to support ESP vocabulary sessions.
- » To report students' opinions and views about the implementation of the units in order to learn ESP vocabulary.

Methodology

The methodology is exploratory and descriptive nature. The exploratory nature allows the understanding of concepts, theories and practices. The descriptive nature facilitates the collection and complementation of the theories and practices. Methods and appropriate deliverables linked to the objectives.

BEHAVIORIST APPROACH



QUALITATIVE PARADIGM

The type is action research and design materials because the proposal analyzes the students' opinions and perceptions when a unit of work in a platform is used as support of ESP vocabulary learning base on Blended learning

Nature of Methodology	Methods and instruments	Deliverables
Conceptual and Qualitative analysis of the perceptions	Survey – type likert Students' logs Questionnaires Ashworth (1990) structured system analysis and design method helps to Classification: SSADM	Creation of a unit of work on a platform. USTA VIRTUAL.

Image N° 1

Results

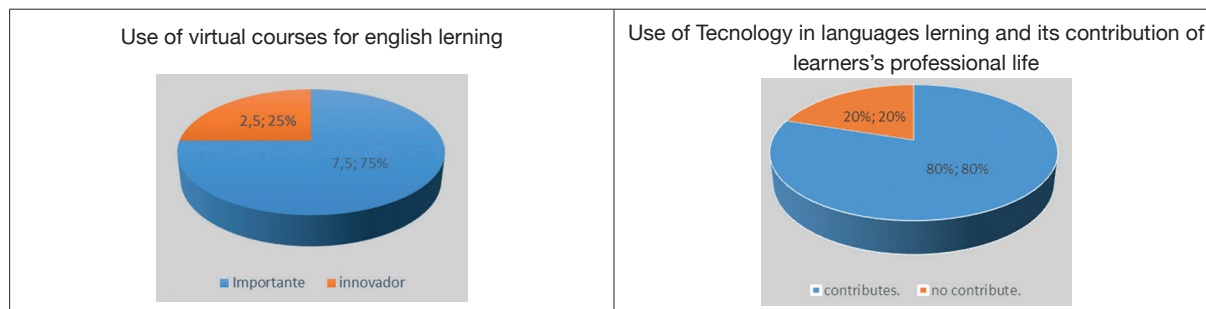


Image N° 2

Excerpt No. 1, Questionnaire, Question # 1

From the figure, it is concluded the participant's satisfaction after incorporating online resources to boost the English language learning. Hence, to continue with the justification of a discussion, some of the explanations given by the participants in this same question are revealed.

Excerpt No. 3, Questionnaire, Question # 2

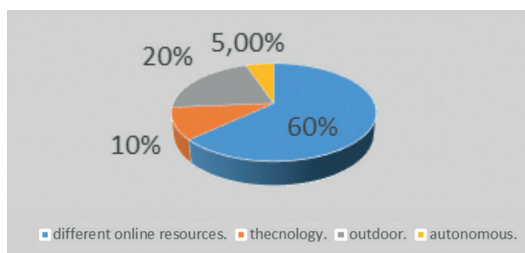
Based on the first stated question, in the previous figure it is clear that for the 38 surveyed students more than 70% consider very important the incorporation of the ICTs in the English class; what demonstrates one more time the positive impact that involves the ICTs in the academic performance and their professional life of a large number of students and the justification for dissertation.

st 9 said:

"este tema fue interesante ya que aprendí vocabulario sobre pavimentos tema que estoy viendo en mi Carrera..." (FG-9- Q)

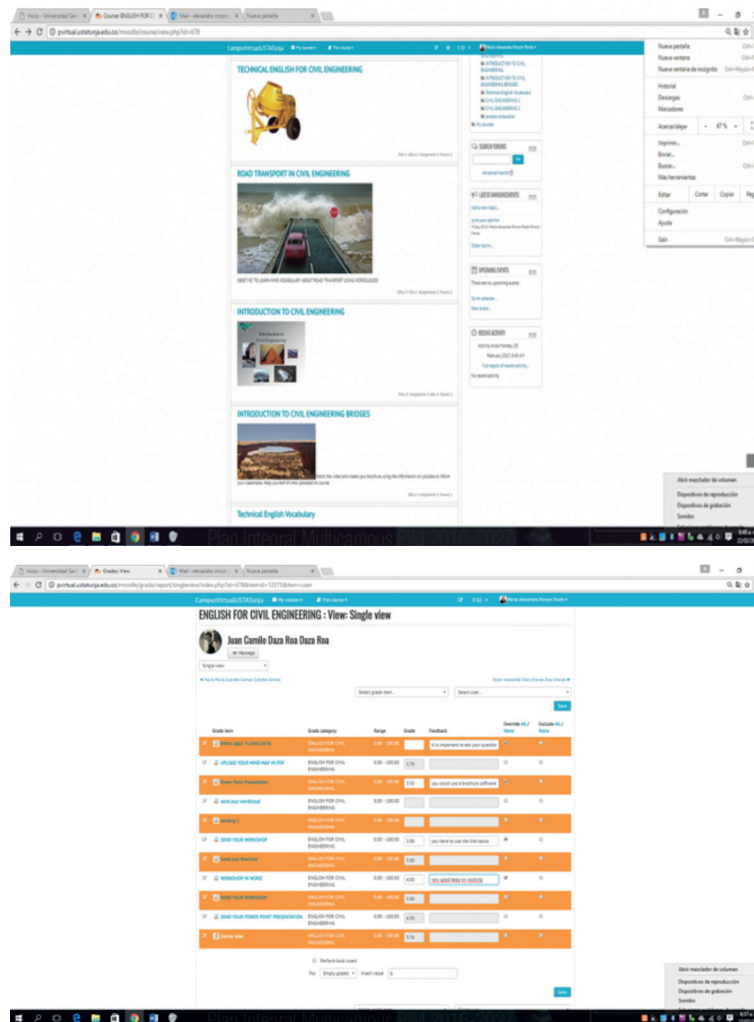
¿Cuáles son las ventajas del uso del curso virtual para inglés en ingeniería Civil?

Which are advantages of the use of a virtual course for learning civil engineering English?



Excerpt No. 4, Questionnaire, Question # 4

Assuming the previous diagram, the learners of the groups approve in a 60% that the advantages more common is can use different online resources which facile learning of basic vocabulary in civil engineering.



Conclusions and Recommendations

Students are perceptive through civil engineering vocabulary must be included in their syllabus and the use of virtual tools foster their vocabulary acquisitions in civil engineering for facing their professional life. Although the study proved good results, it would be interesting to conduct this research to explore students' needs to use technology in other subjects of their academic program in order to learn, read and research. Because, learners sometime felt fear facing to technology unless the use of Facebook, chat among others they usually use to establish communication but these virtual tools and applications are not being used for learning. It would be pertinent to research how teachers are implementing an iterating for using technology as a pedagogy tool. In terms of opinion about the instruments, qualitative and action research methodology. The data in questionnaires evidences good characteristics which showed that students prefer virtual tools for enriching their English learning even more so when ESP is a possibility and opportunity to be more motivated in learning a foreign language.

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