

Abstracts of on-going Thesis Documents VIII Cohort

1. EXPLORING A THEME BASED APPROACH TO DETERMINE STUDENT ENGAGEMENT

Adriana Ojeda Alvarez

Abstract

This research project focuses on exploring a theme based approach in order to determine students' engagement. The researcher will find out students' perceptions at the end of the term to establish if the development of the project really impacts their involvement in the English class, based on the dimensions of engagement: social, academic and intellectual. The study will be conducted at a public school in Soacha, Cundinamarca with two groups of 10th grade students. A background survey, pre and post-questionnaires, students' artifacts and peer observation will be used to collect the information in this qualitative, interpretive and descriptive project.

2. CRITICAL LITERACY INVOLVING GLOBAL ISSUES ON FOREIGN LANGUAGES STUDENTS

Aura Maria Huertas

Abstract

This research project focuses on the development of students' ability to identify argumentative skills regarding global issues through critical literacy. The objective is for students to read, analyze and reflect on the texts provided by the researcher in the classroom, from global to local perspectives. The project will be conducted at a Colombian university (UPTC) with one group of students from the Foreign Languages program, who are taking level IV of English. Classroom observations and students' reflective/argumentative essays and writings will be used to collect the data needed in this qualitative, descriptive and interpretive study.

3. REFLECTIVE WRITING AS A MEANS IN WRITTEN TEXTUAL COMPETENCE DEVELOPMENT

Blanca Bernarda Arias Coronado

Abstract

This research project focuses on written textual competence development and uses reflective writing as a means to achieve its goal. Students will be involved in a set of reflective writing activities in order to produce cohesive and coherent texts. The project will be conducted in a rural public school in Miraflores, Boyacá with 10th grade students. A questionnaire, students' artifacts and observations will be used to collect data in this qualitative, descriptive study.

4. CO-CONSTRUCTING INTERACTION IN AN ESP BLENDED ENVIRONMENT

Carol Anne Ochoa Alpala

Abstract

Blended Learning (BL) is an educational model that integrates face to face classes with technological tools (Sharma, 2007). The present research study shows how BL can be implemented in English for Specific Purposes (ESP) courses, through the co-construction of interaction in both components: face-to-face and virtual environments. In this way, the forum, as a technological tool, and the round table, as a face-to-face technique, are complemented to explore topics related to different disciplines. This project will be conducted at Santo Tomás University with a group of ESP students. Direct observation, surveys and technological tools will be used to collect data.

5. BRIDGING THE GAPS: INVESTMENT AND PRONUNCIATION

Diego Fernando Teatín

Abstract

This research project aims to analyze workshops that focus on the effects of instruction of pronunciation in terms of students' investment, in a group of EFL learners. Both phonemic awareness and a whole language approach will be implemented, accounting for a balanced perception of what is acceptable when students are evaluated under the DIBELS tests. The project will be conducted with learners at the Language Institute of the UPTC. These learners belong to different major programs and are enrolled in level 1, having taken a placement test before enrollment. The information will be collected through DIBELS tests, interviews and questionnaires.

6. EXPLORING RESPONSES FROM CHILDREN WITH AUTISM IN A PEDAGOGICAL INTERVENTION ON DEVELOPING VOCABULARY IN EFL

Jhoana Milena Rojas Cárdenas

Abstract

This research project focuses on the observation of responses that a group of children with autism shows, from a pedagogical intervention that is expected to be applied in order to develop vocabulary in EFL. The project will be conducted at a special school in Tunja, in which there are three students with autism, who are involved in an inclusion process, taking English classes with students from regular schools in Tunja. Classroom observations and a diary will be the instruments used to collect information in this case study.

7. STUDENTS´ WRITING PRODUCTION IN EFL CLASSES THAT ARE IMMERSSED IN A SOCIAL NETWORK (FACEBOOK)

Luis Antonio Moreno Pérez

Abstract

Students' writing production in EFL classes, when they are immersed in a social network, is a research work framed under "descriptive and interpretive research". It refers to describing data and characteristics of the population or phenomena being studied. It also aims to answer the questions: who, what, where, when and how? The current research study intends to improve writing skills in a particular setting. This interpretive study assumes that people create and associate their own subjective and inter-subjective meanings as they interact with the world around them. Interpretive research therefore attempt to understand these phenomena by accessing the meanings which participants attribute to them.

8. IMPROVEMENT OF STUDENTS' SPEAKING SKILLS THROUGH GAMES IN RURAL PUBLIC SCHOOLS

Rosa Maria Amado Cepeda

Abstract

This research project focuses on the improvement of the speaking ability. Due to the feelings of fear or nervousness that many students face when interacting in a foreign language, I decided to use story games, picture games, magic tricks, word games, true/false games, sharing games and guessing games in order to encourage students to speak in English. The project will be implemented in a Public school with seventh grade students who study in a rural area with the program "Escuela Nueva". The data will be collected through observations, video recordings and journals.

9. IMPLEMENTING SOME DIDACTIC GUIDES TO SHAPE STUDENTS' CRITICAL THINKING

Sandra Patricia Quintana Soler

Abstract

This research project attempts to analyze students' critical thinking through the designing and implementation of some didactic guides, focusing on environmental issues in order to know what vision of the environment students have. This study can be classified as an interpretative, descriptive and qualitative study and data will be collected from field notes, students' artifacts and a conference (group interview). This study will be carried out with 17 eleventh grade students from a rural school in Rondón, Boyacá. The public school does not have enough appropriate material to follow a meaningful language-learning process according to students' needs and interests.

10. IMPLEMENTING COMMUNICATIVE STRATEGIES USING PODCASTS

Victor Felipe Prada Hernández

Abstract

This research focuses on the development of students' communicative strategies, using podcasts as a tool for improving their speaking and reading abilities. The research will be conducted at a public university (UPTC), with English language students from the 3rd Semester of the Modern Languages Program. Observations, interviews and questionnaires will be used to collect the data in this active research study.

11. LEARNING VOCABULARY THROUGH READING AND LISTENING ACTIVITIES

Yadira Rocío Colmenares Pérez

Abstract

This research project focuses on guiding students in the use of a strategy that combines reading and listening activities for learning vocabulary. The project will be conducted at a Colombian university in a group of an ESP blended course with students that belong to a face-to-face education program. Observations, pre-tests, post-tests and students' artifacts will be used to collect information in this mixed study.

12. PEDAGOGICAL PROPOSAL TO DEVELOP CRITICAL READING ABILITY BY USING READING GUIDES

Liseth Andrea López Alarcón

Abstract

After having witnessed the fact that ninth graders of Ciudad del Sol School in Sogamoso have many problems in understanding the meaning of texts in order to criticize and evaluate found information, and therefore they read only with literal implications, I aim to apply this intervention that consists of the application of reading guides to develop critical reading, which is generally neglected in the classroom. Considering the fact that reading tends to be an obligatory and difficult task, it should be seen as a fun activity which will extend the student's knowledge of the world. The aims are to motivate students to produce positive changes, establish inferences, evaluate the author's intention and create their own new knowledge. Furthermore, reading in the foreign language helps to consolidate students learning of the language and, at best, increases their proficiency.

13. USE OF BLOGS TO DEVELOP WRITING SKILLS IN ELEVENTH GRADE STUDENTS

Mauricio Bolivar Suarez

Abstract

Nowadays, the use of ICT in English language teaching is necessary to work on the different communicative skills. One of these technologies, internet blogs, is a tool that could be useful in planning activities that work on writing skills. Eleventh grade students need to develop their written production and the use of blogs is a good approach between the English language proficiency and technology. Blogs can include several internet-related activities in order to develop writing skills.

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