

Abstracts of on-going Thesis Documents VIII Cohort

1. THE ROLE OF THE TARGET LANGUAGE CULTURE IN ADOLESCENTS' CONSTRUCTION OF SELF-IDENTITY

Yolima Patricia Aponte

Abstract

This research project aims at exploring and analyzing the role of the target language culture in the adolescents' identity, since according to Erickson (1956) "adolescents (person from about 13 or 14 to about 20) learn how to answer satisfactorily and happily the question of "Who am I?" Which means that is during the adolescence when a person builds their self-identity. This project will be conducted at Jose María Silva Salazar in Buenavista Boyacá with tenth graders. Surveys, students' artifacts, journals, narratives and constant observation will be used as instruments to gather the data required for this qualitative descriptive interpretative study.

2. GOING BEYOND THE ETHNOGRAPHIC AND CRITICAL IDENTITY DIVERSITY

Lucimaver González Robayo

Abstract

Gender responds to a social construction which shapes peoples' self images and identities. Female and male responsibilities, rights, duties, role in written and oral production are all determined by social gender identity. Thus, this research study aims to find out what characterizes students' gender identity construction in an ESP setting and the way it is revealed in their oral and writing responses from critical reading texts. This qualitative exploratory case study will be carried out in an ESP level 3 class at a private university. The data collection will be through the use of participant direct observations, journals, in-depth interviews and video recordings.

3. CHILDREN HAVE TO WORK AND GO TO THE SCHOOL: A DICHOTOMY

Luz Angélica Murcia Pardo

Abstract

This research project attempts to use narratives to discover how students interpret the situation of working and studying, and how through the development of collaborative projects they can transform the interpretation of the world they do. The study will be conducted at a public school, in Pachavita Boyaca, with 39 seventh graders, where the 75% come from rural areas. For collecting data, it will be developed a survey, besides students are going to use a portfolio where they are going to include the narratives and all the aspects related to the project they are going to develop.

4. REVISING AN EFL CURRICULUM IN A PUBLIC SCHOOL: A FIRST STEP FOR A FUTURE CURRICULAR DESIGN REGARDING INTER- RELATION OF FOREIGN LANGUAGE AND LOCAL CONTEXT IN THE ENGLISH CLASSES

Karen Eliana Ramírez Saavedra

Abstract

The objective of this research Project is to diagnose the existing EFL curriculum, taking into account the interrelationship between Foreign Language and local context in the English classes. The project will be conducted in a public school in Villa de Leyva. The collecting data instruments which are going to inform this descriptive case study are the existing curriculum, observations and surveys. This study is framed under the qualitative research. The results obtained from the analysis will allow EFL teachers to redesign a practical and systematic curriculum taking into consideration the richness of the local context.

5. AM I READY TO BE A TEACHER? ADVISOR TEACHER'S PERCEPTIONS OF STUDENT TEACHERS' PROFESSIONAL IDENTITY

Diana Díaz Benavides

Abstract:

Reflection has been situated as a key component of teaching education.

Many authors illustrate the process of reflection in cyclical models in order to acquire a reflective competence. In the present study, I will interpret UPTC Foreign Language Student Teachers' professional identity through a cyclical model of reflection. S-Teachers' experiences reported in their diaries, supervisory meetings, interviews and observations will gradually inform this investigation about characteristics that construct their self perception as teachers.

6. L2 Teachers' Perceptions Regarding the Inclusion Phenomenon Program in Their Practices at Tunja Public Schools

Jeyson Ricardo Díaz Rojas

Abstract

The educational inclusion has always been a controversial topic in the society, even when the Ministry of Education (2003) "promotes with its policies quality and equality in developing strategies for educational institutions to organize and plan the attention for the population with special educational needs (S.E.N); teachers perceive these policies do not match with the real context they are facing every day in their schools (Santos 1999). The objective of this proposal has to do with analyzing and describing the way as L2 teachers conceive and apply the inclusion's policies in their classes taking into account the quality coverage program.

7. Becoming Critical Listeners

Milton Gerardo Hernández García

Abstract

Listening, a called passive skill or activity, is a complex skill to be learnt. The use of musical video clips with closed caption (cc) may be a tool to present input for listening practice and learning vocabulary. Besides, videos also show different texts: non verbal, musical and images which are innate part of the L2 culture that need to be taken into account when listening critically. This study aims to analyze the outcomes emerged in students when watching musical videos with cc.

8. Chevanos Construct their own Identity through Narratives Following a Process of Resiliency

Julie Natalie Parra

Abstract

This research project focuses on exploring how Chevanos construct or keep their own identity through narratives following a process of resiliency. Taking into account that some students from Cheva – Boyacá faced a critical situation because of a natural disaster, they will be involved in a set of reflective writing (narratives) in order to tell their stories of life and how they perceive their lives after the catastrophe as well as how they keep their identities. The project will be conducted in a rural public school in Jericó, Boyacá with Chevanos affected by the misfortune. Narratives, field notes and interviews will be used as instruments to collect data in this qualitative descriptive study.

9. Exploring Pre-Service Teacher's Perceptions on Task-Based Language Teaching (Tbtl) and the Instructional Model Know-Do-Share (K-D-S) In their Teaching Practicum

Alberto Ramírez Avendaño

Abstract

The purpose of this study is to explore the pre-service teacher's perceptions from the implementation of Task-Based Language Teaching (TBLT) and the instructional model Know-Do-Share (K-D-S) in their teaching practicum. This study will be conducted at a public religious school in Tunja. The participants of this study will be three pre-service teachers of a public university. This study will be a descriptive case study and it will use a qualitative approach. The instruments to collect data are pre-service teacher journals, classroom observations, and interviews. Beyond the pre-service teacher's perceptions, the ultimate goal of this study is to understand and propose ways of how future teachers make adaptations of a teaching approach or method according to their context.

10. Interpreting Parents and Children Relationship along a Project of Parental Involvement in the English Class.

Diana Carolina Vera Parra

Abstract

This research project aims to interpret the students' reflections about the relationships that emerge between them and their parents, when participating in an English project of parental involvement. The theoretical foundation guiding the pedagogical intervention is Task Based Approach. The

project will be conducted at a public school in Duitama-Boyacá, with a group of sixth graders in which the teacher-researcher will rely on students' journal information and her field notes as instruments to collect data.

11. Exclusion: An Ethno –Cultural Issue to Analyze In An ESL/EFL Text Book

Laura Sofia Cuervo

Abstract:

This research focuses on the analysis of exclusion as an ethno cultural issue in an EFL/ESL textbook series for fifth graders at a private institution in Tunja. It is intended to carry out a critical discourse analysis to characterize textbooks images in relation to exclusion. From the textbook series only number five is going to be evaluated being its images the main data for the analysis to be developed. An intertextual analysis will be carried out in order to inform, contextualize and relate exclusion, ethno culture, images and textbooks into language teaching and learning field.

12. Higher Education Students' Perceptions on their Identity in a Virtual Environment

Michael E. Robayo

Abstract

This project focuses on examining student's perceptions of their identities in a virtual learning environment (VLE) when learning English as a foreign language. It also aims to describe this phenomenon while students interact in a VLE that the researcher will design based on a cultural awareness approach and content based activities. The project will be conducted at a Colombian university (Universidad de Boyacá) with English level 2. Students' activities developed in the modules, students' journal reflecting on their own experience and interviews will be used to collect the data needed in this qualitative descriptive study.

13. Characterization of the Construction of Knowledge that Public Institutions' Students have through Digital Literacy

Clemencia Herrera

Abstract

Public education in Colombia is starting to involve technology and virtual environments for turning learning into a more learner-centered process. However, the digital divide evidenced in many places in Boyacá is influencing the students' learning processes. For this reason, the purpose of this qualitative research is to describe the construction of knowledge that students of SENA experience when using virtual environments for learning English, in order to show their educational community how these environments are contributing or not to the development of autonomous, critical users of information. This case study will collect information through observation, interviews and narratives.

14. Exploring Students' Cultural Identity in a *Cultural Profile* Project

Carolina Carvajal Sánchez

Abstract

This research project attempts to understand students' cultural identity through a *Cultural Profile Project* taking "language learners from outside the culture (artifacts, celebrations, foods, beliefs and values) to inside the culture (understanding who they are or claim to be)". The project will be conducted at a public school in Floresta, Boyacá with eight graders students. This study is based on the theoretical foundations of qualitative research; students' journals, teacher's observation and an interview will be the instruments to collect data from the participants.

Guidelines for Articles submission

“ENLETAWA” is an annual journal publication led by the Master Program in Foreign Language Teaching at Universidad Pedagógica y Tecnológica de Colombia-UPTC-Tunja, Colombia.

This new academic journal is highly related to current and updated research insights, pedagogical innovations, theoretical discussion papers, literary creations and successful classroom experiences carried out by in-service or pre-service teachers. Articles will be all welcome to be submitted for publication.

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The authors should send two printed copies and a magnetic one, saved as a word document, double-spaced, Arial size 12. External collaborators are allowed to submit their articles by e-mail to enletawajournal3@gmail.com following the American Psychological Association-APA-Guidelines.

The length of the article will depend on the topic; nonetheless, it will be neither more than twenty pages (7000 words) nor less than eight pages (3000 words), including the abstract (no more

than 110 words with key ones, written in both English and Spanish), footnotes, references, and annexes.

An additional printed copy specifying: title of the article, author's name, institution, address and a short biographical summary of no more than 50 words should be enclosed. Include also a statement indicating that your article has not been submitted to another publication or that it has not been published elsewhere. Upon publication the author will receive two copies of the issue in which his or her article appears.

Articles based on research will inform about final or ongoing findings illustrating the Colombian foreign language context mainly. They include abstract, introduction, theoretical background, research methodology, results, pedagogical implications, conclusions and references.

In- depth theoretical discussion papers may be submitted in essay form with subtitles, taking into account research and pedagogical implications. Creative, non-fiction (articles that combine creative, autobiographical or journalistic styles with the Academic essays).

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