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Editorial

ENLETAWA JOURNAL seeks to disseminate different experiences that have emerged from a diversity of teaching and learning contexts. Publishing is an outstanding opportunity to share knowledge and communicate one's own experiences and thoughts to others, and ENLETAWA JOURNAL provides that space for first-time authors, as well as experienced ones.

In this issue, we are pleased to present five papers that primarily deal with cultural identity, identity construction, feedback, Mobile Assisted Language Learning (MALL), and Student-Centered Learning (SCL).

This edition opens up with a topic review provided by **Enrique Vez López**, who carefully studies and analyzes how Information and Communication Technologies (ICT) and globalization have somehow lead to cultural standardization, as well as affecting people's own identities and native languages.

Afterwards, **Mónica Yohanna Lara Páez** reports on her own research experience. Through an action research study, Monica describes how a group of teenagers shape or reshape their identity when analyzing different advertisements in the Foreign Language classroom.

Then comes another research report written by **David Felipe Espinosa Torres**, **Iván Camilo González Bejarano**, and **Juliana Moreno Restrepo**. They tell us about the results found in a case study with the purpose of identifying the role different factors, such as the environment, negotiation procedures, and attitudes, have on language development and giving feedback.

In the next article, **Angélica María Carvajal Téllez** and **Yolanda Duarte Medina** share with us their pedagogical experience about the use of technology in English Language Teaching (ELT). By integrating a mobile learning application in their distance education tutoring sessions, the results showed an increase in active participation, collaborative learning, and the enhancement of digital skills among their students.

The last contribution, authored by **Sulma Patricia Fonseca Cely** and **Leidy Girleza Cano García,** is a reflection meant to

help readers better understand their personal experience in using student-centered learning in the language classroom, while trying to meet the Colombian National Standards for Bilingual Education. The authors also analyze and reflect on the drawbacks, as well as the strengths, of utilizing student-centered learning.

As you will notice, this new edition of ENLETAWA JOURNAL is full of diverse topics that we hope you find valuable, enthralling, and most importantly, that can contribute to further reflection and research. To conclude, we encourage everyone immersed in different teaching and learning language contexts to submit their papers, either research or pedagogical experiences or reflections and reviews. In this manner, the continuous process of sharing knowledge will not only enrich the readers, but the authors themselves.

Yuranny Marcela Romero Archila
Journal Editor

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Theme Review

Globalization, Cultural Diversity, Education[1]

Globalización, Diversidad Cultural, Educación

Enrique Vez López[2]

Universidad Veracruz

vision_ves@yahoo.com.mx

Abstract

With the advent of globalization and an ever-growing widespread access to information and communication technologies (ICTs), the cultural minorities become increasingly involved in a process of cultural standardization at the expense of their own cultural identity and language. Different social, economic, and technological elements, together with mainstream education play a very important role in the negation of regional and local cultural identities. These factors lead minoritarian cultural groups to see the dominant culture as more attractive and modern, which often pushes them to abandon their own culture in the hope of better employment perspectives and a better life style for them and their children. In the face of this cultural crisis, intercultural education for all can help stop the erosion of cultural diversity around the world.

Key words: cultural standardization, globalization, cultural diversity, education, information and communication technologies, intercultural education.

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1   Theme Review

2   Enrique Vez López is a full-time professor at University of Veracuz (UV). He has a Bachelor's degree in English language, UV; He has done a specialization in English Language Teaching at the same university. He holds a Master's degree in Education, at Eastern Mennonite University, VA, USA and a Ph.D. in Language Studies, UV. Among his publications feature those related to language, culture, and English teaching and learning.

Resumen

Con el advenimiento de la globalización y el acceso cada vez más amplio a las tecnologías de la información y la comunicación (TIC), las minorías culturales se han visto inmersas en un creciente proceso de estandarización cultural a costa de su propia identidad cultural y su lengua. Distintos elementos sociales, económicos y tecnológicos, junto con la corriente educativa principal, juegan un papel muy importante en la negación de las identidades culturales locales y regionales. Estos factores llevan a las culturas minoritarias a considerar la cultura dominante como más atractiva, y moderna, lo cual a menudo los empuja a abandonar su propia cultura con la esperanza de mejores perspectivas de empleo y un mejor estilo de vida para ellos y sus hijos. De cara a esta crisis cultural, la educación intercultural puede ayudar a detener la erosión de la diversidad cultural alrededor del mundo.

Palabras clave: Estandarización cultural, Globalización, Diversidad cultural, Educación, tecnologías de la información y la comunicación, Educación intercultural.

Globalization, Cultural Diversity, Education

The fall of the Berlin Wall in 1989 and the disintegration of the Soviet Union in 1991, marked, on one hand, the end of a world dominated by two opposite ideologies, and on the other, the start of the imposition of the capitalist economic model in the entire planet. Thus, globalization has consolidated as part of a historical process of economic supremacy and world-wide expansion of capitalism. This process implies cultural standardization, or what some scholars call "cultural McDonaldization" (Adda, 1998). Najafi (2015, p. 211-213) states that the effects of McDonaldization can be seen not only in the food industry but also in all aspects of life, culture and education included, as its influence is evident in what is taught and learnt at schools and universities.

Marro Roig, Mosquera Gende and Gómez Lorenzo (2016, p. 2478) point out that "globalization is usually understood as a process that affects economy, politics and culture". They also argue that it is a difficult to define because it affects different fields and involves several areas of daily life. Hence, it also influences education, even though this effect of globalization is paid little attention to (Marro Roig Mosquera Gende, and Gómez Lorenzo, 2016, p. 2478). Deese (as cited in Marro Roig et al., 2016) highlights that globalization may also result "in the loss of a country or region identity." (p. 2478)

Cultural standardization, globalization, exploitation, and domination of indi-ge-nous peoples and minoritarian cultures on the part of the dominant mainstream population have created a situation of endemic poverty that has equated being indigenous with being poor. This has led to a foregone conclusion: to stop being poor, you have to leave behind your own culture and language. There are many cases of well-intentioned people in the media or in everyday interactions who, because of rigid cultural stereotypes, false beliefs, and unconscious attitudes, really believe that indigenous groups in our countries would do much better in every sense if they embraced, unconditionally, the dominant national culture and lan-guage (Vez López, 2015).

Modernization has brought with it opportunities that foster the yearning for a better and happier life. To fulfill this dream, people often become involved in a process of cultural assimilation at the expense of their own language and culture, deliberately pushing aside their own lifestyles for a new one. Minoritarian cultures, and with them their languages, are becoming extinct at a fast rate as a result of cultural colonization and globalization (Valijärvi & Goldstein, 2010). Some of these minorities see the dominant culture as more attractive and modern and, consequently, abandon their own culture in the hope of better employment perspectives for them and their children.

This has to do not only with social and economic factors but also with education: an example of this is the fact that the indigenous peoples of Chiapas, Mexico, have borne the brunt of capitalist exploitation for centuries, but it was only

after 1970, when official public education expanded rapidly throughout the country that bilingual groups began to outnumber monolinguals in the state (MaCaa & Mills, 1999, p. 117). School plays a very important role in the negation of other cultural identities. The only possible integration of immigrants and indigenous peoples comes through the acceptance of the dominant culture and language.

Whatever the case, there seem to be, at least, two elements that combine to dislodge minoritarian cultures. On the one hand, the willingness of native local groups to accept the dominant culture; and on the other hand, lack of interest and support towards these cultural minorities on the part of governments and the educational system. In other words, what brings about the extinction of local cultures and languages seems to be official neglect and an ever-changing social context that affects the attitudes of local groups through values transmitted via schooling.

Modernization, a globalized economy, and the media are changing cultures around the globe. As the economy becomes more and more integrated, the need for a common language to do business has become stronger. This can jeopardize regional cultures as there is an intimate relationship between language and culture. Mainstream cultural globalization, triggered by economic integration, has enshrined dominant languages such as English, Spanish, Arabic, and Russian, among others, and has placed local weaker languages in direct competition with them, putting them in danger of extinction and threatening their own existence.

Regional minoritarian languages have a tendency to be displaced by more dominant languages. The realities of trade and commerce and the seductive power of pop culture put pressure on the speakers of local indigenous groups so that they learn the dominant languages and, as a result of this, adopt the mainstream culture or face the consequences of failing to do so (Garland, 2006): discrimination, major difficulties to go about their business, limited access to information, and practically no access to education, to mention a few.

The social changes that impact society hold sway over people's choice of language, whether they are aware of it or not. The decline of local indigenous languages and cultures and their eventual disappearance, the need for a lingua franca, materialistic attitudes, the adoption of a modern lifestyle, as well as individual independence combined with a weak sense of local identity have assigned indigenous cultures and languages a negative value and status (Janjua, 2011). An example of this is that of the extinction of the Totonaco language in the southern part of the Totonacapan region in the state of Veracruz Mexico (Vez López, 2015; Mackey, 1999).

Additionally, the media and telecommunications have put pressure for standardization, stifling even more local variations. This is leading to a rapid elimination of minoritarian cultures. It is true Economics is the root of all changes; however, it does not completely explain this historical process; it is also the evolution of technology, which has revolutionized information and communications, which

has impacted the culture domain. Postman (1993) provides an example of how technology has changed dramatically the way children's acquisition of knowledge has changed significantly—practically all over the world—since the advent of computer-assisted standardized testing.

"Technology makes our lives easier, cleaner and longer" (Postman, 1993, p. xii). However, "because of its intimate and examination of its own consequences" (Postman, 1993, p. xii) inevitable relationship with culture, technology does not invite a close. A case in point is television, which has created a sort of monopoly of knowledge the masses trust blindly. Most people trust television and the media in general because what is said and shown so publicly for everyone to hear and see cannot be a lie. Television for the most part broadcasts stereotyped images of people who are fair-skinned, speak a dominant language, wear modern clothes, shop in malls, convenience stores and supermarkets, enjoy fast food, drive a car, are learning or already speak English, etc. In sum, they are happy and successful.

There is no question that computers and the Internet have made it easier to share knowledge and communicate instantly with people all over the world. But we cannot overlook the costs. It has flooded web sites with advertisements, email accounts with junk mail. It has made people easy targets of advertising agencies, political organizations and governments. It has substituted conversations for Facebook browsing and children's playground games for video games, all of which impacts local cultures unless they

are savvy and can come up with a way of using technology to strengthen their own culture and community ties.

Technology is changing our understanding of reality and of things that should matter to us. We need to consider how technology can alter our understanding and perception of community, culture, family, history, education, social life, traditions, and values. Once our awareness of where we are going is raised, we have to make sure that it leads to more respect of cultural differences, more intercultural education, more tolerance, less discrimination; in other words, more cultural diversity.

Cultural diversity, understood as an array of cultural and/or ethnic groups co-existing within a larger social community, is just as important as biodiversity. It is our duty to preserve both, but globalization, the way it has developed at present, has a tendency to make cultures uniform and destroy them. In this respect, neither technology nor school has done much to stop this process. On the contrary, school has become an instrument of cultural domination because it fosters the imposition of official mainstream culture and language.

Official schools in Latin American countries have been a means to impose western culture, favoring written culture over oral traditional culture. They have created a false opposition between modernity and tradition, in many instances, and have favored a specific way of constructing knowledge that has sacrificed an enormous cultural heritage. Modernization and globalization have imposed a unique cultural model for

all the peoples of the world without any respect for cultural diversity.

This perspective has labeled indigenous peoples and other cultures as primitive, and considers them an obstacle to the globalization of capitalism. The world is very complex and is made up of a cultural and ecological diversity that must reject any attempt of one culture trying to impose its own *universal* truths over other cultures.

We must try to imagine a diverse, multicultural society capable of fostering equity and justice within that diversity, a society that is open and tolerant of all the differences that characterize multicultural groups that stretch beyond political borders. One of the greatest challenges of our times is to learn how to live together within a multicultural framework. This is a question that must be answered by education. We must learn how to find the answers to these issues through intercultural dialogue, humility, and dignity, keeping away from simple solutions that are exclusive and do not take into account the complexity of the world we live in.

Public education has to be the foundation of democracy, a way to pursue and establish real political and cultural equity. It must provide the means to reflect upon our reality, evaluate it, and change it, if it is necessary (Longo, 2001). Education must not be one more item in the great global supermarket. Knowledge and education cannot become goods that can be sold and bought, as the neo-liberal ideology proposes with its opposition to any political philosophy that supports the role of the state in public education. The

neo-liberal trend is to privatize education in order to reduce state social expenditure.

Thus, in the face of neo-liberalism and westernization, cultural diversity must emerge as the positive expression of a general objective that seeks to achieve the protection and preservation of the cultures of the world. At present, it is the culture of the masses that has been imposed through the media, television, and propaganda (Schiller, 2000). This has given unity to our world but it is eroding national identities, substituting them by an American cultural model.

This cultural standardization has lead to an Americanization of our way of life turning it into one that indulges in consuming (clothes, food, cars, entertainment, etc.), and wasting. This is only one more chapter of the historical process that started in Europe in the XV century. At present, the Americanization of culture is the most grotesque aspect of that process in which the ever-expanding capitalist system transforms everything it touches into merchandize. This process started in the 50s with cultural industrialization, a process similar to urbanization that disintegrates communities stripping them off their identities (Morin, 1993).

An article published by the BBC online, signed by Pagel (2014) is an example of this. Now, this was published 3 years ago, so things have certainly changed considerably. In November 2014, Starbucks, a coffee chain that started with one single outlet in Seattle 50 some years ago, had grown to 20, 000 shops all over the world. This means that you could be in New York, Mexico City, Thailand, Japan,

or Argentina, and drive or walk to your nearest store and have your latte that tastes almost the same as any other in the world, served in the same custom-made cups by people wearing the same clothes, and smiling identically as their counterparts in Seattle. We are being part of a cultural trend that the world had not witnessed until very recently.

Of course, it is not just Starbucks. It is also MacDonald's and Burger King and Coca Cola and Facebook and Apple and a myriad of other ubiquitous brands, whose presence you are likely to feel all over the world.

This Americanization of the world, which translates into the cultural destruction of large geographical areas, is the result of a neo-colonial cultural domination that imposes supposedly universal values that have corrupted and ruined many other cultures in the world (Ramonet, 1997). Many nations and cultures today undergo a crisis of identity. Their citizens have been stripped off the essential traditional cultural references. They have lost their identities in a context of constant change and technological evolution to which they must adjust (Ramonet, 1997). Economic and cultural globalization has damaged the complex cultural and economic tissue via technologies such as television, video-games and the Internet. All these changes have produced a cultural shock that has weakened the values and traditional references of social groups (Ramonet, 1997).

The growing individualism of western culture has generated all sort of conducts associated to competitiveness, pragma-tism, utilitarianism, and the calculation of profit in our interpersonal relation-ships, which has destroyed our sense of solidarity. This trend has led to the degradation of traditional ways of life. Today, communities are confronted with a change in customs, behavior patterns, and the deterioration of its core values (Ramonet, 1997).

How can we protect the ancient values of cultural diversity from the overwhelming oppression of cultural standardization? Perhaps history can help us answer these questions since these conflicts are not new. Let us remember the huge cultural clash that took place in the XV and XVI centuries between European culture and the peoples of the Americas, or the confrontation of faith and logical truth during the Renaissance. Now we face a new crisis, one that is cultural, linguistic, demographic and economic, one that has unleashed a debate between diversity and homogenization.

Education seems to be the tool of choice to start to overcome such crisis. In this fight, education has at times played and must continue to play a decisive role as a point of encounter and dialogue among cultures. According to UNESCO (2006):

> In a world experiencing rapid change, and where cultural, political, economic and social upheaval challenges traditional ways of life, education has a major role to play in promoting social cohesion and peaceful coexistence. Through programmes that encourage dialogue between students of different cultures, beliefs and religions, education can make an important and meaningful contribution to sustainable and tolerant societies (p. 8).

Intercultural education can create the conditions that will enable cultures to complement one another. It can create a niche for cultural diversity, tolerance, dignity, and mutual respect. In the words of UNESCO (2006), "intercultural Education is a response to the challenge to provide quality education for all" (p. 8). The Universal Declaration of Human Rights (UN, 1948) explicitly expresses the need to safeguards education as a fundamental human right:

Education shall be directed to the full development of human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial and religious groups, and shall further the activities of the United Nations for the maintenance of peace (Art. 26.2).

Even though cultural diversity is currently undergoing a process of erosion, and even destruction in some cases, it is still alive because culture is part of a living process. It is dynamic and transforms itself constantly locally and globally. However, it will not last very long unless we act now. But where to start?

The answer to this can be intercultural education for all. Intercultural education can be achieved through:

The inclusion of multiple perspectives and voices. The development of inclusive curricula that contain learning about the languages, histories and cultures of non-dominant groups in society is one important example. The issue of language(s) of instruction and language teaching is another crucial element of effective

Intercultural Education. (UNESCO, 2003, as cited in UNESCO, 2006, p. 19)

However, UNESCO (2006) points out that this kind of education cannot just be added to the curriculum as some sort of appendix as the whole learning environment and other aspects of educational processes, e.g. "school life and decision making, teacher education and training, curricula, languages of instruction, teaching methods and student interactions, and learning materials" (p. 19), have to be considered.

Delors (as cited in UNESCO 2006, pp. 19, 20) singles out four pillars of education: Learning to know, Learning to do, Learning to live together, and Learning to be. The third one: Learning to live together is characteristic of intercultural education as it aims at "Developing an understanding of other people and an appreciation of interdependence– carrying out joint projects and learning to manage conflicts – in a spirit of respect for the values of pluralism, mutual understanding… peace" (UNESCO, 1996, as cited in UNESCO, 2006, p. 20)

In other words, within the frame of an educational system, our students need to develop skills and adopt values that enable him or her to cooperate and collaborate with diverse people and social groups in a context of multiculturalism. However, we, teachers, schools and universities, need to set the example and be guided by basic principles of intercultural education already identified by UNESCO (2006):

Principle I. Intercultural Education respects the cultural identity of the learner through

the provision of culturally appropriate and responsive quality education for all.

Principle II. Intercultural Education provides every learner with the cultural knowledge, attitudes and skills necessary to achieve active and full participation in society.

Principle III. Intercultural Education provides all learners with cultural knowledge, attitudes and skills that enable them to contribute to respect, understanding and solidarity among individuals, ethnic, social, cultural and religious groups and nations. (p. 32)

Principle III covers several issues taken from multiple sources that have to do with intercultural training and education taking place at school level. They cover adequate teaching and learning methods; the acquisition of skills to communicate and co-operate beyond cultural barriers and to share and co-operate with others; and the teaching and learning of foreign languages. In my humble opinion, this last point is highly desirable. However, it would be even better to start studying and learning our local languages; they are being driven to extinction by lack of interest in them from those who do not speak them, but also those who are speakers of the language themselves. This is happening due to a good number of reasons that I have already discussed above. It also addresses adequate teacher initial education and permanent professional development, and the development of curricula. However, I will focus only this last issue cited here because I truly believe that, at an educational level, discovery, critical awareness, knowledge, understanding and respect are all key elements in our attempt to foster cultural

diversity values in education. This is where we should probably start: with curriculum development that, I quote, addresses

- *The discovery of cultural diversity, awareness of the positive value of cultural diversity and respect for cultural heritage.*
- *critical awareness of the struggle against racism and discrimination;*
- *Knowledge about cultural heritage through the teaching of history, geography, literature, languages, artistic and aesthetic disciplines, scientific and technological subjects.*
- *Understanding and respect for all peoples; their cultures, civilizations, values and ways of life; including domestic ethnic cultures and cultures of other nations.*
- *awareness of the increasing global interdependence between peoples and nations*
- *Awareness not only of rights but also of duties incumbent upon individuals, social groups and nations toward each other.*
- *Understanding of the necessity for international solidarity and cooperation.*
- *Awareness of one's own cultural values that underlie the interpretation of situations and problems as well as the ability to reflect on and review information enriched by the knowledge of different cultural perspectives.*
- *Respect for differing patterns of thinking. (UNESCO, 2006, p. 37)*

All around the globe, others have already taken the initiative and projects are being developed and standards are being set in order to protect and promote cultural diversity (UNESCO, 2006). The following are only but a few examples of measures that are being taken in Africa, Latin America, Asia and Europe to preserve cultural diversity:

The Charter for African Cultural Renaissance, adopted in 2006 (as cited in UNESCO, 2006), has highlighted the urgent need to come up with an educational system that embodies the African values, promotes African languages, and seeks to protect and preserve tangible and intangible cultural heritage in the fields of History, Traditions, Arts and Handicrafts, Knowledge and Know-how. There is a growing awareness of Africa's rich heritage and the resolve to preserve and manage such diversity of cultures, languages, and heritage.

Likewise, in Latin America, The Salamanca Declaration (UNESCO, 1994, as cited in UNESCO, 2006), has placed priority on cultural rights and cultural heritage, both tangible and intangible. According to UNESCO (2006) "The growing awareness of the continent's cultural diversity has led not only to a rediscovery of the indigenous cultures threatened by large-scale deforestation and growing impoverishment" (p. 24), but also to "the need to ensure cultural mixing and multiple identities" (p. 24). Specifically, in Bolivia, Ecuador and Peru, political recognition of the rights of indigenous peoples has led to reforms, land redistribution and other social advantages dependent on indigenous status and mastery of an indigenous language (UNESCO, 2006).

In the case of the Arab States, the Riyadh Declaration of the League of Arab States (as, cited in UNESCO, 2006) expresses the determination to protect the Arab identity, its components and bases, and strengthen Arabism as a unified cultural identity, with the Arabic language as its means of expression. The goal is to preserve its heritage, diversity and plurality, while addressing issues of identity arising from conflicts in the region.

The Council of Europe has also has also been working to ensure recognition of the importance of cultural diversity as an essential condition of human society. The December 2000 Declaration on Cultural Diversity (as cited in UNESCO, 2006) stresses the co-existence of culturally different practices and invites members of the Council of Europe to support cultural and linguistic differences.

It stands clear that a large part of mankind is opposing a formidable resistance to the expansion of cultural standardization. Notwithstanding the difference in the impact of globalization in diverse regions of the world and in spite of a tremendous disparity of geographical, historical and political contexts, "A broad convergence of views on the safeguarding of cultural diversity is thus apparent at the regional level" (UNESCO, 2006, p. 25). Many people are fighting cultural globalization and searching for the vital references they need to survive in a changing and often unjust world. The globalization of capitalism has caused many social organizations to find alternatives, and fight against its domination. "These varied approaches testify to the common concern to identify ways of adequately addressing the wide-ranging challenges inherent in the protection and promotion of a common cultural heritage" (UNESCO, 2006, p. 25).

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Research Reports

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Critical Analysis of Advertising: Enhancing Identity Construction in EFL Classrooms[1]

Análisis Crítico de la Publicidad: Fortaleciendo la Construcción de Identidad en Clases de Inglés como Lengua Extranjera

Mónica Yohanna Lara Páez[2]

Colegio Cooperativo Reyes Patria - Sogamoso
monitayw@hotmail.com

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Abstract

Critical media literacy is a competence that promotes the analysis of messages and strategies used by mass media through the enhancement and implementation of critical skills. This research report describes what a process of critical analysis of advertisements revealed about a group of twenty-one tenth graders' identity construction at a private institution in Duitama (Boyacá – Colombia). The implementation of eight task- based workshops led them to reflect about the role of advertising in their contexts and its relationship with their identity construction process. As a result, the tasks developed during the workshops guided students in understanding the role advertising plays in their daily life.

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1   Research Report

2   Mónica Yohanna Lara Páez is Modern Languages Teacher graduated from Universidad Pedagógica y Tecnológica de Colombia. Currently, she is pursuing an M.A. degree in Language Teaching at the same university. Nowadays, she works as an English teacher at Colegio Cooperativo Reyes Patria in Sogamoso. Her research interests mainly focus on autonomy and critical skills.

Key Words: Advertising, Critical Media Literacy, Critical Thinking, Identity Construction.

Resumen

La literacidad crítica de medios es una competencia que promueve el análisis de los mensajes y estrategias utilizados por los medios de comunicación a través de la mejora e implementación de habilidades críticas. De esta manera, este reporte de investigación describe lo que un proceso de análisis crítico de anuncios publicitarios reveló acerca del proceso de construcción de identidad de veintiún estudiantes de grado décimo, en una institución privada localizada en Duitama (Boyacá – Colombia). La implementación de ocho talleres basados en tareas guió a los estudiantes hacia la reflexión sobre el rol de la publicidad en su contexto y cómo esta se relaciona con su proceso de construcción de identidad. Como resultado, las actividades desarrolladas durante los talleres ayudaron a los estudiantes a comprender el rol de la publicidad en su vida diaria.

Palabras Clave: Literacidad crítica de medios, habilidades críticas, anuncios publicitarios, construcción de identidad.

Introduction

Nowadays, mass media has a great impact in society since technological advancements allow media to approach people in a more effective and constant way. People are not aware of the messages they receive through sounds and images in advertisements (Alcantud, 2011). Based on this situation, people are exposed to huge amounts of information every single day. However, most of them are not conscious of this fact because mass media has become a normal phenomenon. Taking into account that advertising is a very common media tool, it is necessary to identify its function and impact on society through a process of critical analysis of advertising.

In terms of the study reported in this article, an aspect that caught my attention was the fact that most tenth graders at the Instituto Gestión Informático Guía Académica (GIGA) demonstrated decision making and behaviors based on what they perceived from advertising. A concerning observation was not the level of exposure these students had to advertising, but rather their lack of awareness on how mass media was influencing their identity construction process. According to Aguirre (2004), teenagers are exposed to different kinds of information, either positive or negative, so they need to have the skills and competence to appropriately make use of this information.

I conducted this study during an EFL class. A relevant aspect resulting from this study was an improvement of the students' English level. There were significant language gains in terms of vocabulary and grammar, but mainly in writing.

Problem Statement

Some teenagers shape their personalities and thoughts by imitating or copying the information they see from mass media. Nowadays, young people are constantly exposed to media as a means of constructing their own identity. Media constantly modifies the values and beliefs in which people build their decision making and define themselves (Burleson, 2010). This statement affirms that mass media highly influences teenagers' identity because it uses different strategies to attract people on a daily basis. In this sense, the relationship between mass media and identity construction is highly evident in different sociocultural aspects, as claimed in the following statement:

> One of the prevailing themes in mass media is how we define ourselves. Identity is influenced by multiple factors such as class, gender, race and ethnicity. The ramifications of these categories on identity individually and collectively emphasize the complexity of how the media constructs identity through images and national representations, and how these representations in turn affect individual subjectivity (Dave, 2002, p. 247).

In view of this, the influence media has on identity construction can be identified through the way people shape their identity based on the information they provide. Most of the information humans receive has a purpose which can influence their behaviors, ideologies and

perceptions of the world. This is done through the use of different tactics to call their attention and persuade them to act or think in a certain way. Bearing in mind the images and persuasive vocabulary that advertising uses as strategies to influence people's behavior and decision making, it can be considered one of the most manipulating media tools.

According to the previous information and some observations done during the English classes, the impact of advertising is evident as a consequence of easy access to media tools and the way televisions, magazines and the internet shape teenagers' mindsets. The problem identified was not the level of exposure that students had to advertising, but rather that they did not know the appropriate strategies available to analyze and interpret beyond what they saw and heard. Therefore, their identity was highly influenced by advertising. Therefore, it is necessary to highlight the fact that viewers are not always consciously aware of the messages targeted by advertisements (Alcantud, 2011).

Based on the observations of the dynamics of twenty-one tenth graders from GIGA, done by the researcher during the two-hour English and Spanish classes for three weeks, most of students displayed an influence on their behavior and personality caused by advertising. Some of the aspects that portrayed this situation were the importance students placed on the way they looked and the great number of branded products they used. Moreover, the way they expressed and related to their partners also evidenced the ideologies of popularity and beauty promoted by advertising. Because of the impact advertising had on these students, they were selected as the focus of this research study.

In terms of their identity construction, most students affirmed that they did not think that advertising influenced this process. This is because they believed that they could decide what they liked and what they did not and behave accordingly. Besides the influence of advertising on students' identity, this media tool also promoted problems, such as bullying, discrimination, alcoholism, and low self-esteem within this population. Consequently, students thought that people using branded products were wealthy and called them *Gomelos*, which is an expression used to refer to rich people who own expensive clothes and objects. It is also used to describe people as rich boys or girls who indulge and have everything they want. Additionally, students who did not have the same opportunities to purchase branded items or act a certain way were discriminated. Students also said that advertising made them want to have all the products advertised, even when they did not need them.

Theoretical Framework

Identity

Bearing in mind the fact that identity is one of the main constructs of this research study, some theories will be presented as a means of providing a better understanding of the purpose of this project. According to Fearon (1999, p. 10), "identity is one's feelings about one's

self, character, goals, and origins." Based on Fearon, it can be stated that identity is very important for every human being. It portrays different aspects on what we really are and how we identify ourselves as individuals.

Another relevant fact of identity is that it changes throughout time. Once again, Fearon (1999, p. 15) established that 'identities' are changeable and historically contingent, which contradicts an older theory in which identities were thought to remain the same. According to this idea, identity is variable and inconstant. It is highly influenced by the environment in which it is constructed, and it is determined by the ideologies and premises of the social context in which it belongs.

According to the previous ideas, identity as a social construction must be taken into account. In order to support this statement, Fearon (1999, p. 14) confirmed that "identity varies over time, historically, and are the products of human thinking, discourse, and action." Thus, identity construction is a process that takes places in social contexts and is shaped according to different perspectives, relations, information and thoughts that people are exposed to in their daily life.

It is necessary for people to be aware of the importance of understanding themselves in order to construct a strong identity. Taking into account the fact that identity is influenced by our daily social experiences, it is relevant to have a foundation as part of our identity construction process, and make us proud of our roots, traditions and the aspects

that configure us.

Advertising

Nowadays, advertising plays a role as a tool used by the mass media to persuade people. Durán (as cited in Alcantud, 2011, p. 2), stated that advertising is a tool that provides information and manipulates people to behave and think in a specific way. Then, it can be inferred that advertising influences people's decision making and actions. As stated during the problem stage of this project, what really concerned the researcher was not the level of exposure to mass media, but the lack of people's consciousness regarding the implicit messages that advertising sought to transmit.

To support the previous ideas, it can be said that the tools used by advertising to promote its ideologies and messages are the foundations of their success. Kilbourne (as cited in Alcantud, 2011) said:

> *Taken to an extreme, advertising encourages us not only to objectify each other but also to feel that our most significant relationships are with the products that we buy. It turns lovers into things and things into lovers and encourages us to feel passion for our products rather than our partners.* (p.27)

Nowadays, people assess everything and everyone based on material possessions. For this reason, most people like others not because of their personality, but because of their appearance or what they wear or have. Therefore, it can be stated that advertising not only influences people's decision-making, but it also

influences people's feelings and conceptions of the world by promoting materialistic models and imagined necessities from a consumerist perspective.

In terms of this study, advertising was approached as a media tool that persuades people's thinking and behaviors. In the words of Frolova (2014), advertising establishes a way of life that influences people's thinking and attitudes towards their own and the world. Because of this, students must understand the concept of advertising and its role in their identity construction as it influences important decisions related to their appearance, beliefs, and perceptions of the world.

Critical Media Literacy (CML)

Firstly, according to the National Association for Media Literacy Education –NAMLE (2007, p. 1) "The purpose of media literacy education is to help individuals of all ages to develop the habits of inquiry and skills of expression that they need to be critical thinkers, effective communicators and active citizens in today's world." Based on this previous statement and acknowledging that information is everywhere nowadays, younger generations must be prepared to analyze and evaluate information from a critical perspective. Thus, CML enhances people's critical thinking skills through the analysis of messages and strategies used to persuade them in advertising. In this sense, CML allows people to identify and understand the role of different components of advertising, such as: the target population, the ideas of reality provided by the images, the type and size of the letters, the use of colors, and the direct and hidden messages. CML helps people recognize the purpose of the advertisement and the way in which it may impact or not their way of thinking and behaving.

According to Gainer (2010, p. 368), "Schools are places where students can learn to transform society. In classrooms that embrace pedagogy of critical media literacy, space should be made for students to analyze and critique dominant narratives." Based on this idea, it is important to realize the role that educational settings play regarding the enhancement of skills that allow students to make informed decisions and be active agents in their society. In this way, students will have the ability to be critical thinkers and agents of change in terms of the information they receive.

In this world where mass media bombards people with messages and persuasion strategies, the strengthening of competences such as critical media literacy is a necessity. Based on the NAMLE (2007), media literacy consists of a series of communication competencies, including the ability to access, analyze, evaluate, and communicate information in a variety of ways. This includes print and non-print messages. Therefore, schools and teachers in general must start developing these competences within their classes in order to help students face different kinds of messages. In this way, students can become less vulnerable to mass media.

Critical Thinking

For this research study, critical thinking is considered as the mental discipline that allows people to evaluate and judge arguments to foster their beliefs and actions (Huitt, 1998). The process of critical thinking is evidenced through the ability someone may have to question and analyze different ideas in order to make decisions about the situations they face in their daily life.

According to Aguirre (2004, p. 10), "Thinking well can be considered to be that type of thinking which is purposeful and reflective, and that can lead the person to consider multiple perspectives of the same issue." Consequently, critical thinking can be useful for people to create a stance on the situations and problems they go through every day. Moreover, this process allows people to analyze different arguments and ideas to acquire their own view of any situation and face it in the most appropriate way.

Similarly, Paul and Elder (2006, p. 4) point out that "Critical thinking is the art of analyzing and evaluating thinking with a view to improving it." Thus, teachers and students should understand that the process of critical thinking implies more than making simple choices in daily life. Knowing and understanding the main skills critical thinkers possess is necessary to become aware of what this process involves. Facione (2015, p. 5) stated "as to the cognitive skills here is what the experts include as being at the very core of critical thinking: interpretation, analysis, evaluation, inference, explanation, and self-regulation." Consequently, there should be

great commitment and responsibility on behalf of people to try to strengthen these skills. This is done as a means of becoming better thinkers, since they have to constantly process reflection and analysis of their thinking, and its implications for the decisions they make every day.

Pedagogical Intervention

As previously stated, the present study was based on the development of eight task-based workshops, as a strategy to identify some aspects regarding tenth graders' identity construction through a process of critical analysis of advertisements. Based on Richards and Farrell (2005, p. 23), "a workshop is an intensive short-term activity that is designed to provide an opportunity to acquire specific knowledge and skills." This strategy was adopted in order to provide students with different tasks, allowing them to enhance their critical skills and better understand the way in which advertisements influence their identity construction process.

In order to allow students to realize the influence that advertisements had in their immediate sociocultural context, as well as motivate them to adopt CML as a way to face advertising in their daily life, each workshop had a specific goal. Altogether, the workshops had a common target. The first three workshops were designed to introduce different aspects regarding advertising, such as students' perceptions and opinions about this media tool, main means of exposure, the role and impact of advertising in society, the strategies of persuasion in advertising and the

way it may influence the students' lives. After the presentation of the previous aspects was conducted, workshops 4, 5 and 6 aimed at making students realize the connection between advertising and identity construction. Also, these workshops introduced CML as a strategy to analyze advertising. Thirdly, since students had already realized the concept and implications of advertising and its relationship with social problems and people's identity, the last two workshops aimed at presenting CML as a strategy to analyze advertising from a critical perspective by means of reducing its impact in the students' lives and identity construction.

Finally, it is important to note that these workshops were based on the Task-Based Approach. According to Nunan (2004), this approach is known for its three stages: pre-task, task, and post-task, which provide researchers with a cycle. First, the task is introduced, then, the main task is applied. Finally, the task is reinforced in the "post-task" stage. These tasks were designed to introduce the concept of advertising from different perspectives, which required that all of them were interconnected. Consequently, the student-participants of this study developed different tasks that allowed them to understand the concepts of CML and advertising, as well as how they were related. Moreover, the implementation of different tasks improved students' English writing skills since most of the tasks asked students to express themselves in written form.

Research Design

Research approach and type

On the one hand, this project was seen from a qualitative perspective since the teacher-researcher was immersed in the specific context where this study was applied. In this sense, the researcher in-terpreted the problem related to the influence of advertising on students' identity construction, which was observed through the process of critical analysis of advertisements. Thereupon, the researcher observed the population, shared with the people involved in the process, and provided a description of the real problem based on what the population expressed. Finally, taking into account that qualitative research is concerned with subjective opinions, feelings, and experiences of individuals (Dörnyei, 2007), participants' opinions and background were very important for this project.

On the other hand, considering that the study aims to improve the situation by reducing the impact of advertising on tenth graders' identity construction, the type of research conducted was action research. In the words of Richards and Farrell (2005, p. 171), "Action research takes place in the teacher's classroom and involves a cycle of activities centering or identifying an issue, collecting infor-mation about it, devising a strategy to address it, trying out the strategy, and observing its effects." According to the previous information, this process allowed the teacher-researcher to be part of the context of the study, as well as the selected population to have a participatory role. Consequently, these agents imple-

mented CML as a strategy that could possibly reduce the influence of advertising on the students' daily life by taking action on the setting and observing the results.

Setting

The context where this project took place was the private institute Gestión Informática Guía Académica (GIGA), located in Duitama (Boyacá). This institute was a space where there were students from different social strata, mainly 1, 2, and 3. This setting was selected as the scenario for the development of this research proposal since the observation done by the researcher evidenced that students showed weaknesses regarding critical skills and their English language level.

Population

The population selected for this study was composed by twenty-one tenth graders from a private institute in Duitama, who were the sample population for the development of this study. This group was comprised by ten female and eleven male students, with an average age of 17. This population was highly influenced by the messages provided by advertisements. As they stated in the survey, they were exposed to advertising most of the time. With the purpose of respecting the privacy of the participants, each one of them selected a pseudonym for this research process.

Data Collection Instruments

Field Notes. Field notes were chosen as one of the data collection methods for this study. The role of this instrument was transcendental during the implementation of the workshops to take detailed notes about the classroom dynamics. This method allowed the researcher to identify the students' most meaningful reactions towards the different tasks. At the same time, the researcher analyzed their perceptions and positions towards advertising and critical media analysis from the beginning to the end of the process.

Taking into account that data collectors must develop significant descriptions emerging from the notes they take, they transformed them into narratives from what they observed (Mack, Woodsong, McQueen, Guest and Namey, 2011). Accordingly, the field notes taken during this research include the implementation of workshops through detailed descriptions, the exemplification of the dynamics observed, and the data collected from the activities developed.

In-Depth Interview. Another valuable data collection method was an in-depth interview. According to Boyce and Neale (2006, p. 3), "In-depth interviewing is a qualitative research technique that involves conducting intensive individual interviews with a small number of respondents to explore their perspectives on a particular idea, program, or situation." According to the previous concept, twelve students were chosen at random to be interviewed. This data collection method searched for specific information, and each interview lasted at least one hour. For this reason, only twelve students were interviewed. This instrument was applied

before and after the implementation of the workshops by means of identifying students' perceptions on advertising, the way it had influenced their identity construction, the perception they had about CML as an impact reduction strategy, and how they felt in terms of the English writing process.

Students' Artifacts. The third data collection method was students' artifacts. These instruments arose from the development of eight workshops based on the critical analysis of advertising. James (2014, p.70) stated, "students' work may be collected as time passes by and it may be used to show students' growth regarding the process they follow; however, it is hard to interpret from an accurate perspective." Given this view, students' artifacts were valuable for this study since these instruments reflected students' learning and evolution. The artifacts demonstrated their understanding about the role of advertising in their daily life based on the tasks they developed during the workshops implementation, which lasted about three months.

Data Analysis

The method selected to analyze the data collected during the implementation of the workshops was color coding. According to Böhm (2004, p. 270), "coding may be described as the deciphering or interpretation of data and includes the naming of concepts and also explaining and discussing them in more detail." In that sense, I started to read and organize the data to identify the information I had obtained during this study. Then, data were codified with different colors representing the commonalities between the information gathered from each one of the instruments. Later, I related that information with the specific aspects of the study. This process of data analysis allowed me to establish the categories and sub-categories that answered the main question of this study (Figure 1).

Categories and Sub-categories

The following chart presents the different categories and sub-categories resulting from the data analysis. (Figure 1)

Open Your Eyes, Look Within

The name of this category emerged from the idea that critical analysis of advertising is a way to help people *open their eyes* to its influence and *look within* to accept themselves and foster their identity construction.

At the beginning of this process, students were not aware of the influence advertising had on their daily life. Beyond being aware of that influence, students realized that although advertising cannot be avoided, they could reduce its impact on their identity construction through the implementation of strategies, such as CML. Based on that, this category corresponds to the main research question, which is related to the influence of a process of critical analysis of advertising in the tenth graders' identity construction. This category answered the research through the three following subcategories:
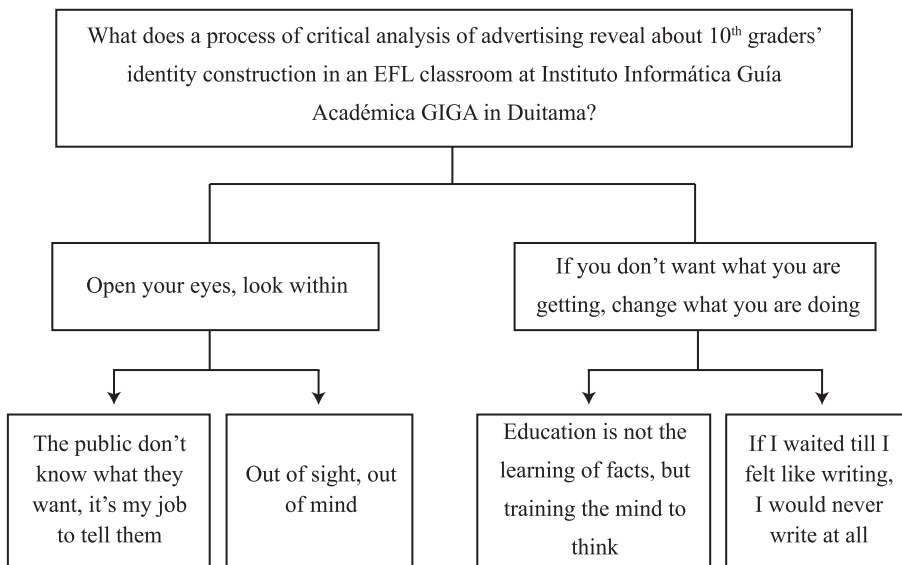
Figure 1. Summary of Categories and Sub-categories

"The public don't know what they want; it is my job to tell them" Alec Issigonis (n.d.). This first sub-category emerged from the first category during the data analysis process. I decided to give it this title because it represents what this study aimed to show, which was the influence of advertising on people's identity when they could not critically make decisions on their own.

According to the students' ideas and concepts on advertising, I realized that they were not aware of the impact that advertising had on their daily life. They were just perceiving advertising as a strategy to sell a product. Based on Kenechuk-wu, Asemah and Edegoh (2013, p. 952), "the goal of advertising is not just to sell products and services, but also to persuade consumers to act or think in a particular way." In order to do so, most ad-vertising persuades its audience with hidden messages that people cannot perceive at first sight. This situation was observed frequently during the implementation of the first workshops. Some students were even convinced that advertising did not influence them at all.

During the implementation of the workshops, students became conscious of the real role that advertising played in their lives. Most of them realized that they were so highly affected by the messages presented, that they wanted to change the way they looked and behaved to imitate the models they saw everywhere.

Advertising has planted on my head in terms of the advertisements of perfect body and woman appearance, so I think that in that sense I felt down. Those advertising affected my emotions so I became more influenced by it. Greeny (In-depth interview, 20/08/2015).

However, the workshops implemented allowed students to realize that critical analysis of advertising helped them to open their eyes to this media tool. They started to observe and analyze advertisements to understand which messages were influencing them. In this sense, it was seen that the development of workshops based on critical analysis of advertising changed students' perspective of this tool, as well as the impact it had in their daily decisions.

> Strategies of critical media literacy help a lot to realize that advertising is not what it seems and invite us to reflect each time we watch advertising or something like that, so we can realize the hidden message and that helps a lot to reduce the credibility we have on advertising. Campana (In-depth interview, 20/08/2015)

Out of sight, out of mind. This second subcategory was based on the idea that people are not aware of the relationship between social problems and advertising, they do not reflect and take action against the negative impact it has in their context and on themselves. At the beginning of the workshop, most students had different thoughts on issues like discrimination, stereotyping, and low self-esteem, as presented in the following statements:

> People do not buy branded product because they do not have the resources to do so. People who do not buy branded product represent the mere humility. (The student used the concept humility actually to refer to poverty).Valluno (Field Notes, class discussion. Workshop 3. 22 /07/2015)

> Fat people portrays laziness because they do not do exercise. They do not take care of themselves; they eat lots of fat products. I would not like to

be fat. That's why I exercise. Campana (In-depth interview, 20/08/2015)

The strategies used by advertising to persuade people were introduced during the workshops. Students not only changed and reflect upon their perception of advertising and the influence it had in their own identity construction, but they also realized how advertising ideologies made people suffer which affected their lives.

> Sometimes advertising is bad because it changes people, now a person just by watching a normal advertising is influenced in the way he/she has to be otherwise that person will be rejected, now itis the way I watch it, that you cannot let advertising dominate you because it has lots of subliminal messages. Vampire (In-Depth interview, 18/08/2015).

> Fitness advertising may have a great influence in a woman because she can start to exercise a lot or even she can suffer from anorexia because she does not want to look fat. Lalo (In-Depth interview, 18/08/2015).

After the development of the workshops, students understood the role advertising played, and the impact it had on their identity construction. Most of them reflected on how beauty ideals led them to adopt some behaviors that were affecting their own identity in order to become someone totally different. Moreover, they learned that they must not judge other people because of the way they look, feel, or behave; it is part of everyone's identity to be different in a certain way.

If you don't want what you are getting, change what you are doing.

This second category emerged from the second most common topic found during the data analysis process of this study. This topic referred to the improvement of critical and language skills during the implementation of the workshops based on the critical analysis of advertising.

The strengthening of critical and language skills was very important for the development of this project given that these skills would provide students with more opportunities and a better way of life. Thus, the name of this category summarizes the idea that if people want better results from what they are doing, they must make use of their skills and apply them in their lives.

"Education is not the learning of facts, but training the mind to think" Albert Einstein (n.d.). The name of this subcategory is conceived from the idea that education goes beyond the fact of learning or memorizing information about a specific topic; it also involves strengthening our students' competences and skills to face the real world.

Bearing in mind that advertising surrounds students most of the time, it is a must for schools to foster critical skills in order to make students stronger critical thinkers on the real intention of advertising. Based on that, the implementation of work-shops on critical analysis of advertising was a way to enhance critical skills to help students diminish the impact of advertising on their daily lives.

Given that critical analysis of advertising is a process based on critical thinking, the workshops implemented during this research were designed in regard to this process. According to Stocchetti and Kukkonen (2011, p. 10), "Critical thinking allows you to ask questions about yourself and your response to the media, about the hidden agendas of media texts, and about your role in society and the media." Based on this previous statement, through a critical analysis of advertisements, students were able to interpret, analyze and evaluate their interaction with media. Students' demonstrated this aspect of critical thinking, as seen below:

> Advertising has influenced a lot the way I dress and brush, everything because I did not care about that before, but as I was growing up advertising changed me that I had to dress this way, and brush myself this way, it influenced me a lot. Lalo (In-depth interview, 18/08/2015)

As previously shown, students were able to reflect on advertising and evaluate it from a critical perspective. They established that advertising is not always bad; they also said that it is up to them to stop being dominated by the media. Based on the process they followed, students realized how important it was for them to start analyzing advertising in order to prevent them and others from being influenced by this media tool. At the end, these were some of their conclusions regarding advertising and identity construction:

> Through critical analysis of advertising I became more critical. I think this is something that must be implemented in all the classes because there are people who said "hey look this is new we have to buy it"; so this process changes

us and may help those people to diminish that. Lalo (Field Notes, class discussion. Workshop 8. 09 /08/2015)

Finally, as shown above, students learned to analyze and reflect about the messages and ideologies promoted by advertising. Thus, these results prove that students became aware of the way advertising impacted their attitudes and behavior, and they established a connection between this media tool and their own identity.

"If I waited till I felt like writing, I would never write at all." The name of this subcategory emerged from the idea that students must be encouraged to write in English. Otherwise they will not foster this skill in its entirety. According to Rojas (2005), as quoted by Hurtado (2010, p.22), "The key to an effective school writing program is a teacher who knows how to use, to find, and to create situations and contexts in which pupils feel engaged in writing and grow in their skill". Based on this, the different activities developed through the workshops on the critical analysis of advertising aimed at fostering students' writing skill. This was done through the development of simple written exercises that improved students' writing skill and grammar construction progressively.

The workshops were appropriate to improve English writing as well as pronunciation, all of that was fundamental because the way in which they were design allowed us to work on writing and what we do was easy. Greeny (In-depth interview, 20/08/2015).

Draw from the workshops implementation I feel more comfortable in English. At the beginning for example I did not feel prepared to write in English. Now I feel much better and I have noticed the difference because I had a very basic English level. Greeny (In-depth interview, 20/08/2015)

Finally, it was evident that the activities developed during the workshops on critical analysis of advertising fostered students' writing skill. Of course, due to time constraints, students did not become perfect writers, but more importantly they lost the fear to write in English. They became immersed in a process that lets them express their perceptions on identity and advertising by writing in English.

Conclusions

Although the study was carried out as expected, there were a couple of limitations that had to be taken into account. On the first hand, the fact that the workshops were developed in English was a great impediment for students when they wanted to express everything they wanted to say about identity and advertising. As students did not feel comfortable at first when expressing themselves in English, it was a difficult at the beginning when the workshops were first implemented. Then, as they gained confidence in writing, a new problem arose because they wanted to say lots of interesting things though they were still learning how to write.

Another relevant aspect for the final results of this research was the reliability of the interventions done by the participants, taking into account that this process

was based on their own perceptions and experiences regarding the role advertising had in their lives. I had to implement some techniques, such as in-depth interviews, which allowed me to discover specific details about students' perceptions and the way advertising had shaped their identity through their thoughts.

Taking into account that the main objective of this study was based on describing what a process of critical analysis of advertising revealed about 10th graders identity construction, students changed their perspective on advertising. They became more critical towards the messages and ideologies imposed by this media tool, which in turn strengthened their identity construction. Through their participation in the development of the workshops, students understood the concept of advertising and the impact it had in their daily lives.

In terms of writing, students saw these workshops as an opportunity to strengthen this skill. Besides the fact that at the beginning they felt uncomfortable with the idea of writing in English, as the workshops advanced, they felt more confident writing. As a result, they were able to write short reflections and opinions about the relationship between advertising and identity. Given that most of them had never written in English before the implementation of the workshops, this show great progress made.

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Feedback: understanding strategies and impact on EFL learning and teaching contexts[1]

Re-alimentación: Comprensión de estrategias y su impacto en contextos de aprendizaje y enseñanza del Inglés como lengua extranjera

David Felipe Espinosa Torres[2]
Liceo Los Alcázares - Bogotá
juzt_danze@hotmail.com
Iván Camilo González Bejarano[3]
American School Way language academy - Bogotá
halo2385@gmail.com
Juliana Moreno Restrepo[4]
Gimnasio artístico de Suba - Bogotá
julianamorenorestrepo@yahoo.com

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1   Research Report

2   David Felipe Espinosa Torres is a Lecturer for the English and Bilingualism program at UniPanamericana and a homeroom English teacher at Liceo Los Alcázares primary school. He holds a bachelor's degree on Bilingual Education with an emphasis of English Language Teaching from Universidad El Bosque. Nowadays, he holds Master's Degree from the Master of Education with emphasis on English Didactics at Universidad Externado de Colombia. His areas of interest are: EFL learning blended learning, ICT's and feedback.

3   Iván Camilo González Bejarano holds a Bachelor degree in Bilingual Education with emphasis in English Language Teaching at Universidad El Bosque. Currently, he is teaching English and Spanish as a foreign language at the American School Way language academy. His research interests include: Feedback, EFL, Spanish as a foreign language.

4   Juliana Moreno Restrepo has a Bachelor's in Bilingual Education Degree with an emphasis in English Language Teaching from Universidad El Bosque. She is currently working at Gimnasio Artístico de Suba. Her research interests are: Feedback and EFL.

Abstract

Feedback is a powerful tool that has significant influence on student success. Its meaningful impact on learning and teaching processes has been well-documented. However, there is minimal research concerning the impact of feedback strategies on foreign language learning. This article seeks to provide a theoretical and practical understanding of the impact of feedback on foreign language teaching and learning processes. This is done through a case study research conducted in a private institution in Bogotá, Colombia. The evidence demonstrates that the feedback strategies used and the manner in which they are administered influence their effectiveness. Three main strategies were observed and analyzed: corrective, motivational, and developmental. This article concludes with a suggestion to make feedback an explicit policy of teachers' education programs in the country.

Key words: Feedback, corrective feedback in EFL, motivational feedback, developmental feedback.

Resumen

La re-alimentación es una herramienta poderosa que tiene una influencia significativa en el éxito de los estudiantes. Esta influencia en los procesos de aprendizaje y de enseñanza han sido apropiadamente documentados, sin embargo existen muy pocas investigaciones con referencia al impacto que tienen diferentes estrategias de retroalimentación en el aprendizaje de una lenguaje extranjera. Este artículo busca proporcionar una contribución teórica y práctica dirigida al entendimiento del impacto que tiene la retroalimentación en los procesos de enseñanza y aprendizaje de una lengua extranjera en un estudio de caso conducido en una institución privada en Bogotá, Colombia. La evidencia reunida demuestra que el uso de estas estrategias de retroalimentación y la manera en que se proveen influyen en su efectividad. Tres principales estrategias fueron observadas y analizadas: Retroalimentación correctiva, emocional y de desarrollo. Esta investigación concluye con una sugerencia que indica la necesidad de la enseñanza de retroalimentación como una política explicita en programas educativos que forman maestros en el país.

Palabras clave: Re-alimentación, re-alimentación correctiva en inglés como lengua extranjera, re-alimentación motivacional, re-alimentación de desarrollo.

Introduction

In every academic setting, feedback is required in order to help learners and teachers improve their performance. However, it has been observed that there is a lack of information regarding the positive impact of feedback strategies when used by teachers of English as a foreign language. This was observed in a Colombian educational setting where English language teachers are trained. In this research article, we will explain the lack of feedback information, how this case study was developed, and the results of the investigation. Furthermore, we will make suggestions on how to strengthen students' learning processes and motivation, as well as improving teaching effectiveness. Finally, this study will serve as a contribution to teaching and learning contexts where feedback is used as a learning improvement tool.

In order to better guide the reader, this article is divided in the following sections: First, research problem that entails the statement of the problem and rationale. Second, the literature review, which constructs are *Exposure to a Foreign Language*, *Feedback*, *Negotiation* and *Self-assessment*. Third, the methodology that covers the pedagogical intervention of the case study and finally, the results and conclusions of this qualitative case study and how they are proposed as an innovative way of closing the gap of information regarding the understanding of feedback strategies on an EFL environment.

Research Problem

Statement of the problem

It has been observed that there is a lack of well-provided feedback. This informal observation was substantiated by a needs analysis done through a written survey given to ten students of a private language learning institution located in Bogotá, Colombia. This is a well-known institution, with more than one thousand students across fourteen locations throughout Colombia. Those surveyed described their preference in receiving feedback in their native language rather than the target language. Also, teachers usually provide negative, rather than meaningful, feedback. As researchers, we decided to focus our study on feedback strategies provided in English. We also sought to find the impact which different meaningful and constructive strategies have on students learning English as a foreign language.

In addition, there is an information gap when it comes to student and teacher perspectives on feedback as a process. Because of this, we decided to apply a second survey where 20 students and 5 teachers had the chance to provide their personal points of view regarding feedback and its characteristics. On the one hand, the students' surveys indicated that students are aware that teachers constantly use feedback strategies, and that these strategies have a different impact depending on the task assigned by the teacher. On the other hand, the teachers' survey showed that educators account for their feedback strategies in an academic way. The teachers understood

that feedback is part of the student/teacher dynamic. They also believed that providing feedback in a foreign language may help improve their students' English level depending on their level of understanding. From the surveys, we concluded that students have a general idea of the definition of feedback and what it is used for. Additionally, teachers that were interviewed had broad knowledge of the different strategies they could use, and how feedback could positively be used to reinforce students' learning process.

Through the surveys, we also found that there was a lack of information that needed to be investigated. If feedback is essential for the learning process, how can English teachers effectively implement the use of feedback? Although teachers are interested in providing feedback by using different strategies, and students are interested in receiving it in order to improve, it is disconnected. Some aspects of feedback are failing, and the strategies used by teachers are not fully effective.

Indeed, it is observable that learners can reach proposed language goals, even when there is no formal feedback knowledge acquired. Generating feedback seems to be an unconscious strategy arising from the teachers' own resourcefulness. Nonetheless, the teachers seem unaware of the elements that compromise effective feedback or the theories and terminology of the feedback they employ.

For this reason, taking into account the necessities of the educational field and the importance of feedback as a tool in aiding students' English learning processes, the

question which guided our study reads as follows: How do feedback strategies influence the processes of learning and teaching English as a foreign language? Additionally, the main research objective was to determine the impact of feedback strategies on the process of learning English as a foreign language at a private institution in Bogotá, Colombia.

Rationale

One of the most powerful influences on learning is feedback, and according to Hattie (2003), it is a holistic part of the educational process. Its level of effectiveness depends mainly on the way it is provided, hence, being able to understand this process could help identify issues in language production. Therefore, the aim of this research is to help students and teachers better comprehend the role of feedback strategies, as well as how to use the most effective feedback, which have been proven to yield positive results on the teaching and learning of English as a Foreign Language.

Teachers generally offer feedback based on the strategies that they trust in and feel most comfortable with. It is hoped that this article may help teachers to broaden their understanding of the importance and advantages of effective feedback and how it can contribute to improvement in their pedagogical practices and their students' language achievements.

Considering this, we hope this article nurtures not only this target community of teachers at the Language Academy where the study took place, but also aids

other educational professionals who are providing feedback every day at schools, learning communities, and universities throughout Colombia.

Literature Review

Nowadays, there is a growing academic trend in identifying feedback as a significant tool in the process of learning English as a foreign language. This phenomenon has been highlighted by authors such as Hattie and Timperly (2007), who observed that feedback is an important tool of the learning process in every educational atmosphere. Feedback, in this case, means any data (positive or negative) shared by any agent (e.g. teacher, parent, classmate, etc.) to a language learner in response to an instance of language production. It is our principal aim to discover and understand the shortcomings feedback strategies implemented by teachers may have, so that when theory is properly addressed, learning objectives in a foreign language can be fulfilled. To do this, we begin with a discussion on feedback strategies and the characteristics of effective application.

Feedback seems to be more effective when it provides information for correcting rather than highlighting the errors that students make. In fact, Hattie and Timperley (2007) also demonstrated that the power of feedback is determined by the strategies used after specific tasks are performed by learners. We have evidenced that apart from the feedback strategy used, this process encompasses two different parties: teachers and students.

As Bell and Orgnero (2011) explained, "teachers and students are participants in a reciprocal learning process" (p. 1). This is the reason why feedback seems to show an effective influence on the learning of a foreign language, since it is necessary for one agent to receive feedback and another to provide it.

Finally, as researchers, we believe that it is important to define which strategies teachers should use to improve feedback effectiveness as part of learning and teaching English as a foreign language. For this reason, we decided to focus this article on four areas of foreign language teaching and learning: Exposure to a foreign language, Feedback, Negotiation, and Self-assessment.

Exposure to a foreign language

For this study, it is relevant to explore the EFL field from the perspective of language as a fundamental part of human beings. To begin, Kumaravadivelu (1986) was one of the first authors to frame the English language within foreign language contexts. His studies, books and research articles have proposed many methods to explore, analyze and understand how EFL impacts learning and teaching purposes in the classroom. As proposed by Espinosa (2017), the work done by Kumaravadivelu made teaching and learning English for speakers of other languages (foreign context) known around the world.

A significant aspect of feedback to consider is when students are exposed to learning a foreign language through socialization in the classroom environment.

Exposure can be taken as one of the most important conditions for L1 acquisition and this is equally related to foreign language (FL) learning. Thus, according to Wilkins (as cited in Ismail 1991) "if children are exposed to the L2 in the same way as they are exposed to the L1, greater success will be achieved" (p. 1). Therefore, learners will have a greater development in the classroom if they are completely exposed to the foreign language they are learning.

Presently, teachers tend to use more than one tool to achieve academic goals, and feedback is one of them. Feedback is also part of the exposure to a foreign language process. The results of feedback studies in foreign language environments have suggested that language perceptual patterns in feedback are modifiable according to the language in which they are given (Fledge, 1995). Furthermore, another research conducted by Ketsman (2012) explored how foreign language pedagogical strategies are related to the expectations of both parties: teachers and students. This study concluded that expectations and other social factors shape foreign language processes and contribute to retention. Although teachers have different feedback strategies than their students, there seems to be a link in which these preferences align to achieve successful student performance in a foreign language. Corrective, motivational and developmental feedback are some of the feedback strategies teachers and students use in the process of teaching and learning a FL.

Even though there is a similar connection between L1 acquisition and FL learning processes, these two differ from one another. This acquisition/learning distinction is a fundamental hypothesis presented by Dulay, Burt and Krashen (1982), who propose that "adults have two distinct and independent ways of developing competence in a second language" (p. 138). Thus, components such as feedback, including exposure to the language, seem to affect language learning. Additionally, in FL learning, the learner may have the choice of whether or not, and to what extent they expose themselves to the taught language, while in L1 acquisition, exposure is automatic. On the other hand, the amount of exposure received by those who are learning the FL is far more limited than that received by children acquiring the L1. Students who are not immersed in a second language context have broad limitations regarding competence development in foreign language learning.

In sum, we argue that it is essential for learners to stay in contact with the FL as much as possible, because such exposure to the new language will reinforce their language learning process and production after receiving feedback.

Feedback

Feedback is a process that consists of information from a specific assessment task which is being "*fed back*" to the student and is a key element in assuring the effectiveness of formative assessment. Feedback has two basic functions: to tell students how well they have performed on the assessment task (including what a certain grade means) and to indicate how the outcome could have been improved

(Sadler, 2010). In addition, Hatie and Timperley (2007) identified it as one of the most powerful influences on learning and achievement, noting that this influence can be either positive or negative. Even though feedback is one of the major influences in the learning process, the type of feedback, its impact and meaning, and the way it is given can alter the effect.

Furthermore, Hattie and Timperley (2007) established feedback as a cycle that is only useful when continuous. Feedback is a consequence of performance given by the teacher to assist the student's un-der-standing and to inform the student about their performance. The role of the student is to correct their performance and continually apply the feedback, yield-ing more feedback in future instances. However, this cycle can work in reverse and teachers can also receive feedback from students through different instru-ments: self-assessment, co-evaluation, hetero-evaluation and peer-feedback.

Students appear to be aware of the benefits of feedback, during and after it is provided, since it is the teachers' role to guide them in recognizing when feedback is given. Sadler (1989) identified three main necessary conditions for students to benefit from feedback:

> *(a) possess a concept of the standard (or goal, or reference level) being aimed for, (b) compare the actual (or current) level of performance with the standard, and (c) engage in appropriate action which leads to some closure of the gap (p.212).*

This way, students receive, analyze, and comprehend feedback and its benefits so as to improve their future success in the practiced skill.

As well as focusing on the quality of the feedback messages, teachers should focus their efforts on strengthening the skills of self-assessment and peer-assessment in their students (Yorke, 2003). This is how, according to Butler and Winne (1995), the formative assessment and feedback conceptual model works. In this model, an academic task is set by the teacher in class or as an assignment, which becomes the starting point for the feedback cycle. Hence, when the students engage with different activities, Nicol & Macfarlane-Dick (2006) propose that it is "Engagement with the task requires that students draw on prior knowledge and motivation" (p. 202). In fact, when self-assessment processes come around, the students is in charge of managing their know way to build building through the guidance of the teacher.

In addition to the self-assessment model just mentioned, feedback can also be provided to *encourage* self-feedback and self-assessment. Students are always actively engaged in feedback processes, even when its provider is not the teacher or higher authority. In such processes, students first generate aspects of their own feedback as they monitor their performance, and later identify and correct any language mistake while carrying out the tasks. Following this, students interpret and filter feedback from external sources as Nicol & Macfarlane-Dick (2006) propose. In fact, students are committed with the process of feedback, since they are allowed to create self-assessment environments.

Feedback itself is not a fix-all solution, nor does it have an immediate impact. Rather, it is a powerful tool that needs to be part of a process, needs to be developed, and takes a certain amount of time to show successful results. Different aforementioned studies strongly and consistently show that feedback is more closely related to achievement than any other teaching process. It also works as a mechanism to improve learning in academic and behavioral fields. Therefore, it is beneficial for teachers and students to see the value of its impact on education, particularly foreign language learning because of its reliance on person to person interaction.

While we have been exploring feedback as a one-on-one process, feedback as a strategy may refer to any kind of information fed back to learners in an educational context. Thus, different authors have worked on two separate classes of corrective feedback: one-on-one feedback and intra-group feedback. *One-on-one feedback* is face-to-face feedback and is given immediately to the person who committed the mistake by someone other than the one who committed the mistake (Poulos and Mahony, 2008). *Intra-group feedback* is feedback that happens when individuals in a group provide feedback to the group and/or to one or more individuals within that same group (Böhm and Rockenbach, 2013). Therefore, corrective feedback has different characteristics connected with its application during our study.

To conclude, we propose that feedback seems to have a strong influence on academic achievement, and hence, plays a relevant role in contributing to students' learning development. To help and guide students, teachers have to make use of different feedback strategies to fulfill students' needs. The process of making feedback comprehensible is explored in the following section.

Negotiation

Negotiation is one of the factors that influences education and facilitates foreign language learning. Lyster (2002), defined negotiation in teacher-student relations as a set of conversational moves of reciprocal feedback that work toward mutual comprehension. Hyland (2006) stated that many English as a foreign language teachers feel that they must give substantial feedback to generate reactions within their students in order to help them improve their language use and interactions.

William and Burden (2009) indicated that within the classroom, there can be mediators, people who play an important role in enhancing a students' learning process by selecting and shaping the learning experiences presented. Hence, interaction with such mediators, usually parents, teachers or peers who possess different levels of skills or knowledge, often leads to effective learning. Mediation by these individuals in the learning process encourages learners to move on to the next stage of learning or understanding. Mediators should be viewed as more than merely knowledge providers—they are interpreters, selectors, and shapers of knowledge as well.

Educators should aim to empower learners with the necessary abilities and knowledge to help them become self-directed learners through the process of negotiation. In addition, learners' needs, willingness and affective status (e.g. confidence or anxiety) should be considered during the negotiation process. Negotiation should not be unidirectional with passive input of teacher to student knowledge or skills. Through negotiation and interaction between learners, the learning materials and tasks, and context and mediators, students can become active learners in co-constructing knowledge.

Jungmi (2003) states that, "The negotiation on interaction is a very important part of classrooms because it shows that learners could offer numerous opportunities to receive comprehensible input, to produce appropriate output, and to receive feedback which could facilitate second language learning" (p. 206). Teachers provide feedback on students' errors whenever they believe it is necessary. In so doing, they use various methods that allow the communicative flow to continue. Thus, teachers are not obligated to choose when to use feedback. Instead, they might integrate negotiation and feedback during teacher-student interactions. In fact, one instrument of feedback that can help to avoid this negative impact of negotiation procedures is the rubric.

During negotiation procedures, neither the role of teacher nor the role of the student is considered more important. Hence, a partnership is created which bears out and optimizes payoff (Co-evaluation). In fact, the theory that has been exposed in regards the negotiation procedures is extensive and relevant for this study. Therefore, we believe that teachers provide the necessary tools, but students are also in charge of their self-assessment in the classroom. That is what we call a "negotiation procedure."

Self-assessment

Assessing students is one of most time-consuming processes in education. However, it is of paramount significance. This process is generally considered a determining factor of the classroom atmosphere where English as a foreign language takes place, since assessing requires patience and a great deal of conscious preparation from teachers and students. Furthermore, a substantial body of research shows that feedback leads to successful learning through teachers' assessments, self-assessment, peer assessment and the need of designing and implementing rubrics in this process. These kinds of studies demonstrate that feedback is directly related to the learning process, as measured by assessments.

Black and William (1998) studied data taken specifically from the classroom that provided important and relevant evidence of how feedback improves the learning process. They described that teachers provide feedback with the purpose of helping students recognize the next learning step. Boud (1995) studied self-assessment and its effect on feedback, while Sadler (1989) had already identified in his earlier work three main necessary conditions for learners to benefit from feedback in academic tasks: identifying how good performance is defined in a

classroom, identifying how current performance relates to good performance, and how to act to close this gap.

Boud (2000), furthermore, explained that as well as improving the quality of feedback messages and processes, teachers should put in more effort on how to strengthen the skills of self-assessment in their students by providing the necessary tools. Additionally, Zimmerman (1989) demonstrated that learners who self-assess and peer-assess themselves are more effective learners. They are more persistent and confident achievers. Zimmerman identified that students who demonstrate strong control over their own learning become more effective in self-assessment, and less dependent on the teachers' support.

To summarize, these studies suggest that the use of appropriate feedback strategies by teachers can guide students to improve their learning process and results in the study of a foreign language—namely, English. It can also be concluded that the more students are exposed to the foreign language, the better their results will be. Such exposure allows students to improve their foreign language learning process. In addition, the importance of reinforcing student self-assessment cannot be underestimated. Students have the ability to create their own learning strategies to achieve the objectives in the classroom environment. Finally, negotiation procedures between teachers and students must be strengthened to create a better learning environment.

Nicol and Macfarlane-Dick (2007) developed a study that explored feedback as part of self-assessment processes. In their research, they proposed that "Feedback is involved when students actively control their study time or their interactions with others (behavior), and when they monitor and control motivational beliefs to adapt to the demands of the course (e.g. choosing a personal goal orientation)" (p. 205). We, as teacher-researchers, tend to assume that while learners can self-regulate and have good behavior; this does not mean that they always have full control of their learning process. Therefore, teachers should evaluate students' development and analyze the best strategies in which to provide feedback.

Methodology

The case study method is an empirical inquiry which investigates one phenomenon in a real context as stated by Yin (as cited in Zainal, 2007 p. 2). Such investigators, like Yin (1994), have explained that the point of using this tool is to have some measure of control over events when the object of study is a phenomenon that occurs within a real-life context. According to Yin (2012), a case study proposes three main steps in the research design:

1) it is necessary to define a case to study, 2) one must draw upon multiple sources of information which support the objectives of the article, 3) one must connect theories from different authors and studies in order to build a framework for understanding the case. In addition, Yin (2012) points out that a case study can take two different forms: a single case study in which only

one person is analyzed, and a multiple case study in which more than two people are studied in the same way. This article will manage a multiple case study where the main objective is to collect and analyze data from several cases in order to obtain replicable conclusions.

Yin (2003) stated "A qualitative case study can be defined as an intensive, holistic description and analysis of a single entity, phenomenon or social unit" (p. 41). Taking into account the previously cited definition, this article was designed to apply qualitative research by collecting, analyzing and triangulating the data collected through relevant instruments that include video tapes, paper surveys and in-depth-interviews. The data obtained was codified using the color coding theory and the grounded theory (Freeman, 1999). These theories were used to analyze aspects and patterns. The data was collected, grouped and sorted into three different research categories by following differences in patterns and similarities in ideas. Finally, the data analysis was conducted by a triangulation process, where the researchers started to intertwine these data excerpts in a way that it made it easier to understand by the reader.

Furthermore, the research took place at a private non-formal learning institute that has been accredited for the design and presentation of language learning services. This ensures that all the educational processes in question are up to the level with international standards of education and language use (taking into account the Common European Framework). Finally, the participants of this study were seven students, including teenagers and adults, from sixteen to forty years old, who had a B1 English level, and five teachers with C1 English level.

Pedagogical Intervention

In order to achieve the aims of this investigation, it was necessary to create and apply ten different non-authentic and printed lesson plans based on the task-based method proposed by Willis (1996). The pedagogical practice carried out was focused on how to provide learning environments where teachers and the students felt free to apply feedback strategies in each session. The private non-formal institution where this study took place does not hold an Institutional Educational Project (PEI). Therefore, the application of these lessons was based on the needs of this specific group who participated in the research, rather than a whole learning community. Each lesson contained an assessment and rubric which allowed the researcher to evaluate and improve the process.

As mentioned above, the main objective of this article is to determine the impact of feedback strategies on the process of learning English as a foreign language in a private institution in Bogotá, Colombia. Thus, the main research objective allowed the researchers to connect the research questions with the pedagogical intervention. This is because the lessons provided the necessary data to analyze the impact of the materials in a specific EFL classroom. For this reason, two main instructional objectives were proposed: (a) To elicit

students' application of feedback processes in the EFL learning and (b) To create a suitable environment for the teacher to use feedback strategies when teaching English as a foreign language. These objectives were proposed by Tomlinson (2012), along with the materials development framework, which provides a guideline on how to successfully create and adapt materials for the learning and teaching of English Language.

In the following paragraphs, we will describe the ten designed and applied lessons, the main objective of each session, the role of the teacher and students, and finally, a brief description of the task-based activity for each class:

The first applied lesson plan described a class where the teacher, in the role of facilitator, shared a piece of literature (The Gunpowder Plot Story) and students were asked to read it aloud and complete a written activity. In this way, researchers could note when the students made oral mistakes and how often the teacher provided feedback.

The second lesson plan described a reading activity where students worked on analyzing a tale by Edgar Allan Poe. The teacher was asked to provide feedback in different ways when students made mistakes, that is to say, the teacher had the option to use different feedback strategies.

The third lesson concerned the topic of bioethics and asked students to analyze different situations where the topic was reflected. They had to develop a critical argument on personal experiences in the

English language. Finally, students were asked to provide written feedback about the class and the impact of the activities.

The fourth lesson plan was focused on phonetics and how students reacted to this class and topic. The class was voiced-recorded in order to investigate students' language usage and teachers' feedback strategies.

The fifth lesson plan was based on listening and speaking skills. It asked students to analyze a song and how it linked to phonetic symbols. Students were voice-recorded throughout the class in order to analyze their pronunciation mistakes, and then provide one-on-one feedback.

The sixth lesson plan was based on reading comprehension, and the topic was "texting nowadays". Teachers were asked to provide personal and individual feedback by taking into account the students' reactions receiving the feedback.

The seventh lesson plan involved providing information about food habits to students and asking them to relate that information to their own lives. The feedback mechanism implemented was creative role-play, where students and teachers changed roles. After the activity, the students, who had been in charge of the class, would provide peer-feedback and feedback to the teacher after the activity took place. This allowed researchers to study student perceptions about how feedback was given by the teacher.

The eighth lesson plan involved descriptions of animals and nature. The teacher was asked to provide feedback

as many times as possible, and to record his or her perceptions of the students' learning processes.

The ninth lesson plan was designed to strengthen writing and speaking skills on the topic of gerunds and the subject of the sentence. Students practiced singing a song along with their partners. They provided self-feedback and peer-feedback every time they failed on the pronunciation or grammar of the song.

The tenth and final lesson plan was based on writing and speaking about endangered species. Since this was the final lesson, the feedback implementation for this lesson involved recording the students' voices to measure pronunciation improvement in their oral language skill.

Results and Findings

Self-assessment, negotiation procedures, motivation, attitudes, the environment, expectations and relationships are factors which play a remarkable role in the process of providing feedback. However, the primary goal of this research article was to identify the main patterns related to feedback strategies implemented in the context of learning and teaching English as a foreign language, and to study how they affected students' language learning outcomes. The qualitative research approach and data analysis grounded theory recorded not only feedback patterns, but also the perception of these feedback patterns by students and teachers. As a matter of fact, after the triangulation process, the investigation revealed which interactions were high-quality and had im-

proved the academic environment.

In our data set, we identified three different forms of feedback that positively affected outcomes. These forms, alongside a study describing their aspects, are the following: corrective feedback (Lightbrown and Spada, 2006), motivational feedback (Dörnyei and Cheng, 2007), and developmental feedback (Kraback, 2014).

In keeping with these theories of feedback, we constructed and reflected upon three different categories of analysis: corrective feedback as support in EFL oral performance tasks, motivational feedback as a tool for EFL reinforcement, and developmental feedback as beneficial (or not) in EFL learning. Within these categories the data collected was coded as follows: Video Recordings **(VR)**, Paper-Surveys **(SV)** and In-depth-interviews **(INT)**, for the groups Student **(ST)**, Teacher **(T)** and Interviewers **(INTVR)**. For instance, *(VR2ST5T1)* can be decoded as Video Recording number 2, participant Student 5, and Teacher 1.

Corrective feedback as support in EFL oral performance tasks

The success of feedback seems to largely depend on the type of strategies teachers use, yet each teacher has his or her own feedback strategies to encourage students' learning processes. This inconsistency may be one reason why learning a foreign language is experienced differently in different classrooms. This might also be the reason why feedback strategies, which could aid in improving students' English language learning and performance, should be further studied and broadly

adopted. One specific feedback strategy which seems to heighten the quality of language learning is corrective feedback.

In this respect, researchers observed students' receptivity to this type of feedback. For example, it was observed how teachers were able to implement this strategy and how it had both positive and particular impacts on students' oral production. This type of feedback was the most common of the patterns observed, and teachers consistently chose it as a strategy. In doing so, teachers could monitor students' learning processes by analyzing what mistakes were made and how students properly addressed them, as shown in the following excerpt:

> **ST 3:** Ok the pizza and the coke, here you are.
>
> **ST7:** There is a problem I don't know pizza
>
> **T1:** I don't *like* pizza
>
> **ST7:** I don't like pizza.

This type of feedback emerges at a bridging moment, appearing as a connection created by a teacher, **(T1)**, on what a student, **(ST7),** wants to say and how it should be said. In this example, the teacher finds a way to make the student aware of the mistake produced and the need to correct it as soon as possible. In addition, the sample cited above represents the role of accurate production in student learning. As soon as the student was provided with feedback, it generated a positive impact. Students began the activity as a regular situation where they

created a natural English conversational environment, and the teacher interfered whenever she believed it was necessary. For example, when the student used "I don't know pizza" instead of using the verb "to like" to express "I don't like pizza." The teacher provided feedback and correction as soon as the mistake was made. The teacher used one-on-one feedback, changing the intonation of the corrected form spoken back to the student. The student's facial expression in this exchange showed a positive reaction to the feedback while repeating the correct utterance. This demonstrates a principal of effective feedback: appropriate tone of voice can increase a student's participation and level of correct language production.

Observe the following case on the impact of corrective feedback on a student's learning:

> **T1:** Yes? Why? Tell me.
>
> **ST5**: Yes, 'cause young people are always texting. Ammm... I forgot how to say "utilizando".
>
> **T1:** using.
>
> **ST5:** Using that language of texting. **(VR2ST5T1.)**

In the exchange above, the student's ability to produce was blocked by the lack of vocabulary, which provided the opportunity for the teacher to give feedback. The teacher asked a question with the purpose of receiving an open answer: "**T1:** Why? Tell me", which generated the following mistake: "ST5: yes, 'cause young people are always texting. Ammm...I forgot how to

say...utilizando." The student understood the relation between the structure of the sentence and how to relate it to the class; however, the student was forced to ask the teacher for the translation of an unknown English word. The teacher provided the correct word by using a non-aggressive tone of voice in order to lead the student in creating the proper construction. The student understood the translation, appeared to appreciate the positive intention of the teacher, and immediately incorporated the word into the statement produced.

Although students pay attention during English sessions and may participate in different activities, it is essential to recognize whether students' level of receptiveness continues to be high to this specific kind of feedback. Likewise, teachers who participated in this research article observed that while they applied many feedback strategies, it was clear that corrective feedback stood out as the most common during the analyzed sessions. For instance, the following data collected allowed the researchers **(INTVR)** to understand that the interview answers match up with the characteristics and aspects of corrective feedback (Loewen, 2012). Even though one teacher, **(T3),** has a deep-seated faith in the strategies used to teach English as a foreign language, it was clear that they unconsciously made use of corrective feedback strategies by expressing the idea that they want "*to give the student enough tools to correct the mistake*" and to "*show the mistake to the students*."

INTVR: Ok, what type of feedback do you apply? I have some here: corrective feedback, motivational feedback, constructive feedback, intrinsic feedback or maybe you have your own one? Another one like eclectic?

T3: *I think my feedback; my personal feedback has little bit of all*.

INTVR: All of them?

T3: Yes, because you try to correct the mistake or *show the mistake to the students*.

Example: I am making a mistake all the time how can I improve it. The idea is *to give the student enough tools to correct the mistake* but because the person has to do it, it is because he or she wants to do it.

To conclude, participants in this study demonstrated positive reactions and receptivity to this feedback strategy by properly correcting the mistake and repeating what the teacher prompted. However, yielding successful results with this strategy depends directly on how the teacher takes advantage of using corrective feedback in English. Explicit repetitions along with a friendly, non-aggressive tone of voice are necessary for success. Thus, students making the error, as well as others listening, could analyze and understand the mistake and how to correct it. Therefore, corrective feedback is a fundamental foreign language teaching strategy, particularly when teaching oral language skills.

Motivational feedback as a tool for EFL reinforcement

There is a feedback strategy that deserves distinctive treatment in the EFL learning process. Motivational feed-back by itself, when accurate, is a tool to create positive motivation in students in order to enhance language production. Consequently, the results that were gathered from the use of this feedback strategy suggests that this tool is being properly applied. While learning a foreign language, this feedback strategy generates high receptivity and positive reactions from students. This strategy is often used to lessen negative feedback with the purpose of improving students' self-esteem (Cohen, Steele and Ross, 1999).

When motivational feedback is provided without any strings attached, its outcome can be immediately observed. Motivational feedback emerged as one of the most remarkable patterns during the different sessions observed. This strategy highlights students' correct achievements and allows the students to recognize the achievements they did not attain.

In fact, teachers constantly used words such as "*Good,*" "*Nice,*" "*Great,*" and their tone of voice regularly changed. It increased when exclaiming the correctness of students' production. This feedback strategy called the attention of the researchers because teachers facilitated environments of confidence, thereby, increasing students' courage to keep participating during different English sessions. Teachers who corroborated understood that students felt better and have greater self-esteem when they are

corrected in a positive, motivational way. As a matter of fact, motivational feedback is generally seen as a positive strategy when learning English as a foreign language. This notion was reinforced by the students who made sure it was understood that they prefer motivational feedback, and by the teachers who truly believed in it and used it.

As such, the following excerpt allows us to understand the process of motivational feedback:

> **T2:** Say —Tetero‖ (putting the tongue in the alveolar ridge) put your tongue here.
>
> **ST3:** —Tetero‖ (She laughs)
>
> **T2:** *Exactly, really good!* You see? What is this?

In the above dialogue, it can be seen that the teacher decided to provide feedback by using positive expressions that generated interest. Students were asked to pronounce the consonant "T" in English by pronouncing certain words such as "Tetero" and following instructions regarding the position of the tongue. The teacher explained the correct utterance of the letter "T" and how to properly apply it in English. Once the students committed to this task, the teacher followed their correct production with words such as "Exactly" and "Really Good" as part of the process of motivating the students. The teacher in this specific case maximized the impact of tone when saying "Exactly" and "Really good." As soon as the student replied with the correct use of the letter, the student

felt free to continue with the accurate pronunciation of the production. The next excerpt corroborates and complements the above information by presenting a parallel experience.

> **INTVR:** Ok, good, what type of feedback do you apply? I have some like motivational feedback, constructive feedback, realistic feedback, etc.

> **T3:** It's pretty important to be realistic 'cause it is according to the topic the student is developing during the classes, also with *motivational feedback it's pretty important because they feel better, they feel they can improve their mistakes right*? You need to be very confident, very, I don't know the way you give the feedback in order for students to receive it in the correct way.

In this interview, a teacher **(T3)** points out their perspective in regard to motivational feedback. Thus, the answers led the researchers to confirm that the main aspects, like self-confidence, self-esteem, attitude and self-assessment, are essential parts of achieving goals in EFL learning processes. Therefore, motivational feedback is a complementary and beneficial tool when learning a foreign language.

In conclusion, teachers use motivational feedback to generate a positive impact and reinforce students' English production. The tone of voice, attitude of both parties (teacher and student), confidence, and even the type of exclamatory language used are factors which affect the outcome of motivational feedback in the classroom. If done well, it can generate increased self-confidence in language learning classrooms.

Developmental feedback as beneficial (or not) in EFL learning

Developmental feedback arises at a certain period of the educational process when a teacher supplies multiple alternatives for students to store, assimilate, and apply new and complex information. This type of feedback is crucial since it lends itself to present improvement and future success. Thus, failing to provide this type of feedback leads to a greater probability of unsuccessful language production in the future.

Therefore, understanding this type of feedback is necessary. Despite this, developmental feedback was the least used by teachers, perhaps because of it complexity. When it was used, most teachers did not seem to recognize what it was. However, developmental feedback generated effective results. Moreover, students and teachers seemed to feel comfortable with this type of feedback, seeing as it does not negatively affect the student who makes the mistake.

> **T2:** Sometimes you have to picture something in your mind b//b// b//b//b//b/ (Laugh)

> **T2:** You associate things and that's how you remember things in the

future, so can you probably say "Tetero, tonto" is it clear Dani? Can you please pronounce this one (teacher makes a b with his hands)?

ST1: B/b/.

T2: B /b/ B /b/ as a "Bobo" and this one (teacher makes P /p/ with his hands).

ST1: P /p/.

T2: P/p/ and T /t/.

ST2: T/t/ P /p/.

ST1: T /t/.

T2: That's the sound of /T/ T/ T/ is better. /P/ P/P/. the exercise you have to continue working on, otherwise you will forget it. Is that clear? (**VR4ST1-2T2.**)

As demonstrated in the transcription above, this type of feedback leads students to successfully produce language. The teacher provides a specific explanation of the pronunciation of different letters in English. The teacher related these to familiar sounds and connected them to the students' own language, thereby enhancing their long-term memory of the sounds. Immediately after presenting the letter sounds in a positive way and relating them to familiar words in the students' native language, the next student followed the teacher's association by pronouncing the requested letter. The teacher explicitly called on students to develop their capacity for long-term memory as part of their English language learning by providing specific

developmental feedback: "You associate things and that's how you remember things in the future." You can also see here that the teacher gives alternatives, "Tetero, tonto."

Observe the response in the following dialogue in the interview and survey:

> **INTVR:** What type of feedback do you apply?
>
> **T4:** Well, I think that the type is motivational and —*empowermental.*
>
> **INTVR:** So, can you please give me a broad explanation of this feedback.
>
> **T4:** Well, the empowerment, that theory is about that *you have to empower anyone in their own process.* So they don't need to follow anyone to learn but with their own strategies they can achieve something, learning.

Notice in the excerpt above the teacher explained how they used "*empowermental feedback*" as a tool in their classes. However, "*empowermental feedback*" is not recognized academically as a theory of feedback. Yet, based upon the explanation given (and an observation of the teachers' strategies in class), it is accurate to say that what the instructor truly uses is a form of developmental feedback that strives to communicate important concepts. This enables students' self-development of the language.

But does this strategy work? Is developmental feedback beneficial? Surveys **(Quest)** given to learners **(ST3)** allowed

the researchers to understand more about developmental feedback:

> **Quest7**: What do you do after receiving such feedback?

> **ST3:** I do my best effort to keep it in mind and *practice what I was told*.

> **Quest12:** Have you used the feedback that has been given to you by your teacher for future activities? (Justify answer).

> **ST3:** Yes, I had. Because I usually don't have class with the same *teacher I ask the new teacher if I am doing it the right way*. When my problem is *about a word that is difficult to pronounce, in my way back home I repeat the word many times as I can*.

This students' answer is typical of the responses to this survey. It confirms that feedback is effective. This is substantiated by information about developmental feedback, affirming that developmental feedback is both what they seek and effective. Hence, this student's answer represents the long-term positive effect that the teacher aspired to instill. This student has developed a new, meaningful strategy to achieve their goals following feedback.

In summary, even when teachers had vague knowledge of what developmental feedback was, they did make constant use of it. The information analyzed from teacher and student interviews revealed that both parties described the characteristics of developmental feedback and its aims. Notwithstanding, students did not have extensive knowledge about the background or theory of this strategy, and they were not aware of how it could positively affect their EFL learning processes. Consequently, although developmental feedback was not significantly demonstrated, it was not fully absent. Thus, its aims were aspired by instructors and learners alike. For this reason, we considered it a beneficial strategy for teachers to adopt in the classroom in order to improve EFL outcomes.

Conclusions and Pedagogical Implications

Bearing in mind that feedback is a powerful tool that has remarkable influence on success when learning a foreign language, we identified three types of strategies used to achieve significant outcomes. These outcomes are supported by different factors such as context, age, attitudes, cognitive abilities, and level of proficiency in the FL These factors were noted, but not explicitly studied. Through observation of feedback and its impacts, we categorized these three feedback strategies as: corrective feedback as support in EFL oral performance tasks (Loewen, 2012), motivational feedback as a tool for EFL reinforcement (Dörnyei and Cheng, 2007), and developmental feedback as beneficial (or not) in EFL learning (Kraback, 2014). Although such strategies are necessary in the EFL learning processes, particularly for oral production,

the impact on students depended directly on the chosen strategy that was applied by the teacher.

Corrective feedback was the main strategy used by teachers in this research. In addition, learners seemed highly receptive to this strategy. They showed positive reactions when receiving it, and they successfully corrected their mistakes after acknowledging them. This kind of feedback consistently produced appropriate use of English language, and it did not appear to have any kind of negative effect upon learners' production or confidence. This might be due to the manner in which feedback was provided by the teacher.

Likewise, teachers' feedback suggested that they employed many different strategies. However, recordings and observations revealed that not all of the teachers had a very high usage rate during EFL classes. However, affirmative words and phrases such as "exactly," "really good," "excellent," and "good," were frequently observed, which, along with the usage of an appropriate tone of voice, were an effective combination that heightened students' EFL learning processes. It can even be said that, based on the analysis of the findings, overuse of this strategy bears fruit with students' oral production.

Apart from the previous two strategies, developmental feedback was the least present in teacher's praxis, showing few interventions during the observation. Nevertheless, when applied, this strategy led to excellent outcomes (self-confidence, self-correction, empowerment). As re-searchers, we identified that both teachers and students felt utterly comfortable with developmental feedback due to the fact that neither teachers nor students were hampered or discouraged in their efforts to understand or correct mistakes.

The main result which emerges from this research is a necessity to provide deeper support to worthwhile educational strategies. By analyzing and comprehending the data produced by the research after two years, it is possible to conclude that feedback plays a significant role in EFL outcomes, and that the gap of information between teachers and students needs to be closed in order to make significant use of feedback strategies in the classroom. Thus, feedback is an effective and significant tool for teachers to use in EFL educational settings that engages both parties. It would be valuable to consider explicit instruction in feedback strategies (particularly developmental feedback) for the purpose of improving EFL teaching in the country. Despite the importance of feedback, it is not the only determining factor in EFL success: self-assessment, negotiation procedures, motivation, attitudes, environment, expectations, relationships, tone of voice, context, age, cognitive abilities and starting level of proficiency in the FL, also have a direct influence on the effectiveness of feedback when it is employed.

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Enriching Language Teaching Awareness

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Pedagogical Experiences

Using Mobile Learning to Enhance Pre-Service Teachers' Participation in Distance Education English Tutoring Sessions[1]

Aprendizaje Móvil para mejorar la participación de los docentes en formación en sesiones tutoriales en Educación a Distancia.

Angélica María Carvajal Téllez[2]
Escuela Normal Superior Sor Josefa del Castillo - Chiquinquirá
Universidad Santo Tomás
angelica.carvajal@ustadistancia.edu.co

Yolanda Duarte Medina[3]
Universidad Santo Tomás - Chiquinquirá
yolandaduarte@ustadistancia.edu.co

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1   Report on a Pedagogical experience.

2   Angélica María Carvajal Téllez is a cathedra English Professor at Universidad Santo Tomas and a full time teacher at Escuela Normal Superior Sor Josefa del Castillo y Guevara in Chiquinquirá – Boyacá.   She holds a B.A. in Modern Languages from Universidad Pedagógica y Tecnológica de Colombia and a M.A. in Foreign Language Teaching from UPTC. Her current research interests cover assessment, evaluation and language teaching.

3   Yolanda Duarte Medina is a full Professor at Universidad Santo Tomás in Chiquinquirá, Boyacá. She holds a B.A. in Philology and Languages, English from Universidad Nacional de Colombia and a M.A. in Virtual Learning Environments from Universidad de Panamá. Her current research interests cover ICT to teach languages and new methodologies for teaching English.

Abstract

This article is the result of a small-scale research study aimed to enhance pre-service teachers' participation in distance education tutoring sessions at the Universidad Santo Tomas, CAU (University Assistance Centre) in Chiquinquirá. The study was carried out by implementing mobile learning, specifically a mobile learning application called Kahoot. When carrying out online activities, in particular grammar games and oral discussions that involved the use of smart phones in tutorial sessions, the pre- service students were more engaged, and their participation increased greatly. Moreover, it is meaningful for students to improve their English language competence by activating their use of digital skills. Some of the benefits of mobile learning are flexibility and personalized learning activities, which try to address the needs of individual learners. This study showed that mobile learning promotes active participation, as well as knowledge construction and collaborative learning. It also creates a positive atmosphere and exposes students to innovative learning environments.

Key words: Mobile Learning, Distance Education, Pre-service teachers.

Resumen

Este artículo es el resultado de un estudio de investigación a pequeña escala cuyo propósito era mejorar la participación de los estudiantes de la licenciatura en lengua extranjera en las tutorías de inglés, en la Universidad Santo Tomás, CAU (Centro de Atención a Usuarios) de Chiquinquirá (Educación a Distancia), mediante la implementación del aprendizaje móvil, especialmente el uso de la aplicación de aprendizaje llamada Kahoot. El uso de celulares para participar en juegos de gramática en línea y discusiones evidenció que los estudiantes de la licenciatura se involucran más durante las tutorías y su participación aumenta considerablemente. Además, el aprendizaje se hace más significativo cuando sus habilidades digitales se ponen en práctica y se utilizan para aprender y mejorar su competencia en el idioma inglés.

Algunos de los beneficios del aprendizaje móvil son la flexibilidad y la personalización de las actividades, lo cual busca satisfacer las necesidades particulares de cada estudiante. Este estudio reveló que el aprendizaje móvil promueve la participación activa, pero también la construcción del conocimiento y el aprendizaje colaborativo. También crea un ambiente positivo para aprender y expone a los estudiantes a entornos de aprendizaje innovadores.

Palabras clave: Aprendizaje móvil, Educación a distancia, Docentes en formación.

Introduction

This study was developed with a group of pre-service teachers who belong to the distance education Bachelor's in English as a foreign language program at a private university. Students were at an intermediate English level, meaning that they are independent users of the language and can express themselves in familiar situations regularly encountered at work or at the university. They can also describe experiences and briefly give reasons and explanations for opinions and plans.

This pedagogical initiative aimed to enhance students' participation in long distance English tutoring sessions using a mobile learning application (app) called Kahoot. The idea started when we asked ourselves about possible ways to engage students and motivate them to participate more actively. Considering that the English classes are meant to respond to the necessities of the students, we began to conduct a diagnosis. First, we observed students' performance, attitudes and interactions during English tutorial sessions. We noticed that most of the students seemed reluctant to participate in oral activities, such as discussions or debates, and they were not so enthusiastic when practicing grammar. After this diagnosis, we decided to give the students a questionnaire (survey) to better understand which ICT (Information and Communication Technology) tools they considered useful in the classroom, which technological devices were the most used, and what resources were utilized for research when answering teachers' posts on the online platform. When checking the information provided by the students, most of them expressed that they would like to use mobile apps to practice English.

This analysis allowed us to design an action plan that would combine the use of the mobile app, Kahoot, with traditional face to face tutoring sessions during one semester. Kahoot is a game-based learning platform that allows teachers to administer quizzes, surveys and discussions. With this app, the whole class can participate in real time. Students answer the questions projected on the screen by using their smart phones or tablets.

By implementing Kahoot, we were able to create, customize and adapt grammar exercises proposed by the course book. Students had to practice grammar by answering multiple choice questions or unscramble sentences on their own devices in a given time limit. They received immediate feedback after each question, and they gained points according to how quickly and correct their answers were.

This app let us create discussions by posing controversial and debatable questions taken from the course book readings. Students participated by choosing one of the questions on their smart phones. Then, they saw the most popular questions chosen on the screen. We generated a discussion around the questions chosen. This was done in order to encourage oral participation among the pre-service teachers.

Finally, we analyzed the data for common patterns in students' answers, attitudes during the tutoring sessions,

and their performance during the lessons. This information provided a great wealth of understanding in order to present preliminary results.

This kind of project exposes pre-service teachers to experience new teaching and learning tools. These activities have the potential to enhance students´ English learning through dynamic and engaging activities that catch their attention and promote active participation, knowledge construction, and collaborative learning. Additionally, it creates a positive atmosphere. This project also served as a research experience to reflect on our teaching practice and to inspire other teachers to use mobile tools to create more meaningful and enjoyable learning environments.

Context and Setting

We conducted this study with 15 university students, 7 women and 8 men, between the ages of 18 and 35. Most of them are from Chiquinquirá, and although others are from nearby towns and rural areas of Boyacá and Cundinamarca, such as Saboyá, Simijacá and Ubaté. Their socioeconomic strata range from 1 (low) to 3 (middle) according to the Colombian system of stratification primarily based on living conditions. What this means is that students are considered in the poor to low middle class. They are in their sixth semester of the Bachelor in English as a Foreign Language program via distance learning. They are taking the Intermediate *English I* course, therefore, their English level is B1 according to the Common European Framework of Reference for Languages

Most of the students enrolled in distance education because they live far away from the main university campus, or because they do not have enough time to attend regular classes every day due to their full-time jobs and family responsibilities. Students attend tutoring sessions only on Saturdays. They complete assignments posted on the university platform during weekdays, and they also complete assignment in the online workbook. Each tutoring session lasts 2 hours. In this institution, there are two types of teachers, also called tutors, the national and regional ones. The national tutors are in charge of creating all the content in the platform, monitoring students' work and guiding them using asynchronous and synchronous communication. On the other hand, regional tutors have face to face classes with students. They are in charge of contextualizing the topics to the particular characteristics of the regional context, as well as providing explanations about the content presented in each of the units of the course book and guidance on how to develop the corresponding tasks.

Theoretical constructs

According to Soykan and Uzunboylu (2015), distance learning has been improving from letter learning, students received lessons and exercises by post, to mobile learning. Because of this, one of our goals was to encourage other teachers to pursue mobile learning in their classrooms. Nowadays, with the inclusion

of ICT tools in the teaching and learning process, schools and universities are trying to implement new methodologies that include portable devices such as cell phones that can enrich students' learning process.

Herrera, Cruz, and Sandoval (2014) presented a qualitative action research aimed to implement activities entailing the use of portable devices (cell phones, tablets, laptops, and netbooks) in order to learn their impact. These applications included a learning management system that resembled a social network, a live interaction application, and an online dictionary. It was found that students were able to productively use these devices as learning tools plus they expressed comfort and interest in using them.

In another Colombian study, the inter-action between a tutor and her students was studied during online tutoring sessions (OTS) in the ALEX Virtual English Program at the Universidad Nacional de Colombia in Bogotá. This reciprocal action allowed the participants to establish new ways of interaction. Riveros (2009) mentions that the main interaction between the tutor and the learners consisted of double-way dynamics, as a cooperative process in which both tutor and student benefit each other from the experience. In our case, these dynamics allowed students and tutors to interact in an active way, making use of better classroom strategies.

The main constructs that lead this study are mobile learning, pre-service teachers' participation and tutorial support in distance education.

Mobile learning

Mobile learning (M-learning) is thought to be the predecessor of what is known as electronic learning (e-learning), and CALL (Computer Assisted Language Learning). These concepts lead to MALL (Mobile-Assisted Language Learning). The urgent need to include innovative approaches in order to involve students' interests inside the classroom, let us recognize that the use of mobile learning and Personal Digital Assistants (PDAs) can be successful teaching tools. According to Mishra (2007) one of the advantages of instruction using digital material is that it can reach learners wherever they are, because they can use portable devices to revise it.

Kukulska and Traxler (2005) claimed that pedagogy of mobile learning can be broadly categorized into: didactic content, discursive interactions, generic academic support, subject-specific, and guidance support (p. 40). They concluded that mobile learning can be spontaneous, portable, personal, informal and situated, which means that students create meaning from daily life activities.

Ramsden (2005) highlights two important issues about mobile learning:

(a.) There is a need to design and author materials for PDAs by maximizing the accessibility and minimizing the need for re-purposing existing materials, like Blackboard- based course materials.

(b.) There is a need for appropriate pedagogical designs to harness the unique potential benefits of mobile learning.

Given these issues, Kahoot was used as a tool in which tutors combine different teaching resources, such as SMS (text mes-

saging), for skills test, collecting feedback, learning from audio (iPods, MP3 player, Podcasting), and Java-based quizzes.

Distance Education

Distance education or distance learning uses technology to deliver instruction to students who cannot attend regular classes because they live far away from the university, or they do not have time to go to classes due to work or family responsibilities. In distance education, students use a learning platform to learn. They visit the university from time to time to receive personal guidance as a mean of facilitating their learning process. During tutorial sessions, the role of the Tutor is to facilitate the interaction among students and foment knowledge construction and collaborative work. This means that students not only gain new knowledge from the tutor, but also from their peers.

The instructional organization at this private distance university allows pre-service teachers to learn by using communication through technological means. Students visit the Chiquinquirá CAU for English tutoring sessions on the weekends, but they also have asynchronous on-line scheduled guidance during the week with their national or regional tutors. During the tutoring sessions, pre-service teachers play an active role when tutors provide educational spaces that engage participants to speak freely. Moore and Kearsley (2011, p. 2) stated that asynchronous learning can also be understood as distributed learning, characterized by its availability at any place

and time. Pre-service teachers tend to participate more from home than during the tutoring sessions. This justifies the need to listen to the students' needs and voices when receiving tutoring.

Research design

This study can be considered an action research study because it investigates a real university situation in order to understand and improve quality of action and instruction (Johnson, 2002). In this particular case, we identified a problematic situation in which pre- service teachers did not actively participate in tutorial sessions. As an action plan, we decided to implement the use of mobile learning as a teaching strategy, which could engage students and make them feel more comfortable in participating.

This study is also a form of self-reflective enquiry undertaken by the participants in social situations in which pedagogical practices are carried out (Kemmis, 1988, as cited in Loraine Loraine, Hughes, ad Tight, 2005, p. 96-97). It does not seek to generalize ideas beyond our research context because it centers on the processes and outcomes of this investigation. Since pre- service teachers shared ideas and provided sug-gestions to one another, action research was evident because it is the study of a social situation with a need to improve the quality of action within it (Elliott, as cited in Loraine Hughes, and Tight, 2005, p, 96-97).

Research Question
How can mobile learning enhance pre-

service teachers' participation in English tutoring sessions enrolled in a distance education?

Data gathering

Data sources included in this research were pre-service teachers´ surveys, students´ journal and tutors' observation.

Participant observation. This type of observation was carried out by the teachers who were also the researchers. We used this instrument to check students´ attitudes and feelings during tutoring sessions. Through observations, we contrasted students´ attitudes when they attended tutorial sessions in which we did not implement mobile learning with ones in which we did. Observations also allowed us to determine if students enjoyed the tutorials by looking at their attitude and listening to their positive comments about the classes.

Journals/diaries. These sources of information were very pertinent in keeping track of students' reflections and perceptions of their participation during the tutoring sessions. By reading students' journals, we understood how effective they thought the methodology was, and how safe and confident they felt inside the classroom. They also included information about how the tutoring sessions could be improved through innovative methodologies and technological devices.

Questionnaires. They allowed students to focus on specific questions (open, close and multiple choice) regarding key aspects, such as internet tools, teaching approaches and technological devices. These provided us with valuable information about pre-service students´ needs, preferences and opinions about the tutoring sessions.

Research process
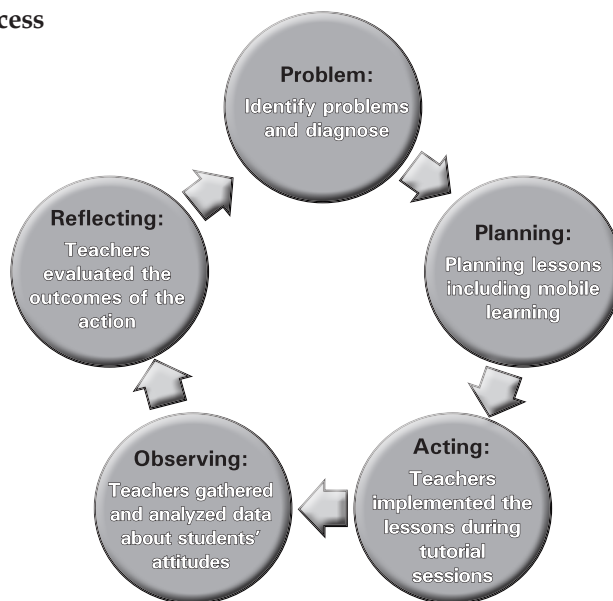
Graph 1: Research cycle

Diagnostic Stage

Once we identified the problematic issue, we made a diagnosis by applying a questionnaire to gather information about students´ internet tools and mobile apps preferences. Students expressed that they mainly preferred emails, chats and social networks, as well as apps like Duolingo or online dictionaries. Students also made explicit that they wanted to have methodologies that included the use of cell phones inside the classroom. We had observed students' performance in regular English tutorial sessions, and we realized that students lacked interest when developing grammar and oral tasks. Thus, the diagnosis allowed us to design an action plan to implement mobile learning as a teaching strategy to foster pre-service teachers' participation.

Planning and Action Stage

After getting the results from the diagnostic stage, we designed an action plan. We created six lesson plans in which we included activities using the Kahoot app. We followed the PPP lesson plan structure (Presentation, Practice and Production). Each lesson consisted of a warm up, a presentation of the topic, a controlled practice using grammar games with Kahoot, and finally a freer practice or production stage. Once we finished developing the lesson plans, we started implementing them during the tutoring sessions. At the beginning, students had to become familiarized with the application by doing some sample exercises. Afterwards, we asked them to participate in grammar games and discussions by using their cell phones. Students could work individually or in groups. This demonstrates the social component that this application has when promoting exchange and collaboration among students.

Analysis of data

We analyzed the data gathered by looking for common patterns in students' answers. This analysis attempts to present answers to the questions we posed. It includes the framework of data analysis, a data display contrasting the questions with the categories, and the results from the chosen instrument.

First of all, we transformed the raw data from the observation. Additionally, we wrote comments to enrich the analysis. We codified the information to find commonalities, and we read and re-read to find patterns and establish relations. Then, we identified the following three broad categories: constructing knowledge, learning collaboratively and creating a positive atmosphere. After that, we returned to the raw data to reconstruct the matrix categories. In order to validate the data, we used data triangulation and time triangulation, in which two instruments used over a period of time can be compared and analyzed to identify common factors confirming the progress achieved (Burns, 1999). Time triangulation indicates collection of data at different times to determine if similar findings occurred (Kimchi, Polivka, & Stevenson, 1991).

The four categories identified are depicted in Table 1. Afterward, there is a detailed description of each one of them.

	MAIN CATEGORY	**SUB-CATEGORIES**
What are the benefits of using Mobile Learning as a teaching methodology during tutoring sessions in distance education?	Promoting active participation through mobile learning.	Constructing Knowledge
		Learning Collaboratively
		Creating a positive atmosphere

Table 1. Matrix categories

Mobile Learning promotes active participation

The collected data made evident that mobile learning fosters students' participation because they enjoy practicing the language through play. Students do not like monotonous tasks, so they become very enthusiastic about activities which challenge not just their knowledge, but their ability to analyze a question during the time limit. Abdullah, Abu Bakar, and Haizan (2012) stated that participation can occur in the following circumstance: when students can be influenced by socio-cultural, cognitive, affective, linguistic, or environmental factors. This circumstance often leads to student participation and interaction with other students, while instructors speak only at designated times (p. 516). In this case, the use of the cell phone as a learning tool makes students feel confident enough to speak and share their experience with their classmates. The role of the tutor shifts to a promoter of the language and motivator of participation. This category is supported by Pre-service teacher 6, whose answer states:

Pre-service teacher 6: *The use of mobile learning motivates us to communicative more with our classmates and lets us participate in an active way.*

Students participated effectively and they expressed positive attitudes towards the use of mobile learning apps. According to Davis (2009), students' enthusiasm and willingness to participate in a classroom through verbal engagements will create a conducive classroom environment. Some arguments that support the active and enthusiastic role of participants were evident in some pieces of Pre-service Journals:

Pre-service teacher's Journal 8: *Using the app, learning is easier and more entertaining.*

Tutor's observation format: *Participants seem to be affective engaged because the use of mobile learning relates to their interests, attitudes, and motivations. Since now, we as tutors, must meet what students are expected to be able to know, do, or value as a result of engaging in the learning process.*

Constructing Knowledge

The second category we found after data analysis is the strengthening of knowledge construction. The interaction with the Kahoot app facilitated discussions, so students started expressing their opinions and listening to their classmates' points of view. Results also showed that students were primarily sharing knowl-

edge with their classmates and involving cognitive process of "understanding" during the discussions.

> **Tutor's observation format:** *Starting a discussion through Kahoot allows participants to begin a discussion and to participate on it by giving their opinions and extend their range of words and accuracy of the language. For them it was really easy to share knowledge with their pairs.*

Mobile applications can also enhance knowledge construction by involving students in games and discussions in which they ask their classmates for support. Students become part of collaborative knowledge construction processes, not by obligation, but rather in a free, participative environment. Through mobile learning students perceived interaction itself to be rewarding (Kimmerle, Moskaliuk, Oeberst, and Cress, 2015), and they had an opportunity to learn from different sources, such as their classmates and mobile applications.

Collaborative learning

Collaborative learning (CL) is defined as an educational approach in which a group of students work together to solve a problem, complete a task, or create a product. The concept of CL is largely rooted in Vygotsky's sociocultural theory (SCT), which views learning as an inherently social process activated through the Zone of Proximal Development (ZPD) (Dillenbourg, 1999, as cited in Lin, 2015). Vygotsky's sociocultural views have contributed significantly to social constructivist epistemology, and they highlighted how learning is mediated in accordance with the context and experiences among peers.

During the lessons and from the interviews and journals, we found that pre-service teachers think that using mobile learning promotes team work (Collaborative Learning) and opens opportunities to share knowledge and interact with their peers. This can be seen in the following pre-service teachers' journals:

> **Pre-service teacher 1:** *"I think mobile learning is very important because it promotes interaction and competition among classmates."*
>
> **Pre-service teacher 2:** *"I think the class was interesting because we shared knowledge and we learnt about apps for learning English."*

The pre-service teachers' comments showed how competitive language mobile games foster collaboration and team work. Students share their knowledge as a way to reach a common goal, which means to them being the winners of the game. It means that the success of one student depends largely on other students. That is, one student helps others to be successful as well, and in this interaction learning just happens (Lin, 2015).

Creating a positive atmosphere

Classroom atmosphere or climate refers to the prevailing mood, attitudes and tone that students feel in the classroom. It has to do with the students' perceptions of the rigor of the class, their interactions with their instructor and class peers, and their involvement in the class

(Reid & Radhakrishnan, 2003, as cited in Barr, 2016 p. 1). According to Fraser and Treagust (as cited in Barr, 2016 p. 2), there are seven dimensions that contribute to a positive classroom atmosphere: *personalization, involvement, student cohesiveness, satisfaction, task orientation,* and *innovation.*

From the surveys, we found out that mobile learning strengthens two of these dimensions: *satisfaction*, which means that students enjoy the class and *innovation*, which refers to the unique teaching methods and techniques used by the teacher in class. We can verify these two dimensions in the following pre service students' answers to the question below:

> *Do you think mobile learning helps to create a positive atmosphere into the English classroom?*
>
> Pre-service teacher 1: "*Yes, the class is more relaxed.*" (Satisfaction)
>
> Pre-service teacher 2: "*Yes, students are more motivated.*" (Satisfaction)
>
> Pre-service teacher 3: "*Yes, we are very interested in the class and this is funnier.*" (Satisfaction)   Pre-service teacher 4: "*Yes, the use of technology creates a motivational environment*" (Innovation)
>
> Pre-service teacher 5: "*Yes, if you are happy, you understand the topics better.*" (Satisfaction)

These findings suggest that the pre-service teachers believe that a positive learning atmosphere is greatly enhanced through the use of mobile learning, which motivates pre- service teachers to participate and reduces their anxiety allowing them to learn in a fun and relaxed way.

Findings and conclusions

This study demonstrates that mobile learning provides an alternative option for teachers who want to promote or maintain active participation from their students during tutoring sessions at CAU Chiquinquirá. By using mobile applications, students showed a higher level of engagement developing online grammar activities, as well as participating in discussions. This kind of learning is an efficient method to motivate pre-service teachers to participate more actively during tutorial sessions because it creates a positive environment, free of anxiety or fear of making mistakes. Learning becomes enjoyable and free of judgment. It also facilitates collaborative learning and knowledge construction.

This type of research contributes to the development of awareness on the importance of motivating students in English classes by using different kind of teaching strategies. Using mobile phones in class continues to be a taboo for many teachers who still consider these devices as distractors rather than learning tools. It is important to rethink how these kinds of technological devices can be useful tools in creating meaningful lessons and opportunities to extend and consolidate students' learning process outside the classroom.

Nowadays, students use portable devices to support their learning, and as teachers we need to consider this reality. When using these devices during tutoring sessions, students felt that there was a relationship between the real world and

the classroom. Lessons which implement mobile learning encourage a two-way interaction: tutor-students and student-student, making everyone feel part of a team. The only goal is to participate and receive/provide feedback as a way to keep improving.

As researchers, this project offered us the opportunity to gain experience in understanding previous studies that lead us to create our own initiatives. As tutors we must engage ourselves and students in research processes that analyze evident issues that surrounding us. We were able to generate meaningful discussions and alternative interactions inside the classroom. This research exercise led the participants and researchers to analyze dynamics and strategies typical of distance education, such as: online media, online environments, face-to-face sessions, oral presentations, and collaborative work. This also provided scenarios for students to discuss and reflect upon the learning process. At the same time, we promoted a research culture inside the subject of study.

Engaging in language research provides pre-service teachers with an ongoing source of one-on-one mentorship which gave way to models for further proposals. This study also strengthens collaborative work among mentor tutors and students by taking advantage of long-distance education models in terms of time and mediation.

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APPENDIXES

Appendix 1: Questionnaire

USING MOBILE LEARNING TO ENHANCE PRE-SERVICE TEACHERS' PARTICIPATION IN ENGLISH TUTORING SESSIONS AT DISTANCE EDUCATION.

PRE- SERVICE TEACHERS SURVEY

OBJECTIVE: This survey is aimed to collect general information about enhancement of Pre-service Teachers' participation using mobile learning in English tutoring sessions at Distance education.

DATE:

1. Do you think mobile learning is playing an important role English language learning?
Yes ___ No ___ Don't know ____

2. What mobile devices do you have now?
**I Pad ___ Tablet type device ___ Smartphone ___ Portable Computer ___
None of these ___ Other (please specify) _____**

3. Have you ever used your mobile device as a teaching or learning tool?
Yes _____ No _____ If yes, how? _____

4. Could you use free mobile learning content with your students?
Yes _____ No ____ If yes, please explain how? _____

5. Do you use your mobile device to develop your own teaching?
Yes _____ No ____ If yes, how? _____

6. Do you think mobile learning promotes your active participation in English classes?
Yes _____ No ____ how? _____

7. Do you think your knowledge construction can be favored by the use of mobile learning?
Yes _____ No ____ how? _____

8. Do you think the implementation of mobile learning activities enhance collaborative work? Yes _____ No ____ how? _____

9. Do you think mobile learning helps to create a positive atmosphere into the English classroom? Yes _____ No _____ how? _____

10. What other teaching- learning strategies would you include in your English classes? __
_____

Thanks for your collaboration.

This instrument to collect information was adapted from Peachey, N (2011) in Mobile Learning in ELT 2011Friday retrieved from: http://www.deltapublishing.co.uk/development/survey-mobile-learning-in-elt-

Appendix 2: Student´s Journal form

**USING MOBILE LEARNING TO ENHANCE PRE-SERVICE TEACHERS'
PARTICIPATION IN ENGLISH TUTORING SESSIONS AT DISTANCE
EDUCATION**

PRE- SERVICE TEACHERS REFLECTIVE JOURNAL

OBJECTIVE: This pre-service reflective journal is aimed to collect general information about enhancement of Pre-service Teachers' participation using mobile learning in English tutoring sessions at Distance education.

After the development of this workshop, write a complete reflection of the process of using mobile learning into your English classes.

NAME:

DATE:

enletawa

Enriching Language Teaching Awareness

journal

Reflective Papers

Reflections on student-centered learning: An alternative to traditional English classes[1]

Reflexiones sobre el enfoque centrado en el estudiante: Una alternativa para las clases tradicionales de inglés

Sulma Patricia Fonseca Cely[2]
Colegio Simón Bolivar de Soracá - Soracá
pattyfonce@yahoo.es

Leidy Girleza Cano García[3]
Universidad Pedagógica y Tecnológica de Colombia - Tunja
leidy.cano@uptc.edu.co

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Abstract

This article presents some methodological reflections about student-centered learning in order to achieve the Colombian National Standards for Bilingual Education in English classes in an elementary school context. It also discusses the need to raise teacher awareness, understanding of these methodologies, and the need to change teachers´ beliefs and behaviors in the classroom. Findings show that student-centered learning is an alternative for teachers, and it should be included in schools' *Proyecto*

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1   Reflective Article

2   Sulma Patricia Fonseca Cely holds a B.A in Modern Languages and is a full-time teacher at Colegio Simón Bolivar de Soracá. She is an M.A candidate in Language Teaching at Universidad Pedagógica y Tecnológica de Colombia.

3   Leidy Girleza Cano García holds a B.A in Foreign Languages Education from Universidad Pedagógica y Tecnológica de Colombia and is an assistant professor at Universidad Pedagógica y Tecnológica de Colombia. She belongs to the research group "JOIE".

Educativo Institucional (PEI) in order to achieve bilingualism. Furthermore, it allows students to explore, practice and increase their autonomy and self-confidence in using a foreign language.

Key words: student-centered, English as a foreign language, education policy.

Resumen

Este artículo presenta algunas reflexiones metodológicas sobre el enfoque centrado en el estudiante para lograr los Estándares Nacionales de Educación Bilingüe en las clases de inglés en una escuela primaria. También se analiza la necesidad de aumentar la conciencia y la comprensión de los maestros de estas metodologías, las creencias y los comportamientos de los docentes que se requieren para cambiar en el aula. Igualmente, presentó los hallazgos que revelaron que el enfoque centrado en el estudiante es una alternativa para los maestros en las clases y los colegios necesitan incluirlo en el Proyecto Educativo Institucional (PEI) para alcanzar el bilingüismo. Así mismo, permite a los estudiantes explorar, practicar y aumentar su autonomía y confianza en sí mismos utilizando el idioma extranjero.

Palabras clave: aprendizaje centrado en el estudiante, inglés como lengua extranjera, políticas educativas.

Introduction

The achievement of a high level of English proficiency proposed by the Ministry of Education of Colombia entails the analysis of the teaching practices and conditions in which those practices are carried out. Most schools provide more emphasis on teacher-centered learning rather than student-centered learning. In this paper, we reflect upon the importance of implementing student-centered learning in the classroom in order to increase the English language level of students in elementary classes in a public institution.

Literature Review

Importance of English

People who learn English as a foreign language have the opportunity to interact with people from other countries and access better jobs and education. According to the *Estándares Básicos en Competencias en Lenguas Extrajeras: Inglés* (Basic Standards of Competences in Foreign Languages: English, National Ministry of Education, 2006), being competent in a foreign language is essential in a globalized world because it opens frontiers, lets people understand contexts and helps them be more understood. Being bilingual broadens the opportunities to be more competent and competitive. All these opportunities help Colombian citizens ensure a better quality of life. With this plan, Colombia seeks to develop citizens who are able to communicate in a foreign language (English) with international standards according to the Ministry of

Education (2005a). For example, we have noticed that translation jobs in our country are highly well-paid. Bilingual employees have a higher success rate in finding jobs. Moreover, being bilingual allows our students to study in other countries and have a wider understanding of the research being conducted internationally.

Cárdenas (2006) argues that in Colombia there are few opportunities and settings to use English as a foreign language and that the main purpose of learning a foreign language is for academic purposes. One example is the Saber test (prueba Saber Pro), a national test required to receive a university degree. Moreover, Herazo Rivera, Jerez, & Lorduy Arellano (2012) explain that there are some jobs that require the use and knowledge of English as a foreign language, but students who graduate from public schools have fewer opportunities to access these jobs. In Colombia, there are some vendors who speak some English at markets and in other tourist areas for commercial purposes, but "the proportion of educated people who still do not speak English (confidently) is too high to be overlooked" (Mufwene, 2010 p. 46). Colombia has to guarantee that its students have the same opportunities to access jobs where English is required, such as coordinator, secretary, museum guide, interpreter, and others.

Cooper (1989) mentioned that in order to provide access to the language, it is necessary to create conditions for language learning to occur in any place. All Colombian citizens must be provided with the same tools that let them compete

under the same conditions. The Ministry of Education needs to make changes to provide all its citizens with the same opportunities to learn a foreign language. Improvements can be made in the number of hours for English language instruction in elementary schools, where there are resource-shortages and overcrowded classrooms. These classrooms have a large diversity of students, with as much as six different grade levels in the same room. Colombian schools need all these changes to provide better possibilities for teaching, learning, and achieving governmental goals.

Colombia must focus on student-centered learning in elementary schools in order to create bilingual citizens. Using a student-centered approach, the learning process is more reflexive, and students can increase their responsibility and autonomy. According to Lorenz (1965), in order to learn a language, it is necessary to have an enjoyable time doing so. There is a developmental period in childhood when key experiences have a greater effect on learning. Moyer (1999) suggested that during childhood, first language and phonological matrices are still in formation. So, children are able to identify and differentiate both native and foreign language sound systems.

Education policy in Colombia

Colombia created the National Bilingual Program in 2004. This program was meant to be developed from 2004-2019. It searched to provide people with English knowledge, as well the vision to increase productivity and foster national intercultural awareness and openness. In 2010, The Program for Strengthening the Development of Competences in Foreign Languages was launched by the Ministry of Education. According to the Ministry of Education (2014a, 2016b), this program gave continuity to activities and strategies proposed in the National Bilingual Program. Other aspects of improvement, such as teacher training and professional development, were added. This program also provided elementary, middle, and high school English teachers from public institutions with more possibilities of participating in immersions programs.

In 2006, the government also introduced the *Estándares Básicos en competencias en Lenguas Extranjeras: Inglés* (National Ministry of Education, 2006). This translates to the Basic Standards in Foreign Language Skills: English. These are a set of basic standards that an English teacher should follow with their students and thus guarantee that their students will achieve a high level of proficiency. These standards were adapted from Europe and used in Colombia according to "Al tablero" (October 2005).

In 2014, the Ministry of Education (2014b) created the National Plan of English called Colombia Very Well 2015-2025. This program was created to give continuity to strengthening the Development of Competences in Foreign Languages and the National Bilingual Program. One of the goals is to provide institutions with tools and technology for English teaching. Gómez (2017) suggested that the strategies implemented in the Program for Strengthening the Development of

Competences in Foreign Languages were positive, but the results obtained were limited. In the same year, the program Bilingual Colombia 2014-2018 was created. According to Bonilla & Tejada (2016), this program emerged six months later after the implementation of the program Colombia Very Well.

Student-centered

New approaches for learning languages are focused on students rather than teachers. In this paper, we use a student-centered learning approach because we wanted to focus on students rather than on the teachers. Thornburg (as cited in Abel & Campbell 2009, p. 4) defined student-centered learning as "an approach that involves the interaction of students and their instructor to create learning experiences that are applicable to the real world." According to Çubukçu (2012), it "is a model which puts the student in the center of the learning process. Student-centered learning is a model in which students play an active role in their own learning styles and learning strategies" (p. 50). Likewise, Lea, Stephenson & Troy (as cited in Bremner, 2015) pointed out a series of characteristics of student-centered learning:

> Reliance upon active rather than passive learning, an emphasis on deep learning and understanding, increased responsibility and accountability on the part of the student, an increased sense of autonomy in the learner, an interdependence between teacher and learner, mutual respect within the learner-teacher relationship, and a reflexive approach to the learning and teaching process on the part of both teachers and learner (p. 3).

In other words, students are immersed in an independent environment where they interact with learning styles which let them acquire knowledge. Therefore, the purpose of learning a foreign language with a student-centered learning approach is to explore students' ideas through activities that engage them to learn on their own.

Student-centered learning promotes many advantages for students. First, students determine their own goals, accomplish them through academic activities of their interest, while relearning from real-life and authentic experiences (Jonassen, as cited in Çubukçu, 2012, p. 51). Students are encouraged throughout their process. They reflect on their own learning process and share their insights with their peers. Furthermore, students can more easily grasp concepts because they are based on experiential learning (Lont, as cited in Çubukçu, 2012, p. 51). In this type of learning environment, students are required to analyze, synthesize and produce different kinds of knowledge. Kolb (as cited in Çubukçu, 2012, p. 51) explained that students learn by doing. In other words, students study on their own, and they determine what, how, and how long to study.

Approaches related to Student-centered learning

According to Bremner (2015), there are approaches that promote student-centered learning and facilitate practicing language in a more authentic way. He highlighted that student-centered learning prioritizes a different focus

in the classroom. This means "to shift their priorities from a sole focus on accuracy (i.e., correctly producing the linguistic forms) towards fluency and the appropriateness of what learners are able to communicate" (Bremner, 2015, p. 5). In this sense we as teachers can contribute to achieving The National Standards for Bilingual Education, as well as promoting a favorable environment in which students feel safe, joyful, and engaged. In addition, students have a sense of belonging, which leads to more academic engagement.

The following paragraphs present some specific approaches that are more consistent with the general aims of student-centered learning. Student-centered learning focuses on the use of the language for students' interactions and communication. This is a relationship between student and knowledge in order to make sense of real-life situations. The following approaches guide the student in different ways, but with the same underlying purpose: to use the language for communication in an autonomous environment. We choose the most relevant examples related to our research.

Collaborative learning. According to Contreras & Chapetón (in press), the basis for this approach is constructivism, meaning that knowledge is constructed and transformed by students. This is because the students learn more through experience and active involvement than by listening and observing. Interacting with others is the central process in order to build knowledge.

Inquiry-based learning. This approach is focused on learning based on inquiry.

Task-Based Learning. This approach focuses on interaction rather than the formation of language throughout the development of tasks. In this sense, students are the central component of this learning process.

Content and Language Integrated Learning (CLIL). The principle of this approach is to use language to communicate. CLIL is the combination of content, communication, cognition and culture.

Bremner (2015) explains that there are other approaches that use student-centered learning, such as: Communicative Language Teaching, Communicative Functions of Language, Fluency and Communicative Competence, Authentic Content, and Inductive Reasoning. It is important to explore these approaches and choose the best one that fits the context and students' needs.

Teachers' beliefs and practices in the classroom

Teachers need to be aware of changes and look for the best way to promote student-centered learning in their practices. This "implies not only a change in teachers' behaviors, but also a transformation in their fundamental beliefs about education" (Bremner 2015, p. 5). Fullan (2007), Altinyelken (2010), and Schweisfurth (2013) stated that this is one of the educative changes that need to

happen for success in language learning. Teacher's beliefs will affect the reality that they face in their classrooms, how they perceive the educational change, and how they promote new challenges in the classroom. Consequently, teachers need to start the process of training themselves.

For those changes, teachers are required to present solutions to problems and promote "increased motivation to learn, greater retention of knowledge, deeper understanding, and more positive attitudes toward the subject being taught" (Felder and Brent, as cited in Wedell, 2009, p. 18). On one hand, teachers need to be constantly training, not only in the proficiency of the foreign language, but also in its pedagogical and investigative aspects. Research plays an important role in teachers' training because this allows them to refresh and share ideas with colleagues and researchers around the world. This encourages teachers' opinions and beliefs about their practices, classroom implementations, and evaluation of the processes in their classes. At the same time, it helps to create new methodologies to foster the learning and teaching of a foreign language.

It is necessary to talk about the barriers that hinder this process in the Colombian context because they are out of the teacher's control. Wedell (as cited in Bremner 2015, p. 6) refers to "partners" as those who are responsible for the creation of the *Proyecto Educativo Intitucional (PEI* = Institutional Educational Project), which affect or strengthen the vision of the school.

Based on Bremner (2015), we looked at the most relevant barriers related to our context. These are the relationship between the educational institution's methodology and student-centered approaches in English as a foreign language (EFL) learning, classroom management, and the system of quality control for schools.

The first is the relationship between the schools' approach and student-centered EFL learning. Bremner (2015) stated that: "The Head of School asks the teacher to use a particular textbook and to cover a certain number of units per semester. However, the pedagogical approach of the textbook is not consistent with the aims of student-centered EFL learning." (p. 7) In this sense, opposing teacher and administrative objectives do not allow for proper focus on enhancing the students' English level. School officials impose regulations that do not fit the context of each school, and teachers feel added pressure because schools demand proficient test results to achieve national goals and standards.

Likewise, the following statement revealed another important limitation in the implementation of student-centered learning, that of discipline. Bremner (2015) pointed out: "the teacher's colleagues (teachers of other subjects) complain that there is a lot of noise coming from the classroom during communicative tasks. The Head of School asks the English teacher to maintain more discipline in their class" (p. 7). Some schools may want to keep the students in their seats without any participation, but implementing student-centered learning requires the use of different approaches that let students explore. On the other hand, it is important that teachers implement research in

their classroom. This implementation helps to improve the focus on student-centered learning, and it provides a better understanding about the methodologies that fit best with students and their education.

Another important issue that is found in most schools in Colombia is the quality control system. Many schools are required to fill administrative documents, and teachers do not have the time to plan and change their methods. Even though this system helps schools be more organized, although it becomes a challenge when administrative paperwork is changing the teachers' role in the classroom to a bureaucratic one.

We need to raise teachers' awareness because they have the power to change the administrative system and the vision of the school. Teachers need to understand that "student-centered learning implies a change in the role of the students towards more reflective, autonomous human beings who are responsible for their own learning and are less dependent on the teacher to solve all of their problems" (Bremmer 2015, p. 9). Being conscious of these approaches allow teachers to enjoy their professions and witness how their students' can grow stronger and able to face any English language challenge in their lives.

Conclusions

It is possible to say that student-centered experiences allow students to explore, practice, and increase their autonomy and self-confidence when using a foreign language. Students have

to think and develop activities on their own. The role of the learner is being attentive and explorative in order to have real contact with the language.

There are two pedagogical implications to analyze. First, in Colombia the number of students per classroom is excessive. Both private and public schools can have over 30 students in the same room. It is sometimes difficult to develop all the activities in the classroom, and teachers have to look for alternative teaching spaces.

During implementation, teachers have observed that students seemed to enjoy lessons that included multisensory activities. We noticed that when students work using student-centered learning, they handle responsibility, show more tolerance, and try to work cooperatively. Yet, they are limited by a lack of resources. Both students and teachers require the use of technology, such as videos, TVs, and photocopiers, but many schools do not have this equipment, especially in rural places. It is necessary that the government provide institutions with more materials that help teachers and students in the process of teaching and learning, taking into account that there is more than one grade level in each classroom.

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ACCUMULATIVE INDEX OF PUBLISHED ARTICLES

ENLETAWA JOURNAL Vol. 9, No. 2, 2016 (July- December)

ENLETAWA JOURNAL Vol. 9, No. 1, 2016 (January – June)

ENLETAWA JOURNAL EDITORIAL AND ETHICAL POLICIES

The Enletawa Journal is a biannual academic publication owned and sponsored by the Master´s in Language Teaching of the Universidad Pedagógica y Tecnológica de Colombia. Its headquarters is located in Tunja, Boyacá, Colombia on the campus of the university, office C-224 of the Central Building. The telephone number is 7405626 ext: 2470, and its e-mail address is revista.enletawaJournal@uptc.edu.co.

The Enletawa Journal aims to disseminate and share results and research experiences carried out in the academic, educational and cultural domains. Through the receiving of academic and research texts, the Journal seeks the dissemination of knowledge of different experiences that emerge from a variety of teaching and learning language contexts (Spanish, English and French). Specifically, the Journal receives manuscripts registered in the fields of Psychology of learning a foreign language, Learning Strategies, English Linguistics, Teaching Methods and other areas of researchers who want to share meaningful experiences for our community.

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The Journal has different academic members who are constantly working on the quality of the publication. These members are: The Editor, the Editorial Assistant, an Editorial Committee, a Scientific Committee and a group of evaluators. The members of the committees are submitted to an evaluation that verifies their academic and research production as well as the dissemination of their academic publications.

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Once the articles are sent, the author or authors accept that their article could be evaluated by the Editorial Committee and internal or external evaluators, who will determine the viability of publication. Likewise, the authors will assume the responsibility for what is published in the Journal and must bear in mind the comments suggested or the decisions made by the Editorial Committee. Through those recommendations, the Editorial Committee can ask the author to modify the article to be published based on the academic, editorial and scientific adaptation of the Journal. Moreover, the authors may be contacted to let people know aspects related to the content of their articles as well as the modifications that could appear during the processes carried out by the Journal until the moment of publication.

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When receiving the articles, the Editorial Committee will decide if it fulfills the basic requirements of the publication in order to be submitted for evaluation. Those requirements are: academic and scientific quality, concordance with the regulations, among others.

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If the article fulfills the basic requirements, it will be submitted for evaluation by peer reviewers who will give their

perception of the article during a period of time that does not exceed fifteen (15) days. The evaluation of the articles can have three possible results: publishable, publishable with corrections or not publishable. Likewise, the evaluation will be based on double blind methodology, where any of the two sides (author(s) and reviewers) will know the others' identities. Once the evaluation is done, they will send the concept through the e-mail of the Journal.

After the revision of the article, the author(s) must resend the document with the corrections (if any) suggested by the reviewers. The text must be returned no later than ten days after receiving it. This document will be forwarded to the evaluators who will give their final decision according to the application of their suggestions. This means that the article will be sent to the Journal within the following fifteen (15) days. It should be noted that the failure to comply with the deadlines for correction by the authors, will imply the publication of the article in a different number of the Journal. In this way, the article could take approximately six months in the evaluation process. Furthermore, if the article is not approved, it will be returned to its author(s) with the suggestions. If desired by the authors, the Journal would give another and final opportunity to resubmit the article in the next Call for Papers, in order to start the evaluation process again.

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The authors and the reviewers of the articles will receive a free copy of the Journal in which the manuscript will be included.

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The Editorial Committee is responsible for stating the guidelines for authors, defining the editorial and ethical policies of the Journal, and ensuring that the scientific and academic quality parameters are accomplished. The Scientific Committee defines the academic quality criteria of the publication. Moreover, this committee could make recommendations to the editor regarding the improvements to apply for the benefit of the publication. The Editorial Committee defines the parameters for the reception of articles for each number, determines which articles will be published (after the evaluation) and gives continuity to the editing processes, guaranteeing the scientific quality of the Journal.

The Editor receives the articles and presents them to the Editorial Committee. Previously, the editor assigns the evaluators and carries out the evaluation processes in a confidential manner, as mentioned above (double blind), and develops the required processes until the publication of the Journal. The Journal takes the responsibility to respect the confidentiality of names, total or partial results of the evaluation until the physical or electronic publication.

The Editorial Assistant is in charge of accompanying the Editor and the editorial

processes. Those processes are: committee meetings, communications to the evaluators and authors of the articles, members of the committees and the community of the Journal. Moreover, he/she has the responsibility of handling the information of the Journal, legal deposit, exchange, subscriptions, indexing, evaluation, edition and publication of each number of the Journal.

Editorial Ethics

The Editorial and Scientific Committees develop a detailed follow-up of each step of the publication, from the reception of the articles until the publication of each issue of the Journal. The Enletawa Journal is committed to protecting the ethics of scientific publishing and ensuring that the individuals involved in the editing and publication processes (readers, authors, committee members and reviewers) achieve the ethical standards. If the ethical parameters of publication are not met, the Enletawa Journal will inform people immersed in the process as well as the community in general by means of a written report.

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For the submission of articles to the Enletawa Journal, as previously mentioned, the author (s) must register as users of the Enletawa Journal on the platform of the Open Journal System Magazine at the link: http://magazines.uptc.edu.co/revistas/index.php/enletawa_Journal%20. Simultaneously, the articles must be sent to the e-mail of the Journal: revista.enletawaJournal@uptc.edu.co.

In relation to the structure of the article, the text must follow the following characteristics:

- The article must be saved in a Word document format, simple column, and double spaced.

- It must be typed using Times New Roman size 12 font, margins of three centimeters, and line spacing of 1.5 centimeters. Quotes and examples taken from the data, should be in Times New Roman size 10, and 1.25 centimeter of indentation.

- Use single spacing for the contents of the footnotes, appendices, figures and tables.

- Number all the pages of the text.

- Include the page number in the upper part of the article.

- Apply indentation on the first line of each paragraph.

- Avoid the inclusion of the name of the authors and biographical information throughout the article.

- It is important to emphasize that the article must provide uniformity in the use of ampersand (&) or "and" both, in the body of the manuscript and in the references section.

Alongside the first page of the article, the following criteria should be met: the title of the article should be included, it must not be longer than 12 words, it must appear in the original language in which the text was written as well as in Spanish. It is necessary to avoid the use of acronyms, symbols, and abbreviations. Furthermore, on this page, one must include the author's name (s) and e-mail address. As a footnote, the type of article must be included, and it has to be related to the different categories presented by the Journal. Moreover, a brief paragraph describing the academic titles, country of origin and institution where the author or authors are registered must be included. Likewise, research groups where the article emerged should be included in the manuscript (if necessary).

On the second page, the summary should be included. It should contain no more than 120 words. The key words, whose initials must be capitalized, should also be added. Both the abstract and the keywords must be in the original language of the article and in Spanish. If the original language of the manuscript is Spanish, the abstract must be in Spanish and English. The number of key words must be between 3 and 6, and these must be relevant and related to the main themes of the article.

From the third page, you can begin with the inclusion of the sections that are described in the different categories of the Journal's articles.

The bibliographic information for each quotation must be included in the list of references following the principles of the American Psychological Association (APA).

The length of the article depends on the topic addressed. However, the text must not exceed 20 pages or 7000 words, including the summary, key words, footnotes, annexes and appendices.

The author(s) may include consent forms or documents in which names of institutions or members of the community where the research took place appear (if they authorize it).

Sections of the Journal

The article can fall into any of the following categories of the Enletawa Journal:

Research Report (minimum 15, maximum 20 pages)

In this category, the Journal receives in-progress and final reports of research carried out by different members of the academic community such as: teacher-researchers, pre-service teachers coming from undergraduate and postgraduate teaching-language learning programs, among others. This type of article must include: introduction, theoretical framework, methodology, results or findings, conclusions, references, among others.

Reports on Pedagogical Experiences (minimum 15, maximum 20 pages)

In this section, the reader can find information related to pedagogical practices experienced by the authors. It must include: an introduction, a rationale, a detailed description of the process followed, samples and examples that support the study, results of the expe-rience, and conclusions. Likewise, the author must present theoretical support and/or studies related to the approach of the manuscript.

Reflective Article (minimum 15, maximum 20 pages)

This type of article presents the results of a research project, or specific topics related to authentic experiences of members of the academic community, from an analytical, interpretative and critical perspective of the author. The purpose of the reflective article is to portray a specific topic and a detailed exploration of different sources as well as a deep study of the author's points of view. This type of article should include: introduction, discussion on the topic to be treated, and conclusions.

Literature Review (minimum 18, maximum 20 pages)

In this category, the author analyzes, systematizes and interconnects the results of published or unpublished research related to the field of science and technology, education, teaching and language learning processes among other topics of interest, in order to give account for progress and updated trends. This manuscript is characterized by giving a deep bibliographic review of, at least fifty (50) references. The sections of this category are: introduction, discussion of the topic to be developed, and conclusions.

Theme review (minimum 15, maximum 20 pages)

These articles emerge from critical review that authors produce regarding a specific topic. This article is divided into three main parts: abstract, critical review and discussion and references.

Letters to the Editor of the Journal

This section presents the critical, analytical or interpretative positions in relation to the documents published by the Journal. These mentioned aspects, are based on the opinion of the Editorial Committee, and they constitute an important contribution to the discussion of topics treated by the scientific and academic community of the Journal.

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This is a document that is written by the Editor, a member of the Editorial Committee or a guest researcher on orientations in the thematic domain of the Journal.

Citation Guidelines and References

References

The following examples show the most common ways of referencing in publications of academic articles:

For Books:
Reference in the text:

Paraphrasing is a general idea, it is not required to include a page number.

…we all agree that during the last years, critical has put in the spotlight the way in which people use texts and discourse to construct and negotiate identity. (Norton and Toohey, 2004)

Critical Thinking is the way in which people think about any topic, content or problem. The idea with this thinking process, is to improve it and give it more quality. (Fisher, 2001)

Reference at the end of the text:

Norton, B., and Toohey, K. (2004). *Critical Pedagogies and Language Learning.* New York: Cambridge University Press.

Fisher, A. (2001). *Critical Thinking: An Introduction*. New York: Cambridge University Press.

Journal Citation:
Reference in the text:

A foreign language learner is able to understand the meaning of words, phrases and sentences in a proper way. In the same vein of knowledge, the learner needs to express his/her ideas suitably (Sadogui and Kukabi, 2006)

Different fields and contexts have been modified by the use of English language. Important aspects like communication, economy, and education have had relevant impact alongside time because of the incorporation of English Language (Barrera, 2011)

Reference at the end of the text:

Sadighi, F., and Kukabu, N. (2006). The Relationship between the Use of Language Learning Strategies and Teaching Methods: A case of Iranian EFL Learners. *HOW A Colombian Journal for Teachers of English 13* (1), 47-63.

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Citing Online Resources:

Petkuté, R. (2010). *The Communicative Competence of the Language Teacher*. Retrieved from file:///C:/Users/Maestria/Downloads/25-90-1-PB.pdf

Uzunboylu, H., and Karagözlü, D. (2017). *The Emerging Trend of the Flipped Classroom: A Content Analysis of Published Articles between 2010 and 2015. RED*. Retrieved from http://www.um.es/ead/red/54/uzunboylu_karagozlu.pdf

Conference presentation:

Álvarez, J. (2015). The Social Turn in SLA: The role of Multimodality in Ecological Views of Language and Learning. In J. Viáfara (President). *The 15thTeachers' Moot and 7th M.A. Graduates Reunion.* Event carried out at the Universidad Pedagógica y Tecnológica de Colombia. Tunja Colombia.

Master's Thesis:

Chacón, L. (2015). *The Twofold Face of Autonomous Learning: An Individual and a Collective Dimensions* (Unpublished Master´s Thesis). Universidad Pedagógica y Tecnológica de Colombia, Tunja.

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In relation to personal communications (email, discussion group, telephone conversations, billboards, etc.), they should be cited and referenced as follows:

Garzón Amórtegui, I. (comunicación personal, 15 de octubre de 2015).

Short Quotes:

Quotations of less than 40 words, should be incorporated into the text and enclosed in quotation marks. In the text, it must be included the author's last name, the date of publication of the book and/ or journal and page number. An example is shown below:

According to Shor (1996), it is necessary to change the organization of the classroom, for that reason his students were in circles or in rows, depending on their preference.

According to Seedhouse (as cited in Bayley, 2013, p. 95), adjacency pairs are "paired utterances such that on the production of the first part of the pair (question) and the second part of the pair (answer) becomes conditionally relevant"

"These days, the verb 'to communicate' no longer spontaneously refers, to the writing on paper" (Ferreiro, 2011, p. 426).

Long Quotation

Quotations of 40 or more words are situated in a line or row, in a separate block in the same position as a new paragraph (five spaces from the left margin in all lines of the quote), as was mentioned above, in Times New Roman 11, 1.0-line spacing and without quotation mark

> Technological devices (hardware and software) that allow people to edit, produce, store, share and transmit data between different information systems that have common protocols. These applications, which integrate media, telecommunications and networks, enable both interpersonal (person to person) and multidirectional (one to many or many to many) communication and collaboration. (Romaní, 2011, p. 313).

The publication guidelines mentioned above, contribute to the uniformity and esthetics of the articles and presentation of the Journal, at the same time, these guidelines constitute one of the parameters of evaluation of your manuscript.

Políticas Éticas y Editoriales
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La revista *Enletawa Journal* es una publicación académica semestral perteneciente y patrocinada por la Maestría en Docencia de Idiomas de la Universidad Pedagógica y Tecnológica de Colombia, sede en la ciudad de Tunja, Boyacá - Colombia. Sus instalaciones se encuentran en el campus de la Universidad, oficina C-224 Edificio Central, teléfono 7405626 ext:2470. Su correo electrónico es: revista.enletawajournal@uptc.edu.co.

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El/los autor (es), deben registrarse, preferiblemente, como usuarios de Enletawa Journal en la plataforma de la Revista Open Journal System en el enlace: http://revistas.uptc.edu.co/revistas/index.php/enletawa_journal%20, en donde podrán encontrar información detallada de

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En caso de no ser aceptado para publicación, la Revista Enletawa Journal comunicará a los autores, por medio de correo electrónico, la debida justificación y enviará como sustento las respectivas evaluaciones realizadas, por parte de los pares evaluadores

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En el momento de recibir un artículo, el Comité Editorial decidirá si este cumple o no con los requerimientos básicos para ser sometido a evaluación, como: calidad

académica, normas y cientificidad, entre otras.

El Comité Editorial se encarga de buscar pares revisores para la evaluación de los artículos, estos podrán ser internos, pero en su mayoría serán externos a la institución editora y se busca que no tengan conflicto de intereses con el artículo que va a evaluar. Si el Comité Editorial desconoce esto, el revisor debe manifestar por escrito si tiene conflicto de intereses con la investigación dentro de la que se enmarca el artículo y con la financiación de la misma.

De cumplir con los requisitos básicos, el artículo será sometido a evaluación por parte de expertos quienes darán su veredicto en un lapso no mayor a quince (15) días hábiles. La evaluación de los artículos puede tener tres resultados: publicable, publicable con correcciones o no publicable. Así mismo, la evaluación se realizará por pares doble ciego, en donde ninguna de las dos partes (autor/autores y evaluadores) tendrá conocimiento de sus identidades. Después de emitir su evaluación, enviarán el concepto por el correo electrónico de la Revista.

Una vez revisado el artículo, el o los autores deben volver a presentar el documento con las correcciones (si las hubiese) sugeridas por los pares evaluadores; correcciones que deben ser claramente identificadas. El artículo debe ser devuelto en un tiempo no mayor a diez (10) días calendario siguientes a la recepción. Este documento será reenviado a los evaluadores quienes darán su aprobación definitiva de acuerdo con la realización de las correcciones y lo enviarán al Editor en los quince días calendario a su recepción para dar inicio a la edición de la Revista. Cabe resaltar que el incumplimiento de los plazos para la corrección por parte de los autores implicará la publicación del artículo en un número posterior. De esta forma, el artículo tomará aproximadamente, seis meses en proceso de evaluación. Igualmente, el artículo no aprobado, será devuelto a su autor (es) con las sugerencias correspondientes. Si es deseo del autor o autores, la revista dará una segunda y última oportunidad para presentar de nuevo el manuscrito en siguientes convocatorias para enviar artículos y así empezar de nuevo el proceso de evaluación.

Para la evaluación, se utilizará un formato en el que se analizarán aspectos puntuales del contenido del artículo, que se formulan de acuerdo con los criterios científicos, editoriales y académicos de la Revista. El evaluador será responsable de sugerir la aceptación o rechazo del artículo.

Los autores y los pares evaluadores de los artículos, recibirán gratuitamente un ejemplar de la Revista en el que se incluyó el manuscrito.

Responsabilidades Editoriales:

El Comité Editorial y Científico son los responsables de elaborar las normas para los autores, definir las políticas editoriales de la Revista y vigilar que los parámetros de calidad científica y académica se cumplan. El Comité Científico define los criterios de calidad académica de cada número publicado; igualmente,

podrá hacer recomendacio-nes al Editor en cuanto a las mejoras que se puedan realizar a la publicación. El Comité Editorial define los parámetros para realizar la recepción de artículos para cada número, determinar cuáles artículos serán publicables (posteriores a la evaluación) y dar continuidad a los procesos de edición, garantizando la calidad científica de la Revista.

El Editor recibe los artículos para hacer presentación ante el Comité Editorial, asigna los evaluadores, efectúa los procesos de evaluación de manera confidencial como se mencionó anteriormente (pares doble ciego) y lleva a cabo los procesos requeridos hasta la publicación de la Revista. La Revista se compromete a respetar la confidencialidad en cuanto a nombres, resultados totales o parciales de la evaluación hasta el momento de la publicación física o electrónica de Enletawa Journal.

El Asistente Editorial, se encarga del acompañamiento de procesos editoriales como lo son: reuniones de Comité, comunicaciones a los evaluadores y autores de los manuscritos, integrantes de los Comités y en general con la comunidad responsable de la Revista. Así mismo, tiene la labor del manejo de la información de la Revista, depósito legal, canje, suscripciones, indexación, evaluación, edición y publicación de cada número de la Revista.

Ética Editorial

El Comité Editorial realizará un seguimiento preciso de cada paso desde la recepción de los artículos hasta la publicación de cada número de la Revista. La Revista Enletawa Journal se compromete a proteger la ética de la publicación científica y a que los individuos implicados en los procesos de edición y publicación (lectores, autores, miembros de comités y revisores) velen también por cumplir las normas éticas. Si se llegase a omitir algunos de los parámetros éticos de publicación, Enletawa Journal lo dará a conocer por escrito a los implicados y a la comunidad en general.

Los datos personales recolectados por la Revista Enletawa Journal y todos los documentos se mantendrán bajo reserva para garantizar la integridad de los miembros de los Comités, pares evaluadores y autores; de la misma manera, se compromete a cumplir con los estándares intelectuales y éticos de la publicación negando la posibilidad de negocio con la Revista y de mantener el acceso abierto de la misma. La Revista Enletawa Journal, se compromete a realizar las retractaciones a que haya lugar.

La Revista controla permanentemente y evita el plagio y la inclusión de datos fraudulentos en la publicación, aunque la responsabilidad legal de ello recaiga sobre el autor. Consideramos importante infundir, desde la política ética y editorial de la Revista, la transparencia y la honestidad en el manejo de la información.

Guía para los Autores

Para el envío de artículos a la Revista Enletawa Journal, como se mencionó anteriormente, el/los autor (es) se deben registrar como usuarios del Enletawa Journal en la plataforma de la Revista Open Journal System en el enlace: http://revistas.uptc.edu.co/revistas/index.php/enletawa_journal%20. Simultáneamente, los artículos deben ser enviados al correo electrónico de la Revista: revista.enletawajournal@uptc.edu.co.

En relación a la estructura del artículo, el manuscrito debe seguir las siguientes características:

- Ser guardado en una columna simple, formato doble espaciado como documento de Word.

- Contener tipo de letra Times New Roman 12, márgenes de tres centímetros de distancia e interlineado de 1.5 cm. Citas y ejemplos tomados de los datos, deben estar en tipo de letra Times New Roman 10 y con sangría de 1.25 centímetros.

- Utilizar espacio simple para los contenidos del pie de páginas, apéndices, figuras y tablas.

- Numerar todas las páginas del manuscrito.

- Incluir el número de página en la parte superior de la misma.
- Aplicar sangría en la primera línea de cada párrafo.
- Evitar la inclusión del nombre de los autores e información biográfica a lo largo del manuscrito.
- El artículo debe prestar uniformidad en uso de símbolo "&" o "and" tanto en el cuerpo del manuscrito como en la sección de las referencias.

En la primera página del artículo se debe incluir la siguiente información: Título del manuscrito, que no supere las 12 palabras, el cual debe aparecer en el idioma original en el que este fue escrito el texto y en español. Se busca evitar el uso de siglas, símbolos, y abre-viaturas. Así mismo, en esta página se debe incluir nombre del autor (es) y su correo electrónico. Como pie de página, se debe incluir el tipo de artículo que más se relaciona con las diferentes categorías presentadas por la Revista, breve párrafo en donde se describa los títulos académicos, país de origen e institución en donde el autor o autores estén inscritos. Igualmente, se deben incluir grupos de investigación de donde surgió el manuscrito (si aplica).

En la segunda página, se debe incluir el resumen, este debe incluir no más de 120 palabras donde se deben incluir las palabras clave cuyas iniciales deben estar en mayúscula. Tanto el resumen como las palabras clave, deben estar en el idioma original del artículo y en español. En caso que el idioma original del manuscrito sea español, el resumen debe estar en español y en inglés. El máximo de palabras clave, debe ser entre 3 y 6 y estas deben ser de total relevancia y relación con la temática del artículo.

A partir de la tercera página, se empiezan incluir las secciones que están descritas en las diferentes categorías de los artículos de la Revista.

La información bibliográfica para cada citación, debe ser incluida en la lista de referencias siguiendo los principios de Asociación Estadounidense de Psicología (APA, por su nombre en inglés).

La extensión del artículo depende de la temática abordada, sin embargo, los manuscritos no deben exceder las 20 páginas o 7000 palabras, incluyendo el resumen, palabras clave, pie de páginas, anexos y apéndices.

El/los autor(es) puede incluir formatos de consentimiento o documentos en donde aparezcan nombres de instituciones o miembros de la comunidad en donde fue realizada la investigación, (si estos así lo autorizan).

Secciones de la Revista

El manuscrito puede aplicar para alguna de las siguientes modalidades de la Revista Enletawa Journal:

Artículo de investigación (mínimo 15, máximo 20 páginas)

En esta categoría se reciben reportes parciales o finales de investigación vividos por diferentes miembros de la comunidad académica como: profesores investigadores, maestros en formación de programas de pregrado y posgrado de la enseñanza y aprendizaje de idiomas, entre otros. Este tipo de artículos debe incluir: introducción, soporte teórico, metodología, resultados, conclusiones, referencias y demás.

Artículo de Experiencias Pedagógicas (mínimo 15, máximo 20 páginas)

En esta sección se cuenta al lector sobre prácticas pedagógicas vividas por los autores de la experiencia. Se debe incluir: una introducción, una justificación, descripción del proceso seguido, muestras y ejemplos que soporten el estudio, resultados de dicha experiencia y conclusiones. Así mismo, el autor debe presentar sustentos teóricos y/o estudios relacionados con el enfoque del manuscrito.

Articulo reflexivo (mínimo 15, máximo 20 páginas)

En el artículo reflexivo se presentan los resultados de un proyecto de investigación, o temáticas específicas relacionadas a experiencias auténticas de miembros de la comunidad académica, desde una perspectiva analítica, interpretativa y crítica por parte del autor del mismo. El propósito de este tipo de manuscritos es plasmar un tema en específico y una minuciosa exploración de diferentes fuentes originales al igual que un pro-

fundo estudio sobre los puntos de vista del autor. Este tipo de artículo debe incluir: introducción, discusión sobre la temática a tratar y conclusiones.

Artículo de Revisión (mínimo 18, máximo 20 páginas)

En este documento, el autor analiza, sistematiza e interconecta resultados de investigaciones publicadas o no publicadas, relacionadas con el campo de la ciencia y la tecnología, la educación, los procesos de enseñanza y aprendizaje de idiomas entre otras temáticas de interés, con el fin de dar cuenta de los avances y las tendencias de desarrollo. Este manuscrito se caracteriza por dar una minuciosa revisión bibliográfica de, por lo menos cincuenta (50) referencias. Las secciones de esta categoría son: introducción, discusión sobre la temática a tratar y conclusiones.

Revisión de tema (mínimo 15, máximo 20 páginas)

Estos artículos emergen de la revisión crítica que los autores producen respecto a una temática específica. Tres partes principales se encuentran en estos tipos de artículo: resumen, revisión crítica y discusión y referencias.

Cartas al editor

En ésta sección se tratan posiciones críticas, analíticas o interpretativas sobre los documentos publicados en la Revista, que, a juicio del Comité Editorial, constituyen un aporte importante a la discusión de temas por parte de la comunidad científica y académica que conforman la Revista.

Editorial

Documento escrito por el editor, un miembro del Comité Editorial o un investigador invitado sobre orientaciones en el dominio temático de la Revista.

GUÍAS DE CITACIÓN Y REFERENCIAS

Referencias

Las siguientes ejemplificaciones demostraran las formas más comunes de referenciación para la publicación de artículos académicos:

Para libros:

Referencia en el texto: En el parafraseo de una idea general no se requiere número de página.

…we all agree that during the last years, critical has put in the spotlight the way in which people use texts and discourse to construct and negotiate identity. (Norton and Toohey, 2004)

Critical Thinking is the way in which people think about any topic, content or problem. The idea with this thinking process, is to improve it and give it more quality. (Fisher, 2001)

Referencia al final del texto (bibliografía):

Norton, B., and Toohey, K. (2004). *Critical Pedagogies and Language Learning.* New York: Cambridge University Press.

Fisher, A. (2001). *Critical Thinking: An Introduction*. New York: Cambridge University Press.

Citas de revistas:

Referencia en el texto:

A foreign language learner is able to understand the meaning of words, phrases and sentences in a proper way. In the same vein of knowledge, the learner needs to express his/her ideas suitably (Sadogui and Kukabi, 2006)

Different fields and contexts have been modified by the use of English language. Important aspects like communication, economy, and education have had relevant impact alongside time because of the incorporation of English Language (Barrera, 2011)

Referencia al final del texto (bibliografía):

Sadighi, F., and Kukabu, N. (2006). The Relationship between the Use of Language Learning Strategies and Teaching Methods: A case of Iranian EFL Learners. *HOW A Colombian Journal for Teachers of English 13* (1), 47-63.

Cubides, N. (2011). Developing Intercultural Dimensions through the Design of Curriculum Units Based on the Ganag Model. *Enletawa Journal6* (1),21-36.

Citas de recursos de internet:

Petkuté, R. (2010). *The Communicative Competence of the Language Teacher*. Retrieved from file:///C:/Users/Maestria/Downloads/25-90-1-PB.pdf

Uzunboylu, H., and Karagözlü, D. (2017). *The Emerging Trend of the Flipped Classroom: A Content Analysis of Published Articles between 2010 and 2015. RED*. Retrieved from http://www.um.es/ead/red/54/uzunboylu_karagozlu.pdf

Presentación de conferencias:

Álvarez, J. (2015). The Social Turn in SLA: The role of Multimodality in Ecological Views of Language and Learning. In J. Viáfara (President). *The 15thTeachers' Moot and 7th M.A. Graduates Reunion.* Event carried out at the Universidad Pedagógica y Tecnológica de Colombia. Tunja Colombia.

Tesis de Maestría:

Chacón, L. (2015). *The Twofold Face of Autonomous Learning: An Individual and a Collective Dimensions* (Unpublished Master's Thesis). Universidad Pedagógica y Tecnológica de Colombia, Tunja.

Comunicaciones personales:

En cuanto a las comunicaciones personales (correo electrónico, grupo de discusión, conversaciones telefónicas, carteleras, etc.) se citan y referencia de la siguiente manera:

Citas cortas:

Las citas de menos de 40 palabras deben incorporarse dentro del texto y encerrarse entre comillas inglesas. En el texto, sólo se registra el apellido del autor, la fecha de publicación del libro y/o revista y el número de la página, como se presenta a continuación:

According to Shor (1996), it is necessary to change the organization of the classroom, for that reason his students were in circles or in rows, depending on their preference.

According to Seedhouse (as cited in Bayley, 2013, p. 95), adjacency pairs are "paired utterances such that on the production of the first part of the pair (question) and the second part of the pair (answer) becomes conditionally relevant"

"These days, the verb 'to communicate' no longer spontaneously refers, to the writing on paper" (Ferreiro, 2011, p. 426).

Citas largas:

Las citas textuales de 40 o más palabras se ubican en una línea o renglón, en un bloque independiente, en la misma posición como un nuevo párrafo (cinco espacios desde el margen izquierdo en todos los renglones de la cita), según se señaló anteriormente, en fuente Times New Roman 11, interlineado 1.0 y sin comillas.

Technological devices (hardware and software) that allow people to edit, produce, store, share and transmit data between different information systems that have common protocols. These applications, which integrate media, telecommunications and networks, enable both interpersonal (person to person) and multidirectional (one to many or many to

many) communication and collaboration.
(Romaní, 2011, p. 313)

Las pautas de publicación que se
mencionaron anteriormente, contribuyen
a la uniformidad y estética de los artículos
y presentación de la Revista, a la vez,
constituye como uno de los parámetros
de evaluación de su manuscrito.