MEMOIRS OF THE
Second
International Congress in
TEACHING AND
RESEARCHING IN
ENGLISH LANGUAGE
TEACHING

LIBRO DE RESÚMENES DEL
II CONGRESO INTERNACIONAL DE DOCENCIA E INVESTIGACIÓN EN ENGLISH LANGUAGE TEACHING

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Memorias Científicas del
II CONGRESO INTERNACIONAL DE DOCENCIA E INVESTIGACIÓN EN ENGLISH LANGUAGE TEACHING

Índice General

PRESENTACIÓN

II CONGRESO INTERNACIONAL DE DOCENCIA E INVESTIGACIÓN EN ENGLISH LANGUAGE TEACHING

El Libro de Abstracts del II Congreso Internacional de Docencia e Investigación en English Language Teaching recoge las comunicaciones presentadas y que formaron parte del foro de investigadores, profesionales y alumnado que, juntos, analizaron, reflexionaron y compartieron, aspectos conceptuales y metodológicos de las diferentes disciplinas de la enseñanza del idioma Inglés.

La filosofía de este congreso nació con la idea de promover la comunicación entre estudiantes, profesionales e investigadores de distintas disciplinas de la docencia e investigación en la enseñanza del idioma Inglés en Ecuador y Latinoamérica y de esta manera aprovechar las potencialidades derivadas de la interacción y el intercambio de conocimiento entre ellos fomentando la interdisciplinaridad, a través de la puesta en común de los conocimientos y métodos de trabajo existentes en las diferentes áreas.

No podemos acabar esta breve presentación sin nuestro más sincero agradecimiento a la Universidad Técnica de Cotopaxi y a todas las universidades colaboradoras en este evento. Nuestro agradecimiento se extiende también a todos los participantes y organizadores del congreso, por su intenso e interesante intercambio de ideas y enfoques en estas interesantes áreas del conocimiento.

Conferencias Plenarias Invitadas:

Dra. Leticia Araceli Salas Serrano
Benemérita Universidad Autónoma de Puebla BUAP

A NEW PATH OF CPD- BECOMING LEADERS IN ELT

Abstract: This keynote talk will take attendees through a journey from the beginning to the current situation of the ELT profession. Along the years and through the different stages of the profession, teachers have played several and varied roles in their institutions and for their students. At the same time, English teachers have walked a path of Continuous Professional Development (CPD) and transformation that had taken them from language teachers to researchers and up to now, to empowered and inspiring leaders. The demands of the current times have made teachers realize that through CPD and change, they can answer to the necessities of their students and their institutions. The need for leaders in ELT results from the different scenarios where ELT professionals work and grow. Emerging leaders in ELT must be aware of their responsibility to shape and give direction in guiding their ELT peer teachers and professionals into future settings. The attendees to this keynote talk will identify the current demands of the profession as well as reflect on their individual professional plan-path and the direction they want to give their careers through CPD and the development of skills for the different roles they play in educational contexts.

Keywords: CPD, professionalization, growth, research, leadership.

Dra. Leticia Araceli Salas Serrano
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FINDING THE APPROPRIATE JOURNAL TO PUBLISH YOUR RESEARCH

Abstract: To get published is one of the hardest challenges for all kinds of scientists and researchers in all disciplines. In the ELT contexts, applied linguists are also eager to have their academic work published in well-established journals around the world. By having academic publications, researchers may get the recognition they are looking for within their Communities of Practice and their institutions. However, the process of being published can be a long, difficult and unknown one. During this session, attendees will get a better understanding of the process that authors may go through with their research from the submission of a text proposal to the publication of their article. The publication process may face several challenges as the literacy practices on academic writing might differ from journal to journal, then, some advice will be given to authors about choosing and submitting a manuscript for probable publication. At the end of the workshop, the attendees of the session will have a better understanding of what to expect when they start a publication process.

Keywords: academic writing, academic article, journals, peer-review, publishing.

Mg. Agnes Orosz
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GUIDED DISCOVERY APPROACH TO GRAMMAR

Abstract: The Guided Discovery Approach to Grammar is ideal alternative to the inductive/deductive dichotomy when it comes to teaching grammar. Many of the disadvantages of the deductive approach were confirmed by my own experience; I found that simply telling students grammar rules was often ineffective since even when they understood the rules, they tended to forget them from one day to the next and knowing the rules seemed to make little difference to their ability to use the form correctly in communicative practice. But I also had my doubts about the inductive approach; if native speakers themselves often have no idea about what the grammar rules are in many cases, how are learners of English simply supposed to work them out for themselves with nothing to go on but examples? Most of my students in most teaching contexts didn't get very far at all with the inductive method.

So, I have been using the Guided Discovery approach, and I feel it provides a sensible best-of-both-worlds solution. It means that students get the benefit of discovery learning, but are supported by simple, accessible questions which clearly scaffold this discovery. This approach successfully avoids long, boring, convoluted and potentially confusing teacher-centred explanations about difficult concepts and also avoids too much grammatical metalanguage which can also put many students to sleep.

This dynamic session will introduce participants to the Guided Discovery approach in an interactive way, taking them through a demo lesson which they can apply directly in their classrooms. There will also be opportunities for reflection and analysis of each stage of the lesson.

Keywords: Guided Discovery, Grammar, ELT.

Ponencias:

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SIGNIFY THE TERRITORY: A PROPOSAL FOR STUDENTS' OWNERSHIP OF THEIR ECOLOGIC TERRITORY THROUGH TASKS AND CLIL METHODOLOGY

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Abstract:

Students do not have a sense of belonging to the territory that surrounds them; hence, they are not aware of the environmental problems of their community. This intervention proposal was carried out in order to study how students' ownership and sense of belonging to their ecologic territory emerged when they were involved in tasks and CLIL methodology. For the development of this project, 30 students were considered as participants. They are students from a public school in Bogotá that is next to two streams. The participants' age range is from 13 to 16 years old. There were been selected some tasks (Comparing, Sharing Personal Experience and Ordering and Sorting out activities) and the 4Cs CLIL approach (Content, Communication, Cognition and Culture) as pedagogical intervention; during 15 weeks (4 hours each). Students were exposed to activities such as: round tables, interviews, field trips, writing and oral reflections considering specific contents like: territory and identity, places and non-places in the territory, water pollution, exploration of stories and memories of the neighborhood, native plants and animals, and substrates. In order to assess students' learning about these contents, self- assessment formats, a journal and a paper portfolio was implemented which obtain students' reflections, reactions, experiences and feelings during the activities and gather students' drawings, compositions (descriptions, narratives and questionnaires). While each session was carried out, some notes were collected about students' learning process. This project tried to promote the recovery of memories and recognition of the experiences that constitute students' identity by their territory through the contact with the nature and pedagogical outdoor activities.

Keywords: Territory, ownership, CLIL, tasks, field trips.

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TEACHERS' PERCEPTIONS TOWARDS CURRICULUM ADAPTATIONS FOR STUDENTS WITH SPECIAL NEEDS AT AMARILIS FUENTES ALCÍVAR HIGH SCHOOL OF GUAYAQUIL

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Abstract:

This study was developed upon teachers' perceptions respected to their position towards the designing of Curriculum adaptations that teachers have to implement for students with educational special needs from Amarilis Fuentes Alcívar High School. The type of research used was descriptive. It was conducted with a mixed method approach.

This research gathered data through semi-structured interviews conducted to 20 teachers who deal with students that have different educational special needs. Thus, the analysis of the data showed that the teachers' perceptions towards the Curriculum adaptations were varied mainly because of the different goals teachers have in relation to their beliefs and experiences. It was also found that a considerable number of participants did not have enough knowledge and experience dealing with inclusion issues. It was concluded that this group of participants showed interest in receiving inclusion training that allows overcoming their inconvenient designing Curriculum adaptations. Inclusion strategies need to be included in the classroom practice to accommodate inclusion students and reach a better development into the classroom.

Keywords: Territory, ownership, CLIL, tasks, field trips.

EMPOWERING STUDENTS' SOCIAL PRACTICES BY EXPLORING FOUR READING STRATEGIES THROUGH BLOGS

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Abstract:

This experience reports a qualitative action research carried out with learners from English level 2 in the International Languages Institute at a public University in Tunja. This study emerged from a problem reported through a diagnosis survey, which evidenced a not challenging development of reading activities and the scarce knowledge and use of specific reading strategies. Aspects found from video recordings, student blogs and an open-ended questionnaire reported that the use of blogs promotes reading as a meaningful activity. Likewise, the use of strategies (making connections, asking questions, prediction and visualizing), empowered the way students interpret their knowledge and their world. In the same way, reading from blogs revealed reflections, experiences, personal points of view to challenge and make sense of attitudes, situations and progress in student's social practices. Five workshops were designed and implemented by adopting the Cognitive Academic Language Learning Approach (CALLA) as a model to guide students to construct their process as conscious readers.

Keywords: Social Practices, Reading Strategies, CALLA Model and blogs.

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HOW ARE WE PREPARING FUTURE EFL TEACHERS? A STUDY OF THE CURRICULAR VARIATIONS AMONG SELECTED EFL UNDERGRADUATE PROGRAMS IN ECUADOR

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Resumen:

En el sistema de educación superior del país, la carrera de Pedagogía de Enseñanza de los Idiomas Nacionales y Extranjeros o carrera de inglés es ofertada por 17 instituciones de educación superior (IES). De estas, 15 IES ofertan estos programas de manera presencial y 2 a distancia. El número de IES que ofertan esta carrera es un indicador del interés que existe entre los estudiantes ecuatorianos por convertirse en profesores de inglés. De acuerdo con los datos obtenidos de los cuatro últimos concursos "Quiero ser maestro", solamente un porcentaje reducido de docentes, en comparación con el número total de aplicantes, obtuvieron una plaza fija en el magisterio dejando un alto porcentaje de partidas sin utilizar. Para explorar las razones de este fenómeno se realizó un estudio del currículo de esta carrera en 8 IES utilizando una metodología de investigación mixta. Los resultados obtenidos fueron: diferencias substanciales en el número de horas de práctica preprofesional y en el porcentaje de uso de inglés como medio de instrucción entre cada una de las IES participantes, variedad de asignaturas académicas a pesar de existir un perfil de salida común para los graduados y diferencias significativas en el total de horas de instrucción.

Descriptores claves: currículo, formación de profesores de inglés, uso de inglés como medio de instrucción.

PRELIMINARY RESULTS OF THE STUDY: FACTORS AIDING AND IMPEDING EFL IN ZONE 6 OF ECUADOR

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Resumen:

The 2016 Ecuadorian curriculum mandates students must graduate with an upper intermediate level of English in reading, writing, listening and speaking. This level is a B2 according to CEFR. However, the authors of this paper have found factors that aid and/or impede EFL in Zone 6 in the Ecuadorian context. For this reason, the researchers conducted exploratory qualitative research practices such as observations of EFL classes in public schools and round table discussions with EFL public school teachers. For this research, the authors formulated the following research question: what are the factors that impede and aid EFL teaching and learning in Zone 6 in the country of Ecuador? In order to answer this question, the overall aim of this paper is to identify the factors that impede and aid EFL teaching and learning in Zone 6 in the country of Ecuador. The round table discussions were transcribed and put through maxQD qualitative analysis software to retrieve various codes. These revealed the factors impeding and aiding ELT in Zone 6 in Ecuador. The codes were grouped into eight categories. They are pedagogy related factors, use of Spanish, teacher's accountability, perceptions of ELT, infrastructure, educational policies, status of EFL and professional development.

Keywords: EFL factors; educational policies; teaching and learning; perceptions, language use.

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THE CONTUNUOUS SOCIAL PROBLEM OF COMMUNICATION THAT ARISE IN THE ENGLISH TRANSLATION PROCESS USING THE TECHNOLOGY. CASE STUDY

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Resumen:

This paper was prepared with a view to offering a potential contribution to the subtitling industry by means of reporting on the decision-making process involved in the development of an English translation of the short-film "Malajunta", an Ecuadorian audiovisual production that addresses a continual social issue in our reality, emerging from substance abuse, particularly seen among people from middle to lower social levels. This transfer process was done by applying some theories and techniques that served the communicative function of the audiovisual product while respecting the process to be carried out and the technical and linguistic limitations inherent to this particular mode of translation: subtitling, and at the same time providing the annotations that account for the reasons behind the choices made in order to render a product attached to its original context. Some recommendations are made as well, by determining ways to tackle the afore mentioned issues that may emerge in the process of translating a source material filled with culture bound elements.

Keywords: youth jargon, communicative approach, short-film, translation, subtitling.

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ALTERNANCIA DE CÓDIGO EN EL APRENDIZAJE DEL IDIOMA INGLÉS

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Resumen:

Este estudio tiene como objetivo revelar las actitudes de profesores y estudiantes sobre el uso del español en las clases de inglés para contribuir al entendimiento de los procesos de enseñanza-aprendizaje del idioma en las carreras de formación en inglés de la Universidad Católica de Santiago de Guayaquil. La investigación es de corte cuali-cuantitativo. Para la exploración se aplicaron dos encuestas y una entrevista. Participaron cuarenta y dos estudiantes y ocho profesores. Los resultados muestran que gran parte de los estudiantes y de los profesores hacen cambio de código para introducir un tema nuevo, verificar la comprensión, dar instrucciones gramaticales, contar anécdotas, etc. La mitad de los estudiantes no están seguros si el cambio de código es una estrategia eficiente y un tercio de ellos piensa que sí lo es; por otro lado, 75% de los profesores consideran que sí es una estrategia eficiente. Finalmente, la mayoría de los profesores opina que pedirles a los educandos que "piensen en inglés" es una estrategia de aprendizaje efectiva, mientras que una minoría considera que pensar en inglés no es posible en las etapas tempranas de aprendizaje del idioma.

Descriptores claves: cambio de código, actitudes, comprensión, estrategia de enseñanza, aprendizaje.

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ENTORNOS VIRTUALES: APRENDIZAJE DE LENGUAS EN EL SIGLO XXI

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Resumen:

El presente estudio revela hallazgos de una investigación enfocada en el aprendizaje de lenguas utilizando tres entornos virtuales (EVA) (Symbaloo, WhatsApp y Blog). El objetivo de esta investigación se centró en identificar las percepciones que tienen los estudiantes, así como en descubrir cómo actúan los EVA en el aprendizaje de lenguas. Esta investigación se realizó como un estudio de caso desde la perspectiva cualitativa y la metodología de investigación acción que recoge las percepciones sobre el uso de los EVA en una clase de lengua extranjera. El estudio se ejecutó con un grupo de diez estudiantes en el centro de lenguas extranjeras de la Benemérita Universidad Autónoma de Puebla quienes formaron un grupo donde se utilizaron los tres EVA antes mencionados. Los resultados refieren que los EVA favorecen la comunicación directa e instantánea, permiten el trabajo colaborativo, ayudan al desarrollo de las habilidades lingüísticas a través de la interacción entre pares y maestros; de igual manera permiten adaptarse al tiempo y situación personal de cada estudiante.

Los hallazgos reportan que los conocimientos previos y competencia tecnológica de los estudiantes, aunados al tiempo que ellos brindan al entorno virtual son factores que inciden en su aprendizaje y motivación.

Descriptores claves: Entorno Virtual, Aprendizaje, TIC, Comunicación Multidireccional, Investigación cualitativa.

LISTENING COMPREHENSION TO IMPROVE PRONUNCIATION IN STUDENTS OF MECHANICS CAREER-ESPOCH. A LINGUISTIC ANÁLISIS

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Resumen:

El artículo Comprensión Auditiva para mejorar la Pronunciación de los estudiantes de la Carrera de Mecánica – ESPOCH, un análisis lingüístico, presenta una reflexión práctica en la enseñanza de esta destreza. El objetivo fundamental fue determinar como la comprensión auditiva influye en la pronunciación. Se estudiaron elementos segméntales, suprasegmentales y factores sociolingüísticos que pueden influir en la pronunciación. Los factores metalingüísticos y códigos extralingüísticos revelan el contexto en el que se desenvuelve el estudiante. Se presentaron técnicas interactivas que sirvieron para mejorar la pronunciación. Se trabajó con una triangulación de métodos, técnicas e instrumentos. Mediante el método empírico se colectaron datos en la práctica docente. Con el método inductivo se observó el fenómeno sistemáticamente mediante pruebas y rúbricas que sirvieron como guías de observación para medir la pronunciación. Con el método analítico se contabilizaron errores fonéticos y fonológicos en el idioma inglés. Finalmente se aplicaron técnicas interactivas para mejorar la pronunciación. Los resultados fueron analizados con T-student y Coeficiente de Pearson. Se observó una mejora significativa del 11.4 % en la pronunciación de los estudiantes. Se mejoró el proceso de enseñanza aprendizaje del Idioma inglés. Se recomienda la experimentación sistemática con técnicas similares y la creación de otras bajo Lingüística Aplicada.

Descriptores claves: Comprensión auditiva, Técnicas, Pronunciación, Enseñanza, Aprendizaje.

IMPACT AND LEARNERS PERCEPTIONS OF THE STANDARDIZATION OF AN ORAL PROGRESSIVE ENGLISH EXAM
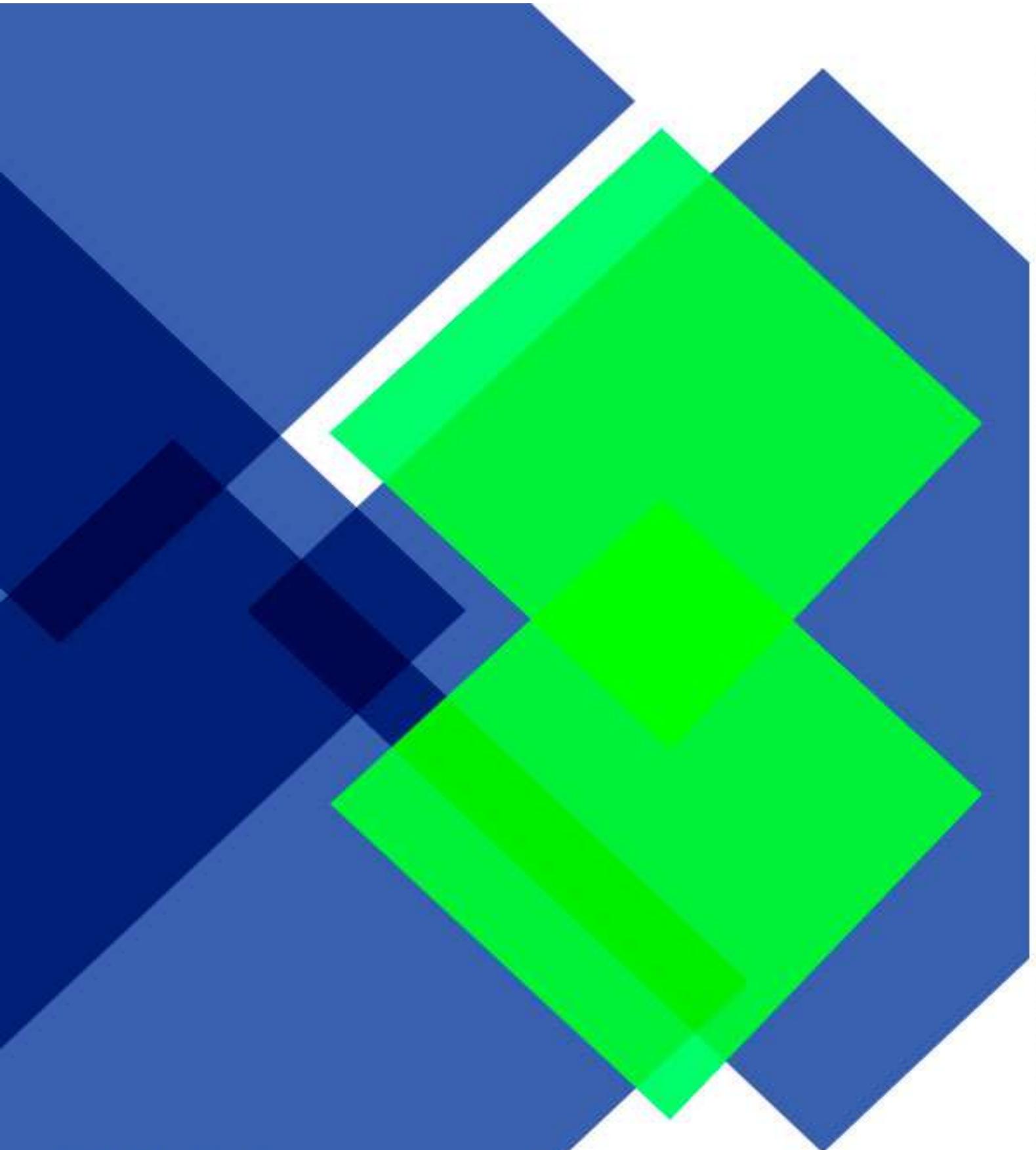
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Abstract:

This study describes the tangible impact that the possible standardization of an oral progressive English exam had on the perceptions of sixty-six EFL students enrolled in two courses of the same pre-intermediate level at the language center of an Ecuadorian state university. The academics in charge of this research tested and graded the speaking skill of these learners with the innovative spoken test aforementioned. The qualitative information needed to explore the advantages and disadvantages of this new verbal assessment scheme was gathered when these undergraduates filled out an entry and an exit questionnaire, with twelve questions each, in their L1. Those feedback forms were analyzed by these researchers and their conclusions highlight that their oral exam proposal holds practical and valuable benefits that the current speaking evaluation exercised in this particular education setting does not possess. Additionally, these researchers applied the Student's t-test to the scores these pupils got on their entry and exit vocal examinations for establishing a connection between their actual performances and their opinions about the proposed oral exam. The quantitative data showed that even though many of these students did badly on this new spoken test, they did not state a negative opinion about it. Finally, this educational project should provide the teaching staff of this language center, and any other colleague working in a similar context, with a standardized oral exam that evaluates the speaking skill progression of their students effectively and efficiently.

Keywords: B1 learners, Pre-intermediate students, Critical Thinking, Fluency, Oral Exam.

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