UNIVERSIDAD DE CUENCA

FACULTAD DE FILOSOFIA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

INTERNATIONAL SYMPOSIUM
EFL TEACHING AND RESEARCH EXPERIENCES FROM LATIN AMERICA
26-27 JANUARY 2022
DAY 1

Dr. Dario Luis Banegas (Argentina)

University of Edinburgh, Lecturer in Language Education

Presentation:

Critical thinking & TESOL: A world of possibilities

Abstract:

In this presentation I will discuss how critical thinking can help us embed authenticity and deeper learning in the English class by allowing students to address topics which can be an invitation to interrogate our beliefs, attitudes, and behaviours. Drawing on notions of argumentation, critical pedagogy, and global citizenship, I will share some activities which have been carried out with secondary school students in different settings.

Time: 09:15

Patrícia Marcuzzo, Ph.D. (Brazil)

Professor at Federal University of Santa Maria

Presentation:

Academic writing practices in a Brazilian university

Abstract:

In this presentation, I talk about my experience as an English for Academic Purposes writing professor in a Brazilian public university in the southernmost state of Brazil. I seek to explore the relationships between reading and writing in the scientific sphere of academic writing in English as a Foreign Language. The point I intend to develop is how the reading of scientific papers can foster academic writing, starting from a proposal of explicit, contextualized and theoretically oriented pedagogical practice of the reading task.

Time: 09:50

Mst. Andrés Paredes Becerra (Ecuador)

Coordinador General Académico, Centro de Educación Continua, Escuela Politécnica Nacional

Presentation:

A Retrospective on ELT during the COVID era

Abstract:

As we approach the second year of studying under COVID situations, it is time to draft a summary of the trends and preferences we have observed in ELT. In this session, we will see results from my own research from the students' point of view, as well as a collection of facts from well-known resources to reflect institutional points of view.

Time: 10:25

Dr. Malba Barahona y

Profesora Asociada, Pontificia Católica de Chile

Dr. Stephen Darwin (Chile)

Profesor Asociado, Universidad Alberto Hurtado

Presentation:

What are EFL pre-service teachers responsible for? A study of pre-service teachers' sense of professional pedagogical responsibility.

Abstract:

This session reports on the key results of the first stage of a four-year research project (2021-2024). This project seeks to identify the contemporary pedagogical practices that enhance and constrain the development of professional responsibility of pre-service teachers in initial English teacher education programmes in Chile. This first stage of this research was based on an instrument that measured the sense of responsibility of Chilean pre-service English teachers (n=611). The results suggested that pre-service teachers carried a generally high level of responsibility for their students' motivation, student achievements, their relationships with students and their own teaching performance. However, the outcomes also demonstrated that the levels of responsibility of these English language teachers was closely associated with their levels of self-efficacy and personal agency. Preliminary outcomes form survey data suggest a strong overall sense of professional identity, but an interesting divide between the importance of teaching methods and student acquisition of English language capabilities.

Time: 11:00

Dr. Marcelo Bernal (Ecuador)

Full time Associate Professor and Researcher, Universidad de Cuenca

Presentation:

Empowering EFL Ecuadorian University Students Through the Choice of Reading Material

Abstract

Most university English instructors in Ecuador confront significant difficulties in dealing with bored, uninterested, and unmotivated learners who have studied English since elementary school; nonetheless, most of them can barely speak or understand basic English. However, they require intermediate-level English for graduation. A new teaching approach is needed to turn around this situation urgently. Therefore, based on the idea that no one learns what one does not want to, I have opted to empower my students by allowing them to select reading material for class discussion. Students choose readings related to their majors and likes and prepare questions, summaries, and presentations as part of their assignments. Students present their tasks in our class sessions, showing significant ideas from the text and addressing how they relate to their circumstances. As a facilitator, I have shown them how to mine the texts for better comprehension, identify the parts of a reading text, look for grammar points in context, learn new vocabulary, practice their speaking skills, improve their pronunciation and overall metacognitive skills. Students also practice journal/essay writing activities which provide the teacher´s ongoing feedback on their understanding of the content and language development. Since the beginning of this teaching practice, I have seen significant changes in attitudes towards learning English. There is a much greater engagement in class, increased student autonomy, more student talk, and empathetic relationship between students and teacher and among the students themselves, and documented increases in their language proficiency. I will share additional teaching/learning experiences in the symposium

Time: 11:35
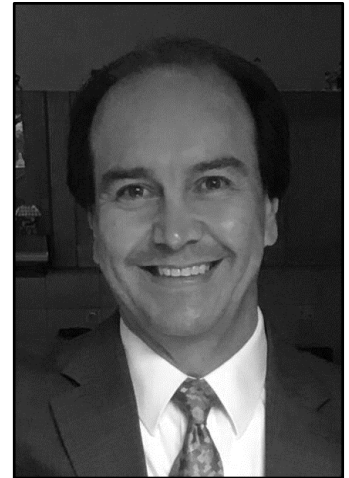
Yecid Ortega, Ph.D. (Colombia)

University of Toronto, Lecturer

Presentation:

From bilingual call center work to centering the bilingual education work

Abstract

This presentation will share ideas related to an ongoing project that uses a case study approach to explore and interrogate the role of call centres in Colombia. It is argued that indirectly call centres pose a threat to the ongoing pool of teacher education candidates in bilingual education programs. Many candidates are deciding to work in bilingual call centres for quick cash decentering their fundamental work in education and focusing on working for market-driven and capitalist corporations rather than spending their educational time on learning the fundamental research and pedagogical skills to become English teachers in public or private institutions in the country. I question how entrepreneurial capitalist, global and neoliberal forms of influencing students to get "high-paying" jobs affect the work towards centring education in addressing what communities need in terms of teaching for social justice.

Time: 12:10

DAY 2

Doctor Silvana Julieta Barboni (Argentina)

Senior Lecturer and Researcher. The National University of La Plata

Presentation: A three layered framework for critical expertise in EL Teacher Education. Using tailor made materials to educate for critical ESOL practice.

Abstract:

In this presentation I explore some of the ways in which ESOL teacher education can generate opportunities for student teachers to select and create texts for language education that value the contextual and cultural backgrounds of students while the notions of literacy, criticality, interculturality, plurilingualism and translingual practices, among others, are considered. The presentation is divided into two main parts. In the first one, I refer to the theoretical framework that supports ESOL teacher education for post method practice and derive some of the main principles guiding teacher education when educating ESOL professionals. In the second one, I depart from a case study to explore and exemplify some of the critical reflexive processes student teachers need to be confronted with when developing what I call an informed, interpretive and intercultural profile for language education.

Time: 9:05

Mst. Andrés Fernando Valencia Mafla (Colombia)

Assistant professor, Universidad del Valle at Cali, Colombia.

Presentation: An Intercultural Carol: The Ghosts of Past, Present, and Future Interculturality

Abstract:

Today more than ever, culture has "currency." However, not exclusively as an economic asset but for its curricular and pedagogical affordances within peace-building projects and educational reform projects (Peña Dix, Tejada-Sánchez & Truscott de Mejía, 2019, p. xxiii). Indeed, language teacher education programs are shifting their emphasis from competency-based formation models predicated in language proficiency, pedagogy, didactics, ICT, and research to critical and intercultural orientations (e.g., Universidad del Valle). This presentation engages Dicken's metaphor (past-present-future) and its main character (Scrooge) to (1) examine the nature of current intercultural competence models (compositional, co-orientational, developmental, adaptational, or causal path models, after

Spitzberg & Changnon (2009)) and their assessment implications; and (2) analyze how language and culture are mobilized within an intercultural approach to language teaching. The ghosts of interculturality's past, illustrated in Celce-Murcia's (2007), Byram's (1997), and Kramsch's (2006) models could be labeled as 'aspirational' (Gaztambide-Fernández & Angod, 2019), for the language learner aspires to blend, to become (or approximate) the desired other (native speaker), ignoring the relationships among their language(s)/culture(s) and the target language/culture. The ghosts of interculturality's present showcase the transition from competency models to orientations. As an onto-epistemological move, as illustrated by Ferrão Candau (2010) and Scarino (2009), it shifts from a curricular (individual) to a pedagogical (collective) (Gaztambide-Fernández, 2012) orientation, creating tensions with received views of assessment and language proficiency. The ghosts of interculturality's future foreshadow how interculturality will shape/be shaped by disruptive technologies (portable AI devices, AI symbiotic evolution, nano/biotechnologies), bioethics, new forms of work/education, new pandemics, etc. The presentation concludes that an intercultural orientation if rooted in anti-colonial politics (Kempf, 2009) will help deal with new forms of ethnocentrism/nationalisms; heteropatriarchalism, hetero/homonormativity (Valencia, Arenas, Arrendondo & Buriticá, 2020); phallogocentrism (Cixous & Clément, 1986); verbocentrism (Álvarez Valencia, 2018); and new forms of oppression.

Time: 09:40

Jesús Toapanta, Ph.D. (Ecuador)

Lecturer, University of Alberta, Canada.

College professor, Okanagan College, Canada.

Presentation: Second Language Listening: A skill that is often taken for granted.

Abstract:

Second language listening is a source of frustration and anxiety for many language learners. Most learners find it difficult to tackle second language listening and do not know exactly how to improve their listening skills other than to listen harder (Goh, 2008). This presentation will show the results of a study that looked at what learners believe to be the most difficult language skill in contrast to what instructors perceive to be the most difficult skill. The results of this study suggest that second language listening is taken for granted, and although it is done in the

language classroom, it is not actually taught. Data for this study was collected from EFL learners (n=657) and EFL instructors (n=10).

Time: 10:15

Sávio Siqueira, Ph.D. (Brazil)

Associate Professor Bahia Federal University (UFBA), Salvador, Brazil

Presentation: The Plastic World of ELT Textbooks: A Necessary Deconstruction

Abstract:

The globality of the English language is an undeniable fact. It is the language of desire of a great number people from different parts of the world. Once we take and study the phenomenon from an English as a Lingua Franca (ELF) perspective, several political, ideological, and pedagogical implications are to be seriously considered in English Language Teaching (ELT), especially when it comes to decolonizing materials conceived in hegemonic centers of power. Often accused of trying to depict and reproduce a "plastic world" for potential standardized and universalized classrooms, ELT coursebooks have constantly been under scrutiny. Drawing upon data from a textbook analysis research study, it is my aim in this presentation to raise this awareness, and through practical examples, discuss and propose actions teachers can engage in when it comes to localizing their pedagogy and act upon the commonly imposed ELT materials they are to work with.

Time: 10:50

Diego Cajas, Ph.D. (Ecuador)

Director of the Pedagogia de los Idiomas Nacionales y Extranjeros undergraduate program, Universidad Nacional de Educación.

Presentation: An analysis of factors that influence EFL classes in Ecuadorian public schools

Abstract:

The implementation of the 2016 EFL (English as Foreign Language) Curriculum in Ecuador has been caused challenges among teachers mainly due to policy-driven factors. Policies are conceptualized and implemented based on the assumption that they facilitate curriculum implementation at both the school and classroom levels; however, there are factors that either facilitate or impede this implementation. To study these challenges, a survey was administered to in-service teachers in Zone 6 to determine the factors that influence the EFL curriculum's policy implementation in public schools. Due to the pandemic, the
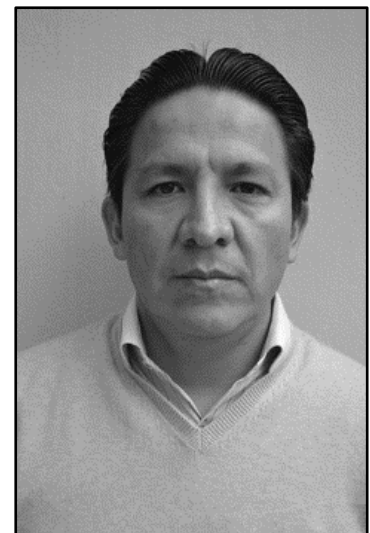
survey administration was done online through the Survey Monkey website. This mode contributed to the lower turnout of respondents who answered as against the face-to-face method as planned initially. The survey has two principal objectives – establish the relationship between the academic profile of teachers and the teaching methodologies and to determine the factors that impede and facilitate their teaching against three aspects: professional development training, administrative support, and infrastructure.

Based on the findings, 56% of the surveyed teachers have the B2 level certificate based on the Common European Framework of Reference (CEFR). Most of them obtained an undergraduate degree title in English teaching. With this academic profile, the majority teach in urban areas and students in the intermediate and senior high school levels, leaving no teachers in most rural areas and lower-level classes. Despite the government's drive to promote English in public schools, the lack of human capital assessment has rendered the system unable to fill the needed posts to ensure that students have an English teacher. At a B2 proficiency level, most teachers use Spanish to a certain extent in teaching English which facilitates comprehension but impedes the implementation of the pedagogical approaches of the curriculum due to students' lack of skills in communicating and producing the language.

Time: 11:25

Dr. Gabriel Díaz Maggioli (Uruguay)

Pedagogic Advisor, Institute of Education, Universidad ORT Uruguay
President of the International Association for Teachers of English as a Foreign Language (IATEFL)

Presentation: How to ENABLE teacher learning

Abstract:

In this short presentation I will introduce the ENABLE model, a framework that makes explicit a research-informed approach to initial second language teacher education. Based on the premise that learning to teach is a highly situated sociocultural endeavor, the presentation showcases how the framework promotes the learning of core concepts, practices and dispositions.

Time: 12:00

Patricia Grillet, Mst (Colombia)

Professor, Universidad de Antioquia

Researcher, University of Hawaii

Presentation: A Process to Reach Valid and Authentic Evaluations

Abstract:

The intention of this Teacher Research was to improve teaching practices through classroom-generated results, trying to design valid instruments to assess students. It implied a process of contextualization, assessment enhancement, and autonomy increase, intending to draw appropriate inferences out of students' performances and accurately interpret scores. As a result, students could experience a motivating assessment environment that allowed them to deploy their real language abilities, by including elements that they considered meaningful, such as relevant aspects of their lives, or purposes with the language. Raising authenticity, interactiveness and autonomy affected positively students' performances, especially in their last oral test

Time: 12:30