



USTASPEAKS

ISSUE I

JUNE 4TH, 2015



Saint Thomas' Day Celebration

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Winner first FLI photography contest



This photograph shows a great view of our University. It shows how our campus interacts perfectly with the beauty of nature and it pretends to highlight how lucky we are having the chance of studying in this great place.

Carlos Enrique Bautista Duarte, International Business - Seventh Semester



**2015 vamos por la
ACREDITACIÓN
sÚmate**
EXPERIENCIA Y CALIDAD

ACREDITACIÓN INSTITUCIONAL
UNIVERSIDAD SANTO TOMÁS COLOMBIA

Nuestra Universidad se encuentra en proceso de:

Reacreditación Institucional
Sede Principal Bogotá y Vicerrectoría
de Universidad Abierta y a Distancia.

Acreditación Institucional
Bucaramanga, Medellín, Tunja y Villavicencio.

EDITORIAL

M.A Lucimaver González Robayo

FLI Director

The Foreign Language Institute (FLI) is pleased to present the first issue of our virtual bulletin: **USTA Speaks**. A virtual, academic environment to enable and encourage the USTA community to explore the writing competences in a foreign language. This is a great opportunity to promote multi-cultural awareness and expand the understanding of the rich diversity of learning foreign languages and make possible the break of world barriers. It is also a space to foster intellectual curiosity, critical thinking, and creative minds in our students.



In our first issue, we focused on disseminating information related to our three missionary functions: education, research and social outreach, and the impact for attaining higher standards in the EFL teaching and learning process which is one of our aims at USTA- Villavicencio. The FLI is committed to offering quality on

developing foreign language communicative competences which foster personal development, lifelong learning skills, and the tools students will need to succeed, both professionally and personally, in a rapidly changing world. The Institute's teachers are focused on creating dynamic student-centered learning environments relevant to the needs, interests, and aspirations of our students in each academic program.

The ongoing process of learning foreign languages demands quality, effort, and commitment from each learner as a requirement to achieve effective communication skills which are crucial in being able to successfully articulate knowledge in oral and written contexts, as well as in social environments. Here, a tomasino student will learn to appreciate diversity, respect, work collaboratively, reflect on ethical issues, and so contribute to a better society.

USTA Speaks will invite the whole USTA community to take an active role in this bulletin and send your contributions for upcoming issues. It will be a great pleasure to count on you.

Fr. José Antonio Balaguera Cepeda O.P.

President

Fr. Álvaro José Arango Restrepo O.P.

Academic Vice-president

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TEACHING IMPLICATIONS: ACADEMIA, IDENTITY AND PASSION

Yomaira Angélica Herreño Contreras
Teaching Committee Coordinator

Study to be a teacher and be a teacher imply more than knowledge and pedagogy. Teachers' education and daily professional performance also should lead to the configuration and enhancement of identity.

In this way, teaching practices are appropriate scenarios to generate lessons demanding

more than isolated participation, infrequent communication and scarce comprehension.

Then, every lesson should be considered as the ideal opportunity to contribute to the

education of better human beings and professionals. To do so, mere academic knowledge constitutes just a little chunk of the great magnitude called humanity, which is the real justification of any educational process.

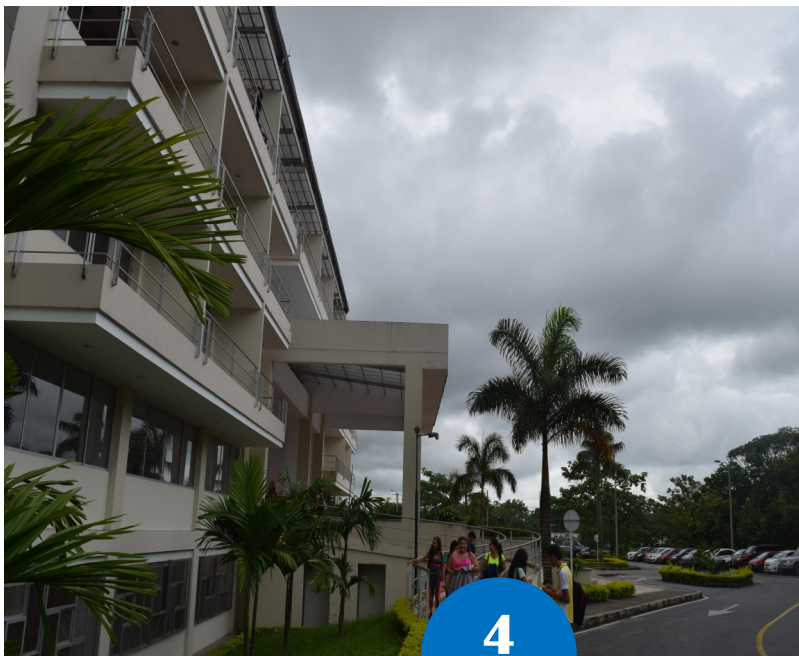
However, the lack of knowledge and true

experience regarding key educational issues such as: emotions, motivation,

Teaching well in these changing times requires more than content knowledge and classroom competencies, more than a sophisticated understanding of, and the capacity to move between, the multiple dimensions and perspectives within education. It requires above everything else, passion. (Day, 2009, p.8)

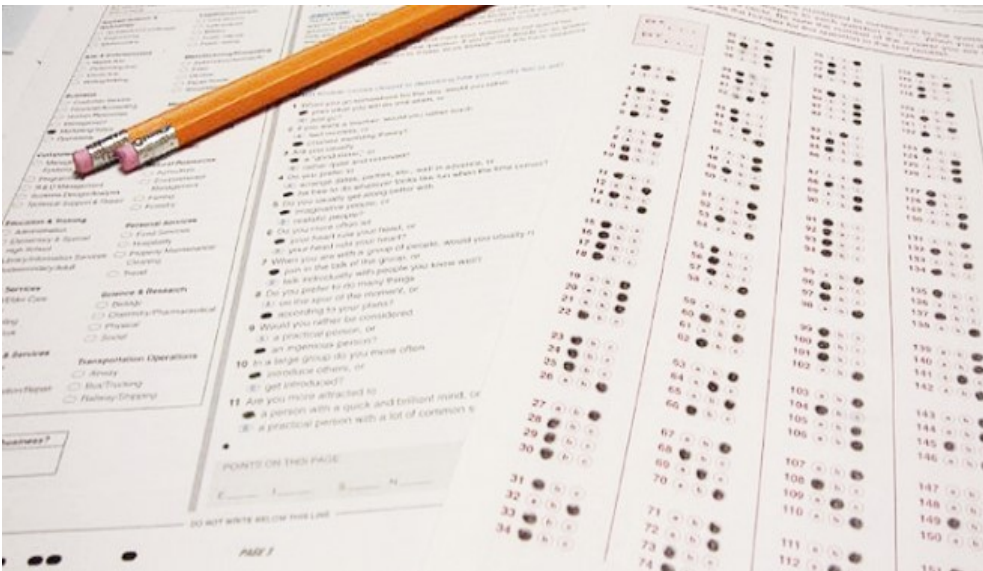
passion, and their subsequent outcomes make quite tricky to be able to grasp their relevance and influence on the academic processes leading to nurture the dialogic and intrinsic relationship between intellect and emotions.

Thus, the essence of teaching is characterized by its pedagogical, social, political, ethical and aesthetic roles and commitments. And EDUCATION becomes the binding element of academia and awareness, reason and heart, sensibility and intellect.



TEACHING COMMITTEE

WHERE IS OUR FLI TEACHING COMMITTEE GOING?



Jhonathan Alexander Huertas Torres

FLI teacher

The FLI from Santo Tomás University–Villavicencio branch, from the Teaching Committee is making considerable changes with the diverse sufficiency exams in terms of structure, form and content since we are looking forward to changing the overall exams' perspective to be more international functioning.

Most of the exams were found to be more grammatical structured and perceived to be more focused on the language morphology phenomenon rather than on a real and pragmatic situational English context. Therefore, based on the existing bank of exams it was decided to restructure the overall manner in which these exams were carried out in terms of evaluation, since all of the language skills (Listening, Writing, Reading, Speaking) were

included plus English in Use. This new exam perspective is looking forward to evaluating and preparing our students to go progressively into the worldwide International Exams tendency.

It is clear that the Common European Framework of Reference for Languages is an international guideline which defines the objectives, func-

tions and standardizes any foreign language procedures and provides the basic standards for both teachers and learners. In this way, the FLI is fostering in our students the capacity to be problem-solving agents through these exams considering that we base our pedagogy on the Problematising approach.

Currently, the FLI is trying to promote the diverse styles of International Tests within its midterm faculty exams. Team teachers are reinventing themselves with different activities such as, exams revision, test taking procedures documents, monthly sufficiency exams, training exam design and so forth which will increasingly enhance our teaching committee as well as our students' academic performance.

LESSON PLANNING AS A WAY TO IMPROVE CLASSROOM PRACTICES

Jackeline Pardo Jiménez

FLI teacher

The purpose of the Teaching Committee at Santo Tomás University Foreign Language Institute is to advise on curriculum issues related to lesson planning, PAP, PEP, syllabus, evaluation design and criteria. Along this process, the Committee has had a clear and fruitful engagement evidenced by its academic activities, such as the syllabus development process, drafting and revising syllabus documentation. In this way, determining appropriate learning objectives by adapting them to the educational mission of the University for the academic achievement and integrity was the outcome measure of this committee to assist with monitoring and quality assurance.

The Teaching Committee bases the syllabus quality process on the goals and criteria that serve the pedagogical model of Santo Tomás University. The Committee's first effort, hence, was addressed towards the review and the evaluation of the existing lesson planning according to the University's teaching method, emphasizing on raising problematizing questions which configure the critic, reflexive, creative learning aspects inherent to it. The plan for the redevelopment of the lesson planning not only involved the collection of the previous papers, but also, the identification of issues to be taken into account in subsequent revision and writing of the draft lessons, later considered by the group of professors appointed to modify planning papers according to the directions given.

The submission of the planning lessons as a result of the prior process and their evaluation on behalf of the teaching committee, led to the provision of quality planning papers to be implemented this first semester.

Without question, the Teaching Committee, along with the collaborative effort of the general team of teachers, has made significant progress in improving classroom practice. The intentions are being achieved and the academic concerns have found effective answers for the Foreign Language Institute, considering all the tools to enhance and to ascertain the syllabus quality and autonomous development of all these aspects, relevant for teaching.

 UNIVERSIDAD SANTO TOMÁS PRIMER CLASIFICADO EN EL RANKING DE COLOMBIA INSTITUTO DE LENGÜAS EXTRANJERAS - VILLAVIEJA				CLASS PLANNING FORMAT			
Code: 7165-F-016		Version: 003		Emission: 29/01/2013		Page: 1 de 1	
FACULTY		INTERNATIONAL BUSINESS		LEVEL		FIFTH	
SEMESTER		5th		TEACHER			
GROUP		NSA-B		BOOK		Market Leader Pre-intermediate Student's Book. Units 5,6,7,8.	
TERM/ WEEK	HOURS	PROBLEMS TO RESOLVE	COMPETENCES TO DEVELOP	THEORIES AND CONCEPTS	TASKS	LEARNING EVIDENCES	RESOURCES
First Term WEEK 1 (February 2 nd to 6 th)	4	How to identify students' previous knowledge	Ss can reflect on prior knowledge to use this information to further adapt instruction.	Previous knowledge.	Diagnostic test Classroom rules	Diagnostic test results.	sheets
First Term WEEK 2 (February 9 th to 13 th)	4	Unit 5: Stress How to identify stress in the workplace	Ss can identify stressful situations in the workplace	Stress vocabulary	Ss will build up vocabulary related to stress factors in the workplace through brainstorming, elicitation and vocabulary activities	Matching activities Fill in the blank Games	Worksheets Course book
First Term WEEK 3 (February 16 th to 20 th)	4	UNIT 5: How to deal with stressful situations	Ss can determine when there is a stressful situation at work and learn to manage it	Audio recordings of stressful situations at work	Ss will listen a person talking about stressful situations and will make a survey focused on strategies to	Extract filling activity Make a survey Oral presentation	Sheets Audio Paper Course book

RESEARCH COMMITTEE

RESEARCH AT THE FLI

The impact research has had in the USTA community is part of an ongoing process of classroom observation. The committee has been working on different topics which are aimed to fulfill some needs and interests of the students and teachers of the FLI.

M.A Claudia Chavarría Calle
Research Committee Coordinator

The USTA research model is the set of principles, policies, criteria, sources, methods, strategies, processes and procedures that enable the formation of research skills for the production of new knowledge. It focuses on the Tomista methodology, processes, problematization of facts, confrontation and critical analysis, weighting of different views and positions, and search for synthesis and objectivity to reach the discovery and expression of truth; also assumes the character and inter-disciplinary research.

Therefore, the research model is part of the USTA raised from the Institutional Investigative Project (PROIN) for which "becomes effective Tomista problematization methodology in terms of the facts, universality and objectivity of the information, training and expression of truth through analysis that gives a sense of reality, the synthesis provides a sense of permanence in the future and ensuring the critical sense of loyalty to that reality and weighted, honest and objective sense on the different positions to discover and accept the truth and the truth of that". (P.79, PROIN)

As stated in the research policies of the University, "The lines of research are a special conceptualization, benchmark and a basic model. For this reason, the line that resides with the FLI called Fray Henri Lacordaire and whose active sub-line is called teaching foreign language learning, is tailored to the needs and interests of the Institute.



Hence, the research committee of the FLI aims to inform the tomasina community the results of different proposals that have been developed such as: a) a project on the effectiveness of mentoring in the written production; b) a conducted study of competence of nonprofessional elective courses; c) and created a “semillero” with VUAD students called Gognosis who seem to be interested in researching on learning styles with different undergraduate students.

Effectiveness of the written production in English from 3rd semester Law students at USTA Villavicencio

Yuli Andrea Torres Vargas

FLI teacher



Since last semester the FLI has been interested in looking for strategies to promote the understanding and improvement in the English performance of its students. At the same time, the main goal has been to prepare students not just to be competitive in an academic field but also as in real contexts and life, that is why tutoring sessions are taking an important place at Santo Tomás University and specially in the FLI, as a way to raise awareness about the importance of mastering a foreign language and to enable students to overcome their weaknesses in foreign language learning.

Taking into account that writing is one of the most difficult skills for students, the FLI research group is developing a project to work on it. The project has been applied to third semester law students, but it is the first step in a long way and a deep de-

sire to make new discoveries based on student's needs and wishes. The project has allowed to know the opinion and fears of our students, as it is well known to face the learning process of a foreign language is not easy, in that way, it is important to recognize the courage of those students who are participating in this research showing that although there are different difficulties, there is a profound need for upgrading their writing skill showing that mistakes are the first phase for being conscious of their learning process. Students' heart and mind are full of thoughts that through a pencil and the English language are ready to be known.

THE STUDY OF RELEVANCE

Edgar Ferney Pedreros Roa — FLI teacher

The Research Committee of the FLI at USTA Villavicencio developed a study of relevance in order to define the free-choice courses to be oriented in several faculties at University, taking into account the needs of students and region. The subjects considered by the committee were French, Portuguese, Language and International Communication as well as Culture with business approach.

A survey was applied to University students as an instrument of research, carried out with the purpose of knowing the needs of students, their perspective about the free-choice courses and different facts to be considered by faculties. This instrument provided data, necessary to determine which are the most appropriate subjects to implement in the seven programs offered by USTA in Villavicencio.

The academic programs involved in the present study of relevance were International Business, Law, Psy-



chology, Environmental Engineering, Civil Engineering, Management and Public Accounting which gave us positive facts to consider at the moment of implementing new free-choice elective courses in the faculties' curriculum. According to the results obtained by the study of relevance French, Portuguese and Language and International Communication as well as Culture with business approach were the most voted elective courses by students during the research.

VISIONARY PLAN COMMITTEE

THE VISION OF THE FLI HORIZON

David Sáenz Guerrero— FLI teacher

During this semester the committee I have led has been working on a visionary plan which has a five-year projection (2015-2020). This plan seeks to characterize and show the FLI horizon.

The FLI in the city is projected as an educational institution capable of educating the general public on the requirements of globalization, especially regarding communicative competences in foreign languages.

Besides, it is important to bear in mind that FLI activities and guidelines aimed at contributing to the mission of Santo Tomás University. So, this visionary plan has been developed in the light of University's mission, vision and principles. It also recognizes learning and teaching a language implications such as: global citizenship, values promotion and cultural knowledge.



SOCIAL OUTREACH COMMITTEE

SOCIAL OUTREACH...WHAT IS IT?

Kris Evelin Ortiz Ordoñez — FLI teacher

Alexander Fernández Rodríguez — FLI teacher

The Social Outreach project at Santo Tomás University aims at getting closer to some critical areas of Villavicencio city and giving them the opportunity to receive some training in different areas of knowledge. The FLI plays an important role in the commitment of the University in terms of offering free English courses to some children of these localities. The focus is not only on training but also on a warm support and care for them. At the end, the purpose is to reduce the incidence of poverty in these children's educational attainment, along with community characteristics and social relationships.



Playa Rica and Catumare Project

Every Monday from 2 to 6 pm two groups of children are trained in English language with the help of the students from the Faculty of Psychology of Santo Tomás University who develop a great job by sponsoring some children every class and offering their knowledge in English for the children's benefit. At the same time, psychology students learn their subject matter.

Students use very dynamic strategies to catch the attention of the children and make use of the foundations they have received in their program in order to help them learn. The classes are full of joy and respect for others which contributes to the wellbeing of the children.

Brisas del Guatiquía Project

Brisas del Guatiquía neighborhood is a place where not so many people have access because of the criminality rates and violence that surround this sector. Nevertheless, the efforts of the University have made possible to enter this area and teach English to a group of students.

In this project, the help of students from International Business and Laws Faculty is relevant. They prepare great materials for these children and take advantage of their knowledge in English in order to teach and have fun.

GIVING A VOICE TO THE FOREIGN LANGUAGE INSTITUTE

In the era of new media and technology FLI at USTA-Villavicencio uses several tools to promote, inform and reach people inside and outside of its community.

Iván Felipe Marín Escobar– FLI teacher

Communication is very important for all the living beings and it will be around until each living creature does not exist. Humans base their societies on communication, they always have found the way to stay in touch with each other and this has helped to create all the cultures that we know. At first it was through mouth to mouth, and then with time and development they have created several ways to communicate. Nowadays, there are a lot of tools to give information, sell, be in touch, research and keep the distances shorter and the world united.

Having that in mind the FLI through its communication committee improved its media to reach more prospects and keep its students informed about all the courses, academic events, activities and all what's going on in the Institute. A new web page was built this year to show all the things that happened and are going to come. Also it has a Facebook page where there are photos of the events and all the information needed by the students. The registration forms for the different courses and events can be found in the webpage and also contact e-mail to ask for more information or to solve any doubts students may have. Next semester FLI will have a twitter account and a new brochure to keep in touch with the students and with all the people interested in being part of the Institute.

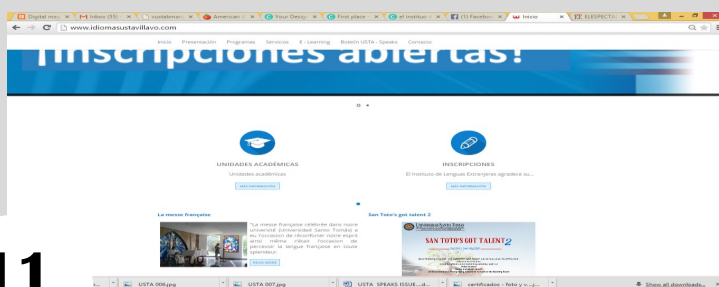


The acknowledgement of the Institute by the University's students and the people of Villavicencio is very important, and is one of the main reasons why it is so important to have an excellent and effective media, so the target group is informed and people interested in learning languages can have a close look of all the things the Institute have to offer.

A WEBSITE FOR EVERYONE AT USTA

As communication is so important to promote a service or a product and keep people updated about past and upcoming events, FLI at USTA Villavicencio made a better website to keep in touch with its target group. The site www.idiomasustavillavo.com, was approved on March 24th of 2015 by the priest José Antonio Balaguera; President of the University,

the Communications Committee of the University headed by the priest César Orlando Urazán director of the communication area and its coordinator Leidy Menjura, and Lucimaver Gonzalez; FLI coordinator.



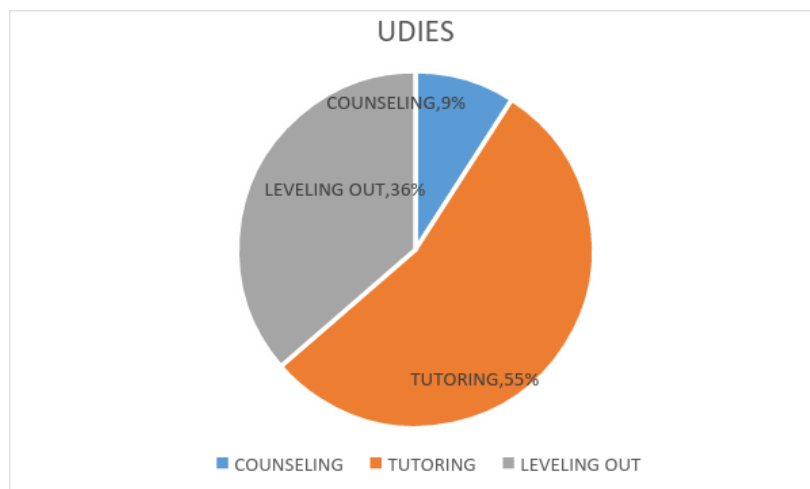
UDIES COMMITTEE

SUPPORTING STUDENTS' ENGLISH LEARNING PROCESSES

UDIES committee members

UDIES committee was born in order to offer students the opportunity to reinforce their English learning process in extra time out of their common classes. This committee's main goal is to support students' English learning process through tutoring, leveling out and counseling sessions. In UDIES, there are 6 people promoting those activities with students. It is important to mention that, all

teachers from the FLI are involved in this process and they are also active participants in UDIES. The purpose of this paper is to socialize UDIES process in Santo Tomás community.



TUTORING



On the other hand, UDIES committee has kept working and assessing students with tutoring sessions, those academic spaces, allow teachers and students to reinforce topics developed in their classes and also go deeper towards different contents. Those tutoring sessions are carried out by 4 teachers from the FLI and they take place in Loma Linda and Aguas Claras campuses. The tutoring sessions have been really significant this semester because students attend frequently and also enjoy having contact with other teachers. The sessions allow students to strengthen their English skills and get a better understanding of the English language in a much more relaxed environment.

The tutorials can be one-to-one sessions, if needed. Students normally bring their own questions to the sessions and, by doing so, the tutorials ensure that the needs and interests of those students who need a bit of extra help are being targeted and catered.

LEVELING OUT

UDIES committee has been developing a leveling out course where students from the different faculties attend and practice English. The main goal of leveling out courses is to help students to overcome their weaknesses in English and become more fluent in their common English classes. This course is oriented by professors Lorena Vargas and Anderson Rincón, who develop interesting activities in different schedules. This course has focused leveling out sessions on practicing and providing students the confidence to express themselves in English in order to motivate their participation into the classes, since this is an important aspect to take into account, because the students who do not have the appropriate level of English feel frustrated or sometimes bored in the classes, since they cannot understand or do not get the appropriate vocabulary to participate. That is why leveling out and tutoring sessions are important



to create an environment of confidence and respect where the tutor provides students the necessary tools and learning strategies to have successful scores in English to overcome the different challenges regarding English learning.

Another important aspect is that in leveling out sessions, teachers create some material according to student's needs, this material is focused on ESP. Teachers as tutors try to make some interesting resources based on the subjects, goals, needs and University's vision and mission.

COUNSELLING

To get closer to students and help them to overcome difficulties in language learning, it has been promoted the counseling sessions. Those sessions are leaded by professors Iván Marín and Jorge Rodríguez. The purpose of those sessions is to follow processes with students who have not had a good performance in English classes. Those students are attended in some established schedules and get in contact with teachers mentioned. The counseling not only involves attending students who did not have a good performance in English classes, it also includes, research on students attitudes towards English learning. The counseling teachers are in



charge of following students who have failed the subject more than once and determine the reason of this. Then the counselor tell the students what they can do to improve in English and also tell them how important is to speak another language nowadays when frontiers are disappearing and people live in a globalized world, it is very important to be able to communicate with the whole world. The counselor motivates the student to attend an English course and to practice at home. Also the students are compromised by the teacher to attend tutoring and also to attend

counseling where the teacher explains the topics to the student and go over the doubts that the student has.

PARTICULAR COMMITTEE OF INTERNATIONALIZATION

Alexander Fernández Rodríguez

FLI teacher



It is well known that according to Colombian legislation, every tertiary education institution must address its every day efforts to meet some core action lines which are called *substantive actions*, in that sense, Universities must integrate these substantive actions within all their curricular programs and educative proposals in order to guarantee integral formation and educate professionals who can face all the social challenges that our society needs to achieve being more equitable, these core action lines are: Social Outreach, Research and Teaching.

Nevertheless, Internationalization may be considered as another core line of action within higher education institutions and particularly at Santo Tomás University-Villavicencio, where there is a group of professionals and specialists working to connect our educative community with another educative institutions and centers worldwide which has been defined as the *Particular Committee of Internationalization*, whose aim is to promote knowledge, pedagogi-

cal and academic interchanges with the objective of improving, refining and diversifying all our teaching-learning practices and processes.

Aware of this, the FLI has been participating actively within this particular committee and therefore, it has been working on planning and proposing internationalization strategies and activities which are basically focused on identifying the foreign language needs that postgraduates from Santo Tomás

University may have, so that this educative community can offer them an academic solution in order to build a more complete and integral professional. Besides, the FLI has proposed to start exploratory talks with institutions that promote professional interchanges all around the world with the aim of importing and exporting languages professors and in this way, allow our members and students to experiment really meaningful and cross-cultural learning environments.



SAINT PATRICK'S DAY!

Anderson Alexander Avellaneda Barreto— FLI teacher

Environmental Engineering students celebrated St. Patrick's Day, everything went just great. We decorated the cafeteria and played a set of board games and speaking games to learn more about Irish culture and to improve speaking

skills. Also this activity worked as a very good opportunity for students to team up and shared outside the classroom. Students brought and shared jelly, lemonade, ice cream, chocolates and more sweets. We all had tons of fun. It was a huge success.



FEED THE HOMELESS!

Anderson Alexander Avellaneda Barreto

As part of our University social programme, Environmental Engineering students took part in an activity to feed the homeless who spend their days and nights in the city centre with no shelter or food. Students worked as a team to make 100 sandwiches and gave them away to homeless people, they also shared with the homeless and became more aware of things such as poverty, drug addiction, and the real need to help those who

have very little or nothing in their lives to live for.



A QUICK VIEW TO MY HOMETOWN

Lucimaver González Robayo - FLI Director

Psychology students come to study at USTA –Villavicencio from different cities around Colombia. At English 2B class, they worked on promoting some interesting facts from their hometowns, so they did a short touristic guide. It included some data about landmarks, touristic places, traditions, celebrations, among others. It was an enrichment activity where students use the foreign language to promote tourism in each hometown.

TOURISTIC PLACES



CATHEDRAL OF PEACE
One of the most beloved Catholic churches by the inhabitants of Barranquilla is the Queen Mary Metropolitan Cathedral. It was visited by Pope John Paul II on July 7, 1986.

TOURISTIC PLACES



BARRANQUILLA CARNIVAL
The carnival of Barranquilla is not only the most important folk and cultural festival of Colombia, it was also recognized by UNESCO as a masterpiece of oral and intangible heritage of humanity.

TOURISTIC PLACES

MUSEUM OF THE CARIBBEAN
It is the first regional museum in the country. Its central theme is the Colombian Caribbean in its environmental, historical and sociocultural dimensions. It offers a space for strengthening identity and reconstruction of an imaginary region.



RESTAURANTS
In Barranquilla you find an excellent service in local and international cuisine.

CELEBRATIONS

HARVEST FESTIVAL
(August 15th, 18th)



SUMMER FESTIVAL
(January 10th, 12th)



Biodata

Luisa Fernanda Llanes Cervera



I am a student of psychology at Santo Tomás University. I am eighteen years old and I am from Granada-Meta. I am kind and very funny.




Granada Meta



Country	Colombia
Department	Meta
Province	Ariri
Founded	December 4, 1950
Government Mayor	Jaime A. Guzmán
Area	350km²
Extension	85,000
Population inhabitants	

Quibdó-Choco

Language: Spanish
Religion: Catholic

More information:

Quibdó is the capital city of Chocó Department, in Western Colombia, on the Atrato River. The municipality of Quibdó has an area of 3,337.5 km² and a population of 100,000 inhabitants mainly consisting of Afro Colombians and Zambo Colombians.



LANDMARKS

Cathedral of Saint Francis of Assisi is dedicated to the saint patron of the population.



Quibdó-Choco

The Malecón: From the pier you can begin to explore this city full of magic and charm.



TYPICAL DISHES

- Cambute
- Borojo candies
- Rice coconut jelly
- Borojo jelly
- Primitive green cheese Pampadas




Quibdó-Choco

CELEBRATIONS:

From September 20 to October 5, Saint Francis of Assisi Festival - El San Pacho San de Quibdó. El San Pacho San de Quibdó is structured around 12 districts.



During the morning people join the mass, and in the afternoon dance and theater emerge as liberation representations from the oppressive daily life and historical discrimination.



LAND MARKS

LAS MALOCAS PARK



It is a very visited place. There you can get to know a little of Ila-nera culture as the coleo, I like it in the plains, the typical food, and the most popular myths and legends in the region; plus you can interact with farm animals.

BIODATA



Hello, my name is Neidy Mabel León Roldán. I am eighteen years old. I am a psychology student at Santo Tomás University and I have always lived in the beautiful city of Villavicencio.

WELCOME TO VILLAVICENCIO



<http://www.cta.gov.co/es/novedades/>

Villavicencio is the capital of Meta department. It is a small city, but very friendly. Its weather is normally warm and it is a comfortable place.

Population: 484,471 inhabitants
Extension: 1,338 Km²

CONVERSATIONAL CLUB

During this semester, FLI teachers carried out some sessions of the conversational club. This is an open space to practice and improve communicative skills in foreign language. Here what one of the attendees wrote about it:

“My name is Daniel, I’m 18 years old and I study International Business. Currently, I am on first semester. My experience in the English club has been great, what I like the most is the way I learn in there because teachers make us learn real life topics, carry out activities as acting, talking about controversial topics, reflecting on current issues, etc. It has helped me a lot to improve my knowledge and skills in this field. My classmates and I have had fun while we learn.”



ESP: LEARNING MORE THAN A LANGUAGE

Yomaira Angélica Herreño Contreras - FLI teacher

Legal English courses at USTA are designed to involve students in activities related to their own academic program and help them to grasp legal vocabulary and expressions in English and improve their communicative skills in foreign language. Some of the activities that have been implemented so far deal with round tables on controversial and current issues, simulation of hearings, analysis of legal cases and debates on cases written by students. In this way, ESP courses turn into suitable scenarios to enhance critical thinking, argumentation and problem solving skills. On the other hand, they also tend to foster students’ awareness about their social commitment as future professionals.



Tell me and I forget. Teach me and I remember. Involve me and I learn.

Benjamin Franklin

**Foreign
Language Institute**

Communication without borders

WHY DON'T YOU ACTUALLY SPEAK SPANISH?

Daniel Vizcaino Romero - Law, Seventh semester

When I am in the middle of a conversation and one of the participants uses a foreign language word, what I do first is to analyze if that word is really necessary to be used in an informal context like that.

Colombia's official language is Spanish,

Most of us never wonder about it and use foreign words without thinking of the Spanish correspondent ones, even with the same meaning we use and it is accepted by the Royal Spanish Academy. Unnecessary words as *selfie*, *slash*, *like*, *lobby*, *bullying*,



understood as the Castilian dialect from the centre of Iberia, which identifies us with other nations in America, Africa and the motherland, Spain.

According to experts in Spanish language, Colombian Spanish is the best spoken Spanish accent in America, and it is compared with the European Spanish accent (original language), including into it that Colombian accent has a lexical variety depending on the region you are, and if it is true, why do some people use unnecessary foreign language words?

tablet, *brochure*, *tag*, and even more, which have an equal signification and usage in Spanish, would be actually needless if people got into literature world or any book frequently and looked up the words they do not understand in a dictionary, finally it is the reason why they exist and are published, and why governments work to end illiteracy.

It seems to be a problem which comes from media, social networks and tech-culture, where people do not have the reading as a quotidian habit, or at least reading the

news, using everyday words which are actually needless. The root of that is the education: since a person begins his/her studies in elementary, Spanish language is not taught correctly, resumed in three bases:

Alphabet and phonetics

Spanish alphabet consists of 27 letters (before 29) based on Latin script, with one additional letter: *eñe* “Ñ-ñ”. The alphabet is taught to be read on the graphic representation in our writing system; every letter has a phoneme, some letters keeps its pronunciation, some lost it and are confused with other letters.

Phonemes such as *V* and *LL* have disappeared from the accents spoken in some American countries like Colombia, where although the best Spanish accent is spoken, many phonemes are extinct. People frequently mix up *V* and *B*, *LL* and *Y*, *J* and *G*, also *C*, *Z* and *S* as consequence of it.

Teaching of the language: books, reading comprehension and grammar

Within the educational plans and programs, reading

speech or only chat; making unnecessary words as *slash* have no sense in foreign usage of terms. Doing this is like paying an airplane ticket to travel by bus. How many of you write *lingüística* and know how to write it?

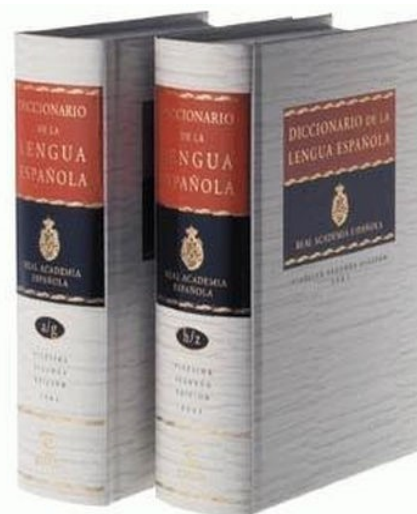
Now, according to the last paragraph, here are some meanings of the needles words.

Slash is a linguistic sign known in Spanish ei-

comprehension is one of the mainstays after the shameful results of international assessments as PISA. For this reason, Colombian high schools Spanish teachers assign Spaniard and Latin American literature books to students to be read, improving with it: vocabulary, syntax, reading comprehension, semantics, spelling, writing, etc. Nevertheless, the actual situation is that students do not read those assigned books because of easiness given by internet and abstracts online, avoiding the work to know the new world hidden inside literature. Besides, lack of reading is on the scene. It also deals with grammar and words classification because people are not taught the essence, usage and concept of words, therefore the consequence is the common knowledge in words individually, and not in concepts.

Lexical wealth and vocabulary

It is the effect of the failure from the language teaching explained at the last two plots and the influence of media and social networking: needless linguistic poverty. Coming from Latin language, our language has a great linguistic wealth providing expressions for each context and moments when we address a



ther *barra* or *barra inclinada*, name given by the Royal Spanish Academy, graphically represented with “/”.

Like is either one mode of the verb to like or a noun referred to the verb, used in social networks as Facebook, which means *Me gusta*, and it shall be called as it is, or MG.

Brochure is a short booklet giving information about holidays, products (by Cambridge Dictionary), and

its Spanish equivalents are *folleto*, *fascículo*, *catálogo*.

Once those plots exposed: why is it so important to teach a foreign language if people do not know to speak the own one, if exams results show the evident failure and many of students throughout the country express displeasure against foreign languages?

This message shall drive students towards the personal analysis about their own learning of native and

HOW DO WE GET HOME?

Laura Daniela Torres Castillo
International Business, Fifth Semester

Nowadays we have plenty of transportation options we could not even imagine some years ago. Now, can you imagine how advanced and technological means of transportation will be in 10 years?

We passed from walking to use the wheel to transport things, then we started riding horses, and used them to build carriages to carry more people. As the time goes by we

keep on moving and improving our vehicles making them more comfortable and efficient. We have also a wide range of prices when buying a car, motorcycle or bike; prices go up or down depending on the brand, luxury accessories, design, performance, quality, etc.

In my opinion the success of transporting would not be to make fancy and extremely fast cars because those cars can only be used on a lonely avenue, and actually we have serious problems due to traffic jams all over the world, also they are useless nowadays because in order to be fast they have to use a huge amount of gasoline and contaminate the environment. Next step should be inventing a new kind of vehicle using renewable and alternative energies in order to preserve the environment as we move from one point to another as fast as possible.

Massive transport has its own problems concerning security, capacity and in some places high prices. Certainly, these issues depend on where on Earth we are because there are years and decades of technological differences from one place to another. This gap can become smaller, but it will never



disappear.

Dreaming about the future of transportation is not difficult as currently we see many prototypes of vehicles that seems to be very useful and amazing as the flying car, hyperloop, and motorcycles with cabin. Even when they seem to utopian items, I think we can get to create them in 10 years, but as always they are going to be only for those who can purchase them.

All in all, the only very big true is that future is in the hands of those who do not only care about technology but also bear in mind the environment preservation. Then, eco-friendly means of transportation and solar energy based road system will help the world and people live longer and happier.

THE PROMISE

Carolina Barriga Ortiz
Psychology, Second Semester

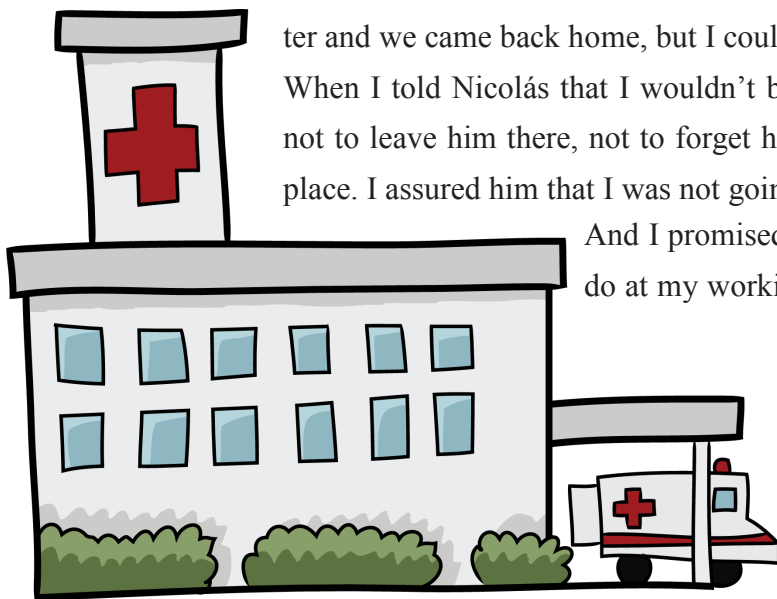
This story starts in the morning March 6th, when my father got sick and we had to take him to the hospital. There, the doctors took him to a room where there were many people with their sick family struggling between life and death, as usual in those places, I could not leave my father because I love him so much that I always need to stay by his side.

My father started complaining about the pain and that he could not bear it. Some months ago, my father had a car accident and he got his right leg injured; nurses had to give him some painkillers so that the pain was bearable. I watched over him and I waited for him to wake up.

Meanwhile, there in an old stretcher there was a man, an elderly one, I supposed he was 80 years old, his eyes showed sadness and suffering, I got curious so I went close to him and asked him his name and he told me he was Nicolás. I asked him why he was there and he told me he had an umbilical hernia. I was ashamed about asking something more about him. I noticed it was lunchtime and a nurse told me that Nicolás had his last meal some days ago and then he stopped eating, when she left I stood next to him and I took my time and we talked for some minutes, we exchanged few words, but they were enough.

I told him my name and that he could trust me. He was hopeful and he thought I could help him, so he started telling me things about his life, in his story I could notice he was a lonely man. He did not have a home where to go. The closest thing to a home or a family was the place where he came completely unknown. He could not understand why life had turned against him. He wondered what he has done to deserve this. I was sad and I wanted to help him, but I did not know how I could do this, so while my dad was sleeping I took the opportunity to keep talking to my new friend Nicolás and I made him understand though life can be hard and give us worst, but there will always be someone willing to give us a hand, and I told him that I was convinced that it was God who always put these people on our way at the right time, but the story does not end here and thanks to the nurse the old Nicolás improved his health as well as my father did. In the afternoon, when it was time to eat I went back to Nicolás' room and offered

him a moment of absolute tranquility and confidence. I encouraged him to eat and so his health wouldn't deteriorate. My dad started to get bet-



ter and we came back home, but I could not stop thinking about Nicolás and his problems. When I told Nicolás that I wouldn't be there anymore, he started crying and he told me not to leave him there, not to forget him, so I asked him to be patient and to stay in that place. I assured him that I was not going to leave him and I would come back for him.

And I promised him I'd go the next day, but I had many things to do at my working place and I could not come back to that ancient hospital where my new friend Nicolás waited for me with an absolute desire. Days and weeks passed and I could not catch a break from my busy, absorbent job. There was no a single minute even to make a phone call. I did not even

have time for myself. When I finally had a moment to go, I went to this hospital I asked for him and I went to the stretcher when I met him for the first time. I was happy because I was going to meet him again, my old friend Nicolás. But I was sad because he was gone and I knew it took me too much time to fulfill my promise.

I still wonder where the old Nicolás could be. I haven't known anything about him, and I hope he is still alive. I miss him so much. He taught me the meaning of a true friendship in such a short time. Nurses could not tell me anything about him because I am not a relative. The worst of this story is that I did not know his last name because he did not remember it, so he never told me that. I only have memories about him and I feel ashamed because I could not fulfill what I have promised him. I only hope someday I can see him for the last time.

MY DARK DAY

Duvan Pérez González - Psychology, Second semester

In a house, at the north part of London a very beautiful woman used to live; for many, she was just a woman, but she did not have neither children nor husband and just once in many years a person came by her house. It was strange, but her neighbors did not pay much attention to this particular situation.

This lady had a strict routine. She always went out for a drive at the same time every day and she came back home at the same time, day after day,

and month after month. She was always well dressed, everything looked astonishing on her and it seemed she was a wealthy woman. One night, at around 9:00 p.m., the time she used to come back home, she arrived as usual, but there was something different. She came back in a car that was not her own and she was with someone else. It was a very handsome young man. This mysterious man came by her house on every third day. Everybody started noticing that he was dressed the same way he visit-



ed her. He came by and left at the same time every third day.

Apparently, this mysterious lady had fallen in love with this handsome man, their routine was the same every time they met, going out at the same time, coming back at the same time, making love and then he left at the same time. One day out of the blue this man moved in and started living in the house, he started talking to the neighbors trying to make some friends, he used to invite the neighbors to dinner and little by little the strange lady stopped being just a woman though his lover knew she was not a person with social skills, she was not that friendly and due to this new behavior she used to have some differences with her lover, but to avoid losing him she always played along.

After a month, her neighbors noticed that she had changed. She became friendlier and seemed to be happier, but not everything was that perfect because there was a woman, a particular one, who was stealing her new peaceful life, that was what she

thought, because according to her this woman was hitting on her lover and this was bugging her, but she kept in silence and decided not to tell her lover about it. One night, he invited everybody to a special dinner, but nobody knew why it was special and during the dinner all of a sudden, he asked everybody to keep silence and right after he kneeled and asked her to marry him. She could not hold her tears, and with a big yes she accepted. It seemed, she had finally found real love; the love of her life time. The wedding was fixed to be held in six months and after the date was fixed, she started planning everything because everything on that day had to be perfect. She paid attention to every little detail: the flowers, the cake, the party after the wedding, the church's decoration, the wedding dress, but as the days went by her thoughts about the lady hitting on her groom increased and did not let her rest or have a peaceful day.

On her wedding day she got up really early and started getting ready without slightly knowing

that it was not going to be a bright, beautiful day but a dark painful one. A day, she would remember for the rest of her life. That day as the tradition demanded the groom went to the best men's clothing store to get ready for the wedding, meanwhile she was at home with two of the bridesmaids and the lady she hated. They were helping her with her hair, the dress and everything related to the wedding. She accepted her help because it was her day.

The bridesmaids left the house to go to the church and she stayed with the supposed rival. When the bride was about to leave the house, the woman grabbed her and tied her up to a chair and started screaming at her: "It's time for you to move out of

my way so that I can be happy with my boyfriend because you will not marry him." Her worst nightmare became true right in front of her eyes and before she could ask for help, the woman took a knife and ended up with her life. Right after she cleaned the dark scene and set it up as if the bride had committed suicide; she left the house and went to the church to tell everybody about the sad news. Some months after, the police found out that the bride was murdered by the crazy woman and after she was arrested, she confessed having killed the groom too because she was disappointed, he was not what she had thought.

THE UNFAIR SIDE OF BEING A WOMAN IN A MAN'S WORLD

Natalia Figueroa Medina
International Business, Fifth Semester

Despite the world has evolved and the societies are more open-minded; machismo still persists. We cannot deny that women on the West enjoy freedom more than women on the Far East, but in both cases

they are abused.

In countries like Afghanistan or Pakistan women are seen and treated as objects not as people. They are denigrated, mutilated and killed by their own hus-



bands. They are forced to dress in a way, covered from head to toe, they are not allowed to drive, they cannot talk to other men who do not belong to their family, and they cannot own property, among other prohibitions.

But, are not women from the West abused too?

On the West a woman prototype has been enthroned

by media and fashion. Tall, thin, big breasts, perfect buttocks, flat stomach, long legs. Women live under pressure to be perfect. Perfect for what, for who? Definitely, it is not for themselves.

The whole world should understand the importance and value a woman has, and think about

what we are doing for them. Women should believe in themselves and they must know they are not anyone's property, they are not objects.

Nowadays, women think differently than in earlier times. They no longer base their lives on getting married, having children and raising them. Women

prefer to pursue a professional career before becoming wives and mothers. For many people this position is wrong because they still base their life perspectives on the premise that a woman is not



complete if she does not get married and have kids.

The saddest thing is that women are the ones who encourage the sexism and gender violence. And we do it every time that we judge us. A word or an action cannot define what a woman is.



THE SUPPORT OF THE TEACHING CORE FUNCTION AT USTA VILLAVICENCIO

M.A Carlos Alberto Pabón Meneses - Curricular Development and Teacher Training Unit



According to USTA-Villavicencio Development Plan for the period 2013-II - 2016-II, in 2014 USTA-Villavicencio Rector and Vice rectories established the basis to structure and operate the Curricular Development and Teacher Training Unit (CDTTU).

This Unit is responsible to guiding, coordinating, promoting the academic departments, the development of institutional policies regarding the pedagogical model, curricular updating and renewal, teaching and assessment improvement.

So far the CDTTU has contributed to the teaching management through some activities such as:

- **Training days on curricular management.** Last inter-semester break the CDTTU organized a seminar-workshop on didactic planning as a Curricular Management tool in competencies-based education, and a seminar on **research and academic writing**.

- Updating of teachers' promotion

roster according to the Agreement N° 11 by the Higher University Council Agreement, which stipulates the requirements regarding the accession of new teachers who hold master- and doctoral-level degrees.

- Teaching Training and Development Plan. This document is under study.
- Support Faculties and Academic Units during the process of formulation and implementation of the curricular concretions: Educational Projects and Analytical Plans of the Academic Programs and syllabuses.
- Diploma in Curricular Management and Higher Education Quality Assurance. Currently, 40 people from USTA-Villavicencio are taking this course.
- Teacher induction.
- Support the creation and extension of new academic programs.

However, the most important achievement has been the curricular redimensioning and the teachers training and development.

Useful English

Telephone phrasal verbs

Cut off to interrupt a telephone conversation	Get through to succeed in speaking to sb on the telephone	Hang on to wait for a short time	
Hang up to end a telephone conversation and put the phone down	Call back to telephone sb again or in return	Pick up to answer a telephone call	
	Speak up to speak louder	Break up to become inaudible over the telephone	Put through to connect by telephone
		Hold on to wait for a short time	

vk.com/English_..._Fun

GENEROSITY IN COLOMBIA: SHARING A FEW OF MY THOUGHTS

Rebecca Bernstein

During my first month of teaching, a student came to class holding an arepa. What he did next shocked me. He took a single bite and then passed it to his 12 classmates. They all took bites in turn and offered me some. I shook my head, questioning what could possibly be wrong with this group of students. As the days went by, I noted other bizarre instances of sharing-- 10 friends sharing a single cup of juice and friends even sharing lollypops. I realized that in Colombia, my individualist way of thinking made me strange; it was not the people I observed sharing who were bizarre. I was ashamed to realize that Colombians practice a type of generosity that no American has. This generosity is one of my favorite aspects of Colombia.

In September, when secret friends were leaving

snacks all the time, I had a better chance to admire Colombian generosity. If anyone in the office received a snack, I received a piece of that snack. I still couldn't remember the name of the man in the corner desk, but he shared his trululu's with me the way an American would with only a close friend. I watched and tried to mimic my officemates' generosity. I presented my donut to the group and watched it be torn apart. I was proud that I had done the Colombian thing, because I nearly ate the donut in secret to avoid sharing. The truth was that I wanted more than a bite of that donut and my upbringing assured me that I was entitled to the entirety of all that is mine. I surrendered to my host culture mostly out of the shame that I could be so ungenerous.



DANCING WITH LANGUAGE: 3 TIPS TO FINDING YOUR RHYTHM

McKenna Wellhousen



Have you ever danced to joropo? I hadn't – I hadn't even heard joropo music until I arrived to Villavicencio, Colombia nearly a year ago. An instructor invited my friend and me one morning for a free class. My friends learned that day, as they watched me dance, that I was better off as a teacher than making a career switch to professional dancer.

The instructor taught me three basic steps. I stepped, and slid, and, of course, made many mistakes. With each mistake, we stopped, he patiently showed me the steps, and we tried again. It felt like I was learning how to walk for the second time. After an hour of his kind instruction, I finally got it.

I learned two lessons that day: one, do not learn how to dance joropo in high heels. Two: learning a new language is like learning how to dance. When we begin to learn, we fumble with the new words, sounds, and grammar rules. We have to learn

each piece step by step before we can “dance” in the language.

My experience with learning languages – Spanish, in my case – has taken me to Argentina and Chile as a university student, and now to Villavicencio, Colombia as an English teacher. Here are three key points I have learned through studying and teaching language:

- 1. Have a positive attitude.** Tell yourself “I CAN!” Yes, learning a new language can be challenging. But don't let that stop you from trying. Be grateful that you have a brain and that you are pushing its limits by expanding it. Congratulate yourself on the smallest of successes.
- 2. Learn to laugh at yourself.** You're going to make mistakes. Get over it, and approach errors with a sense of humor. And, mistakes can be an entertaining way to learn something new in your target language. One of my Spanish teachers told me: “A mistake is a great teacher.” Use this as another opportunity to learn, and often, laugh.
- 3. Live your language.** Classes, grammar rules, and vocabulary lists are important building blocks toward achieving fluency. However, if you stop there, then you are missing the goal of language learning. We humans are social creatures – we use language to communicate and express ideas.

Find ways to incorporate the new language into your every day life. The Internet is a great tool to learn and practice. If you have the opportunity to live abroad, even better.

I hope these tips help those who are interested in or are learning a new language. Enjoy learning, and use your language learning have new experiences. Like the joropo lesson, take this exciting process step by step – and wear good shoes.

HAVING FUN WHILE LEARNING ENGLISH

Estefanía Salamanca Estrada,

*English teacher at Gimnasio Campestre El Bosque, Student of B. A. in Teaching English as a Foreign Language
IX semester at USTA-Villavicencio*

Recently, I did my practicum with ten students of first grade in a private school; I collected data about their needs and I applied some interviews. First grade students described that they felt uncomfortable because they did not understand the teacher's instructions and they did not enjoy the class because they used to complete the books.

Based on that, I analyzed the importance of excellent teachers in primary school, the importance of having good pronunciation and the big responsibility assumed because at primary school *teachers do not teach knowledge, we help people to grow up and kids are kids, so they need to have fun*. Thus, an excellent first grade teacher will give the student memorable and nice experiences that the kid surely will remember; we need to take into account that we as teachers influence the child in a good or in a bad way.



Nowadays, it is not so hard to make a class fun while the students learn with all the resources and devices we can use in the classroom. We need passion, creativity and a well-structured lesson plan that let the students develop their communicative skills.

TEACHING PERSPECTIVES TEACHING, LEARNING AND MOTIVATION

Leidy Viviana Quintín Lizcano
International Business Faculty

Many people believe that teaching is to transmit knowledge from mind to mind or to provide a new concept to the people who do not have it; but teaching is more than that. Teaching is planning daily a new way to create awareness of thinking and improvement into a human being. Therefore, as a teacher through teaching it is necessary to find a suitable space, a channel to disseminate knowledge intertwined the students with the subject.

When teachers find the right space, and how

to teach or students themselves understood,

comes a new concept that is learning. Then, students will be able to find a way to learn about the subject, where it must relate the new information to prior knowledge and organize it.

Subsequently, it is important to get the motivation, so the student will be able to continue working on the issue in the classroom. That is, what will emerge taking into account the desire for improving their learning by creating new alternatives for the same knowledge. Having a motivated student will help to understand that the

Based on above, how to teach the subject of geopolitics and costs is through presentations, created by the students, in companionship and guidance of the teacher. The purpose is to find that they can pass on the knowledge to their peers through the interaction of prior knowledge of the theme with the knowledge possessed by the teacher. After the presentation, we have a debate to improve arguments and concepts that were not clear in the presentations.



Photo taken by Malory Alejandra Gutiérrez Rúa

This allows students, to improve their public speaking, improving the interpretation of the information, getting feedback, since having to know the theme to express to their classmates, to inquire and ask the how, what and why of each of the topics according to the proposed teaching curriculum.

It is important to remember that students cannot make a presentation without the guidance and the teaching company. To this extent, my teaching is showing students, how to improve their knowledge through a presentation. Since they must collect information, study the issue, create a PowerPoint presentation, give, understand and express the best possible way to his/her companions, then through the debate as a teaching and training guide and owner of the experience of the topic, accompany each of my students until the end of his/her presentation.

As a conclusion, for me education should not be limited to transmitting knowledge, but must also be capable of transmitting positive values and attitudes. These motivate students to improve their learning channels, to encourage them to require a little more than they believe normal, students do not have to eat a whole or what teachers can teach, they have to improve their argumentative capacity.

The FLI is committed to the integral education as part of Santo Tomás University's mission. Thus, the FLI team contributes to this aim presenting the result of a campaign to empower and strengthen the identity as members of Santo Tomás University. Everyone at USTA is called to be tomasino, and here is a way to achieve it.

A member of Santo Tomás University

- 1. is an integrated human being who is aware of his/her role to generate social changes.*
- 2. lives in community and always cares for the general welfare.*
- 3. bolsters and positively influences on his/her surroundings through his/her actions and daily attitudes.*
- 4. is committed to transformation, innovation and quality.*
- 5. aims for the ideals and values founded on Christian humanism of Saint Thomas Aquinas.*
- 6. sees the University as a second home, and therefore respects, cares, and appreciates it.*
- 7. knows the University's philosophy, mission, vision and principles and is consistent with its core nature.*
- 8. is an ethical citizen who takes up a critical and proactive position toward current challenges and regional circumstances.*
- 9. is always willing to serve, give generously, team up and respond promptly and kindly.*
- 10. is conscientious, determined, and persistent at assuming University core functions: education, research and social outreach.*



ASOCOPI WORKSHOP SERIES-VILLAVICENCIO

Lili Ariana López Ortiz — FLI teacher



On May 30th in Villavicencio the first ASOCOPI workshop was developed, it is the English teachers and trainee teachers meeting led by the FLI and ASOCOPI (Asociación Colombiana de Profesores de Inglés). The principal topic was “New tendencies in TEFL”.

This event was carried out in five plenary sessions. The first was about language teachers and/or language testers, the second one dealt with Implementation of ITCs and other innovative tendencies in TEFL, the third one had to do with peer instruction as an interactive teaching approach. In the afternoon attendees had the opportunity to brush up their knowledge about virtual learning objects in EFL classroom, language policies and teachers practices.

Some professionals and trainee teachers in the area of English language showed their research projects. Some of them were: basic oral skills through the implementation of audio books, implementation of activities to encourage integrated language skills, fostering appropriate pronunciation of specific sounds through song-based activities, the action research in language six-step process and the digital storytelling and ICT as pedagogical tools.

We appreciate this great effort to bring new tendencies in EFL to Villavicencio. This is a way to improve our educational work.



ACTIVITIES AND EVENTS

The FLI carried out a campaign on eco-friendly attitudes to promote face-to-face communication and environmental awareness.



The FLI organized the first Environmental Photography Contest as a way to value and respect our environment.

On May 30th, the first ASO-COPI regional workshop was held at USTA-Villavicencio where English teachers, trainee teachers and students gathered to share new TEFL tendencies.



On May 14th, the FLI celebrated the second Santoto's got talent. This activity aimed at providing ludic and creative spaces to develop the foreign language communicative competence and strengthen the talents of our tomasino students.