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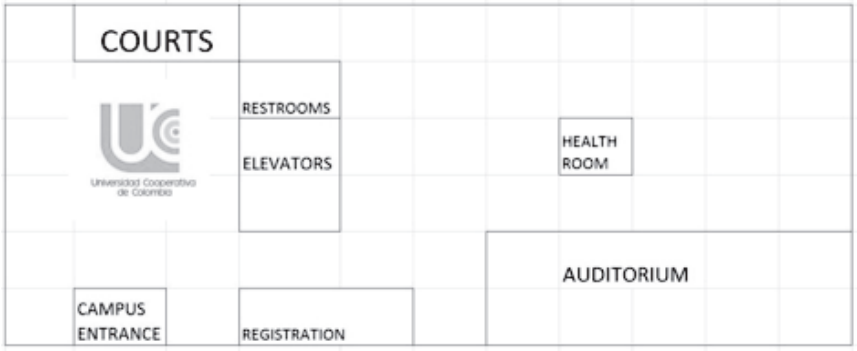
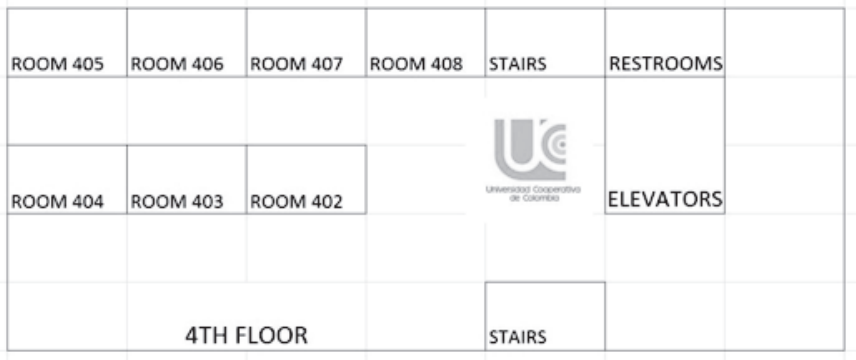
Venues

Thursday, October 30th & Saturday, November 1st
Universidad Cooperativa de Colombia
Calle 52 A # 6 – 79 – Barrio La Castellana / (4) 784 80 40
Landamarks: Baseball Stadium / Municipal Transportation Authority (Tránsito)

Universidad Cooperativa de Colombia - First Floor
(Thursday, October 30th)

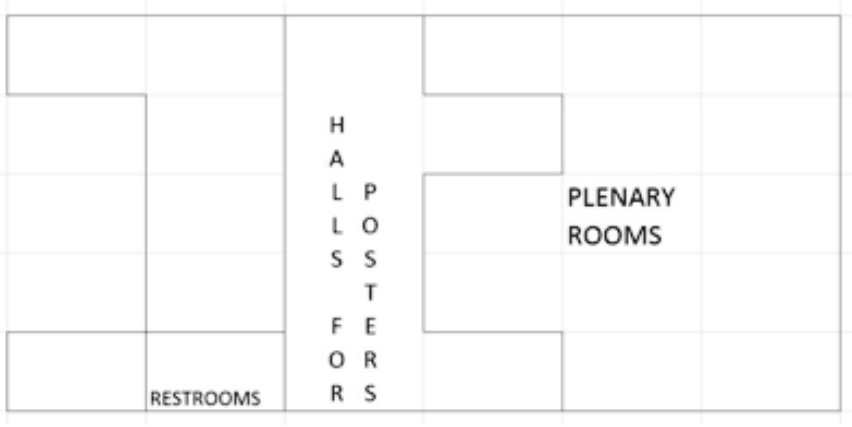


Universidad Cooperativa de Colombia - Fourth Floor
(Saturday, November 1st)
Concurrent Sessions



Friday, October 31st
Centro de Convenciones de Córdoba (Convention Center)
Km. 6 Vía a Cereté (Avenida Circunvalar)
Landamarks: Universidad de Cordoba Main Campus

Universidad Cooperativa de Colombia – Fourth Floor
(Saturday, November 1st)
Concurrent Sessions



Plenary Sessions´Abstracts

Promoting L2 development as concept-mediated textual activity

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One common activity to promote oral communication in the foreign language classroom is to ask learners to perform role plays or dialogues in front of their peers. For this, learners usually plan their performance first, writing it as a script, and then perform by reading or reciting it. Although this form of planning oral communication may give learners a sense of confidence, it offers few chances for them to use the new language independently and spontaneously, since they rarely perform without having to read the script or learn it by heart. In this plenary talk I will argue that functional second language concepts (FL2Cs) can be used to help learners plan their oral communication activity in the classroom, resulting in a more conscious and spontaneous use of the new language. FL2Cs can be defined as academic explanations of how the second language works in communication. Following key principles from Vygotskian sociocultural theory, I will show how the FL2C of genre may serve as a *mediating tool* that learners can use to decide what they will say, when, and how, resulting in learners' awareness and control of the new language. My position will be supported by the view that learners' communication in the classroom is a process of creating texts, oral or written, that may be facilitated by the use of academic concepts.

Frameworks and practices for CLIL

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Key words: frameworks, practices, CLIL

This presentation will draw on the latest pedagogy research based frameworks for CLIL, as well as on samples of shared CLIL practices and class planning in order to illustrate factors that should characterize a CLIL approach aimed at enhancing foreign language learning. The main insight this presentation wants to address is that true CLIL specialists' practice go beyond integrating content in the foreign language class or delivering mainstream subjects in a foreign language. Thus factors that can account for what characterizes effective CLIL class plans will be the core of the discussion of this talk.

The Source of Classroom Discursive Practices as History in Person Processes

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The increasingly critical role of discourse in students' learning and development has Resulted in efforts to make novice teachers conscious of their own discursive Practices and the need to transform them, if necessary. In this study, we investigate the sources of novice teachers' discursive practices with learners and how these current discourse practices may be traced to their own histories as language learners and emerging identities as novice teachers in the context of the history of foreign language teaching and teacher education. Interview and questionnaire data from 10 foreign and second language teachers in training are used to explain observations of their classroom discourse during teaching. Activity theory will be used as a conceptual framework for understanding how novice teachers'previous experiences as learners and newly figured identities as educators mediate their current discursive practices as foreign and second language teachers. We will also show how attempts to transform historically based instructional discourse practices often involve resistance and contentiousness rather than unproblematic compliance to theory driven pedagogical concepts. The findings of the study contribute to approaches in teacher education that seek to make new teachers conscious of various forms and functions of talk in interaction with their students.

A Phenomenological Study Of Key Stakeholders' Lived Experiences While Implementing An Aligned Foreign Language Curriculum

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Despite the major attempts at implementing foreign language curriculum innovation initiatives to improve the quality of foreign language education in Colombia, educational reforms at the national level continue to be unsuccessful. The purpose of this phenomenological study was to examine the lived experience of 12 key stakeholders during the implementation of a foreign language curriculum innovation at an urban public secondary school in a Northern city in Colombia, South America. The current study involved Moustakas' modification of Stevick-Colaizzi-Keen method of phenomenological analysis and Van Manen's (1990) hermeneutic approach to phenomenology. The data were collected through semi-structured in-depth interviews, focus groups, and a reflective diary. Seven themes emerged from the data: a) aligned curriculum and political aims, b) awareness of the significance of affectiveness, c) a sense of ownership and lifelong learning, d) communication as the cornerstone of implementation, e) ability to face uncertainty and challenges, f) ability to create transformational leadership, and g) transcendence toward innovation. The study highlights the feasibility of curriculum innovation at the secondary level with key stakeholders' commitment and full potential.

Language, Culture and Intercultural Communicative Competence: An important Trilogy in Language Teaching

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Key words: Language, culture, interculturality, intercultural communicative competence, intercultural speaker.

Learning a foreign language is more than using its grammar, vocabulary and developing the four abilities of listening comprehension, reading comprehension, writing and speaking needed to communicate properly in the target language. The learners have to acquire the language in real contexts and connect the social and cultural aspects of the language with the process of learning it. It is common to find teachers and learners that have not been exposed and immersed within the culture of the foreign language, therefore; it is impossible to learn a language well if you do not understand its culture. Culture and Intercultural competence are necessary when teaching students a foreign language.

The main goal of this lecture is to present this trilogy as a medium for becoming language educators and students in intercultural speakers. Firstly, it is important to understand the meaning of culture as a way of life (Brown, 1994). It is the context within which we exist, think, feel and relate others. It is the "glue" that binds a group of people together. It can be defined as a blueprint that guides the behavior of people in community and is incubated in family life. It governs our behavior in groups, makes us sensitive to matters of status, and helps us to know what others expect of us and what will happen if we do not live up to their expectations. (Cakir, 2006). Thus, culture is presented in EFL classroom because through language we expressed culture. Language and culture are inseparable.

Secondly, talking about culture in teaching a foreign language is not talking about interculturality, Trujillo (2002), defines Interculturality as a critical participation in communication, being aware that the assumption of culture as a watertight compartment related to nation-states or certain social groups is a fallacy whereas diversity is the feature which characterizes reality. Hence, when teachers and learners comprehend that interculturality is a part of the process of acquiring a language and accept the others as individuals, at that time, we can say that we are trying to learn the target language. Then, professors introduce in their classes the development of the fifth competence which is called Intercultural Competence. Byram (2002) considers this as the ability to ensure a shared understanding by people of different social identities, and their ability to interact with people as complex human beings with multiple identities and their own individuality. Learners, who are involved in this competence, have a different attitude toward diverse cultures because they can recognize and accept people's behaviors, beliefs, philosophies, religions, etc. In this manner, these cultural manifestations will not interrupt the communication between them.

As a final point., it is not enough to know that this trilogy is relevant to learn a language, but also how teachers should integrate language, culture and intercultural communicate competence in the EFL classes. This new connection will influence educators to create new methodologies, authentic material and also new tools of assessment that will permit the acquisition of the target language properly. Professors and learners acknowledge the important role that the trilogy has in the process of teaching and learning a foreign language.

Adopción e intervención académico social del grado primero de básica primaria de la Institución Educativa "Helion Pinedo Ríos" sede Los Cerezos con fines de Implementación de la Norma Nacional de Ingles

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The Professors of Escuela de Idiomas from Universidad De La Guajira have been facing a reality in terms of the low English Level brought by our freshman students when starting their studies at the university. According to this, they don't have enough level to face the new demand of the educational level they are. This situation has hindered to achieve the goals set by the National Government on the field of higher bilingual education because most public schools in Colombia don't have appropriate conditions to develop this program successfully. For example, infrastructure of school, didactic resources and wealthy conditions of students don't allow succeeding in this learning program.

For all these reasons, the team "Growing Up in Research" has adopted "Los Cerezos School" starting this way, a research in First Grade Elementary, meticulously implementing the norms of National English Program in regards with the trends of the European Common Framework in Language Teaching. For this project, adequation and endowment of the school were considered priorities taking into account the inherent and influential conditions required for the teaching – learning process of a second language. The aim is to verify if it is possible to reach the national objectives throughout those inherent and influential conditions in the language teaching learning process. This project looks forward to achieving a strategic link University- Government-Private industry and hereafter to demonstrate that only those schools under minimal conditions of equality and fairness will produce significant impact on our territory and to will be able to develop on the students the linguistic competences required by higher education, so contributing to social changes and improving the gap education society.

As a result of this link University-Government-Private Industry it is proposed to initiate INTRANET in order to generate, from the academic environment, different ways to impact and transform its context, and EXTRANET in order to share experiences, news strategies and knowledge. All of this will allow enriching the didactic – pedagogic task, to strengthen the commitment of the supportive institutions, and to adjust the norms about bilinguism in regarding of the reality around colleges and regional context.

Authenticity: Language, Task and Situation (Friday, October 31st)

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Key words: authentic, materials

A continuum of classroom tasks, materials and situations stretch from the inauthentic and constructed to the authentic. Tasks and materials are further moderated by teachers' and materials developers' selection processes. This presentation outlines the challenges of working within the continuum. Practical applications to EAP, curriculum development and methodology are discussed.

Urgent, New, and Real: The Case for Creating Authentic Materials (Saturday, November 1st)

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Key words: authentic, materials

Almost every teacher has created materials for teaching. Why do teachers do this? Often is is to fill in a gap between what a learner needs and what textbooks or Ministry of Education curricula have to offer. In other cases, it is to help explain and investigate local or current events that are of significance to a particular group of students. In this workshop, participants will consider ideas around authenticity and motivation. Approaches to creating authentic materials for a range of student needs will be explored with practical examples.

Concurrent Sessions´Abstracts

Analysing classroom discourse: A Conversation Analysis (CA) perspective

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Key words: Identity, classroom talk, interaction, conversation analysis (CA)

The purpose of this study was to gain a closer understanding of how teachers' identities are created and shaped through their interactions. The Conversation Analysis (CA) approach was used to collect and analyse naturally occurring spoken interaction. An experienced foreign language teacher was video-recorded while she was teaching English to a mixed-intermediate adult class in a monolingual Spanish setting. A two hour lesson was transcribed in detail following the transcription system adapted from van Lier (1988b) and Johnson (1995). Three extracts of classroom conversation were analysed at a micro-level of interpretation in an emic-empirical perspective in terms of the IRF/E cycle (Initiation-Response-Feedback/Evaluation), turn-taking and repair. Results showed that the interactional flow of the lesson was constructed and maintained through asymmetric and empowered relations. The teacher seemed to determine, control and regulate most of the social actions that took place in the classroom, most of which were also entirely designed on a goal-oriented basis. The structure and implications of such an embedded institutional interaction might contribute to raising teacher awareness towards the effect of such a pedagogically restricted foreign language learning atmosphere.

Mediating Meaning in Interaction

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Key words: mediation, meaning, co construction

According to Vygotsky, an individual's mental, social, and material activity is mediated by tools and signs that have been culturally created. In this case study, we examined how a second language teacher (Kelly, pseudonym) mediated her ninth-grade students during classroom discussions and the implications it has for students' learning. Three questions guided the investigation: 1) what specific discourse moves (i.e., *tools*) did Kelly use to mediate participation during whole class L2 discussions? 2) What was the ***focus*** of those discourse moves? 3) At what ***time*** during the interaction did Kelly provide mediation? In order to collect and analyze the information, we observed five lessons, kept field-notes, collected artifacts, videotaped and audio recorded all lessons. We transcribed a corpus of 25 interaction episodes for later analysis and stimulated recall protocols. Findings show that Kelly's mediation was primarily proactive and focused on meaning, orienting learners to the co-construction of relevant content and sustained participation. Kelly's profile of mediation not only matches current orientations for successful L2 education in Colombia, but seems to provide learners with frequent opportunities to engage in meaning-making, a necessary condition for development of a new language. This research has direct implications for national reform efforts in Colombia that may be applicable elsewhere since it shows how mediation can serve as a centerpiece for reforming classroom interpersonal communication, a way to identify and analyze classroom verbal interactions, and a tool for assisting teachers to overcome local constraints that are often imperceptible.

Collaborative action research: A way to the professional development of in-service and pre-service teachers

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Key words: collaborative work, collaborative action research, reflection, professional development.

Teachers' professional development is a topic of major importance to have more reflective educators capable of working in teams to find solutions to problems that arise in their classrooms. This presentation will report the findings of a research study aimed at analyzing the impact that collaborative planning, implementation and evaluation of classroom projects - developed through collaborative action research - have in the professional development of in-service and pre-service teachers at the B.A. in English at Universidad del Tolima -a state university in Colombia.

This is a qualitative research study centered in action research, in which the participants –a group of in-service and pre-service teachers - try to discover and monitor potential changes in educational practices through collaborative work.

The data collection instruments included interviews, audio recordings of collaborative sessions, journals and surveys. As a result, it was possible to describe the processes and dynamics generated from collaborative action research as a way to the professional development of the participants.

Understanding the Emergence of Positional Identities and Imagined Identities in Classroom Discourse

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Key words:

This paper presents some preliminary findings of a case study on EFL teachers' positional identities in classroom discourse. The participant was a teacher educator and his students in a foreign language program in a public university in Sincelejo, Sucre, Colombia. The main purpose of this study was to interpret the way teachers' positional identities emerged in the co-creation of learning opportunities, inter-subjective positioning, and imagined identities. Autobiographies, classroom observation, and focus groups were used to gather the data. The data was analyzed and discussed using a complex analytical framework which combined micro and macro discourse analysis of classroom discourse (Gee, 2000; Du Bois 2001; Christie, 2002;). Preliminary results show the emergence of teachers positioning is highly influenced by institutional identities underwritten by the National Bilingual Policies and by Global pedagogical practices turned into karaoke pedagogies. Affective positioning is also important in students' investment and in building their imagined identities (Cummins, 1996; Norton, 2000; Ushioda, 2009). Pre-service and in-service teachers should assume a more critical pedagogical positioning in classroom interaction so that their identities can be critically authored by themselves.

Vocabulary learning strategies 11th grade students use to interact orally in class at Escuela Normal Superior Santa Teresita de Lorica

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Key words: learning strategies, vocabulary use, tasks, oral interaction

Eleventh grade students from the Normal Superior Santa Teresita are aged between 14 to 16 years old. They have been learning English as a foreign language since first grade of primary school; despite this long period of learning their level of oral proficiency is still restricted and made evident in their unsuccessful use of vocabulary. Improvement can be achieved through the implementation of vocabulary learning strategies, from the most isolated (e.g., vocabulary, pronunciation, and grammar) to more integrative tasks like oral interactions and reading comprehension; relevant in the language learning process to determine the types of vocabulary learning strategies students might use to interact in English. Phenomenography is the methodology chosen for this research since it is a qualitative research methodology that investigates qualitatively different ways in which people experience something or think about something (Marton, 1986). The attempt, then, will be to describe the phenomenon of students' use of vocabulary learning strategies when interacting orally in class.

Participants are expected to apply a variety of vocabulary learning strategies to cope with the difficulties that appear during an oral exchange, strategies that help the students to adjust vocabulary to a successful communication. Social strategies seem to be the most helpful. Contrarily, determination strategies have seemed not to be successful in helping participants to interact orally in class activities, for interrupting communication while the students look for a required word to continue the interchange.

The innovation lays on the accurate information teachers may have about learners' trends or bias when facing oral tasks. Learners can also become aware of vocabulary learning strategies to communicate.

Enhancing and speaking fluency through questions

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English, as a language used approximately by the 30% of current worldwide population, is used for different purposes. It is a topic of discussion when it comes to education, especially in learning and teaching process. The manner English, should be taught must have as a main goal communicative competence development. However, in an EFL context like Colombia ,being more specific, Ibagué, English is perceived most of times just as a subject with sets of grammar rules and vocabulary that need to be learnt by heart, and that they need to be repeated uncountable times until "learning is produced". This idea of teaching is observable in many classrooms, or in any educational environment including private schools. In this research, the objective is to acquire a better understanding of spoken English and communicative competences development by using questions and answers (Also known as Q&A strategy) that lead to the enhancement of English speaking skills –fluency, especially- on informal contexts in basic learners. Therefore, to achieve the objective previously mentioned, experimental research let us apply guided and non-guided questions when interviewing, which will provide information regarding students' profile and individual speaking level in English. In addition to that, improvised and semi-structured speeches in the experimental group while the control group stays in the same condition. Classroom observations will be performed before dividing the focus group into experimental and control groups both during the process and after the whole experimentation is done so a comparison can be used to scale the possible enhancement students that the focus group has achieved.

El inglés como herramienta para el desarrollo de la interculturalidad

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Las prácticas y los procesos pedagógicos de enseñanza y de aprendizaje relacionados con la adquisición de una segunda lengua deben fomentar en cada educando el reconocimiento de la diversidad y la toma de conciencia del respeto a la diversidad, y del fomento de valores y de competencias ciudadanas en la inclusión de situaciones comunicativas en una aldea global que se integra cada vez más debido a procesos económicos y tecnológicos. Por ello, se pretende fundamentalmente desarrollar las habilidades pertinentes en los estudiantes que les permitan un adecuado desempeño en las situaciones de comunicación intercultural que se producen con frecuencia en la sociedad actual. De esta manera, y atendiendo a los lineamientos curriculares establecidos en el Programa Nacional de Bilingüismo, en el programa "Colombia Very well", en el Centro de Idiomas de la Corporación Universitaria Americana se dio inicio a este proyecto, no solo para cumplir con los requerimientos del Ministerio de Educación, sino en aras del compromiso con la comunidad estudiantil de formar profesionales con sentido social.

Se presentan en esta ponencia, avances significativos que involucran estrategias didácticas tanto en el salón de clases como en los clubes conversacionales con los estudiantes extranjeros, en los cuales se generan discursos y prácticas interculturales que puedan facilitar el reconocimiento y la aceptación de la diversidad cultural en simulación de contextos que requieran una permanente comunicación y negociación social entre grupos e individuos que afirman su cultura. Este estudio es de tipo descriptivo, y se han utilizado diferentes técnicas e instrumentos para recopilar la información tanto de tipo cuantitativo como cualitativo, para proceder a una triangulación de los resultados obtenidos.

Integrating ICT into Language Learning through a Blended Methodology: The Experience of the Open Lingua Program at Universidad Cooperativa de Colombia

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Under the motto "A single university for a whole country", Universidad Cooperativa de Colombia began, in 2011, to gradually implement a blended learning language program called "Open Lingua" in each of the 18 campuses disseminated all over the country. This presentation aims at portraying the experience of Open Lingua as a language learning program with a blended methodology supported by the language platform "Rosetta Stone". The discussion will focus on determining the extent in which blended learning methodology actually facilitates English learning to students, its possibilities and limitations. To achieve this goal, we will provide insights from class observations in some select campuses as well as focal groups with both teachers and students that have been implemented in order to present a clear view of how the Open Lingua Program works. We will also present a review of literature devoted to blended learning and the integration of ICT in education, particularly in language learning. By the end of the presentation, a number of positive and negative aspects will be presented and there will also be time for reflecting on the processes highlighted in the blended model for language learning.

Reverse mentoring in teaching English in Public Elementary Schools

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Key words: Reverse mentoring, teacher development, pre-service teachers, in-service teachers, teaching practicum

Teaching English in Public Elementary schools in Colombia has become a challenge for elementary school teachers since they do not have as part of their faculty staff professional English language teachers; In order to palliate this situation, public elementary schools take advantages of Language Teaching Programs Teaching Practicum to have Pre-service teachers to teach English to their children.

This research proposal is a *case study* that aims at exploring the role of Pre-service teachers on In-service teachers' professional development, since they become, somehow, English teaching mentors from whom In-service teachers gain knowledge to teach the language (Reverse- Mentoring). Besides, identifying In-service elementary school teachers' beliefs about teaching speaking to children and how Pre-service teachers' practices from two Colombian universities impact on those teachers' beliefs and their future teaching practices; will be also part of this research.

This study will be conducted in 4 elementary public schools at two cities in Colombia with 4 In-service elementary teachers and 4 Pre-service teachers from 2 Language programs doing their first teaching practicum at these public institutions. The data collection instruments will be observations, questionnaires, focus groups, interviews and journals; they will be administered in two phases; before and after In-service teachers have contact with Pre-service teachers. After carrying out this study the researchers expect to identify to what extend Reverse Mentoring favors the Professional Development of In-service teachers at public elementary schools and the change of In-service English teachers 'beliefs about teaching speaking to children.

A study of this kind is significant and innovative since it may give insights to strengthen teaching practicum at Higher education institutions because of its crucial role on In-service teachers' professional development, since besides being English teaching mentors, In-service teachers gain knowledge to teach the language from the Pre-service teachers (R-Mentoring), a research topic seldom studied.

Exploring Students´ Literacy Practices in Warcraft: A Massively Multiplayer Online Game (MMOG)

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Key Words: *videogames, MMMOG, literacy, technology, alternative texts, learning*.

It is for sure that media play a tremendous role in our current lives and more advanced technologies are expanding and spreading within the world we actually live in. Then, it is evident that between all the options the immersive, interactive and digital world offers, videogames have arisen as a major entertainment. Specifically, in the last decade the implementation and use of videogames have created a significant gaming culture among children and young people. Clearly, although a decade ago academic research on Massively Multiplayer Online games started around the world with a growing body of researchers led by American academics, more research has to be done as a new research domain in education. The state of the art about this field of inclusion of videogames, specifically MMOG and MMORPG, in the Colombian educational context suggests that despite the existence of many studies dealing with technology and ICT´s as tools for different goals and scopes, there is little profiling academic research on MMOG in our country. Besides that, many parents and teachers see videogames as the culprit of students´ lack of success in print and digital literacy practices. This qualitative study examines 9th graders from "Celestin Freinet" School as videogame players in a virtual setting called World of Warcraft. Observation, the collection of participants´ artifacts and interviews were used to collect data about the literacy practices that emerged when video gaming and the effects on literacy skills development with learning English as a foreign language. The preliminary results of the research show that students engage in two categories of literacy practices: **literacy practices inside the game** and **literacy practices outside the game**, in which multiple purposes and objectives are portrayed. The conclusion can also be drawn that students´ level of motivation for video gaming positively connects with their willingness to engage into literacy practices. Finally, doing a deeper analysis of preliminary research results will unveil in higher details if the idea of using virtual worlds will fulfill the requirements of the 21st century education.

Increasing 11th graders vocabulary through explicit memory strategies instruction

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Key Words: Explicit Instruction, Memory Strategies, Vocabulary Learning, CALLA, Self-Directed Learning

This study was aimed at exploring the effectiveness of two of Oxford's (1990) memory strategies: Creating Mental Linkages and Applying images and sounds using the Cognitive Academic Language Learning Approach (CALLA) in increasing learners' vocabulary knowledge. This research study was conducted with 98 eleventh grade students in three different public schools in Colombia. The interventions consisted of eight sessions carried out during four months.

An action research methodology was conducted in this study. A mixed -method approach was used in order to collect qualitative and quantitative data through five instruments: three elicitation instruments: A pre-test a post-test, and a questionnaire and two introspective instruments: students' journals and teachers' journals.

Results indicated that the implementation of the memory strategies significantly improved learners' vocabulary knowledge as well as their interest and willingness to take an active role in their learning experience. The findings also display evidence that supports the assumption that the intervention helped the participants become more autonomous and responsible language learners.

Exploring the type of oral interaction and the communication strategies that take place in a group of 4th semester students from the English teaching degree program at Universidad de Córdoba – Monteria

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Universidad de Córdoba

The present research study aimed to describe the process by which a group of forth semester students from the English Teaching Degree program at Universidad de Cordoba were engaged in oral interaction processes, communication breakdowns and the use of communication strategies during their communication class. The nature of this research came from the fact that Oral Interaction seemed to be neglected in most classroom environments and little emphasis and attention is given to this, but rather to the teaching and learning of grammar and vocabulary.

The data of this study were collected through the use of observations, interviews, diaries, questionnaires, and audio- video recording. This research was considered as qualitative since it did not try to control and measure the variables involved in the teaching and learning process but merely presenting analysis and results as found in the context where they occurred.

The results of this study could show that the prevalent type of oral interaction during the lapse of the class was the IRF exchange due to the fact that the interaction seemed to be three turn long and was the teacher the one who initiated and finished the interaction. Regarding the dominant type of interaction it was found as being teacher centered and teacher dominated rather than learner centered since during the process it was the teacher the one who seemed to lead and control the interactions and gave limited chances for learners to participate orally and freely. It was also found that there was scarce presence of authenticity in the interaction.

Besides, regarding learners' communication strategies to avoid communication breakdowns during the interaction process the most predominat ones were compensatory strategies and avoidance strategies.

Design of a process and genre oriented course to improve English writing skills

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Keywords: Writing, writing process, genre, foreign/second language learning.

This project was conducted to offer Intermediate level learners of the English Language Center at Universidad de Córdoba a writing component within the existing course in order to enhance their writing skills, since they lack writing process strategies as well as linguistic, discourse and sociolinguistic competences to put their ideas into words and achieve their communicative purpose. This proposal is based on the results of a needs analysis carried out among students and instructors. The plan consists of a genre oriented writing course which incorporated an applicable and effective writing process, while engaging students in realistic tasks. The process started with reflecting on writing and what it entails, identifying students' problems, describing their opinions, needs, lacks and interests about this skill. Also, teachers' beliefs about writing, the methodology used and its evaluation method. Subsequently, weaknesses were analyzed in the teaching process, the effects on the learners, and the role writing played in their context in order to design different tasks illustrated in four units. The tasks are focused on guided discovery to boost new levels of writing competence and to provide rhetorical situations, leading the learners to create a strong and well-organized piece of writing and improve self-regulating learning in each writing task. The piloting stage was completed and data was collected through observation, a checklist , a group discussion and an evaluation format. The data demonstrated that when written tasks are functional, learners' writing can become a feasible communicative action. Learners also value the strategies that are taught when carrying out a meaningful writing process founded on pre-writing activities and the expansion of some knowledge of how some genres are structured. At the moment learners reproduce an instance of the genre they are more aware of its linguistics construction and they realize they are able to explore other genres by following a writing process.

Systemic Functional Linguistics and Discourse Analysis as Alternatives When Dealing With Texts

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Key words: Critical discourse analysis, discourse analysis, reading, systemic functional linguistics.

This article is based on a case study research intended to find out which activities, methodological and textual aspects used in reading strategies courses were causing a group of students difficulties when analyzing critically written information. The study was conducted at Universidad de Córdoba with seventh semester students from the undergraduate English program. The data collection techniques used were: observations, documental analysis, interviews, and a Preliminary English Test (PET) for students. The results were analyzed taking into account issues in discourse analysis and systemic functional linguistics such as: field, tenor, mode, theme and rheme. Results show reasons why students find difficult the analysis of written texts. For instance, the lack of teaching of salient discourse elements such as anaphoric, cataphoric, and exophoric references in class are common examples found in the analysis. These results can serve as useful alternatives for planning reading lessons.

Developing Autonomy and Reading Comprehension Through the Use of Authentic Texts

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Key words: Reading Comprehension; Reading Strategies; Authentic Texts; Reading Tasks; Self-directed Learning; Social Network .

This research study examines the assumptions of working with reading tasks using authentic texts through a social network with academic purposes called Edmodo in order to enhance the reading comprehension levels of two groups of pre- intermediate students. An action research methodology was carried out in this study. The first step in this process was to reckon the problem and gather some preliminary data for further study of the problem statement. After that, the research study focused on the target problem and the preliminary data compiled in order to answer the research question. The following step was the design and implementation of the different data collection tools including the proposed reading tasks. The data obtained along the intervention was analyzed and triangulated for validation mostly through qualitative procedures. The findings of this research suggested that the use of reading texts based on authentic texts played a motivating role on learners towards reading; also the use of reading strategies and the development of self-direction had a significant improvement. The main conclusion that could be drawn from this research had to do with the meaningful improvement in the reading comprehension level of the students who took part on the study. Also, it could be noticed that the students became more autonomous thanks to the use of the Edmodo social network as a virtual environment that allows them not only to develop the reading tasks but also to be conscious about the development of their own self-direction skills.

Création et mise en place d'un dispositif de formation linguistique en français opérationnel pour les employés du secteur touristique de Carthagène à partir d'une démarche d'ingénierie pédagogique.

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Mot clés: FLE, tourisme, personnel du tourisme, dispositif de formation, ingénierie pédagogique

Ce projet de responsabilité sociale s'inscrit dans le cadre de la formation pour adultes et concerne plus exactement l'apprentissage du français opérationnel à des fins de formation des employés du secteur touristique du centre historique de Carthagène.

L'idée de réaliser ce projet est née au sein de notre groupe d'initiation à la recherche *Education et formation en FLE*, à partir des expériences de travail des participants dans ce contexte touristique et le repérage des besoins d'améliorer la qualité des services offerts.

Le contexte locale concernant l'offre linguistique et notamment celle de l'enseignement du FLE est très limitée, il n'y a en effet que deux instituts qui offrent ce service et à des prix très élevés, il s'agit de l'Alliance Française et l'Alliance Canadienne. C'est donc, à partir de cet aperçu général que nous proposons de dessiner un dispositif de formation linguistique en français opérationnel accessible au personnel qui travaille dans le secteur du tourisme non seulement pour améliorer le service mais aussi pour donner de l'importance au français langue étrangère et positionner Carthagène comme la destination préférée des touristes francophones dans les caraïbes.

Notre objectif principal est de former les employés du secteur touristique du centre historique de Carthagène en français opérationnel afin d'offrir un service efficace aux touristes francophones.

Ce projet pourrait faire de la ville de Carthagène une ville plus compétitive en matière de tourisme, de plus les employés concernés auraient l'opportunité de continuer à se former et à élargir leurs connaissances non seulement en matière de tourisme local mais aussi de culture générale. Notre intention est aussi celle de devenir pionniers en la matière et proposer un modèle aux autres secteurs ayant les mêmes besoins d'utiliser la langue française comme moyen de communication. Ces derniers pourraient faire appel à nos services pour dessiner des dispositifs de formation appropriés à leurs besoins particuliers.

The effect of Cooperative Learning on the oral production of students in an EFL mixed -ability group

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Key words: Cooperative Learning structures, group work, peer support, oral production.

How do EFL students work together to accomplish their communicative tasks and cooperate in a meaningful environment? English learners have usually had to deal with frustrating experiences when trying to communicate using the spoken language with their peers and teachers. During these stages, they have been exposed to different kinds of activities or strategies that help them memorize, repeat or role-play short dialogs or phrases but not to communicate in a real and effective way. It is worrying to say that learners are almost never given the opportunity to negotiate the new input or to ensure that the language they hear can be modified to the level of comprehensibility they can manage.

Cooperative learning structures, as communication strategies, play important roles not only in making language learning more meaningful, but also in providing students with opportunities to increase oral production time and thus consolidate their knowledge. The present study takes a look at Cooperative Learning principles and strategies that are used to help mixed -ability students to accomplish a series of communicative tasks in an EFL course at Universidad Cooperativa de Colombia in Pasto. Methods for data collection reflected a qualitative study in which a classroom research approach was used and this included surveys, tests, protocol interviews, analysis of final grade reports and video recording as well as a teacher's journal. Data showed that the activities that students developed both, during class work, and in preparatory activities outside of class included negotiation of tasks, sharing experiences, cooperative dialogues (Swain, 2000) in preparing project presentations, discussions, as well as rehearsing and peer –coaching. The analysis showed valuable insights on students' contextualization of and orientation of the development of interaction tasks, and of the role of cooperative structures to improve oral production and help students overcome fears to communicate in the target language.

Vocabulary learning and teaching strategies, a path to the improvement of lexicon in a public school situated in the north of Colombia.

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Key Words: vocabulary strategies, lexicon, learning, teaching

The lack of lexicon in students when learning a foreign language is a great problem in some public schools in Colombia. Due to this fact, learners´ communication is scarce and this could be noticed in the poor way students perform in class not only in oral way but also in written form. In order to minimize this situation it is necessary to determine vocabulary strategies that could contribute to increase their vocabulary.

This is a qualitative inquiry whose aim was to find out the determination, social and cognitive strategies utilized by a teacher and three students of fourth grade to teach and learn new vocabulary. The case study was chosen as a methodological approach. The techniques, used to collect information, were a questionnaire, a semi-structured interview and in class observation. Triangulation among the instruments and the theory was employed. The findings revealed that the teachers utilized few strategies in relation with the ones she mentioned in the interview. She just used flash cards, asking for meaning and choral repetition in class. Furthermore, students assured that they like to ask the professor for meaning in Spanish. This strategy is the one students employed the most. They sometimes make use of monolingual dictionaries, relating images with words, doing lists of words as they expressed in their questionnaires. According to the vocabulary strategies used in class by students and their teacher, it was found that there exist a correlation between Schmitt´s, and Piaget´s ideas of learning vocabulary, when they say that children learn vocabulary easily when they can relate it with previous knowledge. However, the teacher needs to create new strategies to teach vocabulary and also aid students to discover new ways of improving their vocabulary.

Pre- Service Teachers Understanding Of Literacy Practices

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Key Words: Conceptualizations of literacy, literacy learning, pre-service teachers

While universal literacy is one of the most pervasive targets of today's educational systems, it is at the same time perhaps the narrowest of all goals. Still these days standardized testing reduces language and literacy to tasks associated with reading and writing (Parr M. and Campbell T. 2012). With this concern in mind, this presentation aims at extending the understanding of literacy by presenting historical and contemporary views of it. First, we will present the different approaches to literacy as well as what literacy is and means for us based on a theoretical search and study of the topic. Secondly, we will describe the research problem, objectives, context, population and research methodology of the study as well as some initial findings. By conducting this study we attempt to shed some lights on the topic and provoke reflection on the literacy practices that are currently done at schools by pre service teachers in the English class during their teaching practice by pre service teachers in a Language licenciatura program at a public University.

Teacher's Beliefs With Respect To Low Achievers

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Key Words: Beliefs, Beliefs about teaching, Beliefs about Learning, Beliefs about Low Achievers

This paper illustrates the experience of a research carried out at a public university whose main objective was to identify how the English language teacher's beliefs with respect to low achievers were reflected in the teaching practice. This research was meaningful for the researcher and for the program to know about the beliefs with respect to low achievers as well as the way in which a professor can help them to improve or continue in the same way. According to different authors, beliefs affect the professor´s actions and decisions; then, in the light of Beliefs, the strategies or the way in which professors deal with their students, are based and guided by their own beliefs. The data gathered was triangulated and some important categories emerged and made easier to understand the results to fulfill the general objective and the specific objectives.

This research is meaningful since we are not only professors but we are also human beings, and our actions and behaviors are based on our beliefs; furthermore, unconsciously we make mistakes in our action, but as beliefs are difficult to change, these results could be a reflection for both, the teacher´s professional development and the low achievers progress in their English Level Competences.

Calibración de un Instrumento para medir los Factores Afectivos en el Aula de Lengua Extranjera

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Palabras clave: afectividad, motivación, adquisición, cuestionarios, lengua extranjera,enseñanza.

En la enseñanza de idiomas, la afectividad, determinada por factores actitudinales, motivacionales y de ansiedad, juega un papel importante en la adquisición. En la educación superior existen pocos estudios sobre afectividad, por lo que consideramos relevante indagar si la herramienta seleccionada era adecuada para identificar los factores afectivos relacionados con la adquisición de lenguas extranjeras en el contexto universitario. El propósito de este estudio exploratorio es calibrar un instrumento que sirva para analizar la relación que existe entre la afectividad y la adquisición de una lengua extranjera. Se distribuyeron cuestionarios a 276 estudiantes del Tecnológico de Monterrey, una universidad privada en el norte de México. La herramienta usa escalas provenientes del modelo de Gardner (1985a) y de Dörnyei (2001). Para probar las 16 escalas, se utilizó α de Cronbach como indicador del grado de consistencia interna y el grado de confiabilidad. Además, se realizó un análisis factorial para determinar la dimensionalidad y confirmar la estructura de las diferentes escalas. Los resultados indican que el instrumento mide de manera aceptable los factores que lo componen, pero la población a la cual se aplicó es demasiado homogénea, por lo que el nivel de variabilidad fue muy bajo. Para futuras investigaciones, se recomienda aplicarlo en otras instituciones de educación superior, tanto públicas como privadas. Sería conveniente también recolectar datos de otras fuentes como la autoevaluación y la entrevista. Incluso, se sugiere incluir variables de desempeño, lo que permitiría conocer a mayor profundidad aquellos factores afectivos del aprendizaje de un idioma que más se asocian con el éxito académico.

Posters´Abstracts

Common Pronunciation Difficulties In L2 Students At Universidad de Cordoba

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Key Words: Pronunciation, difficulties, attitude, speakers

Pronunciation is an important component in communication, essential to interaction between speakers and listeners. Inaccurate pronunciation can make learners reluctant to talk, since speakers can feel uncomfortable if not being understood by others. The importance of pronunciation notwithstanding, little research on this issue has been done at the language program at Universidad de Cordoba. Within this context, this research can help to provide pre-service teachers the learning required to convey their knowledge. The current study will identify the most common pronunciation difficulties that EFL learners from third semester have at Universidad de Córdoba. This study is also aimed to explore the attitudes students adopt about those difficulties. This project will be a qualitative case study with data gathered using observations, interviews, videotaping, and questionnaires. Findings will hopefully show various types of difficulties, classified according to the level of complexity. In addition, we will identify positive and negative attitudes relating to those difficulties and suggest ways to overcome them.

Dealing With Large Classes In Public Schools From Monteria

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Key Words: Large Clases, Blended Learning.

English teachers strongly agree that large classes have strong influence in teaching and learning processes. Participants in Al- Jarf s (2006) p.24), commented that due to the size of the class, teachers do not have enough time to pay attention to each student. That means not all students have the chance to speak and participate what is quite important when learning a second language. This issue is common in many public schools from Montería, where students show apathy to participate and to get engaged during the development of English classes. Furthermore, English teachers do not know how to deal with this problematic that mainly affects students' learning process in large classes.

This study seeks to find the extent to which including blended-learning activities (BLA) might help students to improve their performance while learning English as a second language in large classes. Therefore, a case study will be used to address this research. The data collection is focused on questionnaires and interviews which will be applied to tenth grade students from Antonio Nariño School in Montería. In addition, some sessions of observation will be carried out. Once this strategy is implemented, it is expected that students' attitudes towards the English classes change in terms of engagement. In other words, students might show a higher level of participation and understanding. Thus, teaching English in large classes would be as effective as in small classes. In addition, English teachers would adopt (BLA) when teaching in large classes.

Causes Of Anxiety In L2 Students

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Key words: Anxiety, causes, language, learners' fear.

Anxiety is a disorder that causes nervousness, worry and fear. It can affect a person's behavior and feelings; basically, Anxiety is described as "a state of apprehension, a vague fear that is only indirectly associated with an object" (Scovel, 1991, cited in Tanveer, 2007, p. 3). Anxiety, as perceived intuitively by many language learners, negatively influences language learning and has been found to be one of the most highly examined variables in all of psychology and education (Horwitz, 2001: 113). Therefore, studies on anxiety are important for understanding why L2 students cannot feel free when learning a new language. The aim of this study is to find out the causes why students struggle with themselves and feel anxious at the moment of speaking a foreign language. This investigation will be applied in students from 1st semester of the English degree program at Universidad de Cordoba. We expect to identify the reasons why students face anxiety and provide suggestions to help overcome this obstacle when learning a second language.

Drawing in the development of writing skills and creativity

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Key words: Writing, creativity, thoughts, production, draw.

This proposal is an innovative research project produced at Universidad del Tolima to reinforce research practices in the region. Creativity is so important to education that an early stage needs to be developed, in this case, through writing. As a matter of fact, the objective of this proposal is to demonstrate the importance of drawing as a tool to teach writing, while developing student's creativity and imagination. Drawing can be used to enhance the writing skill and develop creativity. The methodology will draw from quantitative and qualitative research, although, the research design is based on ethnography because the proposal needs to look at the students' progress during the research time, and to see whether the learners make a progress and study the classroom demeanor. The instruments are pre and post tests to measure the skills progress; interviews to recognize the teacher's opinion about creativity in the classroom and sampling to relate the students' products with the tests and progress. In addition, the data analysis is focused on triangulation to analyze data and demonstrate findings.

Feedback as an essential part of students' motivation

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Key Words: Feedback, motivation, methodology, language acquisition.

Feedback is an essential part in the language learning process. Therefore, this research is focused on detecting how feedback influences students' motivation and on the right procedures to provide response to students' outcomes. Qualitative and Quasi-Quantitative research traditions will help to analyze teachers and students' behavior, and to confirm and support hypothesis and outcomes. Researchers will provide surveys to fifth grade students of a state school as well as a B.A. English teacher to gather information about what they think about receiving feedback by asking open-ended questions about the effects on their outcomes. Then, researchers will observe the teachers and students' performance in front of the feedback process and at the same time, classroom observations will be recorded to be analyzed. Finally, personal interviews to examine what they think about the received feedback. Strongly supported on the previous, data will be analyzed by triangulation. This research uses an ethnographic design; a sample of the population to study what teachers do, what teachers need, and how teachers use tools for classroom proper development.

Opportunities And Limitations That Smartphones Generate On ELT Students

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Key Words: Smartphones, ELT, SLA

The frequent use of smartphones by secondary and higher education learners during lessons has become a common problem of today's education. This problem has hindered the quality of the outcome of learning in the students and the way teachers develop their classes, not only by decreasing learners' acquisition but also by changing their behavior in the classroom. This paper aims to find out the possible opportunities or limitations for learning English that the constant use of smartphones generate on secondary school students. This, in order to know the extent to which smartphones are convenient for improving students' acquisition of a second language. The data for this research will be collected by observations, checklist, interviews, questionnaires, and document review. Hopefully, this research will show the opportunities and limitations that smartphones pose on ELT students and will suggest strategies that can be adopted by teachers to deal with this issue.

Teaching English To Visually Impaired Students: A case for Inclusive Education

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Key Words: Visually impaired students, inclusive education, ELT, teachers´practices.

We as future teachers have to face the fact that we will find many different needs in our students. These can vary according to each person. But if we take into account those needs when we plan the intended material and teaching methods to be used with our students, we can make a big difference in our educational contexts. These days, as teachers we can see many students in regular contexts facing variety of learning and physical disabilities that are excluded from regular classes because of multiple barriers that remain to the full participation of children with disabilities. This situation can be seen in some schools in Monteria city where visually impaired students are part of regular English classes. Thus, the purpose of this qualitative research is to collect data through observations, interviews and recordings in order to explore and examine in detail the circumstances of teaching and learning in mainstream of primary school children with visual impairment. Our goal is to find out information about practices, methods and activities used by the regular teacher in regular contexts to facilitate the inclusion of children with visual impairment in the English class. One of the main reasons for carrying out this research proposal is to make regular teachers realize about the importance of inclusion. Additionally, we want to understand teachers` inclusive education practices that can encourage other teachers` methodologies when dealing with visual impaired students. Our study is very significant since it seeks for alternatives and analysis of the situation that students with disabilities face in everyday encounters with partners and teachers. We expect with this study to understand about practices, methods and materials that can be used to ensure visual impaired students opportunities to participate in each teaching training activity.

Transforming Classroom Discourse through Dynamic Assessment

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Key Words: Dynamic Assessment, Classroom Discourse, Pre-Service Teachers.

Dynamic Assessment (henceforth DA) refers to the unification of teaching and assessment through the use of mediation for supporting the students' development when learning a second language. (Lantolf & Poehner, 2004) Despite of current investigation, which has shown how teachers can take advantage of DA to instruct students for improving their proficiency level in L2 (Davin, 2013; Poehner, 2009), more research is required to evaluate the ways in which teachers' implementation of DA can potentially transform the triadic interaction patterns that dominate L2 classroom discourse. This study aims to investigate the potential of Dynamic Assessment for transforming pre-service teachers' (henceforth TCs) classroom discourse practice by decreasing IRE (initiation-response-evaluation) interactions and increasing more meaningful discourse patterns. The accomplishment of this investigation could provide valuable information about how Dynamic Assessment changes classroom discourse and the challenges that TCs could face when adopting DA in their discourse practices. Data collection will be implemented during the fall of 2014 in the Language teaching preparation programs at Loyola University Chicago and Universidad de Córdoba in Monteria, Colombia during one semester. The instruments to collect information include lesson plans, transcription of videotapes and stimulated recall sessions with two TCs in the last year of their bachelor, who will be trained previously by the researchers. By the end of this research study we expect the outcomes to demonstrate that the application of DA into pre-service teachers' classroom discourse practices can increase the usage of meaningful discourse patterns for supporting the students' L2 development.

Behavior Limitations In The Classroom

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Key Words: Behavior, self – confidence, teacher´s behavior.

This proposal is a concern about the lack of students´ motivation in the classroom and the poor self confidence that have caused students do not want to interact using the foreign language in order to express their ideas and thoughts in front of their own classmates and teacher. Therefore, the purpose of this research is to identify why students are not comfortable or confident when interacting among them and establish some proper strategies that teachers can use to solve these difficulties. For the purpose of finding the concrete solutions of these problems, researchers have designed a methodology which they consider the most appropriate in these cases. For this reason, researchers will use the Qualitative and quasi Quantitative research; Qualitative research, due to in this research is interested in knowing the students, parents and teacher opinions in order to give real solutions to these problems, improving the English language proficiency in the classroom; beyond that, this research will be supported by Quasi Quantitative Research conducive to obtain concrete results. Hence, in this research will be applied Ethnographic research design to observe the different behaviors and daily activities of the community where the research is being carried out; thence, researchers have to take notes in order to analyze them; the observations play a significant role in order to recognize how students´ confidence is affected by teachers' behavior and all the others noteworthy aspects that have overwhelmed students' self-esteem; these situations do not allow them develop their communicative competence in the classroom. For that reason, researchers will make questionnaires about students' needs and likes to discover what happens with the lack of interest to interact using English in the classroom. Then, those questionnaires will be analyzed for choosing some students to interview in the direction of knowing their opinions and their different perspectives. To sum up, researchers expect to find the specific outcomes in order to provide the most proper solutions to the poor student's participation and motivation in the classroom, especially, when they have to share their ideas in front of others.

Learners' Constraints at the moment of speaking a Foreign Language

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Key Words: Constraints, motivation, speaking, EFL

Speaking a Foreign Language has become a significant issue around the world, not only because of the demands established by the globalization, but also because of the benefits one may have in speaking a second language (access to a wider range of knowledge, development of cognitive and metacognitive skills). Therefore, enhancing the students' oral production is a primary concern every teacher must deal with. Nevertheless, the *methodology* employed by most of the teachers in Colombia along with the lack of *motivation* evidenced on the students' attitudes to speak English. In that sense, this research proposal seeks to identify the *constraints* students have at the moment of *speaking* English as a Foreign Language (EFL) and how those constraints can be overcome in order to become proficient speakers according to their level. The participants are 45 6th graders from a public school in Ibagué. The instruments employed to collect the data were journals in order to identify teacher's *methodology*, rapport and *motivation* to encourage *speaking*, open-ended surveys to make a diagnosis of needs and interests, and personal interviews. Therefore, this research is composed by both types, quantitative and qualitative to explore the findings further. The type of research design is a Case Study, since the proposal is based on the exploration of the variables that influence the explanation and answer the addressed question to give possible solutions. This data will be analyzed and explored based on the statistical results from the surveys and all social factors to identify through triangulation technique the main constraint students have when speaking English and their principal causes. The findings from this research project will be discussed in the context of how English teachers may provide their students with varied techniques to make them practice what they are learning through oral speech instead of deducing explicit grammar rules.

Analysis of pronunciation errors in English classes by students from Oxford Center in Ibague – Tolima

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Key Words: Pronunciation, errors, students´ background.

Pronunciation has always been an important issue in language learning either as a second language or as a foreign language. Difficulties in pronunciation seem to be a problem for many students of a foreign Language. Furthermore, students can have different competences when accessing the foreign language classroom that depend on some aspects such as language background, exposure to the target language, age and even interest in the target language. Additionally, some nonnative speakers think that it is more important to learn about grammar or to have a vast amount of vocabulary than having a good pronunciation and this makes it hard for a teacher to know how to approach individual learners in their individual pronunciation development according to their level. This study analyzes how the most common mistakes in terms of pronunciation are presented by the students. This proposal presents a combination of both traditions: qualitative and quantitative research. Through using an exploratory research design and analyzing instruments of recording observations, field notes, documents and some more materials, It would be easier to establish what sounds are more difficult to be produced by students. The participants of this research are students from an institute located in Ibague-Tolima. They are from eleven to fifteen years old and their level in the language is diverse. It is very important to recognize what student's strengths and weaknesses are and, at the same time, the research will provide a clear understanding of the common pronunciation errors, improve those flaws and make the student's level take a big step up in English language education in general.

How are the students' motivation affected by the assessment process in Foreign Language Acquisition?

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Key words: Motivation, assessment process, feedback, foreign language acquisition.

Motivation is a significant factor within teaching and learning as it can lead to wonderful results, whereas the lack of it may cause devastating consequences. The more motivated students feel, better results will be attained. Getting low grades may awake frustration feelings which make students bear in mind the option of quitting, trying or doing their least. In contrast, excellent grades may provoke excitement and make learners feel on top of the world. It means that the assessment process really affects students' motivation and this situation can determine if students are or are not achieving the learning goals stated at the beginning of the process. Hence, **how are the students' motivation affected by the assessment process in Foreign Language Acquisition?** Not only could it be affected by the way a teacher grades and provides feedback (assessment process), but also by the comments stated by peers and parents. Bearing this in mind, this study will follow a Qualitative Research Method where the data collection procedures will be: classroom observations, personal interviews (teachers, students, parents, and principals), video tapes, diaries and recordings which will be later triangulated as Denzin and Lincoln (2011, p 3) assert that qualitative researchers study things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them. This is described as Ethnography because the general objective is to identify the different factors that influence motivation in terms of assessment in foreign language acquisition through narrating, observing and describing. This research will be held at a public school located in Ibague, Colombia and the participants will be (35) sixth graders whose ages range between 11 and 13 years old. The expected results could help teachers, students and parents to understand the importance of providing proper feedback consequently, they can undergo changes and transform the traditional way in which teachers assess their students, who are highly demotivated and affected by it. Furthermore, educators could realize and acknowledge that testing is not the only remaining alternative when evaluating and measuring students' knowledge. This research intends to show how non-constructive comments are harmful and destructive and how grades could affect students' motivation in foreign language acquisition.

Increasing Reading And Writing Skills Through Critical Thinking

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Key Words: Critical thinking, thinking skills, teachers' instructions, methodological proposal

This research proposal intends to shed light on the way English language is being taught in the B.A. English program at Universidad del Tolima, by implementing a methodological proposal based on critical thinking activities. The application of this proposal will seek to support students' critical thinking habits and high order thinking skills according to Bloom´s taxonomy (1956), since it is believed that critical thinking and high order thinking skills are closely related. Therefore, this study is aimed at showing the relationship between the development of those skills and the acquisition of a more elaborated thought, which may lead students to enhance their reading and writing skills. Qualitative and quantitative research tools will be required for a complete data collection. This proposal will be carried out during an academic year with one group of students from fifth semester, who will be required to develop an activity per week in both subjects English V and Reading and Writing Workshop. In the first step of this research study, a pre-test should be taken by students in order to identify their current level of reading and writing skills. Additionally, detailed class observations will allow for recognition of the most common teachers´ instructions and assignments, which will have to be reformed on the planning and subsequent development of the critical thinking activities which are supposed to promote high order thinking skills. An ethnography research method will be implemented throughout this proposal, since class observations along with students-teachers´ open-ended questionnaires will be relevant so as to know their perceptions, behaviors, or reactions regarding the possible changes that the new methodology could have on them. At the end, students´ improvement on those language skills (mentioned beforehand) will be reflected in a post-test. Triangulation is the selected method to analyze the data, and it will also serve to establish a possible relationship between the quantitative results and the qualitative ones represented in students´ perceptions (which will be known through the questionnaires and class-observations) throughout the study.

To what extent does feedback on learners' compositions help to improve writing skills in L2 student at Universidad de Córdoba?

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Key Words: Feedback, writing, writing quality

When writing, students' assignments are strongly influenced by the feedback they get from the teacher. Therefore, providing feedback results essential in the writing process. Feedback on students' compositions is useful since it helps students to increase considerably their skills, in order to reach an effective writing proficiency. Despite of the feedback provided by teachers, students' written compositions usually present an amount of problems, regarding grammatical issues and intentionality of the writing. Therefore, the quality of the feedback may influence on students' writing performance.

Though the role of feedback is key in writing, few people have researched on it at Universidad de Córdoba. Thus, this case study aims to find out the extent to which feedback provided by teachers on students' written compositions improves students' writing skills. This study will be carried out at a composition course in the English program at Universidad de Córdoba. The data for this study will be gathered by interviews, observations, audio records and questionnaires which will be analyzed by triangulation method. The expected results of this study are to identify what methods the teacher usually uses for providing the feedback and knowing the impact of this feedback on student's writing compositions. Moreover, it intends to discover whether or not feedback increases students' writing skill satisfactorily.

The Importance Of Pronunciation In Acquiring A Foreign Language

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Key words: pronunciation, English level, phonetics classes, foreign language.

English pronunciation level is a common problem in the majority of Colombian students. Following this idea, the research about *"The importance of pronunciation in acquiring a foreign language"* is oriented to determine whether 10th graders at a public institution in Ibague are in the correct level of pronunciation according to their grade. Exploratory research design is the model followed by this research due to it is oriented to propose a methodology that can be applied to improve students' pronunciation. Taking into account the observation and field notes made, the results are going to be organized in graphical statistics; as a result it can be considered as Quantitative-Qualitative research. Furthermore, there are 35 participants, they are teenagers from 15 to 17 years old and they are considered as a difficult group. It is important to mention that this school is located in a zone with a lot of social problems; which can be one of the issues affecting students' learning process. In order to accomplish the main goal, interviews, phonetics classes, and tests are going to be used as instruments. Some students are going to be asked some suggestions about their usual classes; phonetics classes are going to be implemented to improve their level. The pre-test is going to provide an idea about the aspects to be focused on and the number of sessions that have to be prepared. The midterm is going to evaluate the students' process and the improved aspects. Finally, the post test is the most important of the process, because it is going to provide the results of the phonetics classes and it is going to show if the students have a good advance in the oral aspect. To conclude, the results will be analyzed by the use of triangulation in order to provide reliability and credibility.

Transforming Classroom Discourse through Dynamic Assessment

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Key Words: Dynamic assessment, instruction, interaction, teachers´ discourse.

Dynamic Assessment (DA) is the dialectical unity of instruction and assessment (Poehner and Lantolf, 2010, p.312). It means making students realize their mistakes by giving them clues or hints during the teacher-student interaction. D.A has been applied in areas such as Especial and second language education, and several studies have reported the results of these applications. However, little is known about the way in which D.A may change the L2 teacher candidates discourse and practice. This study is specifically concerned with the impact of D.A on teachers' practices. It will take place simultaneously in a foreign language teacher preparation program at Loyola University Chicago and Universidad de Córdoba in Monteria, Colombia. Teachers who are participants of the study will receive training on D.A procedures, facilitate their lesson plans, and permit to be observed and video recorded; taking these methods as sources of data collection. At the end of the study, we expect to find out the relevant differences that may occur in each stage of the study - before, during, and after- training teachers on D.A; suggesting that in fact, teachers discourse is being influenced by the implementation of D.A as a way to improve second language development; what also means that Dynamic Assessment not only results significant to L2 development but also to teachers who apply it.

Authentic Readings to Promote Interest in L2 Classrooms.

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Key Words: Authentic materials, readings, motivation, interest, students.

Since interest and motivation are important for the engagement of students into the L2 classroom, there have been many ways to get them engaged into the class. One of those ways is to give them the opportunity to manage the language using authentic materials that although have not been created with the purpose of facilitating learning, are important to the correct understanding of the language; which is authentic reading. Despite their importance, authentic materials seldom find their way into the secondary L2 classroom. This study aims to describe the extent to which the use of authentic readings promotes interest on intermediate EFL learners. In this case study, students from a public school will be surveyed, observed and interviewed before and after this investigation. With this study we expect to know how the behavior of some students is changed and how their understanding increases due to the use of authentic readings. In addition, we expect to become able to suggest ways in which authentic materials can be incorporated into the L2 classroom.

E-Learning Project Responding To Higher Education Requirements

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Key words: virtual courses, e-learning project, platform, technology, currently content

The purpose of this paper is to consider E-Learning as a tool which aims to help teachers to understand the problems, results and the opportunities associated with new technology in higher education institutions, allowing students to learn using critical and creative thinking. The need for education and do duties different from academic ones without being scheduled make possible the growth of the higher education e-learning demand based on both teachers and students point of view, requiring from the institutions the creation of virtual courses becoming a different and attractive learning environment for students. In like manner, with this resource virtual courses will get an independent student, less interaction contact with teacher or mates and highly motivated to learning.

Our concern on the use of technology in order to help teachers bring ICT into their pupils' learning experiences, through e-learning tools became a project focused on the content currently exists and conducted by **CORPORACION UNIVERSITARIA AMERICANA**; 120 basic level students were taken as sample; activities and tasks to be developed no more than two hours course with no time limit; taking into account design principles such as appropriate colors and images; a tutorial has been designed to guide the entire course development process taking into account the purpose of the virtual course as well; an e-learning platform to help speed-up content development supplying simulations, videos, graphics, and texts to help students to complete the tasks, with a specific assessment criteria established.

Barriers To Acquire Listening Strategies

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Key Words: Listening, Listening strategies, obstacles.

Listening is the ability to identify and understand what others are saying. It is important because is the main channel by which the student makes initial contact with the target language, without listening skill, no communication can be achieved, the main problems in listening activities are in most of the cases vocabulary, understanding of words, different accents, predictions, linking words and the physical environment. This qualitative study is relevant because we will explore the reasons why students misunderstand listening activities as well as the common obstacles expressed by learners when learning. The purpose of this study is to identify what problems students from first semester in the English teaching program at the Universidad de Córdoba face in listening activities, in addition, we want to look for strategies that can be suggested in this study so that students and teacher can get a better understanding of lessons and strategies to enhance listening skills. To collect the information for our study, we will use the following data collection techniques: Questionnaires, interviews, diaries, observation and triangulation.

The Use Of Extensive Reading To Promote Vocabulary Acquisition In High School Students

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Key Words: Extensive reading, vocabulary acquisition, student's attitudes.

In order to achieve a good level of proficiency when learning a second language, it is essential to manage an appropriate level of vocabulary. Reading as a source of vocabulary acquisition is one of the most popular strategies to implement in the L2 classroom (Coady & Huckin, 1997) This study aims to explore the effects of the use of extensive reading in order to develop positive reading attitudes on students. For this reason, data will be collected for a determined period of time, no longer than 4 months, in order to analyze how their vocabulary management affects their performance during activities, their attitudes towards reading comprehension tasks and to identify if extensive reading materials and procedures or other strategies are implemented by the teacher during L2 classes in a group of 9th grade students from a public school in Montería. Findings will hopefully show the possible necessity to implement an extensive reading program for the teacher help his or her students to overcome difficulties they have due to their lack of vocabulary knowledge during tasks. The data will be collected through observations, check lists and interviews.

Enhancing And Speaking Fluency Through Questions

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Key Words: EFL, Speaking, fluency, Q&A strategy

English, as a language used approximately by the 30% of current worldwide population, is used for different purposes. It is a topic of discussion when it comes to education, especially in learning and teaching process. The manner English, should be taught must have as a main goal communicative competence development. However, in an EFL context like Colombia, being more specific, Ibagué, English is perceived most of times just as a subject with sets of grammar rules and vocabulary that need to be learnt by heart, and that they need to be repeated uncountable times until "learning is produced". This idea of teaching is observable in many classrooms, or in any educational environment including private schools. In this research, the objective is to acquire a better understanding of spoken English and communicative competences development by using questions and answers (Also known as Q&A strategy) that lead to the enhancement of English speaking skills –fluency, especially- on informal contexts in basic learners. Therefore, to achieve the objective previously mentioned, experimental research let us apply guided and non-guided questions when interviewing, which will provide information regarding students' profile and individual speaking level in English. In addition to that, improvised and semi-structured speeches in the experimental group while the control group stays in the same condition. Classroom observations will be performed before dividing the focus group into experimental and control groups both during the process and after the whole experimentation is done so a comparison can be used to scale the possible enhancement students that the focus group has achieved.

Effective classroom management in primary schools in Montería

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Key Words: Classroom management, public education, primary school, teachers´ discourse.

Effective classroom management in primary schools is one of the phenomena that helps to prevent discipline problems and contributes to achieve meaningful learning. Classroom management provides both the teacher and students the advantage of having a good environment which helps them to carry out the activities planned for the lesson adequately. However managing a primary school is not easy, and teachers usually have to work hard to keep the classroom, and discipline under control. The aim of this study will be to identify the classroom management strategies that the teacher in 4th grade at Simon Bolivar School uses for keeping students under control, and the learners' reactions during the implementation and development of each strategy. This research will follow the guidelines of case study since it focuses on one single case that we explored in detail. To collect data, the study will use observation method, with the purpose of knowing how students assimilate the different techniques applied by the teacher for maintaining a good classroom management. This study will also use interviews and surveys. The expected results in this study are: to be able of discarding the strategies that does not work with these students and the reasons for their failure.

Authentic Assessment Like A Way To Enhance Students' Motivation

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Key Words: Assessment, motivation, second language acquisition, learning and teaching process.

This paper reports a research process developed at University of Tolima as part of an investigation in research seminar subject about authentic assessment. The aim of the research is to describe how authentic assessment can enhance eighth graders' motivation in a public school in Ibague. In view of, assessment is one of the most important aspects in the learning process because permit that teachers monitor their students and obtain results in order to provide students' feedback and help them to improve their level and knowledge. Furthermore, this is a quantitative and quasi-qualitative research traditions. Quantitative research, because the researcher wants to obtain clear and statistical results, in order to be sure that these results are rightful, and quasi-qualitative because the researcher wants to be part of a community in a real context and to discover the meanings that participants attach to their behavior in order to give real and useful solution to these troubles. In the same way, the research design is Ethnography because is a process and product of describing and interpreting behaviors (practices, beliefs, knowledge). This research design is used in order to observe and discover different behaviors and daily activities that teachers and students develop during the classes, and what the importance about the use of authentic assessment is as a way to enhance their motivation. In addition, to collect data, the researcher will use a variety of instruments for instance: questionnaires, interviews and classroom observations, through these instruments the researcher will obtain different information such as what students think about the evaluation that teacher implements in his/her classes. At the same time, the researcher will observe variety aspects as a result of class observations including students' inhibitions, type of assessment, students' reactions and beliefs. To conclude, the findings from this research project will be useful in order to build more effective learning environments using authentic assessment like a way to enhance students' motivation.

The Use Of Peer Recording To Overcome Speaking Anxiety In Oral Interaction

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Key words: effective communication, challenge, peer recording, anxiety.

To overcome speaking anxiety is one of the main challenges of English learners when doing an oral presentation in public. For this reason, the strategies to speak freely will be analyzed in this study. Our foremost concern is to engage students in oral presentations to promote effective communication. This research project will describe the extent to which the use of peer recording can help students overcome their speaking anxiety. The study will be carried out in a 5th grade group in a public school in Monteria through interviews and observations. This research expects to promote the use of peer recording to lower speaking anxiety in students and to reinforce their autonomy throughout this implementation.

Foreing Language Anxiety In EFLStudents At The University Of Cordoba

Yelzon Martínez Doria y Karen Laza Ospino
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Key Words: foreign language anxiety.

Language anxiety is a series of feelings, beliefs and attitudes that is noticed in the language learning setting originated from the language learning acquisition (Horwitz, Horwitz and Cope 1986, in Marwan 2007, pag 2). Although, language anxiety has been highly investigated worldwide, there is no evidence of prior research related to this issue at the University of Cordoba. Based on this, there is the need of investigating and analyzing this problem to understand its complexity. This study will seek to identify if EFL students feel anxious when they communicate and the possible factors that provoke this feeling. This research will be carried out using a case study method in the University of Cordoba. Also, it will respond to the questions: To what extend do fifth semester students feel anxiety? And what are the reasons for such behavior? In addition, data collection will be gathered through interviews, audio recordings, observations and questionnaires. The expected outcomes for this study will probably highlight whether students feel anxious or not, the moments when they feel anxious and how it can affect their performance. Moreover, the project expects to provide the most common reasons for that issue.

Dynamic Assessment

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Key Words: Dynamic Assessment, Classroom Discourse, Dialogic Collaboration, Ire

Dynamic Assessment (DA) is a pedagogical approach built up upon the base of Vygotsky's sociocultural theory of mind. This approach differs from the typical understanding of assessment since it seeks the transformation of abilities through dialogic collaboration between learners and teachers (Poehner, 2007). Despite the fact that some studies have been done about the integration of DA into L2 teaching, there is still a need for further research about the implications of this pedagogical approach for how teachers shape their discourse practices. The purpose of this action case study is to investigate the potential transformation of dynamic assessment (DA) for three teachers' classroom discourse practices. In particular, the research seeks to explore how the teachers' discourse changes, promoting more significant discourse patterns and a reduction of IRE (initiation-response-evaluation) interactions. Data collection will include lesson plans, transcripts from videotaped lesson implementation and stimulated recall sessions with participants. Data collection will be done simultaneously in a teacher preparation program at Loyola University Chicago and Universidad de Córdoba in Monteria, Colombia during the fall of 2014 and will last a semester. By the end of the study we expect to find that the integration of Dynamic assessment into discourse practices has been beneficial for both teacher and students who may find in the new interaction patterns a tool to enhance their performance in L2 classes.

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