

**FINAL CALL FOR PAPERS**  
*Submission of proposals until Monday 18 October*

**I INTERNATIONAL CONGRESS OF FOUNDATIONAL LITERACIES**  
*Comprehension and production of language in diverse scenarios*

ORGANIZED BY

**GENERAL EDUCATION**  
ACADEMIC VICE-RECTORY OF RESEARCH  
AND POSTGRADUATE STUDIES

**FACULTY OF EDUCATION**

**UNIVERSIDAD SANTO TOMÁS, CHILE**

The General Education Unit of the Academic Vice-Rectorate of Research and Postgraduate Studies and the Faculty of Education of the Universidad Santo Tomás are welcoming paper proposals for the *I International Congress of Foundational Literacies* to be held on Tuesday 23 and Wednesday 24 November 2021, through the Microsoft Teams platform.

In its first version, the congress has as its title *Comprehension and production of language in diverse scenarios*, and its purpose is to offer a space for dialogue and reflection for researchers, educators and students in the areas of general and applied linguistics, literature and education, concentrating on research interests about the nature, teaching and learning of language in different contexts, including the mother tongue, second languages, foreign languages and autochthonous languages.

This Congress is constituted as an interdisciplinary and inclusive space that will allow dialogue from different theoretical and methodological approaches, of the various areas of knowledge that make up applied research and innovation in the teaching and learning of language. In this inclusive pursuit, the event seeks to encourage its participants to reflect, inquire and debate. Likewise, this event values the participation not only of researchers and research centres, but also educators of the school system, academics and undergraduate and graduate students.

This space seeks to promote the visibility of the problems faced by the teaching and learning of language and the discussion of applied research in order to improve the quality and equity of education, opening spaces for dialogue and offering the opportunity to present papers and participate in the critical discussion on the challenges of education.

## **Types of Events**

The Congress, in its first version, will include presentations and roundtable discussions for academics, researchers, educators and – undergraduate and graduate – students, from different areas related to the teaching and learning of language.

## **Topic Areas**

Academics, researchers, educators and students are invited to present their work in the following topic areas. This list presents the general guidelines for the presentations, without constituting a restrictive agenda. It is important to remember that the topic areas revolve around the central theme of the understanding and production of language in diverse contexts.

### **Contexts and purposes in the teaching and learning of the language**

- Teaching and learning of autochthonous languages
- Academic reading and writing in a first language
- Development of literacy in a second language
- Oral speech in diverse contexts
- Initial language development
- Development of pragmatic competence in a second language
- Teaching Spanish as a foreign language
- Learning of languages and cultures
- Inclusion in language teaching and learning

### **Methods and innovations in the teaching and learning of the language**

- Process writing and knowledge transforming writing
- Genre analysis in the context of academic writing
- Use of technologies for language learning
- Technological resources for language teaching
- Learning a second language for academic purposes
- Teaching language for general and specific purposes
- Technologies in the context of intercultural communication

## **Presentation of Proposals**

**Presentations.** A summary must be submitted, in English and Spanish, indicating the language that will be used in the presentation, in the template established for these

purposes (file *2021FormPres.docx*). Along with the submission of this summary, proposals must attach a photo of at least 700x700 pixels with minimum resolution of 70 dpi of each presenter.

Alternatively, those who wish to do so, can submit a complete article that will be considered for publication in the *Revista Árboles y Rizomas Journal* or the *Language, Education and Culture Journal*. For these purposes, it is recommended to review the editorial line of each journal before submitting the proposal. The article should be sent in the format provided (file *2021FormArt.docx*).

- [LEC Journal information](#)
- [Árboles y Rizomas Journal information](#)

There is no limit to the total of proposals per person, either as main author or co-author. Proposals must be uploaded as an attachment in the corresponding formats by completing the following form: <https://forms.gle/BuWtK7hDYaXJ1ZKW9>. Any doubt on the congress or the call for papers can be asked directly to the congress email: [congresoliteracidades@santotomas.cl](mailto:congresoliteracidades@santotomas.cl). No papers submitted by any other means will be received. The deadline for submission of papers for the first call is **Monday, October 18, 2021, at 10:00 p.m. Chile Standard Time (GMT-4)**. The author(s) will be informed by mail of the receipt of their papers and, once reviewed by the Evaluation Committee of the Congress, they will be informed by the same means if their proposals were accepted for presentations and/or sent to the corresponding journal for review.

### On the Presentations

The presentations will be 20 minutes, in English or Spanish, followed by a 10-minute period for questions and discussion. They will be grouped into thematic tables by the Evaluation Committee.

### Forms of Participation and Fees

<b>Presenters</b>	<b>Fee</b>
Academics and researchers	CLP\$10,000
Graduate student	CLP\$ 5,000
Undergraduate or recent graduate student	free
<b>Attendees</b>	<b>With certificate of attendance (upon request)</b>
Students and Academics	free

### **Organization Commission**

- Paola Ahumada Contreras
- Carolina Cereceda Triviño
- Olivia Molina Maidana
- Deivi Canales Flores
- Consuelo Picó Santos
- Claudia Jeria Fernandez
- Vanessa Gallardo Turbis
- Nicolas Perez Torrico
- Lorena Henriquez Casanova
- Patricio Pino Castillo

### **Communications Commission**

- Deivi Canales Flores
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- Harold Salgado
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### **Logistics Commission**

- Olivia Molina Maidana
- Claudia Jeria Fernandez
- Maria Teresa Artés
- Claudia González Pastén
- Carolina Cereceda Triviño
- Nicolas Perez Torrico



### Scientific Commission

- **Dr. (c) Paola Ahumada Contreras**, Coordinación de Lenguaje Iquique, Universidad Santo Tomás, Chile.
- **M.A. Carolina Cereceda Triviño**, Coordinación de Lenguaje Casa Central, Universidad Santo Tomás Chile.
- **Dr. Marcela Cordero Villarroel**, Coordinación de Lenguaje Viña Del Mar, Universidad Santo Tomás, Chile.
- **Dr. Paola Costa Cornejo**, Centro Interdisciplinario de Innovación Educativa, Universidad Santo Tomás, Chile.
- **Dr. Miguel Farías**, Departamento de Lingüística y Literatura, Universidad de Santiago de Chile.
- **Dr. (c) Martín Flores Quiroz**, Facultad de Educación y Ciencias Sociales, Pedagogía en Inglés, Universidad Central de Chile.
- **Dr. (c) Patricio Pino Castillo**, Coordinación de Idiomas Casa Central, Universidad Santo Tomás, Chile.
- **Dr. Manuel Rubio Manríquez**, Facultad de Humanidades, Universidad de Santiago de Chile.
- **M.A. Ana María Wee Serrano**, PhD student, Calgary University in Alberta.

### Evaluation of Proposals

The proposals for papers will be evaluated according to the following criteria and indicators. The results of the evaluation will be communicated to each presenter together with the determination of acceptance or rejection of the submitted works.

Regarding the proposals of articles that seek to be published in the *Árboles y Rizomas* journal and or *the LEC Journal*, the papers approved for presentation will be sent to the editorial committee of the journal. This committee will contact the author to inform them about the reception, revision and resolution of the article.

Dimensions	Indicators and Score				
	5	4	3	2	1
<b>Pertinence</b>	<ul style="list-style-type: none"> <li>- There is direct evidence of a relationship with one or more of the topic areas of the congress.</li> <li>- It presents a clearly novel and</li> </ul>	<ul style="list-style-type: none"> <li>- There is a clear relationship with one of the themes of the congress.</li> <li>- It presents clear innovations or novelties within the thematic area.</li> </ul>	<ul style="list-style-type: none"> <li>- It is sufficiently related to a thematic area.</li> <li>- It presents enough novel or innovative information.</li> </ul>	<ul style="list-style-type: none"> <li>- It is tangentially related to a subject area.</li> <li>- There is some minor aspect of innovation or novelty.</li> </ul>	<ul style="list-style-type: none"> <li>- It is arguably related to a thematic area.</li> <li>- It is arguably new or innovative.</li> </ul>

	innovative perspective.				
<b>Clarity</b>	<ul style="list-style-type: none"> <li>- It is perfectly clear and logical in wording and format.</li> <li>- Its content is completely clear and easy for the target audience to follow.</li> </ul>	<ul style="list-style-type: none"> <li>- It is quite clear and logical in its wording and format.</li> <li>- Its content is quite clear and friendly to the target audience.</li> </ul>	<ul style="list-style-type: none"> <li>- It is sufficiently clear in its wording and format.</li> <li>- Its content is sufficiently clear to the target audience.</li> </ul>	<ul style="list-style-type: none"> <li>- Its format and wording are somewhat difficult to follow.</li> <li>- Parts of the content are a bit confusing to the target audience.</li> </ul>	<ul style="list-style-type: none"> <li>- Its format and wording are unclear.</li> <li>- Its content is confusing to the target audience.</li> </ul>
<b>Transfer</b>	<ul style="list-style-type: none"> <li>- It clearly contributes to the target audience, fostering innovation.</li> <li>- It offers clear proposals applicable in a variety of contexts.</li> </ul>	<ul style="list-style-type: none"> <li>- It offers relevant contributions to the target audience.</li> <li>- It includes explicit ways of transfer to specific situations.</li> </ul>	<ul style="list-style-type: none"> <li>- It seeks to shed light on topics relevant to the target audience.</li> <li>- It offers possibilities of transfer to specific situations.</li> </ul>	<ul style="list-style-type: none"> <li>- Addresses topics relevant to the target audience.</li> <li>- It mentions possibilities of transfer to practice.</li> </ul>	<ul style="list-style-type: none"> <li>- It addresses some aspect relevant to the target audience.</li> <li>- There are few possibilities of transfer.</li> </ul>
<b>Support</b>	<ul style="list-style-type: none"> <li>- It is based on up-to-date and reliable theoretical, empirical and socio-political background.</li> <li>- The problematization is based on solid situated background.</li> </ul>	<ul style="list-style-type: none"> <li>- It is supported with different types of background, some updated.</li> <li>- The problematization is based on some situated background.</li> </ul>	<ul style="list-style-type: none"> <li>- It has sufficient support from theoretical, empirical or socio-political backgrounds.</li> <li>- Problematization considers situated antecedents.</li> </ul>	<ul style="list-style-type: none"> <li>- It has little support from theoretical or empirical backgrounds.</li> <li>- Problematization mentions personal experiences.</li> </ul>	<ul style="list-style-type: none"> <li>- It has only theoretical and outdated support.</li> <li>- Problematizes only from theory.</li> </ul>