INTERCULTURALITY AND NEW TRENDS IN THE TEACHING AND LEARNING ENGLISH AS A FOREIGN LANGUAGE

INTERNATIONAL
EFL
TEACHERS' CONGRESS
UNIVERSIDAD DE LA AMAZONIA

4th EDITION

COMPILADORES

JAIME FERNANDO DUQUE AGUILAR, CRISTIAN D. ROJAS TOLEDO
ROGERS STEVIE LOAIZA CLAVIJO y SHIRLEY C. SÁNCHEZ MUÑOZ

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4t^h International EFL Teachers' Congress

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La presente edición recoge los documentos entregados por los conferencistas participantes en el IV Congreso Internacional de Profesores de Inglés como Lengua Extranjera: Interculturalidad y nuevas tendencias en el aprendizaje y enseñanza del Inglés como lengua extranjera **realizado durante los días 7 y 8 de noviembre de 2024 en la Universidad de la Amazonía**, Florencia (Caquetá), Colombia. En cada caso, la responsabilidad es exclusiva de cada uno de los autores, cuyo formato se respetó en general.

Esta compilación fue coordinada desde el Programa de Licenciatura en Lenguas Extranjeras con Énfasis en Inglés de la Universidad de la Amazonia, Florencia (Caquetá), Colombia. 2024

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PRÓLOGO

Es un honor presentar las memorias del **IV Congreso Internacional de Profesores de Inglés como Lengua Extranjera: Interculturalidad y nuevas tendencias en el aprendizaje y enseñanza del inglés como lengua extranjera**, un espacio académico que se llevó a cabo los días 7 y 8 de noviembre de 2024 en la Universidad de la Amazonia, en Florencia, Caquetá. Este evento no solo consolidó un escenario de encuentro para la comunidad académica dedicada a la enseñanza del inglés, sino que también se erigió como un faro de innovación y reflexión pedagógica en un contexto global cada vez más interconectado e intercultural.

Con la participación de más de 250 asistentes, entre ponentes, investigadores, docentes y estudiantes, el congreso logró congregar a expertos nacionales e internacionales en torno a las últimas tendencias, desafíos y avances en el campo de la enseñanza del inglés como lengua extranjera. Las 22 sesiones, distribuidas entre conferencias plenarias, talleres prácticos y reportes de investigación, permitieron un diálogo enriquecedor y multidimensional, abordando temas como la interculturalidad, las metodologías innovadoras, la integración tecnológica y los enfoques críticos en el aula.

Estas memorias recogen no solo las contribuciones académicas presentadas durante el evento, sino también el espíritu colaborativo y el compromiso de todos los participantes por impulsar una educación en inglés más inclusiva, reflexiva y adaptada a las necesidades del siglo XXI. Esperamos que este documento sirva como fuente de inspiración y consulta para docentes, investigadores y estudiantes, contribuyendo así a la continua evolución de la enseñanza del inglés en Colombia y más allá.

Agradecemos profundamente a la Universidad de la Amazonia por su invaluable apoyo, así como a cada uno de los conferencistas, talleristas, asistentes, patrocinadores y organizadores que hicieron posible este congreso. Su dedicación y entusiasmo reafirman la importancia de seguir construyendo puentes entre culturas, saberes y prácticas pedagógicas en el aprendizaje del inglés.

Que estas memorias sean un testimonio del conocimiento compartido y un impulso para futuras investigaciones y colaboraciones en nuestro campo.

Comité Organizador
IV Congreso Internacional de Profesores de Inglés como Lengua Extranjera
Universidad de la Amazonia, 2024

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El éxito del **IV Congreso Internacional de Profesores de Inglés como Lengua Extranjera** no habría sido posible sin el invaluable apoyo de nuestros generosos patrocinadores, Quienes creyeron en la importancia de este espacio académico y contribuyeron a su realización. Su respaldo no solo permitió enriquecer la experiencia de los participantes, sino que también reforzó nuestro compromiso con la excelencia en la enseñanza y el aprendizaje del inglés como lengua extranjera.

Cada uno de estos aliados demostró que la colaboración entre instituciones y el sector privado es esencial para impulsar la educación y fomentar espacios de diálogo académico. Su participación activa en este congreso refuerza la importancia de trabajar conjuntamente por una enseñanza del inglés más innovadora, intercultural y accesible.

Extendemos nuestro más sincero agradecimiento a todos ellos, con la esperanza de seguir cultivando estas alianzas en futuras ediciones y proyectos.

Comité Organizador
IV Congreso Internacional de Profesores de Inglés como Lengua Extranjera
Universidad de la Amazonia, 2024

ALIADOS Y/O COLABORADORES

Plenaries

EFL MATERIALS ROOTED IN CRITICAL INTERCULTURALITY: THE EXPERIENCE OF LOCAL TEACHERS

Phd. Astrid Núñez Pardo
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Author's Biodata

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Introduction

Standardised EFL textbooks have been and continue being regarded as the main instrument, tool, artefact, resource, or mediator in teaching and learning English (Davcheva & Sercu, 2005; Núñez-Pardo, 2022; Rico & Castañeda-Peña, 2015). However, EFL textbooks are instruments of cultural bias (Oviedo Gómez & Álvarez Guayara, 2019) that require "deeper critical intercultural views, …and intercultural representations" (Oviedo-Gómez, 2024, p. 1), they mainly disseminate "characteristics…from dominant cultures, with no representative anchor or context to be validated" (Núñez-Pardo, 2018a, p. 241). This suggests that "English textbooks are not neutral as they not only depict and reproduce values, behaviours, cultural patterns, traditions and dominant ideologies, but they also reinforce stereotypes and support the idea that one nationality is superior to others" (Núñez-Pardo, 2018a, p. 232). In this view, the generic EFL "textbook misrepresents the plurality of the local and foreign cultures" (Núñez-Pardo, 2018b, para. 1), does not "respond to the local needs, interests, and life experiences of the learners in their own context" (Núñez-Pardo, 2019, p. 23), and decides whose culture, knowledge, and history become legitimised. In the interest of resisting uncritical developments of EFL teaching and learning materials, this study aims at unveiling local teachers' voices regarding the experience of "the ontological, epistemological, and power criteria, rooted in critical interculturality as a decolonial alternative, to orient the development of other contextualised materials, created by other teachers, and for other students within their own particular context in the periphery countries. Also, "it seeks to overcome its decontextualization and long dependence on foreign ideologies, and to offer spaces for the local, stemming from Colombian teachers', experts' and authors' voices" (Núñez-Pardo, 2020, p. 114). Such contextualised and desirable materials are understood as "challenging socio-cultural mediations that respond to community realities and shape the ways in which students understand and build knowledge" (Núñez-Pardo's, 2019, p. 22). Therefore, developing EFL materials otherwise that have the potential to foster students' learning of English, raise their critical sociocultural awareness, and build critical literacy practices, becomes a concern to be explored among local English teachers that work in both public and private educational contexts.

Problem statement

The current study explored English teachers' voices from experiencing decolonial criteria for the development of EFL materials otherwise. Acknowledging that coloniality of being, knowledge, and power is present in mainstream EFL textbooks, a recent doctoral research problematised the three dimensions of coloniality involved (Núñez-Pardo, 2020). First, the use of mainstream textbooks as subalternation instruments that maintains "the idea that non-native English speakers, such as those from Asian, Latin-American and African countries, belong to the subaltern community. This notion reduces non-native English teachers to individuals that are unable to produce, but to consume knowledge" (Núñez-Pardo, 2018a, para. 5), showing teachers as consumers of knowledge without voice and action, indicating coloniality of being. Second, the instrumentalization of grammar, decontextualised cultural content, and uncritical use of foreign methodologies convert teachers into technicians and reproducers of Eurocentric knowledge, demonstrating coloniality of knowledge. Third, the imperialism of a profit-driven publishing industry supported by a bilingual policy that associates English with work, productivity, exploitation, competition, and the prevalence of neoliberal values, makes teachers competitive, oppressed, and oppressive actors, suggesting coloniality of power (Núñez-Pardo, 2022). As a result, the critical content analysis revealed that the conventional textbook reproduces and disseminates "ways of being, knowing, and exerting power that conceal, subdue, or misrepresent the plurality of socio-cultural realities of local contexts. Hence, EFL textbooks play a key role in disseminating colonialist and neoliberal agendas that omit or distort societal differences" (Núñez-Pardo, 2022, p. 706). Correspondingly, having English teachers experiencing the decolonial criteria of being, knowledge, and power constitutes a further research question to be explored.

Objectives

The research question posed to guide the current study reads: What are local English teachers' voices from experiencing decolonial criteria for the development of EFL materials otherwise? A general research objective was stated as: To discover local English teachers' voices from experiencing decolonial criteria for the development of EFL materials otherwise. Also, three specific research objectives were established: (a) To examine the pertinence of EFL materials otherwise to foster counter hegemonic research in ELT; (b) to analyse teachers' insights of EFL materials; and (c) to assess local teacher's pedagogical practices and efforts in knowledge construction.

Literature review

Although research on developing, evaluating, and analysing mainstream EFL textbooks is abundant, studies that transgress industrial developments of English textbooks, are scanty. Yıldız and Harwood (2024) explored the constraints associated with the production of local TESOL textbooks. They involve tight production deadlines that prevents piloting and adjustment of materials; rigid structure of textbooks referred to titles, moral values, language content and skills, and allocated space per book section; as well as the risk of writing for distinct audiences, the prohibit topics, and the lack of training for authors, which reduces the authors' ability to produce pedagogically effective and culturally sensitive materials. Furthermore, Jones and

Steven (2020) carried out a duo ethnography reporting hat developing novel materials is a complex and uncompensated activity in terms of time provided for creation, edition and mentoring although rewarding when evaluated as relevant and useful. Likewise, Fahimeh Parsaiyan et al. (2020) conducted a qualitative narrative study on their challenges and identity changes when creating reading materials on classic Persian literature. They encompassed selecting attractive, relevant, and potential anecdotes, assessing richness of the content, considering linguistic features of anecdotes, creating mentally challenging activities, illustrating the stories, possibilities to be expanded and rewritten, and practising respect for students' cognition, which are evident in several versions of the materials after incorporating feedback received from two advisors and six language teachers are. Results unveiled seeing developing materials as art, practiced self-reliance, creativity, respect, and ownership as identity reconstruction markers. Moreover, Núñez-Pardo and Téllez-Téllez (2021) did a critical analysis of the cultural content present in the EFL materials generated by six in service teachers for the pedagogical interventions of their studies in a postgraduate EFL Education programme at a private university in Bogotá, Colombia. The researchers opted for Cortazzi and Jin's (1999) perspective on cultural materials, regarding their focus on the target, the local, or international cultures, as well as aspects of superficial and deep culture (Gómez, 2015; Raigón-Rodríguez, 2018; Shaules, 2007). Findings unveiled the emergence of deep culture issues in the proposed materials such as (a) reflection on students' values, beliefs, behaviour for transformation and improvement of self-concept; and (b) students' inquiry skills, such as observation, prediction, interpretation, and communication for problem solving. The former cultural contents of teacher generated materials unveiled that although the localized EFL materials resisted cultural hegemony, some teachers still have some limitations in the representations of deep culture as ssuperficial culture overcame deep culture regarding topic selection in teacher generated materials. Additionally, Núñez-Pardo et al. (2017) reported the process followed by 20 in service teachers when developing their own contextualised materials for the pedagogical intervention of their studies. It entailed pondering their learning contexts, knowledge of language, language learning and teaching, and receiving and incorporating feedback from their peers and professors in charge. The context-responsive materials fostered English language learning including argumentative writing skills through the process writing guiding task, reading comprehension supported awareness of reading strategies, digital storytelling, corrective feedback strategies on written error correction, self and peer assessment of students' oral performance, oral interaction through communicative games, and reading process through collaborative strategic reading. The researchers found pertinent the scaffolding process as in service teachers gained confidence and foundational knowledge to create materials that address students' interests and concerns. Finally, Núñez-Pardo and Téllez-Téllez (2025, in press) explored the beliefs of five English teachers on developing EFL materials otherwise by contextualising and disrupting second language acquisition principles used to develop conventional EFL textbooks in a postgraduate teacher education programme at a private university. Findings revealed (a) a change in teachers' beliefs on their self, school context, pedagogical content knowledge, educational purposes, and students' experiences shaped their identity as critical educators, researchers, and materials developers; (b) a shift in their understanding of EFL materials as sociocultural and cognitive mediations in the construction of both the teacher's and students' critical sociocultural awareness; (c) the need to ponder and questioned their daily oppressive social concerns at home, school, and community context to propose context sensitive language pedagogies to underpin their EFL materials otherwise; and (d) critical pedagogies like pedagogy of love and affect, post method peda-

gogy, significant learning, pedagogy for social justice, and contextual education played a key role in their contextualised materials otherwise and proposed language pedagogies, thereby raising students' social transformation and teachers' contention of culture, knowledge, and power hegemony in ELT. All in all, creating culturally situated EFL materials not only endorses local teachers' and students' reflection on harsh realities and attempts to turn them into EFL opportunities, but also ratifies the need to continue questioning and challenging cultural hegemony by incorporating representations of multifaceted life experiences of student' in their local context, and in relation with other cultural worlds, to trigger critical reflection, discourse, mindset, and agency in the experience of local teachers and their students when developing EFL materials in noncanonical ways.

Theoretical Underpinnings

The theoretical strands that inform the current study are critical interculturality, the decolonial turn, and EFL materials otherwise, as discussed below.

Critical Interculturality and the Decolonial Turn

There is a need for contesting Eurocentrism as a world-wide font of knowledge (Walsh, 2009; Lander, 2000) as it ignores, deters, and subordinates non-European forms of knowing (Quijano, 2001; Restrepo & Rojas, 2010, Walsh, 2007). The researcher has drawn on re-thinking the concept of knowledge from a nonorthodox position (Walsh, (2010) that empowers teachers and students otherwise for curricular, materials, and pedagogical decision making by developing their own EFL materials otherwise centred on students' complex contextual realities (Núñez-Pardo & Téllez-Téllez, 2025, in press). Critical interculturality demands the collective construction of a sociocultural, political, and epistemic project to decolonise and transform sociohistorical structures and build a different society (Walsh, 2007, 2009). Despite being stated as a transverse stem of education in the 90s, three perspectives have been identified: the operational view (Tubino, 2005) of recognising the cultural other under the pretext of tolerance and respect in asymmetrical interaction without core changes. The relational view of recognising sociocultural diversity in a rudimentary interaction among cultures, without considering the causes of sociocultural differences. The vision of critical interculturality in still under construction (Viaña et al., 2010). There is an urgent need for disrupting power relationships, structures, and conditions that maintain inequality, inferiorisation, racialisation, and discrimination.

The colonial power matrix embeds coloniality of being, knowledge, power (Lander, 2000; Quijano, 2000; Walsh, 2009), upholds the periphery in a subordinate position (Castro-Gómez & Grosfoguel, 2007). Transforming the society resides in critical interculturality as it embodies a shift in knowledge construction (Maldonado-Torres, 2008), implies epistemic diversity (Castro-Gómez & Grosfoguel, 2007), and compels "emancipating critical thinking, reducing Eurocentric-knowledge dependence, and resisting the supremacy of political and socio-economic agendas that legitimate the interests of the dominant social order" (Núñez-Pardo, 2018b, p. 3). This break proposes a thought otherwise (un pensamiento otro) also known as a border thought (pensamiento fronterizo), or emerging forms of knowing. "This oppositional thought is not simply based on recognition or inclusion, but rather centred on a socio-historical structural transformation … This also implies teachers otherwise, students otherwise, and EFL materials otherwise … to respond to diverse social dynamics" (Núñez-Pardo, 2022, p. 705). In essence, "critical

interculturality and the decolonial turn advocate for more symmetric and diverse sociocultural representations and relationships in EFL materials, enabling individuals' critical socio-cultural and political awareness, transformation, and construction of local knowledge" (Núñez-Pardo, 2022 p. 707). Such endeavour is possible through collective actions that overcome the relational and functional perspectives of interculturality to reach its critical perspective, as a decolonial discourse/theoretical position that gives equal right to all individuals that live in a society, without distinction of ethnic origin, social class, gender identity, capacities, sexual orientation, religious creed, and the sort. Nonetheless, the development of contextualised EFL materials otherwise "may contribute to the communal construction of a decolonising project where a sociohistorical structural transformation could lead to more equitable and egalitarian societies" (Núñez-Pardo, 2021, p. 155). For the purpose of this study, critical interculturality as a decolonial alternative … contributes to negotiating socio-cultural diversity and the conciliation of the difference between the local and the foreign (Walsh, 2010; Tubino, 2005). It aims at tracing European colonialism to stop perpetuating and naturalising subordinated socio-cultural relations. In this vein, "critical interculturality contests Eurocentric visions of knowledge and the imperialism of the commercial publishing industry of textbooks since they conceal and misrepresent the multiplicity of socio-cultural realities of local contexts" (Núñez-Pardo, 2022 p. 707).

EFL Materials Otherwise Defined

EFL materials developed in nonconservative ways have not been explored sufficiently. As such, they contrast from existing ones and unsettle the profitable vision of international publishing conglomerates and their local branches. Besides disregarding complex cultural realities of local contexts (Núñez-Pardo & Téllez-Téllez, 2018), mainstream textbooks homogenise learning and teaching processes (Kumaravadivelu, 2016), omit high order thinking-related learning activities (Gray, 2010; Núñez-Pardo, 2020, 2022), dissuade awareness of sociocultural diversity (Bao, 2013), and prevent the development of intercultural communicative competence (Gómez, 2015, 2018; Rico, 2012). In attempt to unsettle commercial-oriented textbook industry, teachers are encouraged to develop EFL materials otherwise from "a critical approach … that considers the particularities of the rural and urban school, home, and community contexts, as spaces for the social construction of knowledge" (Núñez-Pardo, 2022a, p. 712). EFL materials otherwise conceived as "sociocultural mediations aim at generating participative, reflective, creative, and liberating educational acts that prepare students for independent life" (Núñez-Pardo & Téllez-Téllez, 2024, p. 649). These desirable materials embrace students' complex life experiences and projects, critical thinking-oriented learning activities supported by the critical use of learning strategies and technological resources, and context-responsive language pedagogies that help students understand and question their own cultural worlds. In the researchers' perception, these EFL materials otherwise are empowering mediations that enable other possible ways of living and feeling; learning, unlearning, and relearning; and exerting autonomy. The ontological, epistemological and power criteria are argued elsewhere (Núñez-Pardo 2022).

Suggestion & Further research

A concern of the researcher is to let readers know that the decolonial criteria embodied her understanding of EFL materials otherwise from a critical decolonial perspective and thus, they are expected to be considered as a suggestion to orient their development. In this respect, the EFL materials otherwise are considered "from a reflective, critical, and emancipating stance

to respond to diverse social dynamics and cultural patterns of local contexts where these resources are used to teach and learn English. They also relate to other cultural experiences of the world" (Núñez-Pardo (2022a, p. 705). In this way, local teachers ponder, question, develop a critical discourse, re-signify, and act to transform their pedagogical practice to contest hegemony in ELT.

Three further research questions emerged while conducting this study. The first one: What is unveiled in terms of cultural content in teacher generated materials at the master's programme in education with emphasis on English didactics? It was carried out and its results were documented in the chapter titled Tracing the Cultural Component in Teacher Generated EFL Materials, published in the book denominated Defying Culture Hegemony through Teacher Generated EFL Materials (Núñez-Pardo & Téllez-Téllez, 2021). The second question: What are teachers' beliefs on developing EFL materials otherwise in a postgraduate EFL teacher education programme? It has already been conducted and its results are reported in the chapter entitled The Unexplored Role of Developing EFL Materials Otherwise in Disrupting and Reconstructing Teachers' Beliefs, soon to be published in the book called Subverting and Reconstructing Teachers' Beliefs on Mainstream Ways of Developing EFL Materials (Núñez-Pardo & Téllez-Téllez, 2025, in press). The third question for further research reads: What identity markers of English teachers are revealed from the appropriation of ontological, epistemological, and power criteria in a postgraduate EFL teacher education programme?

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THE SOCIOLINGUISTICS OF UNIVERSITY FOREIGN LANGUAGE WRITING: EXPOSING CRACKS IN COMPETENCY AND ASSESSMENT MODELS

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Introduction

Literacy skills were once considered the true aim of schooling and the means for societies to advance. While this is no longer considered the central aim of mass schooling systems, it is still a central tenet in most educational systems (Cook & Gumperz, 2006). The nature of literacy though has come under severe question over the course of the last few decades as it is no longer seen as the simple encoding-decoding of graphemic and phonetic data but as a complex social task that works upon social formulae (Cook-Gumperz, 2006; Gees, 2015). As important parts in education, they require adequate frameworks for evaluating our students' learning of the skill(s). In second language/foreign language (SL/FL) learning though, this can be more complex. SL/FL students must learn a variety of skills that come with learning another language. Not only must they dominate the grammatical system that underpins the language and the language's phonology, they must also obtain an understanding of the sociolinguistics of the language.

While some linguistic positions posit sociolinguistics to be a secondary concern to the formal grammatical aspects of the language, other linguistic schools recognize that all language use is social and sociolinguistic. The arguments of these schools are gaining force as sociolinguistic research all around the planet is showing that this argument is true: the linguistic and the social cannot be divorced. As literacy skills are vital in SL/FL education, it is a matter of great importance that how we teach/understand these skills adapt to the most current understanding in sociolinguistics – something that is not occurring. This project applied the most current sociolinguistic theory to one particular set of literacy skills: writing, so that we may better understand how students are sociolinguistically producing their texts and how lecturers may be providing sociolinguistic input in this process. Furthermore, it examined how this process occurs over different levels of language mastery so that we may have a characterization of how sociolinguistic expression develops in SL/FL literacy, and how we might develop a way of understanding/

evaluating students' sociolinguistic progress/mastery in addition to their traditional grammatical/phonological process.

Problem statement

The problem at the heart of sociolinguistic expression in second language (SL) literacies is twofold: there is no real study of SL literacy development in terms of sociolinguistics, and the few studies that have examined SL literacies are founded in either first or second-wave sociolinguistics. The combination of these two issues leads us to the resulting problem: there is no up-to-date model for examining the sociolinguistic progress of SL students in terms of their writing. The first issue lies in that on the sociolinguistic level there is no deep study of literacy develop. While it is true that sociolinguistic competence is considered, this is separate to sociolinguistics. Sociolinguistic competence refers to 'the ability to produce sociolinguistically appropriate discourse that obeys 'rules of sociocultural use and rules of discourse' (Canale & Swain, 1980, p.30) such as 'dialects, language varieties, registers, and natural and idiomatic expressions (Bachman and Palmer, 1996, p.68; Bagarić & Djigunović, 2007, p. 103). The second issue is that studies or texts that examine the relationship between literacies (SL/FL or mother-tongue) are based in first or second wave sociolinguistics. Sociolinguistics has passed through three theoretical and methodological moments known as 'waves' (Eckert, 2016), with the field being in the third wave at the moment. The first wave focus was on large scale language change in relation to demographic factors with a focus on quantitative methodology and, with individuals seen as representatives of a single identity (Drummond & Schleef, 2016). The Second Wave shift the focus to ethnography and the social constructivist relationship variables and social categories (Eckert, 2016). The third wave is focused on how language and identity are co-constituitive (Eckert, 2018). Here arises the second issue – what studies/texts do exist regarding literacy and sociolinguistics (e.g. Geeslin & Long, 2014; Martinéz & De Vera, 2019) focus on grand-scale categories or micro-scale ethnographies and not on the co-constituitive relationship between language, society and the self.

Objectives

General objective:
- Characterize the sociolinguistic control/mastery of English through their chronotropic construction of a variety of texts produced by pre-service students and lecturers in the Bachelor of Education at the Universidad del Tolima.

Specific objectives:
-Construct a possible model for the relationship between second language acquisition and the expression/construction of chronotropic identity over language learning time.
-Analyse whether there exist commonalities between the chronotopes enacted by pre-service teachers and their university lecturers, and if these possible commonalities have a relationship of effect.
-Form theoretical links between third-wave sociolinguistics and second-language literacy practices in pre-service teachers and lecturers.
-Construct a possible model for evaluating the sociolinguistic development of SL literacy

Literature review

Sociolinguistics is broadly defined as the relationship between language and society, with the nature of that relationship changing over the field's history. At the heart of the sociolinguistic enterprise though has been the social nature of language (Coupland & Candlin, 2014). Sociolinguistics at its beginning was interested in the correlation between social categories (such as class or region) and linguistic variables (often phonetic), usually looking for theories that would explain language change (Eckert, 2016). This 'First Wave' of sociolinguistics was interested and the methodological foundation for the first wave was the statistical analysis of variant use (Drummond & Schleef, 2016). The Second Wave viewed language as a set of shared repertoires, values and practices that could be understood from the close study of forms indexing social categories. At the end of Second Wave, sociolinguistics began to see how style forges and modifies social categories, and thus the Third Wave began (Eckert, 2016). The Third Wave stemmed from observations about the importance of style in the creation of the social categories that the prior two waves examined and is where the field finds itself now (Eckert, 2016). As such it views society and social identity are not emergent from language, but co-constructive with language – social identity is formed through indexing and indexing is formed through identity enacting. This nature of language, identity and sociolinguistics will become important as we look at literacy.

Literacy has been re-theorized over the course of the last few decades and is now understood to be far more than just encoding-decoding information for the sake of memory. Acosta-Rubiano & Martínez-Granada (2019, p.87) note that writing is a process to communicate ideas, feelings, experiences and thoughts to shape them into a text with the purpose to have readers and reactors. Gee (2015B) argues that literacy when seen as a purely memory saving device, or as a means of portraying a certain type of information, is an ideological tool for promoting one social class over another. The change in understanding over time of literacy has given rise to multiple theories regarding literacy such as Multiliteracies (Cope & Kalantzis, 2005), Critical Literacy (Janks, 2014), Cognitive Literacy and Emergent Literacy (Fellowes & Oakley, 2019).

Reading and writing are two of the central skills underpinning SL/FL education. Regardless of the language being learned, there is always a strong focus on reading and writing as these traditionally form 2 of the 4 essential skills (the others being listening and speaking). Means of evaluating SL/FL texts vary and there is an entire quarterly journal devoted to the matter (The Journal of Second Language Writing) that has been in print since 1992. As Klimova (2011, p391) notes, most evaluation of second language writing by students tends to be evaluated according to content, organization, vocabulary, language use, and mechanics. When the sociolinguistics of students' writing is to be analysed, we find two approaches: (i) evaluative measures based on communicative competencies or contexts (e.g. Polio, 2012; Plakans, 2012; Cohens; 2012), and (ii) individual discourse analyses of case studies (e.g. Norton, 2013). In the case of the latter, these do not form any kind of useful theoretical tool for use in education and tend to fall into the Second Wave of sociolinguistics. In the case of the former, this is a tool for educational evaluation and understanding.

Findings & Discussion

This project has two principal findings: Sociolinguistics is not an aspect of writing development and assessment, and the competencies model is not adequate.

In terms of the competencies model, the project produced two key questions: how should sociolinguistic/sociocultural competence be configured or proposed so that it concurs with current sociolinguistic thought? Or should it be done away with completely? The answer to the latter question is no, it should not be done away with as the communicative competence model provides an extremely useful framework for second language learning and the evaluation of second language learning. I argue that sociolinguistic competence should be reformulated towards a more co-constructive model based on agents in a field that allows for manipulation. A field is a sociological concept which refers to how agents locate themselves and others in terms of resources and power relationships in a shared imaginary social space. Language is current sociolinguistic thought can be considered one such field – it is a space of interaction where agents act either reflexively or towards other agents in a deeply contextualized space where not only grammatical items are interchanged and co-constructed, but social identities are forged and claimed against a complex socio-political background. Sociolinguistic competence should then be the ability of a speaker to successfully access and manipulate the sociolinguistic field in which they either insert themselves or are inserted.

As for student EFL/ESL writing and assessment. Both of these practices were found to be strongly restricted by traditional grammatical and register means of teaching and assessment. Assessment practices did not take sociolinguistic ability into account and this in turn shapes students' writing practices. In order to overcome this limitation, the question that emerges is how is access and manipulation of the sociolinguistic field demonstrated in writing? The user of the language not only must be able to 'use language appropriately to the sociocultural context' but must be able to identify and skillfully mold indexed linguistic and social items to forge, enact and take ownership of space-time and social identity positions in context. This means that any measurement of sociolinguistic competence but not look at supposed opaque and homogenous foreign sociolinguistic fields, but at localized interaction with local relative fields of sociolinguistic interaction with agents that not only use the linguistic code but manipulate it to their own ends. This itself implies a reconfiguration away from the idea of idealized monolingual native speaker spaces, but towards successful hybrid interactions in (often contested) hybrid spaces. This reconfiguration will place sociolinguistic competence in line with current sociolinguistic thought.

Conclusions

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Suggestion & Further research

There remains much to be done in the fields of sociolinguistic competence, the sociolinguistics of writing and writing assessment. The competence model, as mentioned several times above, needs to be reworked. However, this reworking must emerge from interdisciplinary endeavors and not from monodisciplinary reflective practice. While this research has reworked sociolinguistic competence, the other competences must also be revised and, if needed, reworked. The sociolinguistics of writing also needs a lot more work. While interesting steps are being taken, it remains abundantly clear that field is still in its infancy and must take leaps in progress in order to reach the position where it should realistically find itself now. Finally, this research calls for greater research into collaborative assessment models for EFL. While teachers do a great job and assessment models are advancing, speech (both written and spoken) are collaborative affairs and, as such, more tools must be developed for teachers to engage in the assessment of that collaborative affair.

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AI-CULTURALITY: INCORPORATING AI INTO STUDENT-CENTERED EDUCATION

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Author's Biodata

Jovana Živković holds a Master's degree in Pedagogy from the Universidad de Los Andes and a certificate in Language Program Management from Columbia University in the United States. With 10 years of experience as an English teacher at Universidad de Los Andes and over 7 years of experience as a senior educational consultant for the British Council, Jovana has designed training programs for over 2000 teachers from the Education Secretariat of Bogotá and led a large-scale online English program English without Borders for more than 20000 students. She has experience as an examiner for international exams and has led projects for developing materials and courses for students and teachers in Colombia and abroad. Her main interests lie in designing learning and teaching experiences that have a positive impact on learning outcomes.

Introduction

The integration of artificial intelligence (AI) into educational systems presents both opportunities and significant challenges. As AI technologies rapidly advance, it becomes imperative to explore how these tools can be effectively harnessed to enhance student-centered learning experiences. This presentation explores the concept of AI-culturality and AI-competence. By examining key frameworks for AI integration and presenting a case study from a writing course at a local university, the presentation aim to provide insights into potential benefits and challenges associated with AI-integration in education.

Problem statement

Despite the widespread adoption of AI in various sectors, its integration into education has been met with both enthusiasm and challenges. A key challenge lies in ensuring that AI tools are aligned with student-centered pedagogical principles that promote learning. This presentation addresses the problem of effectively incorporating AI into educational systems in a manner that respects diverse cultural contexts, promotes critical thinking, and fosters equitable learning opportunities for all students, without a detriment to their skills development.

Objectives

- Define AI competence and its relevance in the context of student-centered education.
- Examine key frameworks for AI integration in education, such as UNESCO's AI Strategy and Workforce EDTech's framework.
- Explore the potential benefits and challenges of incorporating AI into student-centered pedagogies.

-Present a case study illustrating the impact of AI on student learning and engagement in a writing course.
-Identify opportunities for leveraging AI to enhance student-centered learning while addressing ethical concerns.
-Advocate for a human-centered approach to AI integration that respects cultural diversity and promotes equitable access to education.

Literature review

The integration of artificial intelligence (AI) into education presents both opportunities and challenges. While AI can offer personalized learning experiences, adaptive tools and better learning products, it is crucial to consider the cultural, ethical and pedagogical implications of its implementation. Studies have highlighted the importance of developing AI tools that are culturally sensitive and inclusive, recognizing the diverse needs and backgrounds of learners (UNESCO, 2023). UNESCO's AI Strategy for Education provides a framework for ethical and responsible AI development, emphasizing the need to align AI with human values and cultural diversity. Workforce EDTech's AI in Education Framework offers guidance on implementing AI in educational settings, focusing on pedagogy, infrastructure, and governance (Workforce EDTech, 2024).

Student-centered pedagogies, such as those advocated by Hattie, (2023) Robinson (2009), and Dweck(2006), emphasize learner autonomy, critical thinking, and collaboration. These principles align with the goals of AI-driven education, which aims to personalize learning and foster deeper engagement. However, it is essential to ensure that AI tools are designed to support these pedagogical approaches rather than replacing them. By integrating AI in a culturally sensitive and ethical manner, educators can leverage its potential to enhance student-centered learning experiences. This requires a careful consideration of the cultural context, pedagogical principles, and ethical implications of AI implementation.

Methodology

This research employs a case study approach to investigate the integration of AI into student-centered education. A group of 58 students enrolled in a writing course at a local university served as participants. The study focused on the use of AI-powered writing tools and their impact on student learning outcomes, engagement, and attitudes towards AI.

Data was collected through a combination of a pre-intervention survey and analysis of student writing samples. Pre-intervention surveys assessed students' prior knowledge of AI, their attitudes towards using AI, and their expectations for the course. Analysis and assessment of student writing samples was utilized to determine the extent to which students rely on AI tools and for which purposes.

It is important to note that this study presents preliminary findings based on a limited sample size and a relatively short duration of a study that is still in progress. Further research and analysis is needed to establish more definitive conclusions.

Findings & Discussion

The majority of students reported positive attitudes towards AI, perceiving it as a helpful tool for learning and writing. By allowing students to rely on AI tools of their choice, the learning experience was significantly improved, which in turn increased student engagement in this writing course. However, it is essential to address the ethical concerns since more than 20% of students relied on generative AI to correct or write their entire papers. This affects the development of their writing skills thus the achievement of course goals.

Conclusions

The majority of students reported positive attitudes towards AI, perceiving it as a helpful tool for learning and writing. By allowing students to rely on AI tools of their choice, the learning experience was significantly improved, which in turn increased student engagement in this writing course. However, it is essential to address the ethical concerns since more than 20% of students relied on generative AI to correct or write their entire papers. This affects the development of their writing skills thus the achievement of course goals.

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INTERCULTURALITY: PRINCIPLES TO SUPPORT EFFECIVE ENGLISH LANGUAGE TEACHING

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Introduction

In a world where people are always on the move and the globalization of society leads us to inter- act regularly with a diverse group of neighbors, coworkers, shopkeepers, online friends, and even strangers, we all learn a little bit about language and culture every day. Sometimes these interactions are unexpected and delightful; sometimes they are deliberate or routine. Just as our lives touch other people, their lives touch us. Our interactions are most fruitful when they are supported by clear communication, respect, and cross-cultural understanding. The British Council report (Patel et al., 2023) points out that although the future of English language pedagogy and assessment is shifting with the advent of new technologies (including AI) and a decreased focus on native-like proficiency, English language teachers are and will still be needed. Teachers will continue to play a central role in language learning by providing high-quality instruction, which includes motivating learners, incorporating effective techniques, selecting appropriate materials, and more.

Problem Statement

Because of the multicultural society that we live in today, it has become important to focus on developing students Intercultural Competence (IC). It is a competence that means being able to understand, relate to, and being open towards different cultures

Objectives

Get teachers to do the following: Be an educator, Help SS to become more aware of the world around them, Help ss better interact with that world, Bring culture into the classroom and be unique mediators of cultural relativity.

Literature review

The issue of intercultural communication has garnered more attention than ever as the world changes with increasing mobility both physical and virtual. Such change not only transforms how we communicate but also foregrounds cultural differences and the implications of inter-

cultural understanding. Scholarly debate on the nexus of language and culture has ignited considerable research effort to contextualise foreign language education to accommodate such changing landscape.

Conclusions

Intercultural communication is an important aspect in EFL classrooms since EFL classrooms are one of the learners' environments to learn the culture and intercultural communication.

TRANSLANGUAGING, WILDNESS, BEAUTY AND IMAGINATION

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Introduction

Translanguaging, Wildness, Beauty, and Imagination offer innovative and pedagogically sound theoretical foundations and methods for English Language Teaching (ELT). Integrating translanguaging, allowing the use of students' entire linguistic repertoire, into the ELT classroom supports students in their English-language acquisition. In this presentation, we will explore practical methods how to do this, as well as how to integrate wildness/creativity, beauty/harmony, and imagination/action, into the classroom in ways that expand and enhance learning and language acquisition.

Problem Statement

How does translanguaging increase efficacy in language acquisition classrooms. How does the integration of translanguaging, wildness, beauty, and imagination increase language acquisition efficacy? The EFL landscape is changing significantly. The former paradigm assumed the separation of languages with the exclusion of mother tongues in the English language classrooms. Current research reflects the increase of language acquisition with the inclusion of students' full linguistic repertoire in their language classes. The combination of translanguaging with wildness/creativity, beauty/harmony, and imagination/action invites student engagement and language acquisition in expanded and exciting ways.

Objectives

The objectives of this session include that educators will: gain an understanding of translanguaging; identify what translanguaging looks like in the classroom; be exposed to current translanguaging research and how translanguaging can be utilized to increase language acquisition; gain ideas how to implement translanguaging in their own educational context; reflect on ways to increase wildness/creativity, beauty/harmony, and imagination/action in their language classrooms for increased language acquisition and student engagement.

Literature review

The literature reviewed for this presentation focused on current research in translanguaging, English Language Teaching (ELT), English as a Foreign Language (EFL), multilingual education, additional language acquisition, linguistic human rights, ecolinguistics, engaged pedagogy, wildness, beauty, and imagination. The literature reviews spanned the historic foundations of ELT and the paradigmatic assumptions of the literature with its often colonial foundations. Current literature review reflects the latest research focused on the efficacy of translanguaging in language classrooms. This literature review encompasses international research findings on language acquisition when students' whole linguistic repertoire is embraced in the language classroom. The literature of creativity, language acquisition, wildness, beauty, and imagination through multiple lenses is integrated throughout this presentation with ideas on how educators can enrich their pedagogy and praxis.

Methodology

Transdisciplinary research and creative methods honour complexities. These complex dynamics encourage us to move beyond discipline- specific and isolated analyses and into rich and deep research, as 'only a thoroughly transdisciplinary perspective can navigate such issues, which are at once technological, cultural, ethical, political, economic, and ecological' (Wells, 2013, p 126). This chapter explores the creative method of Scholarly Personal Narrative (SPN) (Nash and Bradley, 2011) and theoretical framework of Lilyology (Blair, 2015). SPN falls under the overarching umbrella of narrative inquiry (Creswell and Poth, 2017). The narrative method 'begins with the experiences as expressed in lived and told stories of individuals' (p 70). Clandinin and Connelly (2004) detail 'experience as central to the epistemology and ontology of narrative inquiry' (p 38). Using narrative methods, researchers weave their lived experiences and understandings into the research. Narrative and story convey the findings of qualitative research. Qualitative research reflects an interpretive approach to make sense of the meaning (Denzin and Lincoln, 2011). Dewey (1980) describes narrative inquiry as a way to make the 'tangled scenes of life more intelligible in aesthetic experience' (p 290). The epistemology of SPN falls within narrative inquiry as, when done well, it 'combines scholarship, personal stories, and universalizable themes and insights in a seamless manner' (Nash and Bradley, 2011, p 24). Essential aspects of SPN highlight the writer's intentionality to identify broader themes and insights and connect these universalisable ideas within non- academic and academic prose. SPN explores research, not through a positivistic paradigm that assumes researcher objectivity, but rather by assuming researchers bring their whole selves and experiences to the research. This concentration on connective knowledge differentiates SPN from interdisciplinary research, as it transcends the divides that remain and embraces research that weaves and fuses together to create a new whole. Interdisciplinary research can be represented as a braid. The disciplines remain distinct, even when woven together, as the distinct sections of hair remain separate while woven within the greater whole. Within transdisciplinary research, the disciplines come together, swirl, interweave, and create a new whole, much as recycled Indian saris are cut into ribbons that are twisted and fused together so seamlessly that the separate strips are indistinguishable within the new whole. This embrace of lived experiences grounds the axiology of SPN, reflected in key terms used by SPN researchers: vigour rather than rigour, subjective

experience rather than experimental design, personal testimony instead of evidence, perspectives over data, introspective questions instead of interview questions, universalizability rather than replicability, according to my experience that acknowledges limitations, plausibility/ honesty/ coherence replaces hypothesis, and illustrative, embedded references replace literature reviews (Nash and Bradley, 2011, pp 82– 5). These paradigmatic foundations of SPN reflect with transparency where the researcher is situated within the inquiry. The relevance of SPN as the methodological framework lies in its expansiveness not only to allow, but also to encourage, a meaningful, energetic, and genuine relationship between the researcher/ writer and the work. In The Offense of Theory Maggie MacLure (2010, p 277) asserts that the 'value of theory lies in its power to get in the way: to offend and interrupt'. MacLure invites us to consider the power of theory to resist the reproduction of the status quo and be open to new possibilities.

Findings & Discussion

The unique focus of this presentation is grounded in its exploration translanguaging theory, research, and practice, along with the exploration of language through the lenses of wildness, beauty, and imagination. The methodological approach embraces and reflects these lenses through the inclusion of the personal narrative and empirical. Wildness, beauty, and imagination flowed throughout the methodological approach of this inquiry. The approach throughout this inquiry was one of deep immersion in the scholarship and literature of the research and ideas. I sank deeply into reading the academic texts of translanguaging and second language acquisition. As I read, I followed the natural flow of ideas and energy leading me to further resources and research. I studied the research presented and took note of further resources, writers, books, texts, articles to explore. I trusted the natural flow of where to go next with my research. I paid attention to what ideas held energy for me as I read about this. This journey was emphatically not a linear, behavioristic discipline-driven march forward, but rather a journey embarked upon with openness and based on the natural energetic flow of where the research and reading moved. Findings presented through the session will be opened to discussion at the conclusion of the presentation for educators to share their experiences with translanguaging, ideas regarding challenges and opportunities in the classroom and educational environments, and ideas for application in multiple educational contexts.

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Research Reports

CONNECTING CLASSROOMS GLOBALLY: THE IMPACT OF COIL ON COLOMBIAN HIGH SCHOOL STUDENTS

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Introduction

In recent years, online collaborative learning programs have gained significant attention due to their potential to enhance students' learning experiences. Collaborative Online International Learning (COIL) has emerged as a promising approach for fostering global connectivity and intercultural understanding. COIL allows students from different cultural backgrounds to collaborate virtually, engaging in discussions and activities that bridge geographical divides.

The development of English communication skills, collaboration, and cultural awareness is crucial in today's interconnected world. English proficiency is often seen as essential for academic and professional success, while collaboration skills are highly valued in both educational and workplace environments. Cultural awareness, meanwhile, fosters mutual respect and understanding between individuals from diverse backgrounds.

Research highlights the benefits of online collaborative learning, showing how these programs can improve student engagement, technological literacy, and peer interaction, leading to more meaningful learning experiences. COIL, in particular, has been shown to enhance student engagement and learning by integrating international perspectives into the curriculum, encouraging multicultural exchanges, and expanding access to global education. It has also played a significant role during the COVID-19 pandemic, enabling international collaboration despite physical restrictions.

These findings underscore COIL's transformative potential in promoting global connectivity, intercultural understanding, and comprehensive educational development. By enhancing critical

skills such as communication, collaboration, and cultural awareness, COIL effectively prepares students for the demands of a globalized world.

In light of this growing interest, this research aimed to explore the impact of COIL on enhancing English communication skills, collaboration, and cultural awareness among high school students in Colombia. By drawing on research and examining students' experiences, I investigate how this approach contributes to their overall learning and development.

Problem Statement

In today's globalized world, the need for developing critical 21st-century skills such as English communication, collaboration, and cultural awareness has become increasingly evident. These skills are particularly important in the context of English Language Teaching (ELT), where students are often required to interact with diverse cultures and engage in cross-cultural communication. However, traditional classroom environments may not provide sufficient opportunities for students to develop these competencies in an authentic and global context. The emergence of Collaborative Online International Learning (COIL) presents a potential solution to this challenge, offering a platform for virtual collaboration between students from different cultural backgrounds.

Despite the growing adoption of COIL in higher education, its implementation in secondary and high school settings, particularly in Colombia, remains limited. Moreover, while existing research underscores COIL's positive impact on higher education students' learning outcomes, there is a lack of studies exploring its effects on high school students. Specifically, little is known about how COIL can enhance English communication skills, collaboration, and cultural awareness in younger learners. This gap is particularly relevant for English language learners, who could benefit from international exposure and intercultural dialogue as part of their language acquisition process.

Given the importance of these skills for academic and professional success, and the potential of COIL to address these needs, it is necessary to investigate how this approach can be effectively used in secondary and high school contexts. This research aims to explore the impact of COIL on enhancing English communication skills, collaboration, and cultural awareness among high school students in Colombia. By examining students' experiences and perceptions, the study aimed to understand how COIL contributes to their overall learning and development, and to identify the challenges and opportunities involved in implementing this approach at the secondary level.

Objectives

-To explore the impact of Collaborative Online International Learning (COIL) on enhancing English communication skills, collaboration, and cultural awareness among high school students in Colombia.

Literature review

Several studies have examined the impact of online collaborative learning programs on student learning and attitudes. For example, Magen-Nagar and Shonfeld (2017) investigated the impact of an online collaborative learning program on students' attitudes toward technology, highlighting the potential benefits of such programs for enhancing students' technological literacy and engagement. Cooney and Darcy (2020) explored the pedagogical value of collaborative educational games, emphasizing the role of collaboration in promoting active learning and student engagement. Altınay (2016) evaluated peer learning and assessment in online collaborative learning environments, shedding light on the effectiveness of peer interactions in enhancing students' learning experiences. Moreover, Capdeferro and Romero (2012) examined students' satisfaction with collaborative learning experiences in online settings, identifying factors that contribute to students' frustration and engagement. Furthermore, Freiermuth and Huang (2012) investigated the effect of an intercultural online synchronic chat task on students' motivation, highlighting the potential of such tasks to promote intercultural communication and understanding.

Additionally, several studies have examined COIL in different settings. Vahed and Rodriguez (2020) underscored how COIL projects enhance student engagement and learning by integrating international perspectives into the curriculum. Similarly, Asojo et al. (2019) highlighted the value of multicultural learning within the COIL framework, particularly in design education. Their study demonstrated that COIL facilitated a rich exchange of cultural perspectives, which significantly enhanced students' design thinking and creativity. Furthermore, Zhang and Pearlman (2018) emphasized the role of technology in expanding access to international education through COIL courses. They found that technology-enhanced COIL not only broadened students' educational horizons but also provided equitable access to international learning opportunities, particularly for those unable to participate in traditional study abroad programs. De la Garza and Maher (2022) explored the decolonization of the film curriculum through South–North COIL initiatives, revealing that such collaborations can challenge and expand traditional Western-centric educational paradigms. Their findings suggest that COIL can play a critical role in diversifying curriculum content and promoting a more inclusive and representative understanding of global cultures and perspectives.

During the COVID-19 pandemic, Zhu et al. (2023) conducted a participatory case study in China, demonstrating how COIL could cross boundaries and connect students globally despite physical restrictions. Their findings highlighted COIL's adaptability and effectiveness in maintaining international collaboration during unprecedented times. In addition, Borger (2022) discussed the core elements of successful COIL programs, emphasizing the importance of structured collaboration, mutual respect, and clear communication for achieving impactful educational outcomes. Lastly, Naicker et al. (2021) investigated the preparedness and experiences of South African students participating in COIL. They found that while students initially faced challenges in adapting to the collaborative online environment, the experience ultimately enhanced their digital literacy, intercultural competence, and collaborative skills.

Collectively, these studies underscore the transformative potential of COIL in promoting global

connectivity, intercultural understanding, and comprehensive educational development. They provide robust evidence that COIL can effectively prepare students for the demands of a globalized world by enhancing critical 21st-century skills such as communication, collaboration, and cultural awareness.

Findings & Discussion

The Impact of COIL on Students' English Communication Skills

The survey revealed notable improvement in the English communication skills of Colombian high school students participating in the COIL project. Initially, 70.5% rated their skills as moderate, and 21.3% as low. After the virtual classes, 45.9% found the sessions effective, and 4.9% rated them as very effective in improving their English communication abilities. The immersive nature of these online sessions was instrumental in students' language development.

During interviews, students reported significant progress in oral comprehension and expression, noting better pronunciation, vocabulary, and listening skills. They also gained confidence in conversing with peers from diverse cultural backgrounds. The exposure to varied linguistic contexts improved their written communication skills, particularly grammar and textual comprehension. A substantial 95.1% of students acknowledged the cultural exchange positively impacted their English learning, emphasizing how COIL provided a more holistic approach to language acquisition.

The Impact of COIL on Students' Collaboration Skills

Survey results showed a marked improvement in students' collaboration skills after participating in the COIL project. Initially, 49.2% rated their collaboration skills as moderate, and 6.6% as low. After the project, 42.6% reported moderate improvement, 37.7% noted significant improvement, and 1.6% reported considerable gains. The structured intercultural interactions inherent in COIL helped students develop essential teamwork skills.

Interviews revealed that group activities, oral presentations, and interactive sessions like video calls were effective in fostering collaboration. Students highlighted how these activities required active participation and cooperation. Collaborative tasks helped bridge cultural gaps, further enriching their understanding of diverse perspectives. Cultural exchange activities and group projects were pivotal in building students' teamwork abilities and fostering global citizenship.

The Impact of COIL on Students' Cultural Awareness

The COIL project significantly impacted students' cultural awareness. A notable 36.1% of students felt that the classes greatly contributed to their cultural awareness, 8.2% observed significant improvements, and 45.9% reported moderate gains. The opportunity to interact with peers from different countries allowed students to appreciate global diversity.

Students expressed appreciation for learning about other cultures through discussions and presentations, which included topics like traditional clothing, customs, and daily life. These

interactions enriched students' understanding of global cultures and fostered mutual respect. Real-time communication tools like Padlet facilitated engaging exchanges, making the learning process more interactive and effective in raising cultural awareness.

In summary, the COIL project proved to be a valuable tool in enhancing students' English communication, collaboration, and cultural awareness. Through structured online interactions, students not only improved their language skills but also gained deeper insight into global diversity and collaboration, preparing them for the demands of an interconnected world.

Suggestion & Further research

Based on the findings of this study, several suggestions can be made to enhance the implementation of COIL in educational settings. First, it is crucial to integrate well-structured collaborative activities that promote active participation and interaction among students. These activities should encourage both language development and intercultural awareness, such as group discussions, cultural exchange projects, and collaborative problem-solving tasks. Incorporating real-time communication tools like video calls, chat platforms, and interactive games can further boost student engagement and participation.

Additionally, instructors should provide clear guidelines and support to students for adapting to online collaborative environments. Preparing students for cultural exchanges and teamwork through pre-project orientation can help mitigate initial challenges and ensure smoother communication between participants from diverse backgrounds. Offering technical support and familiarizing students with the digital platforms used in COIL can also improve the overall experience and outcomes.

Further research is needed to explore the long-term impact of COIL on students' academic performance, particularly in language acquisition and intercultural competence. Comparative studies could investigate how COIL projects differ in effectiveness across various subjects, cultural contexts, and age groups. Furthermore, examining the role of teacher facilitation in the success of COIL programs would provide valuable insights into how educators can enhance these experiences for students.

Lastly, it would be beneficial to analyze the impact of COIL on students from diverse socio-economic backgrounds, particularly those with limited access to technology. Addressing these challenges through innovative solutions, such as hybrid models or increased resource accessibility, could help broaden COIL's reach and ensure equitable participation. Overall, COIL presents significant potential for fostering global citizenship, language skills, and collaborative abilities, warranting further exploration and development in educational contexts.

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EXPLORING THE IMPLEMENTATION OF CLIL IN AN EFL LEARNING ENVIRONMENT

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Introduction

The COVID-19 pandemic caused a significant shift in education, leading teachers to adopt Information and Communication Technologies (ICT) for virtual learning. In Colombia, this change exposed the limitations of traditional teaching methods, especially in English as a Foreign Language (EFL) education, where low proficiency levels persist. Content and Language Integrated Learning (CLIL) emerged as an innovative approach to address these challenges, combining language and subject learning. However, CLIL's implementation in Colombian state institutions remains scarce. This study investigates CLIL's integration into a virtual environment, focusing on its impact on EFL learning among eighth graders at a public school in Florencia.

Literature review

The implementation of Content and Language Integrated Learning (CLIL) in Colombia began with the National Bilingual Program in 2004, primarily within private institutions. While CLIL has gained attention in research, its application in virtual environments remains underexplored. Studies, such as Garzón-Diaz's (2018) in Bogotá, demonstrated that combining CLIL and ICT fostered collaborative learning and cultural awareness in EFL students. Zhetpisbayeva et al. (2021) in Kazakhstan further highlighted the importance of digital tools and teacher expertise in adapting CLIL to virtual settings, noting that higher education professionals showed better virtual teaching skills than secondary teachers. Setyaningrum et al. (2020) and Waloyo et al. (2021) in Indonesia revealed that CLIL in virtual classrooms demands autonomy, motivation, and effective use of synchronous and asynchronous learning, underscoring the significance of CLIL's 4Cs framework (Content, Communication, Cognition, and Culture).

These studies offer valuable insights into the benefits and challenges of implementing CLIL in virtual environments. They suggest that digital tools, content mastery, and language skills should be carefully considered when adapting CLIL to online education. This research con-

tributes to the growing body of evidence supporting CLIL's role in enhancing English learning, especially during the pandemic. The current study seeks to explore the impact of CLIL on eighth-grade students at a public school in Florencia, Colombia, focusing on its contributions to EFL learning in a virtual context. The study aims to provide evidence of how CLIL and ICT tools can innovate language teaching during a global health crisis, addressing the following research question: What are the contributions and implications of implementing CLIL in an EFL virtual learning environment?

Findings & Discussion

This study's findings highlight three key categories: (1) the role of keywords, content vocabulary, and assignments in improving students' listening and speaking skills; (2) increased participation and motivation through interactive tools like ClassDojo; and (3) enhanced critical thinking and cultural awareness. These outcomes demonstrate that CLIL positively impacts EFL learning in virtual environments. The use of content-related vocabulary, games, and assignments helped improve language skills, while motivational strategies like ClassDojo encouraged active participation. Overall, the CLIL methodology proved effective in promoting student engagement and language development.

Suggestion & Further research

This study highlights the need for further research on CLIL in diverse educational contexts, particularly state institutions and virtual environments, such as in the Amazon region. Future research could focus on integrating CLIL with other subjects or creating customized virtual platforms. Despite CLIL's prominence in private institutions, its application in public education and online learning remains underexplored, especially with the growing role of ICT in education. Expanding CLIL's use and investigating its impact in these areas will enhance understanding and promote its broader application in EFL contexts.

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STRENGTHENING OF THE COMMUNICATIVE COMPETENCE IN 9TH GRADE STUDENTS OF A RURAL SCHOOL OF COLOMBIA BY THE IMPLEMENTATION OF THE TOOL EXELEARNING

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Introduction

Learning a foreign language has become a challenge for teachers, given the fact that educators need a variety of resources and pedagogical strategies to provoke in students the eagerness to learn a second language. In this sense, one institution from Saravena, Arauca presents in 9th grade students a low academic performance and the lack of interaction of the foreign language for reasons like the lack of motivation and didactic strategies. For this reason, a research was conducted with the aim of implementing a virtual learning object (created by using the tool eXeLearning). A mixed research with the implementation of pre and post tests and diaries and surveys showed improvements in the students' interaction of the second language.

Problem statement

It has been identified that students of 9th grade from the public institution Jose Odel Lizarazo (from Saravena, Arauca) barely interact in the foreign language. Some of the reasons why this is presented are a precarious technological infrastructure, the lack of motivation for learning a second language, the current traditional methodologies that the teacher uses and the pandemic that the world experienced two years ago thanks to the COVID-19 virus. All of these situations provoked a massive number of dropouts and low academic performances, as well as low scores in the standardized test Saber 11°. Therefore, researchers considered that a virtual learning object created by the tool eXeLearning could potentially improve the communicative competence in those students.

Objectives

-General Objective
To strengthen the communicative competence in English by the implementation of a virtual learning object in 9th grade students from the Institution Jose Odel Lizarazo

-Specific objectives:
   a) to diagnose the level of the communicative competence of the 9th grade students.
   b) to design a didactic unit by the use of the tool eXeLearning to strengthen the communica-
   tive competence of 9th grade students.
   c) to implement the didactic unit to strengthen the communicative competence.
   d) assess the implementation of the didactic unit.

Literature review

Firstly, from the state of the art, different international, national and regional research papers and projects are found. At first, Prendes et al (2021) developed a research consisting the development of the linguistic competence of English as a foreign language in four countries located in Europe and Asia by the implementation of a website called AROSE. Secondly, Cruz (2020) carried out a doctoral research where he was about to verify the effectiveness of an online course to develop communicative competence in English. In terms of national investigations, Montoya and Oyola (2022) developed a research where they implemented a didactic online course to develop the communicative competence in English with a rich content in interculturality. As well, Muñoz (2020) and Lemus (2021) conducted research projects where they used the ICT as a pedagogical mediation with the aim of teaching English as a foreign language to strengthen the communicative competence. Both works were carried out in the Orinoquía region of Colombia.

In terms of the Theoretical Framework, it is fundamental to discuss the conceptions of competence and ICTs. Before conceiving communicative competence, it is important to clarify the concept of Competence. Navío (2008) states that competence is the capacity to respond to an individual or social necessity to perform a task. In terms of competence in linguistics, Hymes (1972) mentions that competence is a set of skills that allow speakers communicate effectively considering the elements surrounded in the context. In addition, Chomsky (1992) raises the idea that linguistic competence is being able to hear a sound and understand a text and knowing their corresponding meanings by considering a set of automatic rules. Finally, in terms of ICT, Belloch (2012) defines ICT as technologies for the storage, recovery, process and communication of information, and such elements can be the television, the videos, the telephones, among others.

Findings & Discussion

In the pre-test, the results showed that most students did not obtain the minimum score to approve the exam, which effectively proved the issue mentioned in the problem statement. The minimum score was 2 correct responses out of 22 questions and the maximum score was 14 out of 22. During the sociodemographic questionnaire, about 40% of students are foreigners, specifically from Venezuela given the geographic relevance as Saravena limits with this country. As well, almost every student is located in a low-class economic status and finally the students expressed that they did not count with elements related to information and communication technologies such as computers, laptops or internet connection. After the implementation of the tool created by eXeLearning, the post-test showed improvements in the scores as they were satisfactory and more than half the students could successfully pass the exam.

The minimum score in this opportunity was 9 out of 22, and the maximum score was 20 out of 22. In the qualitative analysis of the field notes and the satisfaction survey, positive reviews and perceptions were received. The data triangulation showed that students felt confident with the use of the tool and they expressed how innovative and motivating this teaching methodology was for them. As well, the teacher expressed that the implementation of the ICT was a change in the paradigm of teaching English as a foreign language considering that traditional pedagogical methods were the only elements in their teaching process. It is essential to affirm that during the survey, the students expressed that the overall experience was positive, and they would highly recommend continue using this kind of resources to their educational process.

Suggestion & Further research

Given the conducted research, the next recommendations are stated:
1) Give scientific divulgation: the principal idea is to showcase this investigation to the academy, along the region and Colombia, and show the pertinence of these actions in the community, especially in rural areas where the access to resources could potentially be limited.
2) Give community and authority divulgation: the objective of this recommendation is to make a presentation about this investigation to the local authorities (principal of the high-school, secretary of education and other actors in the educational community) to obtain research funds that could be used to improve the life and education quality of these students.
3) To continue the implementation of the virtual learning object: probably this is the most important recommendation, to continue making activities and strategies that could be positive for the students and that show positive results, activities that may be replicated in different areas around Colombia, especially those areas away from established urbanizations.

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Conferences

ANALYSIS OF THE RELATIONSHIP BETWEEN SOCIAL, CULTURAL AND ECONOMIC CAPITALS AND LEARNING OUTCOMES IN ENGLISH: IMPLEMENTING TRANSFORMATIVE PEDAGOGICAL STRATEGIES IN DIVERSE CULTURAL CONTEXTS

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Introduction

Teaching English as a foreign language faces unique challenges in culturally diverse contexts, where differences in students' social, cultural, and economic capital (Bourdieu, 1986) can significantly impact their academic performance. This ongoing research explores how these capitals influence learning outcomes and seeks to propose transformative pedagogical strategies tailored to these realities. Through qualitative and quantitative methods, it analyzes the opportunities and challenges that arise when teaching English in culturally heterogeneous environments, seeking to foster equity and academic success in the multilingual classroom.

Problem statement

 Teaching English as a foreign language in culturally diverse contexts presents challenges that impact students' academic achievement. There is a need to investigate whether and, if so, how social, cultural, and economic capital (Bourdieu, 1986) influences this performance. However,

these dynamics are often overlooked in curriculum design, limiting the effectiveness of teaching strategies. This study seeks to identify and analyze these variables, proposing pedagogical approaches that respond to the specific needs of students in culturally diverse environments.

Objectives

General:
- Design profiles that allow the implementation of transformative pedagogical strategies through the study of the relationship between social, cultural and economic capital and learning outcomes in diverse cultural environments of students of the Bachelor's Degree in Foreign Languages with Emphasis in English at the University of Magdalena.

Specific:
- Collect information through qualitative techniques that frame the characteristics of the population.
- Elaborate instruments for the measurement of social, cultural and economic capital.
- Create profiles through the use of statistical techniques to contrast the information collected through the instrument and the available database.
- Implement pedagogical strategies according to the designed profiles.

Literature review

Pierre Bourdieu (1986) states that social, cultural and economic capital are key elements for understanding inequalities in education. These capitals not only determine access to resources, but also influence the academic success of individuals. In this sense, Bourdieu argues that those students with greater cultural and social capital have more possibilities of academic sufficiency, since they can take advantage of the benefits offered by their family and social environments.

The relationship between capitals and educational outcomes has been confirmed in several empirical studies. Research such as that of Crosnoe (2004) (cited in Pishghadam et al. 2011) has shown that social and cultural capital has a significant impact on academic achievement, educational persistence and access to higher levels of education. Along these lines, Pishghadam et al. (2011) developed a questionnaire to measure social and cultural capitals in the context of foreign language learning, pioneering the linking of these factors to quantitative learning outcomes of English language learners. Their questionnaire has been a key reference in the development of our own measurement instrument.

Likewise, critical approaches in education emphasize that, to improve academic performance, it is essential to consider the diverse social and cultural experiences of students (Crosnoe, 2004, cited in Pishghadam et al. 2011). By analyzing these variables, more inclusive pedagogical strategies can be designed to respond to the needs of students in diverse contexts. In this sense, pedagogical strategies are defined as a set of planned actions that direct the teaching-learning process towards a clear educational objective (Sierra-Salcedo, 2002, cited in Sepúlveda-Alzate & Fernández-Morales, 2024). These strategies, by integrating the capitals described by Bourdieu, can promote a more inclusive and effective teaching process, helping to overcome social and cultural barriers that affect language learning (Sepúlveda-Alzate & Fernández-Morales, 2017).

Findings & Discussion

Preliminary results obtained from the qualitative focus group analysis have provided an in-depth understanding of how social, cultural, and economic capitals are distributed among students in the Bachelor of Arts in Foreign Languages with Emphasis in English (LEXEI). Through discussions, various dynamics that influence academic performance and learning opportunities were identified. Participants shared experiences on the importance of family support and access to educational resources, evidence that social and cultural capital plays a significant role in their academic process.

Initial considerations revealed that students with greater social capital, such as support networks in their families and communities, tend to feel more motivated and engaged in their learning. In contrast, those with less social support face greater challenges in their academic trajectory. In addition, cultural capital, which includes aspects such as participation in artistic and cultural activities, is also positively correlated with English learning performance. This connection suggests that exposure to different cultural contexts can enrich the educational experience and facilitate language proficiency.

Based on the information gathered in the focus group discussions, a scheme was designed to organize and categorize the data. This scheme not only allows visualizing the distribution of capitals among students, but also serves as a basis for the elaboration of the SECCQ (Social, Economic and Cultural Capital Questionnaire), developed by the research team. This questionnaire was inspired by the work of Pishghadam et al. (2011), who developed and validated the SCCQ (Social and Cultural Capital Questionnaire) in a language learning context. The creation of the SECCQ seeks to extend its application to other programs and faculties, and even to external contexts, with the aim of generating a useful tool to objectively measure the impact of capitals on academic performance.

This research effort has allowed the consolidation of the first research seedbed of the LEX-EI degree program in the Faculty of Education of the University of Magdalena. Through this group, students and teachers have had the opportunity to participate in academic events at the national level, contributing to the institutional and program accreditation processes. These activities not only enrich the academic training of the participants, but also foster a sense of community and collaboration among future foreign language teachers.

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DIDACTIC PROPOSAL FOR THE STRENGTHENING AND REVITALIZATION OF UITOTO AND KOREBAJ INDIGENOUS LANGUAGES IN FLORENCIA, CAQUETÁ THROUGH ENGLISH

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Introduction

In the department of Caquetá there is abundant ethnic diversity, reflected in about 10 indigenous peoples (Consejo Departamental Indígena del Caquetá, 2017; Gobernación del Caquetá, 2020). The UN, through the Sustainable Development Goals (ONU, 2015), highlights the need to guarantee equal access to education for everyone, suggesting that it should be intercultural, respectful, promoting coexistence and knowledge between generations (Trillos, 2020). The Universidad de la Amazonia and the Universidad del Tolima, aware of this urgent need, make efforts to accompany the Amazonian communities in their learning processes and creation of didactic material with the help of elders and their families.

Problem statement

All indigenous languages spoken in Caquetá are categorized as: endangered, vulnerable, and critically endangered and endangered (Ministry of Culture 2021). However, linguistic diversity is in danger due to the imposition of dominant languages, the continuous migration of its inhabitants, the lack of didactic material that allows intercultural dialogue with European languages such as Spanish and English, and the lack of intercultural strategies that motivate new generations to learn native languages. (FILAC & CADPI, 2019). Also, school and university teachers show little to no interest in learning and promoting the use of these languages outside the indigenous reservations.

Objectives

General objective:
  -To develop a pedagogical strategy to revitalize indigenous languages in the Colombian Amazon Region.
Specific objectives:
  -To identify pedagogical and didactic needs in Uitoto and Korebaj indigenous groups in Florencia
  -To design didactic materials in Uitoto and Korebaj based on their cultural context and regarding their linguistic needs.
  -To implement the pedagogical strategy in Uitoto and Korebaj communities with children and grown-ups in order to preserve their languages.

Literature review

One of the fundamental rights in Colombia is the right to education, a right that has been violated, especially for indigenous communities, since the autonomy of the teaching process has decreased for various reasons such as: lack of teachers who speak native languages, institutional improvement policies for teaching indigenous languages, economic resources, armed conflict, among others.

Legislation through the political constitution makes the right to education prevail and specifically for indigenous communities, ethno-education is governed by fundamental principles such as autonomy in their territories. Law 715 of 2001 implements the restoration of education in the territory, which affects the conditions for the implementation of ethno-education in regions and localities with the presence of ethnic groups.

In several Latin American countries, initiatives continue to be evaluated and generated to achieve the protection, strengthening and revitalization of indigenous languages and it has been recognized that these initiatives must be addressed from an interdisciplinary and holistic approach (Esteban & Flores, 2021). They should include various actors both internal and external to the community, mainly parents, community leaders and educators.
The diversity of approaches and actors are necessary, because to revitalize languages it is necessary to go beyond linguistic aspects such as grammar or even sociolinguistics, it is necessary to delve into the family and ethnic history, their diasporas, their life in community and at home, to understand what motivates parents to speak to their babies in the dominant language or in their own language (López, 2021).

In most cases, the motivation of parents is that their children can have access to education and thus overcome poverty and marginalization, and this is a fundamental right, the problem occurs when the education system distances them from their own identity, customs and language (FILAC & CADPI, 2019).

Findings & Discussion

Regarding the vitality of the language, it was found that the most fluent speakers are the ca-

ciques of the malocas and the grandmothers, but there are no formal or informal teaching processes to pass on the languages to the new generations. Although there is a willingness and desire to learn the native languages, caciques and grandmothers have not found available material to teach and some have no knowledge of indigenous language pedagogy or didactics. The third generation, the grandchildren, have shown little or no interest in learning their grandfather's language, and are more interested in learning the English language through audiovisual content such as television and the Internet.

The adults repeatedly expressed that they need material that mixes traditional learning methods and textbooks to teach the native language to the youngest children, so that they can learn it well and revive the tradition. There is a large number of adults who, after more than 20 years of having left their place of origin, have come to lose much of the vocabulary and fluency of the language, so they also see the need to create spaces to converse in their native languages. Therefore, after knowing the needs of the community, the research team designed an intercultural ethno-educational proposal that aims to strengthen the Uitoto and Korebaj indigenous languages through a series of pedagogical materials, didactic sequences and communicative activities that allow involving children and adults in learning scenarios that include elements of Western education such as linguistics and ancestral customs such as dances, songs, gastronomy and mambeadero activities.

The material is organized in levels, starting with the basic level, which includes the initial reading primer to learn the most used words, the pronunciation of the vowels (6 or 8), special phonemes and simple phrases to include a communicative approach. The graphics that accompany the primer are adapted to the real environment of the community, the phrases are common in their daily life and are related to ancestral myths.

The pedagogical strategy also invites the parents of the community who do not speak the indigenous language to participate and seeks to link the use of the language in everyday life. Audio recordings have also been made of the pronunciation of words and phrases, with speakers from other localities in Caquetá, to generate audiovisual support material for children and adults to have a pronunciation model. Fragments of traditional songs have also been recorded along with their transcription for workshops with adults and children, explaining the meaning of the dance and the lyrics. In addition, workshops are planned for a bilingual edition of a recipe book that includes typical dishes of the Uitoto people to learn vocabulary of fruits, vegetables and verbs. The strategies for the promotion of these languages will be progressively expanded, and the success of the proposal is expected to be evaluated in the short, medium and long term.

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EVALUATION, SELECTION AND USE CRITERIA FOR EFL TEXTBOOKS FROM A CRITICAL INTERCULTURAL STANCE

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Introduction

The demand for fostering intercultural awareness in English as a Foreign Language (EFL) classrooms has grown, emphasizing the critical role of textbooks as a cultural mediation and language input (Núñez-Pardo, 2020). In Colombia, the English Please! series has been implemented as part of a national effort to enhance English proficiency among high school students. However, these materials often reflect cultural biases that can perpetuate power imbalances (Oviedo-Gómez, 2024; Núñez-Pardo, 2018; Rico, 2012). This study seeks to examine the evaluation, selection and use criteria for EFL textbooks from a critical intercultural perspective to promote more equitable and inclusive EFL learning environments.

Problem statement: EFL textbooks often embody cultural biases, privileging certain cultural narratives over others, which may reinforce existing power dynamics (Oviedo-Gómez, 2024). In Colombia, the English Please! series is a key resource for English Language Teaching (ELT) in state schools. However, there is limited understanding of how these materials address critical interculturality and intercultural competences among learners. This research addresses the gap by exploring how teachers and students might perceive and consider criteria for textbook evaluation, selection and use by emphasizing the need for materials that challenge cultural hierarchies and better reflect diverse identities within the classroom context.

Objectives

General objective:
   -To unveil evaluation, selection and use criteria for EFL textbooks from students' and teachers' perceptions regarding critical interculturality aspects in the English, Please! Series to subvert ELT hegemony.

Specific objectives:
   -To examine students' and teachers' perceptions of critical interculturality in the English, Please! Series used at secondary state-funded schools in Florencia, Caquetá from 2016-2024 to establish their awareness of coloniality in the evaluation, selection and use of EFL textbooks.
   -To analyse critical interculturality aspects from a Critical Multimodal Thematic Analysis (CMTA) of the English, Please! Series used at secondary state-funded schools in Florencia, Caquetá from 2016-2024 to determine coloniality discourses in the evaluation, selection and use of EFL textbooks.
   -To identify coloniality vestiges in the English, Please! Series used at secondary state funded schools in Florencia, Caquetá from 2016-2024 to recognize decoloniality discourses in the evaluation, selection and use of EFL textbooks.

Literature review

The concept of Intercultural Communicative Competence (ICC) has gained prominence in EFL education, emphasizing the importance of cultural understanding in language learning (Gómez, 2015; Sercu, 2005). Scholars like Canagarajah (2005) and Kumaravadivelu (2016) argue for a shift towards critical interculturality, which challenges traditional, Eurocentric norms in ELT. In the Colombian context, studies by Álvarez Valencia (2014) and Núñez-Pardo (2018, 2020) highlight the dominance of Western cultural perspectives in textbooks like the English Please! series, often at the expense of local cultural identities. These analyses underscore the need for materials that support a more balanced and decolonial approach to language teaching (Oviedo-Gómez & Jaramillo-Cárdenas, 2023; Walsh, 2009).

The English Please! series, developed in response to Colombia's bilingual education policy, has been widely adopted across public schools (De Mejía, 2006; Usma Wilches, 2009). However, critiques suggest that these materials insufficiently address intercultural elements and fail to provide meaningful opportunities for students to engage with diverse cultural perspectives (Cardozo & Lozano, 2020; Oviedo Gómez & Álvarez Guayara, 2019). Research from Amerian and Tajabadi (2020), Oviedo-Gómez (2024), and Rosyidi and Purwati (2017) further indicates that global EFL textbooks often perpetuate cultural hierarchies, portraying Western norms as superior.

This study builds on these discussions by focusing on the perspectives of teachers and students regarding critical interculturality in EFL textbooks. It aims to contribute to a deeper understanding of how educational materials can support more inclusive and culturally responsive language learning practices, promoting a more equitable view of intercultural communication within Colombian classrooms.

Findings & Discussion

Although this is an ongoing research. Some preliminary findings of this study provide valuable insights into teachers' perspectives on the cultural representation in EFL textbooks, specifically the English Please! series used in Colombian schools. In-depth interviews with teachers

revealed key issues related to the alignment of textbook content with the cultural realities of regions like Caquetá.

One teacher highlighted a significant gap in cultural representation, stating, "…pero básicamente se relacionan o se tocan los aspectos más relevantes de nuestra cultura colombiana, que es el centro de nuestro país, la cultura andina, la cultura costeña, pero la cultura Amazónica que es en la que nosotros estamos ubicados está muy relegada" (In-depth interview 1). This comment suggests that, while the textbooks address certain cultural aspects of Colombia, they largely overlook the Amazonian region, where many students live. This gap may limit students' connection to the content, as it fails to reflect their local cultural context and experiences.

This teacher pointed out that the textbooks tend to focus on well-known national landmarks and tourist attractions while neglecting local places: "y los libros básicamente se enfocan en mencionar los sitios turísticos principales de nuestro país… Pero no menciona los que son propios de nuestro departamento del Caquetá" (In-depth interview 1). This lack of localization means that students miss opportunities to learn about the cultural heritage of their own region, which could otherwise strengthen their cultural identity and pride.

Finally, this teacher also noted the need to adapt materials to better suit their students' context. One participant explained, "… a raíz de eso tengo que hacer unas adaptaciones… para que nuestros objetivos de aprendizaje se logren y pues que sean contextualizados a nuestra región" (In-Depth Interview 1). This need for adaptation highlights the misalignment between the provided materials and the specific needs of students in diverse regions like Caquetá, placing additional workload on teachers.

The portrayal of characters and visuals in the textbooks also emerged as a concern. A teacher observed, "Otra característica que tienen estas imágenes y estas animaciones del libro, es que considero que no están contextualizadas a lo que son realmente nuestra cultura, porque muestran personas o jóvenes con unos rasgos diferentes a los nuestros" (In-depth interview 2). This suggests that the images in the textbooks often depict individuals with physical features different from those of the students, which can contribute to feelings of exclusion.

The same participant emphasized the need for images that better reflect local appearances, "yo creo que ahí hay una falencia dentro del libro… que se debe tomar imágenes propias de nuestros… rasgos físicos, como amazónicos, como latinos" (In-depth interview 2). Including visuals that represent the local population could foster a stronger sense of belonging among students and make learning more engaging and relatable.

These findings suggest that while the English Please! series seeks to include aspects of Colombian culture, it lacks regional representation and inclusivity. Teachers' voices highlight the importance of a critical intercultural approach when evaluating, selecting and using EFL materials, ensuring that they are culturally relevant, inclusive, and reflective of students' diverse identities.

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GAMES AND GAMIFIED BASED STRATEGIES FOR LANGUAGE ACQUISITION: INTERVENTIONS SUPPORTED BY ICTS IN SECONDARY STUDENTS

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Introduction

Learning a foreign language can be challenging for both educators and students; contextualizing the native environment of the language, learning grammatical rules, acquiring habits of listening, reading and writing, practicing pronunciation and vocabulary acquisition can be really difficult. Regarding vocabulary acquisition, several authors agree that it is a crucial point in any language learning process. Authors like Franciosi and Boyinbode consider that improving the language skills requires an enhancement of the number of new words, terms and expressions comprehension.

Similarly, researchers like Ochoa and Pérez found that perceptions of using Games Based Learning were positive in English Language lessons due to the findings of their research process that showed motivated, interested learners, who had the possibility to develop their language skills. On the other hand, Fernández, Olmos and Alegre, among others, say that educational activities based on gamification stimulate the brain to learn new things.

The research seeks to jointly use technological elements that, within the framework of games based or gamified strategies, allow the learning of English Language, especially Vocabulary through the creation or use of diverse technological tools including a web-type application which it is intended to identify the impact of the students' motivation to learn the language and level of vocabulary after interacting with the proposed strategies.

Problem statement

Among the aspects that affect the development of what is required to learn a language it is possible to mention that, what has been presumed as the possible basis of most problems is making ideas formation more difficult, which can be seen in the lack of vocabulary. This assumption makes it possible to ask about what the impact of the implementation of games

and gamification based strategies through the use of ICTs for English language learning and vocabulary acquisition can be.

Objectives

General objective
  -Determine the impact of the implementation of games and gamification based strategies through the use of ICTs in English Language Learning and vocabulary acquisition in secondary level students.

Specific Objectives
  -Identify language and vocabulary levels in the group subject of study
  -Design games and gamification based strategies to strengthen language learning and vocabulary skills.
  -Apply the designed strategies to the students subject of study
  -Assess the level of improvement or decrease in language and vocabulary skills of the subjects of study after the implementation of the strategies.
  -Determine the level of attachment students subjects of study had with the designed games and gamified strategies.

Literature review

The use of games based and gamified strategies for Languages teaching has spread throughout the world in recent times and has become more popular thanks to technology. However, it is not a new concept. Despite its boom, the use of games for recreational purposes dates back to ancient Mesopotamia and Egypt at a date close to 3000 years BC, according to Díaz Cruzado and Troyano (2013). Zichermann and Cunningham (2011, cited in Crusader and Trojan, 2013), maintain that some board and table games were created to generate sparring and to teach and apply some tasks typical of life at that time.

Landing in the educational context, Gallego et al. (2014) consider that learning through games and gamification allows students to learn content in a different way with advantages like in the way students advance in the game, they notice they have a score and that the rewards are incentives, they want more information and challenges to continue in the game, which is completely positive considering that they are motivated to receive more data, more content, even regardless of its complexity. The game has become one of the most complex parts of teaching work and is to open the door to knowledge in such a way that allows, through it, access to fields and areas of knowledge that through other methodologies could be extremely complex. problems to be solved.

A discovery made by Fernández, Olmos and Alegre (2016, Cited by Ortiz et al., 2018) is that fun and entertainment provided through gamification stimulate the brain to learn new things, therefore, a key for any educational process to be successful lies in students having fun while learning. Teaching supported by methodologies based on games and gamification can provide the appropriate levels of fun so that students have the possibility for their brains to select the necessary information to learn and advance to the next levels, creating strategies for the

optimal and faster acquisition of knowledge leading them to better learning from a practical point of view.

In language teaching, various strategies based on games and gamification have been designed in order to strengthen specific aspects of learning. One of these aspects is vocabulary. Mchucha, Ismail and Tibok (2017) established that this aspect of language teaching is commonly neglected due to the little time devoted to it. Additionally, these authors determined through the application of games and gamification-based strategies for vocabulary teaching in an educational institution, that its application generated learning and motivation along with an open attitude towards the use of digital tools for the execution of the mentioned strategies.

Findings & Discussion

The results were analyzed from what was obtained after the diagnostic test was carried out and compared with the post-intervention test. These data allowed us to establish that, although students remained at a similar level of performance, there was an improvement in the average score in the post-intervention test compared to the initial diagnosis.

Regarding students satisfaction and perception through the interventions, the survey suggested for this purpose showed a highly favorable level of acceptance in various aspects of both academic and technological order, allowing to establish a positive impact within its use by the participating students.

The acceptance received from the students regarding satisfaction after interacting with the proposed games and gamified strategies allows to infer that its design was successful in pedagogical, linguistic and technological terms. The comments of the participants regarding the aspects to be improved in the strategies allow them to think about complimenting them to make way for new functionalities in web applications and materials to be designed for further occasions with the purpose of improving the user experience with the strategies. The latter would make it possible to think about implementing this type of strategies in other educational contexts different from the institution participating in this project. The positive perception regarding the use of the application allows the possibility of inferring that this type of strategies are well received by students, allow learning through playful means and offer positive results from the academic point of view, opening the doors to the implementation of similar strategies in all areas of knowledge.

Suggestion & Further research

Although it is known that the impact of many projects is usually visible in the medium or long term, the present project allowed to immediately evaluate the impact that the implementation of the designed tools generates in the motivation of the participants towards language learning, thanks to the fact that the games and gamification components had positive effects on the willingness of the participants in the project as part of the experiment.

The results of this research can be used by education departments as input for the formulation of projects involving the creation of strategies based on games and gamification for teaching,

not only of foreign languages, but also any area of knowledge, thus benefiting thousands of students, both from public and private sectors, whose teachers can have access to the information resulting from this research process. Additionally, through the publication of this project in various academic networks, its results can be used by any institution worldwide interested in advancing teaching processes with the implementation of games and gamification based strategies.

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INSIDE OUT: THE ROLE OF EMOTIONS ON ENGLISH LANGUAGE PRESERVICE TEACHERS' IDENTITY CONSTRUCTION

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Introduction

Teacher identity is a dynamic and multifaceted concept (Norton,2013) that develops and transforms throughout a teacher's career (Goh, 2015). In the case of preservice English teachers, emotions play a crucial role in the construction and reconstruction of this identity, influencing both their teaching practicum and their perception of themselves as professionals.

Emotions have a profound impact on how preservice English teachers perceive their role, relate to their students in their placement schools, and face teaching challenges. These emotions can be positive (satisfaction, enthusiasm, and passion) or negative (frustration, stress, and insecurity). Positive emotions often reinforce teacher identity, increasing motivation and commitment to teaching. On the other hand, negative emotions can lead to self-doubt, demotivation, and even burnout (Muñoz & Salinas, 2021).

There exist factors that influence pre-service teachers' emotions, such as the teaching context, interpersonal relationships, and previous experiences. In this sense, institutional expectations and access to resources can alter teachers' emotions, affecting their professional identity (Montoya, Mosquera, & Peláez, 2020). Interactions with tutors, students, and parents also play a key role (Deng, et al., 2018). Finally, previous personal and learning experiences, shape how preservice teachers manage and express their emotions in the classroom (Torres-Cepeda & Ramos-Holguín, 2019).

Preservice English teachers' identity is not only reflected in their emotions but is also constructed and redefined through them. For example, managing anxiety when teaching students with varying levels of proficiency can lead to greater self-reflection and the development of more effective pedagogical strategies, which in turn reinforces the preservice teacher's professional identity.

Emotions are fundamental in the preservice teachers' identity construction. Understanding and managing these emotions not only improves their emotional well-being, but also influences the quality of teaching and professional development over time. This is why a study on the role of emotions in preservice teachers' identity construction is pertinent and necessary if we want to design holistic teacher education programs.

Problem statement

Over the past two decades, research in Applied Linguistics and Language Teacher Education has increasingly recognized the limitations of purely cognitive approaches to language learning and teaching leading to the development of more socially informed approaches with an emotion-related twist (Benesch, 2020; Deng, et al., 2018; Lucero & Roncancio-Castellanos, 2019; Méndez López, 2020).

The studies on emotions, teacher education and the pedagogical practicum have revolved around topics such as: (1) emotions and the teachers' identity construction (Deng, et al., 2018; Karagöz & Balçıkanli, 2022; Lemarchand-Chauvin, M. C, & Tardieu,2018; Martínez Agudo & Azzaro, 2018; Muñoz-Salinas & Salinas, 2021; Posada-Ortiz, 2022; Zhu, 2017); (2) emotions experienced before the teaching practicum (De Zordo and Hascher, 2019); (3) the influence of socio-cultural contexts on emotions (Karagianni and Papaefthymiou-Lytra, 2018); and (4) the connection between dominant ideologies and emotions (Song and Park, 2019). Most of the studies mentioned have been carried out in countries such as Turkey, France, Italy, and Poland. For this reason, it is necessary to conduct research on emotions from a local perspective located in the Colombian context and aligned with the critical approach of Song and Park (2019). This sort of research will hopefully contribute to the exploration of the role of emotions on the future language teachers' identity construction so we can get a better understanding of the sociocultural and historical aspects behind emotions and, in this way, promote reflective educational practices that lead to self-transformation.

Objectives

General objective:
-To describe the emotions experienced by future English teachers during their teaching practicum and the role of these emotions in their professional identity construction.

Specific objectives:
-To describe the emotions that future English teachers experience at different moments of their teaching practicum.
-To identify the origin of the emotions experienced by future English teachers during their teaching practicum.
-To understand how future English teachers manage their emotions during their teaching practicum.

Literature review

This research project revolves around three main constructs, namely: emotions and teacher

education, identity construction, and emotion labour. These constructs are useful to understand the emotions experienced by preservice teachers during their teaching practicum as their first labour experience.

Emotions and Teacher Education

Zembylas (2007) and Benesch (2020) state that emotions and teacher education have been approached from a cognitive perspective and from this viewpoint emotions are experienced at an individual level and can be divided into positive and negative. Positive emotions are beneficial for learning and teaching processes and negative emotions are detrimental to these processes.

Reviewing the literature on emotions and teacher education confirms Zembylas' (2007) and Benesch (2020) assertion since authors such as Martinez & Azzaro, (2018); Méndez López (2020); Muñoz-Salinas & Salinas, (2021) have focused their work on the dichotomy positive and negative emotions emphasizing that working and developing positive emotions can contribute to better learning processes. However, other studies adopt a more critical perspective and scrutinize the power issues and cultural characteristics behind emotions (Song & Park, 2019; Benesch, 2020).

Identity Construction and Initial Teacher Education

Identity construction is an individual growing process that begins before and during the teacher education programme. Consequently, the configuration and reconfiguration of identity during these periods are crucial since they are what enhance adaptation or rejection towards becoming a teacher (Aristizabal & García, 2012). Authors such as Sarceda Gorgoso (2017) argue that identity construction also derives from daily experiences and emotional commitment to the work performed. For this reason, the teaching practicum is a paramount site for the teachers' identity construction since it constitutes the first contact future teachers have with a workplace. Preservice teachers' identity construction research in Latin America and Colombia has demonstrated that such construction results from identification and disidentification with previous teachers (Holguín, Morales, & Cepeda,2018); emotions that involve love, passion, and inspiration (Sarasa, 2018), and, in the case of English preservice teachers a struggle to achieve Native Speaker Proficiency (Viáfara, 2016). This complexity makes it interesting to explore deeper the role of emotions in the preservice teachers' identity construction, the origin and management of these emotions.

Emotion Labour

Emotion labour is defined by Benesch (2017) as the role of power relations in the workplace. The combination of the words "emotion" and "work" recognizes that people actively negotiate the relationship between how they feel in certain work situations and how they are supposed to feel according to social expectations (Benesch, 2017).

Loh and Live (2016) have approached emotional labour from the conflict between teachers' education/expectations/beliefs and the institutional requirements. Research such as that of Yung (2022) in Hong Kong questions the merely pathological approach given to the study of teachers' emotion labour and seeks to investigate its origin to provide hope to teachers who, according to this author, lose themselves when trying to respond to work expectations that im-

pose rules of behaviour on them with which they often do not identify. It is necessary to study preservice teachers' emotion labour because as previously stated the teaching practicum is their first encounter with a workplace. This approach will advance the organization and planning of the teaching practicum in teacher education programmes.

Findings & Discussion

The results of the study are classified into three categories: Healing past traumatic experiences through teaching, becoming a transformative intellectual and emotional and embodied knowledge.

We named the first category healing past traumatic experiences through teaching as we found that some of the preservice teachers brought past experiences with their family and school to the teaching practicum and found ways to relieve pain and frustration derived from these experiences. Danna, one of the participants stated that every time she had to make a presentation in English, she suffered from stage fright that paralyzed her and that this stage fright emerged from evaluation of her speaking skills and performance. However, in her teaching practicum she feels sound and safe since children do not judge her.

The second category, namely, becoming a transformative intellectual unfolds from the development of a future self in which preservice teachers see themselves as agents of change of a school context they find commodified and that has lost the educational purposes. Juan David wrote that when he started his practicum, he found that what the school offered differed from the practices they carried out. Something that makes him feel disappointed. For Juan David, celebrating foreign holidays is inappropriate since there are local festivities that can be an excuse to use English. This makes him frustrated.

The last category shows that our knowledge is not only cognitive but also embodied. That is the case of Lorena who wrote that being a good teacher is in her flesh and bone every time she remembers that she will be evaluated and will go through the same experiences she had witnessed her teachers have been through. This feeling gives her a constant headache. Lorena is working hard to be a good teacher, and this work and learning is derived from the physical pain she embodies as a future language teacher. She works hard to acquire the language and pedagogical skills so she can become the teacher her students expect.

The findings of this study show that the preservice teachers who took part in this study experienced different emotions such as frustration, disappointment and stage fright. The origin of these emotions is mainly related to their critical view of education and their self-perception as non-native speakers of the language. The negative emotions experienced by the preservice teachers help them create a future self that goes beyond their role as language teachers, they take on a transformative and decolonial stand towards the teaching practices associated with English teaching, eliminating celebratory issues and adopting more contentious ones. Finally, the results of this study contend traditional views of learning that ignore that our knowledge is also embodied and that there is correspondence with intention and action as in the case of Lorena who works hard guided by a headache showing an interesting dissolution of body and mind in her teacher identity construction.

Suggestion & Further research

Current teacher education programs still focus on the cognitive aspects and do not consider the affective and emotional ones (Richards, 2022). For this reason, it is necessary to continue the research on emotions beyond the negative and positive dichotomy and consider how our emotions contribute to our learning, since those situations that we live and experience with the body and feelings remain as knowledge. This is why we agree with the idea that emotions must be attached to the educational processes not only pointing at how to manage them, but also as a recognition of the fact that our knowledge is also derived from how we feel about the way we learn and our learning contexts.

According to Subero and Esteban-Guitart (2023), emotion is rooted in experience and each emotional experience has a multidimensional, emergent, dynamic, and unpredictable character for each person. Future language teachers develop a learning path that goes beyond the educational context in which they learn. Therefore, an inquiry into the emotions experienced by the preservice teachers before, during and after the teaching practicum would be a topic to guide future research studies.

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LANGUAGE POLICIES AND INTERNATIONALIZATION IN HIGHER EDUCATION: GAPS AND CHALLENGES

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Introduction

The need to learn a foreign language, particularly English, has become urgent for all citizens in the country due to its widespread use in daily life. English is increasingly viewed as essential for economic advancement in a globalized world (Heller, 2010; Phillipson, 2017). In response to this reality, the National Ministry of Education (MEN) introduced the Spanish-English bilingual education policy as a solution (MEN, 2006a). This has led to the creation of plans and programs aimed at promoting bilingualism (English-Spanish) by the National Ministry of Education, which has been ongoing since 2004.

Scholars like Areiza, Cisneros, and Tabares (2012) argue that effective language policies must address the country's needs through well-planned programs. Moreover, Bermúdez and Fandiño (2015) emphasize that such policies require thoughtful consideration of the social and pedagogical implications.

This lecture presents a critical analysis of Colombia's national linguistic policies, examining their evolution, the mechanisms used to implement them, and the outcomes observed in public education.

Problem statement

Globalization brings significant challenges to education systems worldwide, and Colombia is no different. Learning foreign languages, especially English, has become crucial for personal, cultural, social, and academic growth in today's globalized society. Despite national policies promoting bilingualism, the implementation of these initiatives in Colombia lacks consistency across various educational programs. Discrepancies between institutional projects and curric-

ula limit bilingual development around the country.

Moreover, teacher training programs are often inadequate, failing to address the specific needs of language acquisition. The emphasis on English overshadows efforts to preserve Colombia's linguistic diversity, including indigenous and ethnic languages. Insufficient government investment in resources and support also hampers the success of bilingual programs.

In addition, language policies often neglect the socioeconomic realities of students, excluding ethnic languages and focusing primarily on Spanish and English. Unrealistic goals, poor monitoring, and challenges in implementation—such as low proficiency levels and inadequate teacher conditions—highlight the need for more inclusive, culturally sensitive approaches to bilingual education in Colombia.

Objectives

-To provide an overview of the existing language policies, especially regarding bilingualism (Spanish-English), and highlight the evolution of these policies over time.

-To explore the challenges and inconsistencies in policy implementation across various educational contexts in Colombia.
-To offer insights into how language policies can be improved to better meet the linguistic and educational needs of Colombia's diverse population while fostering multilingualism and cultural diversity.

Literature review

Linguistic Policies (LP) have been approached from various perspectives, including their identification (terms used) and conceptualization (meaning of those terms). Terms such as Language Planning, Bilingualism Policy, and Linguistic Unification have been adopted to refer to regulations regarding language use within a community. Cooper (1996) defines Language Planning as deliberate actions aimed at influencing people's behavior regarding language acquisition and use. Kaplan (2014) defines Linguistic Policies as a framework of ideas, laws, regulations, and practices aimed at promoting linguistic change within a society or group. While Cooper focuses on the practical aspect of language planning, Kaplan looks at the broader policy framework. Despite the differences in terminology, both concepts aim to drive linguistic change within a community. Grin (2003) considers these terms as synonymous, interpreting them as systematic, theory-driven efforts by national authorities to enact linguistic changes that contribute to social well-being. Typically, these initiatives are undertaken by governmental bodies or their representatives and are directed at the population living under their jurisdiction.

When evaluating linguistic policies as tools for societal language regulation, Spolsky's (2012) triad is important. His framework identifies three components: language practices, ideologies, and language management. Language practices refer to how members of a community use language, including their rules and expressions, reflecting the real-world linguistic practices within a society. The second element, ideologies, concerns the community's perceptions and attitudes towards language, influencing both planning and implementation. The third com-

ponent involves government interventions aimed at changing or managing these language practices, making them a formal requirement.

The National Bilingualism Program (PNB) was created by the Colombian Ministry of Education and has undergone several name changes since its inception. Initially, the PNB aimed to improve English proficiency in secondary education students, targeting a B1 level. Over the years, the program was rebranded multiple times, evolving into the Strengthening Project for the Development of Competencies in Foreign Languages (PFDCLE), the National English Program (Colombia Very Well), and Colombia Bilingual. Each version of the PNB has focused on improving foreign language teaching in schools, promoting functional plurilingualism, and fostering holistic development. The program has implemented diverse strategies, including teacher training, innovative educational content, the use of technology, cultural exchange, and immersion programs to enhance bilingual competencies in schools.

Findings & Discussion

By examining the different paths of the language policies in Colombia, stakeholders can make informed decisions that enhance language education and contribute to the country's social, cultural, and economic development. In other words, evaluating the implementation and outcomes of bilingualism policies can provide insights into their effectiveness, guiding future reforms and improvements.

Knowledge of these policies helps educators and institutions identify effective strategies for teaching foreign languages, improving overall educational quality.

It is essential to consider not only the policies regarding English, but also the policies to enhance minotory languages in Colombia.

Understanding the impact of these policies on various stakeholders, including students, teachers, and parents, can facilitate community involvement and support for bilingual education initiatives.

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PLANTING THE SEEDS OF BILINGUALISM: OUR EXPERIENCE IN TEACHING ENGLISH TO CHILDREN AND ITS IMPACT ON THE REGION

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English teacher graduated from Uniamazonia, currently working at the Languages Center. During her life she loved English as a second language, practicing the language in different ways to acquired it in the best way possible. Started to study when she was 16 years old to learn English and learn how to teach it to give the students the possibility of loving English without prejudice and providing students with a way to learn English in a fun and meaningful way that impacts their personal and educational growth.

Introduction

Nowadays, English has become one of the most important languages due to globalization, the benefits of learning English has increased year by year, each country around the world has used English as it first or second language to communicate and contribute not only in sales or merchant purposes but also, taking its advantages in education and culturalism. In that sense, it is known that by the year 2012 English is spoken by 380 million native speakers, 300 million second language learners, and 100 million foreign language learners. (Mahu, 2012, p. 374). Thus, the relevance of learning and teaching English in regions where the resources are different and the context has affected the perspective of its importance and has opened a gap within the society. The Languages Center, aiming to change that vision and offer an overview for globalization with children, started the initiative at Universidad de la Amazonia applying English courses in a college environment.

According to the aforementioned, this session will show a thorough examination of the Languages Center's experience in teaching English as a foreign language to children from the Amazon region, spotlighting the development of its methodology and the sagacious discoveries made during the process of teaching children at the University. The lesson will explore the unconventional methods created to make language learning interesting and rewarding, with a focus on the modifications the approaches had to be appropriate for young students taking into consideration the context.

Problem statement

In today's ever more globalized world, being proficient in two languages is becoming more and more crucial for both personal and professional development. Regrettably, in many locations, children's access to top-notch English language education is still restricted, especially in areas where English is not widely spoken or resources are scarce. This inequality not only affects individual educational achievements but also hinders participation in global markets, thereby

impeding regional socioeconomic progress.

The session "Planting the Seeds of Bilingualism: Our Experience in Teaching English to Children and Its Impact on the Region" addresses the challenges and opportunities of teaching English to children in underprivileged areas. It explores the effectiveness of various teaching methods, the role of parental and community engagement, and the long-term benefits of bilingual education for students and the community. The session aims to identify strategies to overcome obstacles, improve language education accessibility, and cultivate a bilingual generation capable of contributing to the cultural and economic vitality of the region.

Objectives

-To discover how to integrate technology, foster critical thinking, and create an inclusive atmosphere that empowers all students by utilizing innovative teaching strategies, engaging multimedia resources, and collaborative learning experiences.
-To implement English learning for children through contextualized materials designed by the English teachers at the Language Center, tailored to meet the students' linguistic and cultural needs.
-To develop students' linguistic skills, critical thinking, and cognitive flexibility so that they can communicate effectively in English, analyze and solve problems in real contexts, adapt to various learning situations, and foster a continuous commitment to their educational process at the language center.

Literature review

Effective teaching materials are essential for student success. For English teaching contextualized materials have been crucial to advancing the learning process of the language. (Sambayon et al. 2023). Thus, the material development is indicated for this goal in search of assertive context. So then, Oviedo and Álvarez (2018) emphasize the importance of developing and implementing an adapted curriculum that considers the culture of English language learning. Along these lines, studying culture can significantly improve language skills and foster cultural awareness. Bernard (2010) emphasizes the importance of designing materials that resonate with learners and create a positive learning experience. By aligning materials with students' interests and cultural backgrounds, educators can foster a more engaging and meaningful learning environment. This approach not only enhances motivation but also promotes deeper understanding and retention of the subject matter. Another reason to contribute to the implementation of contextualized materials is the motivation the student has to learn the English language because of relating the material with their current lives and interests, the students engage with the content and so autonomously do so. (Harsono, 2007).

Additionally, Núñez and Téllez (2009) claim that materials development must be created enjoyably to motivate students to learn the English language and should promote pleasant learning settings. Based on the above, the resources for learning English should be diverse and motivating for students, to raise the level of performance. The English Language Center has developed culturally focused materials for contextualized English classes, aiming to enhance English skills. These materials have proven successful in fostering student

engagement and language development. Children have enjoyed learning with these materials, leading to positive outcomes. Students have shown increased interest in exploring the language and have developed stronger observation and analysis skills. Additionally, they have demonstrated a greater ability to apply their knowledge to real-life situations.

Findings & Discussion

This research demonstrates the impact of the Language Center at Universidad de la Amazonia on the way children are learning English. The study revealed numerous significant improvements in language acquisition, as well as broader cognitive and social abilities among the students participating in the program.

To begin, there was a noticeable enhancement in the children's English proficiency, especially after incorporating contextualized learning materials that took into account their language and cultural backgrounds. By promoting the development of fundamental literacy skills, these resources empowered students to partake in basic English conversations and comprehend age-appropriate reading materials. Along with formal evaluations, the increased ease with which the children used English in everyday scenarios served as another indicator of their language development.

The use of interactive and culturally relevant materials led to a significant increase in students' interest and engagement. This was because they were able to relate the information to their own experiences, which motivated them to take more initiative in their education. Many students started using English resources outside of class and expressed a desire to continue learning the language in the future.

The study also had a profound impact on students' social skills and intercultural understanding. Discussing different cultures and being exposed to English-language media helped their peers become more empathetic and collaborative, thereby increasing their global awareness. As students enhanced their ability to communicate across cultural boundaries and gained experience working in group settings, social cohesion in the classroom improved.

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THE PATH TO BILINGUALISM: A CRITICAL ANALYSIS OF NATIONAL LINGUISTIC POLICIES

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Introduction

The need to learn a foreign language, particularly English, has become urgent for all citizens in the country due to its widespread use in daily life. English is increasingly viewed as essential for economic advancement in a globalized world (Heller, 2010; Phillipson, 2017). In response to this reality, the National Ministry of Education (MEN) introduced the Spanish-English bilingual education policy as a solution (MEN, 2006a). This has led to the creation of plans and programs aimed at promoting bilingualism (English-Spanish) by the National Ministry of Education, which has been ongoing since 2004.

Scholars like Areiza, Cisneros, and Tabares (2012) argue that effective language policies must address the country's needs through well-planned programs. Moreover, Bermúdez and Fandiño (2015) emphasize that such policies require thoughtful consideration of the social and pedagogical implications.

This lecture presents a critical analysis of Colombia's national linguistic policies, examining their evolution, the mechanisms used to implement them, and the outcomes observed in public education.

Problem statement

Globalization brings significant challenges to education systems worldwide, and Colombia is no different. Learning foreign languages, especially English, has become crucial for personal, cultural, social, and academic growth in today's globalized society. Despite national policies promoting bilingualism, the implementation of these initiatives in Colombia lacks consistency

across various educational programs. Discrepancies between institutional projects and curricula limit bilingual development around the country.

Moreover, teacher training programs are often inadequate, failing to address the specific needs of language acquisition. The emphasis on English overshadows efforts to preserve Colombia's linguistic diversity, including indigenous and ethnic languages. Insufficient government investment in resources and support also hampers the success of bilingual programs.

In addition, language policies often neglect the socioeconomic realities of students, excluding ethnic languages and focusing primarily on Spanish and English. Unrealistic goals, poor monitoring, and challenges in implementation—such as low proficiency levels and inadequate teacher conditions—highlight the need for more inclusive, culturally sensitive approaches to bilingual education in Colombia.

Objectives

-To provide an overview of the existing language policies, especially regarding bilingualism (Spanish-English), and highlight the evolution of these policies over time.
-To explore the challenges and inconsistencies in policy implementation across various educational contexts in Colombia.
-To offer insights into how language policies can be improved to better meet the linguistic and educational needs of Colombia's diverse population while fostering multilingualism and cultural diversity.

Literature review

Linguistic Policies (LP) have been approached from various perspectives, including their identification (terms used) and conceptualization (meaning of those terms). Terms such as Language Planning, Bilingualism Policy, and Linguistic Unification have been adopted to refer to regulations regarding language use within a community. Cooper (1996) defines Language Planning as deliberate actions aimed at influencing people's behavior regarding language acquisition and use. Kaplan (2014) defines Linguistic Policies as a framework of ideas, laws, regulations, and practices aimed at promoting linguistic change within a society or group. While Cooper focuses on the practical aspect of language planning, Kaplan looks at the broader policy framework. Despite the differences in terminology, both concepts aim to drive linguistic change within a community. Grin (2003) considers these terms as synonymous, interpreting them as systematic, theory-driven efforts by national authorities to enact linguistic changes that contribute to social well-being. Typically, these initiatives are undertaken by governmental bodies or their representatives and are directed at the population living under their jurisdiction.

When evaluating linguistic policies as tools for societal language regulation, Spolsky's (2012) triad is important. His framework identifies three components: language practices, ideologies, and language management. Language practices refer to how members of a community use language, including their rules and expressions, reflecting the real-world linguistic practices within a society. The second element, ideologies, concerns the community's perceptions and attitudes towards language, influencing both planning and implementation. The third com-

ponent involves government interventions aimed at changing or managing these language practices, making them a formal requirement.

The National Bilingualism Program (PNB) was created by the Colombian Ministry of Education and has undergone several name changes since its inception. Initially, the PNB aimed to improve English proficiency in secondary education students, targeting a B1 level. Over the years, the program was rebranded multiple times, evolving into the Strengthening Project for the Development of Competencies in Foreign Languages (PFDCLE), the National English Program (Colombia Very Well), and Colombia Bilingual. Each version of the PNB has focused on improving foreign language teaching in schools, promoting functional plurilingualism, and fostering holistic development. The program has implemented diverse strategies, including teacher training, innovative educational content, the use of technology, cultural exchange, and immersion programs to enhance bilingual competencies in schools.

Findings & Discussion

By examining the different paths of the language policies in Colombia, stakeholders can make informed decisions that enhance language education and contribute to the country's social, cultural, and economic development. In other words, evaluating the implementation and outcomes of bilingualism policies can provide insights into their effectiveness, guiding future reforms and improvements.

Knowledge of these policies helps educators and institutions identify effective strategies for teaching foreign languages, improving overall educational quality.

It is essential to consider not only the policies regarding English, but also the policies to enhance minority languages in Colombia.

Understanding the impact of these policies on various stakeholders, including students, teachers, and parents, can facilitate community involvement and support for bilingual education initiatives.

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THE USE OF ICTS AND THEIR IMPLICATIONS FOR THE DEVELOPMENT OF DIGITAL COMPETENCIES IN TEACHING

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Introduction

During the pandemic, teachers needed to assume the educational practice through the use of ICT, an aspect that called attention to the need to update the use in pedagogical (Pozos; Tejada, 2018) and curricular processes (Terra, 2022) since the limitations and challenges for virtualized education were evident due to the lack of access to technological tools in students' homes and the absence of digital or technological competencies in teachers (Sanchez, C. 2020). In this sense, the teacher, in the exercise of educational leadership, is called to permanently strengthen his digital competencies for the exercise of his role in the school (Moreno, 2019) and in the social (Pozos; Tejada, 2018) and cultural scenario (Gonzales, Leyton, & Parra, 2016) because research studies indicate that curricular approaches lack capacities to create new learning scenographies (Martínez and Garcés, 2020) and continue to be framed in traditionalist practices (Moreno, 2019) without transforming their role as teachers of the 21st century (Orozco, 2019).

Problem statement

How does the use of ICT promote the development of teachers' digital competencies in favor of educational practices?

Objectives

-To identify the educational needs regarding digital competencies and educational practices; and, to relate the use of ICT and the development of teachers' digital competencies to favor their use in educational practices.

Literature review

The influence of ICT in the development of digital competencies and pedagogical mediation has been a topic of research and actuality for theorists and researchers at international and

national level. This is how the following national and international research works are integrated around learning theories, which in the case of the research is connectivism, and thus how ICT, CT and PET are used, and digital competences are developed for pedagogical mediation.

"Literacy and digital competence in Higher Education: a systematic review" (Reis, Pessoa, & Gallego, 2019).

"Online learning for teacher development: a literature review" (Cook, & Steinert, 2013) 'Digital competencies in university teachers: a systematic literature review' (Perdomo, González, & Barrutia, 2020)" Digital competencies in journalism. Systematic review of the scientific literature on new professional profiles of the journalist" (Marta, Rodríguez and Peñalva, 2020).

"Development of Digital Teaching Competence in University Contexts. A Systematic Review" (Viñoles, Sánchez and Esteve, 2022).

Diagnostic and educational self-assessment of the digital competence of university teachers (Llopis, M., Viñoles, V., Esteve-Mon, F. & Segura, J.,2021)

Understanding the Cultural and Social Aspects of Teaching Digital Competencies (Ketil, B., 2019).

ICT, CT and PET: Educational Innovation in the Conceptual Era (Latorre, E., Castro, K. and Potes, I., 2018).

Competencias Digitales Del Profesorado Universitario En España (Mora, M., Inamorato, A., Villalonga, C., Lacalle, J., Camarillo, J., Sota, J., Velasco, J. and Ruiz, P., 2019).

Teacher Training in Technological Competencies in the Digital Era: Towards a Sociocultural Impact (Moreno, J., 2019). Digital Competencies of University Faculty and their Relationship with the Acceptance of ICT in Teaching Practice. (Orozco, G., 2019).

Findings & Discussion

According to the findings found during this review and reflection process, it can be stated that: 1. Every year the levels of technologization and digitalization increase and influence education, demanding training and innovation in didactic strategies, methods and theories to teach and learn and improve the quality of educational practices (Puerta, Rendón & Mosquera, 2021), and 2. Although there is a broad panorama of definitions of digital competencies, being digitally competent is related to adequately using the different ICT tools in the different processes and contexts of life (Moreno, 2019), and particularly in teaching practice, to innovate the teaching and learning process with a critical and reflective sense, motivate students to learn and build knowledge in an individual-organizational way, interrelating with what is stated by Siemens (2004, cited by Jalón, 2021). Also, the documentary review allowed highlighting that, both at national and general level, it is necessary to define a Common Framework or clear guidelines in terms of teachers' digital competencies and to work on timely educational models and policies, considering local realities and allowing the educational community to be immersed in the digital era and integrate sociocultural aspects from a critical and reflective view (Perdomo, González, and Barrutia, 2020). In addition, it is imperative the infrastructural investment in new technologies and coverage according to the sociocultural needs from the implementation of ICT, as well as the promotion of education and training of teachers in Digital Competencies through face-to-face, distance or virtual education so that they can have the necessary skills to function in a world that is constantly updated and with increasing demands from those who acquire knowledge (Moreno, 2019). Likewise, with the impact of ICT, in the education and training

of teachers it is not only necessary to include the critical and open development of pedagogical, didactic, disciplinary and research competencies and skills, but also digital or technological ones, promoting autonomous, collaborative learning and group work (Gonzales, Leyton and Parra, 2016), generating authentic learning opportunities, the integration of personalized learning and the increase of pedagogical innovation (Tejada and Pozos, 2018), responding to the educational challenges that arise every day, since the achievement of student competencies and learning objectives is highly related to the actions and roles that teachers plan, apply and adopt (Fernández, Leiva and López, 2018).

Suggestion & Further research

It is considered important to emphasize the need and relevance of raising awareness and training teachers in digital competencies and to involve digital tools or ICT in a transversal way in the curricula and pedagogical practices in order to re-signify and promote the teaching-learning processes that could be factors in promoting academic performance in students and professional growth for both teachers and students, being at the forefront to meet the challenges and needs of digital native students, the knowledge society, education and ICT. Also, to promote the development of teachers' digital skills and significantly transform educational practices, it is not only necessary to invest in infrastructure and technological coverage and provide educational institutions with digital tools and resources, but it is also advisable that teachers are trained in digital or technological skills and are constantly trained to use these tools and resources pedagogically and formatively in their teaching work. For this reason, it is relevant to diagnose and strengthen the digital competencies of teachers in educational institutions, and to include in undergraduate curricula academic spaces that promote them.

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Workshops

CRITICAL INTERCULTURAL RESOURCES SCALE: AN INSTRUMENT TO MEASURE ICC

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Introduction

The Intercultural Resources Scales (IRS) is an instrument designed by González Plasencia (2019; 2020) in order to measure intercultural communicative competence based on three components: affective, cognitive and procedural. Through a process of validation and piloting, a new dimension for the instrument was created: the critical one transforming IRS into CIRS (Critical Intercultural Resources Scale). Thus, this workshop aims at understanding the descriptors that every dimension entails as well as a discussion on the importance of developing and evaluating ICC in foreign language classrooms.

Problem statement

In the realm of bilingual education, particularly concerning the assessment of intercultural communicative competence (ICC), some scholars contend that evaluating this complex skill is problematic due to the ethical and contextual factors involved (Borgetti, 2017; Dervin, 2010). Conversely, other researchers (Byram, 1997; Sercu, 2010) argue that evaluation is essential to the teaching and learning process, as it offers valuable opportunities for reflection and growth. Therefore, in line with Byram and Sercu's perspectives, we view the assessment of ICC as a crucial process that should incorporate both formative and authentic evaluation methods. Formative evaluation is vital for providing ongoing feedback throughout the learning journey, while authentic evaluation is important for assessing competence in real-world, meaningful situations.

Objectives

-To share a new instrument: the Critical Intercultural Resources Scale to diagnose students and teachers' ICC.

Literature review

González (2020) applied the IRS to a cohort of 663 foreign language learners from several countries, including Egypt, Spain, Italy, and the United Kingdom. Through principal component analysis and reliability testing. A refined version of the IRS was developed, comprising 43 items that demonstrated internal consistency and were suitable for use across various cultural contexts. From this study, the author presents two important insights: first, using mixed methods for assessing ICC is advisable, as the results showed that "the IRS does not adequately capture the procedural dimension because of the highly interactive nature of the skills" (González, 2020, p. 11); second, it is crucial to explore additional factors such as the multicultural environment, language skills, and prior experiences, particularly regarding the length of time spent abroad. These findings, added to the need of exploring the political and ethical issues beneath foreign language education, created the possibility of complementing the IRS with a critical dimension that dives into those issues; thus, CIRS was created to cope with set needs.

The design of the descriptors for the critical dimension responds to a careful study of different reference frameworks in the international and national context, which provide an analysis of the competencies that can be developed in the field of ICC in its critical dimension. In this sense, international references include the Plural Approaches Reference Framework (MAREP), the Reference Framework of Competencies for a Democratic Culture, and the Common European Framework for Languages (complementary volume). As a national reference, the basic standards of citizen competencies are taken into account: training in citizenship; It is recognized that this last document is designed for basic and secondary education, however, its content can be transferred to the university context, since as has already been mentioned, the CCI and everything it implies is a process and a path that is built through throughout life.

Findings & Discussion

After the process of experts validation, several descriptors were modified following the suggestions provided. At the end of the process, a total of 53 descriptors were obtained. The new instrument now allows to have a general perspective of ICC development and to have a more specific idea on how to incorporate ICC in foreign language teaching.

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DIFFERENTIATION IN ACTION: LEARNING MENUS FOR DIVERSE CLASSROOMS.

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Author's biodata

Larissa Tatiana holds a master degree in English didactics from Universidad de Caldas. She has been a professor for more than 20 years at the university level. She has been a teacher trainer in different training programs delivered by the Ministry of Education. She is currently the director of the Curriculum Unit at the Academic Vicechancellor office at Universidad del Quindío.

Introduction

"Although it may annoy the teacher, one of the smartest questions a student can ask is, 'Why do we have to do this?'" – Robert Sylwester.

This question may irritate bilingual program teachers, but it prompts reflection on instructional practices regarding the learning process. Are teaching methods organized around the students' learning styles or the teachers' preferences? Twenty-first-century education emphasizes learner-centered pedagogy, where students are the primary actors in their learning journey. Students come with prior knowledge and developed competencies, which teachers must recognize. As Gregory and Chapman (2007) note, a one-size-fits-all approach does not work. Teachers should tailor instruction to diverse learning styles, known as differentiated instruction (Tomlinson, 2001). This approach fosters communication skills, particularly narrative writing, by offering diverse activities that cater to students' varied needs and preferences. This workshop will show participants how to use learning menus to boost differentiation in the classroom.

Literature review

Would I have a better grasp of English today if my teachers had employed differentiated instruction? How do we actually differentiate instruction? This workshop will address these questions through hands-on demonstrations of differentiated teaching and a learner-centered approach. A learner-centered approach focuses on equipping students with the tools necessary to guide their own learning journeys. According to Rogers (1983), students decide not only what to study but also how and why a subject is relevant to them. This emphasizes the importance of student interests, with teachers providing choices that empower learners to create their own educational paths. A critical element of differentiation is offering various strategies that cater to different learning pathways, as a method that may be effective for some might not work for others. One effective strategy for fostering a learner-centered classroom is the use of "Learning Menus," which present students with a variety of learning activities. Menus allow educators to include ideas that may not fit into a standard lesson while also giving students the opportunity to choose how they learn. Learning menus, also known as choice boards, enable students to select from various tasks while ensuring they focus on essential knowledge and skills.

Our experience has shown that learning menus effectively empower students to take ownership of their learning. When given choices in their activities, students tend to engage more deeply with the content, leading to better learning outcomes. While definitions of learning menus may vary, they all emphasize the importance of allowing students to choose activities that resonate with them, considering their readiness and interests.

In a learner-centered classroom, the teacher's role shifts from being the primary focus to facilitating the menu process, granting students control over their learning options. Learning menus not only support the development of learner-centered lessons but also promote differentiated instruction by recognizing and responding to the diverse needs of students.

Additionally, they encourage the acknowledgment of multiple intelligences, as Gardner (1983) pointed out the error of treating all children the same. By focusing on various intelligences, we can create a range of activities that engage students with different learning styles, ultimately leading to autonomous learners.

Learning menus can be particularly beneficial in mixed-ability classrooms, where students have varying levels of skill and needs. According to Chapman and King (2003), mixed-ability classrooms consist of students with different learning capacities and interests. Learning menus can help address these diverse needs by offering varied activities that cater to different skill levels.

Moreover, teachers can design a variety of engaging activities that align with students' interests, allowing for a more personalized learning experience. While creating these activities can be challenging, understanding our students' preferences will lead to success.

There are various ways to create learning menus, including dinner menus that feature a starter (negotiable), a main dish (mandatory), additions (negotiable), and a dessert (optional). In designing these menus, it is crucial to create appealing choices that motivate students. Setting the context and pre-teaching relevant vocabulary will also aid in students' ability to create their menus.

From my experience, here are some effective tips for designing the "dishes":
Starters: These should be accessible and engaging, providing initial exposure to the topic through appealing activities that offer input in context.
Main Dish: This should be both easy for lower-level students and challenging for those with higher proficiency, incorporating multiple skills while remaining engaging and meaningful.
Additions: Activities should cater to various intelligences, providing a diverse range of options.
Desserts: Although optional, these activities should be particularly enticing, encouraging students to want to engage with them.
By implementing these strategies, educators can effectively create a learning environment that empowers students to take charge of their education and develop critical skills.

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EAST MEETS WEST: DEBUNKING POWER MYTHS, EMPOWERING UNION

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Author's biodata

Fernanda Felix Binati has taught multilingual learners from remote areas in India, Brazil and Buddhist monks in Dharamshala. Her previous teaching experience includes working for International House Kazakhstan, as well as PCTE and Indo Global Colleges in Punjab, India, where she became more interested in learning about the concept of literacy in the 21st century. Currently, she is teaching English as a Foreign Language in Manizales, Caldas.

Introduction

It is stated in the British council's Equality Policy (2023) that"…language can be an important contributor to reinforcing power structures.". After asking a group of teachers what they thought about a coordinator who hit students when students did not do what they were told, it was found that the prevalent discourse was that it was 'part of the culture'. 'Ikigai' from the Japanese means 'way of being', and in context means that every person offers a unique contribution to shaping culture and language.

As an alternative, it has become vital to delve deeper into the symbolic meanings found in languages and cultures to speak about diversity, pointing institutions and multilingual learners to appreciate differences and hopefully help reshape current language structures for the future.

Problem statement

How can we explore teaching English by using language varieties in order to narrow the gaps between social class, cultural background, and language barriers?

Suggestion & Further research

 I presented this talk for the DIELE (Diversity and Inclusivity in English Learning) conference organised by the Universities of Soka (Japan), York (UK) and Monash (Australia) at the beginning of the year. I am doing further research in the area of diversity and language learning.

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GENDER REPRESENTATION IN LANGUAGE EDUCATION

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Johanna Díaz, a teacher of French, English, and Spanish, who graduated from Universidad de LaSalle in Bogotá, Colombia. Currently pursuing a Master's degree in Inclusive and Intercultural Education at Universidad del Bosque, she has 13 years of teaching experience. Now, she serves as an English and French teacher at Universidad Santo Tomás in Villavicencio.

Introduction

Recognizing and addressing gender bias and stereotypes in language education is important to our development as teachers in 2024. To explore types of gender bias that exist, particularly within the Colombian context, where traditional roles and cultural expectations can influence both teaching practices and student interactions. The goal is to identify barriers to gender equality and equity in education while discussing practical strategies for overcoming these challenges. Participants will engage in discussions and activities that encourage reflection on motivations for participation and learning goals.

Literature review

Gender bias and stereotypes refer to the prevalent depictions of men and women in traditional roles, such as representing men as scientists and women as caregivers, as highlighted in the British Council's workbook on gender.

These portrayals reinforce limited views of gender roles within society, shaping how individuals are perceived and what is expected of them based solely on their gender. Addressing these biases are crucial to equipping educators with the tools needed to critically evaluate the gendered content in their teaching resources, ultimately creating a more equitable and inclusive learning environment.

Furthermore, as Professor Nazife Aydinoglu explains, English language teaching coursebooks play a pivotal role not only in language acquisition but also in shaping learners' understanding of culture. Thus, ensuring gender equality within these materials is vital for fostering broader societal equality. Relevant sources for these discussions include the British Council's courses and studies in educational gender equity.

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JUST A CLICK

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Author's biodata

I'm a graduated from Linguistics and literature from Universidad de la Amazonia in 1997. I am an English teacher at Juan Bautista Migani since 2009. I have been teaching English in different universities and academies. I love to be part of activities like this because through them I learn a lot and meet people who share my same passion for English.

Introduction

In Just a click I pretend to show in different spaces how English is in our daily activities. First I will take you around the city showing different stores and places with their names in English. Some are not correctly spelled. Then I will explore Social networks and how they offer us tons of possibilities to learn and use English. Finally, entertainment: songs, singers, bands, movies, sports offer us a great variety of alternatives to be in touch with English. All this experience will be tied to different exercises to get the most of the adventure and once at home to keep using it.

Literature review

Just a click is a proposal that emerges from observation and everyday practice. One of the authors read for this proposal is Anne Burns who wrote Doing Action Research in English Language Teaching, 2009. In this book she proposes:

This hands-on, practical guide for ESL/EFL teachers and teacher educators outlines, for those who are new to doing action research, what it is and how it works. Straightforward and reader friendly, it introduces the concepts and offers a step-by-step guide to going through an action research process, including illustrations drawn widely from international contexts. Specifically, the text addresses:

- action research and how it differs from other forms of research
- the steps involved in developing an action research project
- ways of developing a research focus
- methods of data collection
- approaches to data analysis
- making sense of action research for further classroom action.
-

Each chapter includes a variety of pedagogical activities:
- Pre-Reading questions ask readers to consider what they already know about the topic
- Reflection Points invite readers to think about/discuss what they have read
- action points ask readers to carry out action-research tasks based on what they have read

- Classroom Voices illustrate aspects of action research from teachers internationally
- Summary Points provide a synopsis of the main points in the chapter

Bringing the 'how-to' and the 'what' together, Doing Action Research in English Language Teaching is the perfect text for BATESOL and MATESOL courses in which action research is the focus or a required component.

The context in which I intend this workshop is completely different due to the fact that I am working and teaching in a non-English speaking country. However English is everywhere and that is the reason why I focus on it in order to invite everybody to learn at a daily base, going from just a simple Word to something even more complex.

Conclusions References

After "Just a click" has been presented it is expected everybody there changes her/his attitude towards the daily interactions we have with English through our different activities. Walking down the street reading all those names of several stores and commercial places; wearing that new T-shirt brought and bought abroad, enjoying that TV show, singing that sticky melody, learning how to use that new appliance at home and so on. We do not live in an English speaking country, but after all we find it everywhere and in everything, so why not taking advantage of this situation and making it something practical and useful to learn and interact with the only universal language in the planet?

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