

# 13TH STUDENT RESEARCH CONFERENCE ONLINE EVENT

English Department  
Universidad de Córdoba Colombia



"VIGILADA MINEDUCACIÓN"



**acreditada**  
**INSTITUCIONALMENTE**

Res. MEN 2956 de 22 de marzo de 2019, vigencia: 4 años



**Universidad de Sucre**

INCLUYENTE, INTEGRADA Y PARTICIPATIVA

"VIGILADA MINEDUCACIÓN"

**FEBRUARY 22ND**  
**2022 (2:00 TO 6:00 PM)**



*Scan and register*



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# **13TH STUDENT RESEARCH CONFERENCE**

## **ONLINE EVENT**

**Indigenizing, Decolonizing, and Transforming Praxis  
as a Language Teacher and Researcher**

**Jaime Fabricio Mejia Mayorga**



Jaime Fabricio Mejia Mayorga is an educator and English language teacher from Honduras. He has taught multilingual students who come from diverse backgrounds in different modalities and contexts. He is interested in privileging Indigenous ways of being, knowing, and doing; promoting humanistic approaches and practices in education and research; and fighting for social justice and equity. His work tries to Indigenize, decolonize, and raise critical consciousness by sharing about sustainable living, restoring our relationship with Mother Earth, prioritizing well-being, building and strengthening community, and taking part and responsibility for social action and transformation. He is currently the Graduate Assistant Director for Global Foundations Writing at the University of Arizona (Tucson, AZ, USA) and the coordinator of the English Language Teaching program at Universidad Pedagogica Nacional Francisco Morazan - Centro Universitario Regional de Gracias, Lempira in Honduras. He is also interested in Global Englishes, critical language teaching, L2 writing, placement and assessment of users of English as an additional language, and teacher education.

**LINK**  
**zoom**



# **13TH STUDENT RESEARCH CONFERENCE**

## **ONLINE EVENT**

**Indigenizing, Decolonizing, and Transforming Praxis  
as a Language Teacher and Researcher**

**Jaime Fabricio Mejia Mayorga**

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In this presentation, the presenter will share his personal experience Indigenizing, decolonizing, and transforming his praxis as a language teacher and researcher. Additionally, he will share his dissertation proposal, which is informed by Indigenous research methodologies and decolonizing methodologies (Smith, 2012). The presenter hopes to spark discussion on ways we can transform our praxis as teachers and researchers.

**LINK**  
**zoom**



# 13TH STUDENT RESEARCH CONFERENCE ONLINE EVENT

**Territorializing Foreign Language Teacher Education**  
**M.a.g. Ximena Paola Buendía Arias**



The presenter will reflect on the importance of territorializing the education in initial Foreign Language Teacher Education (FLTE) programs. To illustrate how the territory emerges as a key element for initial FLTE programs, the presenter will describe her experience working with an Afrocolombian community in Pajonal (Sucre). In this experience, she used social cartography (Bolaños & Duarte, 2017; Montoya, García & Ospina, 2014) and the inductive intercultural method (Gasché, 2013) to both characterize the knowledges and practices of this Afrocolombian community, and to explore with the school and community members possible ways to structure the curriculum of the school. Building on this first experience, the speaker will reflect on how the exploration of territory through semiotic cartography and visual narratives could possibly add to the concept of “becoming a FL teacher” from a decolonial perspective.

**LINK**  
**zoom**



# 13TH STUDENT RESEARCH CONFERENCE ONLINE EVENT

Lessons we learned from remote language  
assessment and possible implications to our (in-  
person) return to classes

Isadora Morales Ph.D.



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Isadora Morales is PhD candidate and part-time profesor at the State University of Londrina Her research areas are language assessment literacy and teacher education.

She is mainly interested in teachers' language asseassment needs and how best they can be developed to improve teaching, learning and assessment.

LINK  
zoom



# 13TH STUDENT RESEARCH CONFERENCE ONLINE EVENT

Professional Learning Communities To Teach English  
At Primary School.

Alex Mauricio Diaz Diaz



To understand how teachers learn and how they change, we should not only take into account cognitive and individual constructs but also consider them within the notions of contexts and communities (Shulman; 2004).

In response to this paradigm shift, since the 1990s, the notion of professional learning communities (PLCs) has gained momentum as a promising model to improve teaching quality and, thus, enhance student learning (Yin, 2019).

In reviewing the pertinent literature, it has been able to establish a sociocultural perspective as a theoretical and analytical framework for examining the development of PLCs and teacher learning in the study. Teacher learning is 'a long-term, complex, developmental process that is the result of participation in the social practices and contexts associated with learning and teaching' (Johnson 2009, p. 10).



# **13TH STUDENT RESEARCH CONFERENCE**

## **ONLINE EVENT**

Exploring changes in teachers' praxis when learning  
Reading to Learn (R2L)  
Estefany Gonzalez Rodriguez



Reading to learn (R2L) is based on a set of strategies intended to qualify teachers to support their students during their learning process, in order to lead them into independent and successful creation of texts. This ongoing research aims to present an in-depth analysis of the learning experienced by one in-service teacher when appropriating R2L. Specifically, the study describes the contradictions and changes that might take place in their praxis as a result of this process.

