

ISSN 2011 - 835X (printed)
ISSN 2463 - 1965 (online)

enlenguaje Enriching Language Teaching Awareness journal



UNIVERSIDAD PEDAGÓGICA Y TECNOLÓGICA DE COLOMBIA
MAESTRÍA EN DOCENCIA DE IDIOMAS

Vol. 9, No. 1, JANUARY - JUNE - 2016
TUNJA - BOYACÁ - COLOMBIA

Enriching Language Teaching Awareness

ISSN 2011 - 835X (printed) ISSN 2463 - 1965 (online)

Enletawa journal is an academic publication of the Master of Language Teaching at Universidad Pedagógica y Tecnológica de Colombia. The journal provides a means of dissemination of academic research, pedagogical innovation, and theoretical discussion articles. Enletawa journal is a biannual publication that receives articles in three languages :English, French and Spanish. The journal is managed from Edificio Central, office C224 in the campus of the university; the telephone number is 740 5626 Ext. 2470. The journal's URL is http://revistas.uptc.edu.co/revistas/index.php/enletawa_journal1%20 and its email address is revista.enletawajournal@uptc.edu.co

Legal Status

Copyright
Enletawa Journal

© Master's in Language Teaching / Faculty of Education Sciences. Universidad Pedagógica y Tecnológica de Colombia

The publication rights of articles in each edition belong to the Masters of Language Teaching at Universidad Pedagógica y Tecnológica de Colombia. Copy and material quotation of the journal are authorized when it is mentioned specifically: journal's name, author's (s) name, year, number and pages of the article. The mention of commercial products or firms in the journal does not imply a recommendation or support by the university or the Master's; the use of those products must adhere to label recommendations.

Frequency: Biannual

Editor: John Jairo Viáfara González
john.viafara@uptc.edu.co

Design and Layout:
Raúl Saavedra Ariza
raul.disenobuhoseditores.com

Impresión: BÚHOS EDITORES Ltda.
Calle 57 No. 9-36 · Barrio Santa Rita
Tel.: (57) (8) 7442264
buhosedi@gmail.com
Tunja - Boyacá - Colombia

Enletawa Journal is indexed in:



Acquisition, exchange and subscription:

Universidad Pedagógica y Tecnológica de Colombia, Faculty of Education Sciences, Masters in Language Teaching. Avenida Central del Norte, oficina C 224

revista.enletawajournal@uptc.edu.co

Telephone: (57) (8) 740 5626. Ext. 2470 (57) (8) 743 6216

This journal can be found in all the libraries at Universidad Pedagógica y Tecnológica de Colombia and in both, national and international institutions, in agreement with the UPTC; It is also found on the websites: <http://www.uptc.edu.co/>

<https://www.uptc.edu.co/enlaces/enletawa>

http://revistas.uptc.edu.co/revistas/index.php/enletawa_journal

Cost copy

\$ 15.000.00; Students: \$ 10.000.00

Responsibility

1. The Ideas expressed by the authors in this journal are their responsibility and do not necessarily reflect the journal's views and policies, nor do they necessarily correspond with the Editor's opinions or those of the Universidad Pedagógica y Tecnológica de Colombia.
2. The submission of an article to this journal does not imply a commitment to publish it.
3. Reproduction and citation for specific academic purposes, indicating the source, is authorized.



The views expressed here are those of the authors. Except where otherwise noted, the contents in this journal is licensed under a Creative Commons Attribution-ShareAlike 4.0 International License. Consultation is possible at <http://creativecommons.org/licenses/by-nc-sa/4.0/>

EDITOR

Dr. John Jairo Viáfara González
Universidad Pedagógica y Tecnológica de
Colombia

EDITORIAL COMMITTEE

Dr. José Aldemar Álvarez Valencia
Universidad del Valle, Colombia

M. A. Bertha Ramos Holguín
Universidad Pedagógica y Tecnológica de
Colombia

Dra. Carmen Helena Guerrero
Universidad Distrital Francisco José de Caldas,
Colombia

ASSISTANT TO THE EDITOR

Laura Vanessa Cruz Bulla
Universidad Pedagógica y Tecnológica de
Colombia

PROOFREADER

M. A. Sean Jules Seeba

ADMINISTRATIVE SERVICES ASSISTANT

Isabel Esquivel de Parra
Universidad Pedagógica y Tecnológica de
Colombia, Colombia

SCIENTIFIC COMMITTEE

Dr. Julio César Gómez
Universidad Externado de Colombia

M. A. Diego Fernando Macías
Universidad Sur Colombiana, Colombia

Dr. Igbak Abdul Oader Al Balushi
College of Applied Sciences, Oman

M. A. Trudie Clarck McEvoy
University of Arizona, USA

Dr. Denise M. Osborne
University at Albany, USA

Dr. A.G. Rud
Washington State University, USA

Dr. Alberto Fajardo Castañeda
Universidad Pedagógica y Tecnológica de
Colombia

M. A. Álvaro Quintero Polo
Universidad Distrital Francisco José de Caldas,
Colombia

Dr. Brian G. Hibbs
Dalton State College, USA

EDITORIAL REVIEW BOARD

M.A. Yolanda Samacá Bohórquez
Universidad Distrital Francisco José de Caldas,
Colombia

M.A. Eliana Edith Roberto Flórez
Universidad Santo Tomás, Colombia

M.A. Ximena Paola Buendía
Universidad de Sucre, Colombia

M.A. Carlo Erwin Granados
ÚNICA - Institución Universitaria Colombo
Americana, Colombia

M.A. María Victoria Guzmán
Universidad Santo Tomás, Colombia

M.A. Nidia Marcela Torres Cubides
Fundación Universitaria Juan de Castellanos,
Colombia

M.A. Gabriel Fernando Sandoval
Universidad Pedagógica y Tecnológica de
Colombia, Colombia

M.A. Sonia Patricia Hernández
Pontificia Universidad Javeriana, Colombia

M.A. Alberto Ramírez Avendaño
Universidad Pedagógica y Tecnológica de
Colombia, Colombia

M.A. Jair Ayala Zarate
ÚNICA - Institución Universitaria Colombo
Americana, Colombia

M.A. Diana Vera Parra
Universidad Pedagógica y Tecnológica de
Colombia, Colombia

M.A. David Camargo Ponguta
Universidad Pedagógica y Tecnológica de
Colombia, Colombia

M.A. Edgar Lucero Bobativa
Universidad de La Salle, Colombia

M.A. Nicholas Bremner
University of Leeds, UK

M.A. Raúl Bernardo Bolaños
Universidad Santo Tomás, Colombia

M.A. Carol Anne Ochoa Alpala
Universidad Santo Tomás, Colombia

DIRECTIVES

RECTOR

Dr. Gustavo Orlando Álvarez Álvarez
Universidad Pedagógica y Tecnológica de
Colombia

ACADEMIC VICE-RECTOR

Dr. Celso Antonio Vargas Gómez
Universidad Pedagógica y Tecnológica de
Colombia

RESEARCH DIRECTOR - DIN

Dr. Hugo Alfonso Rojas Sarmiento
Universidad Pedagógica y Tecnológica de
Colombia

HEAD OF THE SCHOOL OF LANGUAGES

M.A. Sonia Marisol Rojas Espitia
Universidad Pedagógica y Tecnológica de
Colombia, Colombia

DEAN OF THE FACULTY OF EDUCATION

Dra. Olga Najar Sánchez
Universidad Pedagógica y Tecnológica de
Colombia

DIRECTOR MASTERS IN LANGUAGE TEACHING

Dr. Jonh Jairo Viáfara González
Universidad Pedagógica y Tecnológica de
Colombia

Contents

1. Editorial
John Jairo Viáfara González 9

Research Reports

2. Involving University Students in Intercultural Communicative Competence Activities through the Use of Cultural Products and Practices
Milton Gerardo Hernández García 13
3. Students' Power Relationships within an EFL Classroom
Lila Maribel Gutiérrez Pulido 33
4. Reducing Anxiety and Shyness for Oral Interaction Improvement in a Cooperative Learning Environment
Jorge Orlando Robayo Guerrero 53

Reflective Papers

5. Decolonizing Language Teachers' Teaching Practices through a Postmethod Pedagogy
Adriana Milena Avella Alvarado
Geidy Yohana León Lozada 69
6. Textbooks Decontextualization within Bilingual Education in Colombia
Mónica Patarroyo Fonseca 87

Contenido

Editorial

John Jairo Viáfara González 10

Reportes de investigación

1. Involucrando estudiantes universitarios en actividades de competencia comunicativa intercultural a través de productos y prácticas culturales

Milton Gerardo Hernández García 13

2. Relaciones de poder de los estudiantes dentro de un aula donde se enseña inglés como lengua extranjera.

Lila Maribel Gutiérrez Pulido 33

3. Reduciendo la ansiedad y la timidez para mejorar la interacción oral en inglés dentro de un entorno de aprendizaje cooperativo

Jorge Orlando Robayo Guerrero 53

Artículos de reflexión

4. Descolonización de las prácticas docentes de los profesores de idiomas a través de una pedagogía post-método

Adriana Milena Avella Alvarado 69

Geidy Yohana León Lozada 69

5. Descontextualización de los libros de texto dentro de la educación bilingüe en Colombia

Mónica Patarroyo Foncesa 87

Editorial

This new edition of *Enletawa Journal* includes five articles which are the product of Master's candidates' research and reflection on English teachers' pedagogical practices. Our journal, like several other Colombian publications in the field, has been propelled by the growing influence that Master's students are bringing to English teaching and learning. The population of teachers enrolled and graduated from Master's programs in our country has rapidly increased. From two existing M.A programs prior to the year 2000, the country has moved to approximately twenty currently¹. In general, this fast pace of growth in this type of graduate course aligns with a national trend. By the year 2002, there were slightly more than 100 M.A programs in all fields and now the number has risen to more than 400 nationally. Master's programs are then leveraging the quantity and quality of publications in our field. By publishing their research and pedagogical experiences, participants in these graduate courses contribute to broadening our awareness of what occurs in those contexts where English is taught as a foreign language in Colombia.

Considering research findings presented by Viáfara (2016)², Master's candidates and graduates claim that their participation in these programs fosters their reflection upon their pedagogical practices, skills to conduct research, new views of knowledge and teaching work improvement. The articles that teachers produce in the route to obtaining graduate degrees or manuscripts that Master's graduates managed to publish in Colombian journals reflect precisely what participants in Viáfara's study claimed they have gained while studying in these programs. The five articles in this issue, for instance, are powerful sources of information about how teachers' Master's studies have prepared them to orderly implement research plans and find answers to their queries resulting in the improvement in their students' learning. While teachers work in their programs and set out to investigate what occurs in their practice and their students' learning, their constant reflection guides

- 1 Information taken from Sistema Nacional de Información de la Educación Superior (SNIES) and from the document "Situación de la Formación de Programas de Postgrado en Colombia" published online by the Ministry of Education.
- 2 Viáfara, J. (2016, August). *Conexión Entre Universidad y Escuela: Los programas de maestría en enseñanza de inglés en Colombia*. Paper presented at 6° Seminario Internacional de Desarrollo Profesional de los docentes de Lenguas Extranjeras, Medellín, Colombia, 2016.

their thinking. However, these publications show that authors not only employ reflection intertwined with research but they also use reflection to challenge adverse circumstances when confronting national policies. Authors show us that reflection is not just about deliberating, but most importantly, it leads to proposals.

Three articles describe proposals teachers implemented in their schools or work places as part of their graduate studies. At the university level, Milton García shares the findings of a study conducted with students seeking to foster their intercultural development. After examining his participants' skills, the author designed and implemented pedagogical interventions which resulted in students' increase of what he calls cultural recognition, cultural experience and cultural reaction. With the purpose of exploring her students' power relationships and how these power issues are related to their English learning, Lila Maribel Gutiérrez put into place an instructional methodology rooted in task-based learning. In her findings, the author discusses positive and negative features which emerged as students used power in English classes. The third article, written by Jorge Robayo, a school teacher in Ubaté Cundinamarca, illustrates how cooperative learning was employed as a pedagogical strategy to lessen secondary students' shyness and anxiety when participating in English lessons.

In their articles, Monica Patarroyo and Adriana Avella with Geidy León, reflect upon the effect that national language policies have on teachers' decisions regarding pedagogical practices and materials. Monica Patarroyo's analysis seeks to raise awareness concerning factors behind the mismatch between textbooks selected for English instruction and the characteristics, needs and interest of these materials' users in specific contexts. Language education policies adopted by the Colombian government in the last decades are identified as powerful causes of these discrepancies. Likewise, Adriana Avella's manuscript discusses policies emanating from the National Bilingualism Program (PNB) to justify the need for post-method pedagogical proposals in national English teaching contexts. These university instructors include some proposals to show how theory can translate into practice regarding such teaching options.

John Jairo Viáfara González
Journal Editor

January - June 2016

enletawa
Enriching Language Teaching Awareness
journal



Vol. 9, No. 1

Research Reports

Involving University Students in Intercultural Communicative Competence Activities through the Use of Cultural Products and Practices¹

Involucrando estudiantes universitarios en actividades de competencia comunicativa intercultural a través de productos y prácticas culturales

Milton Gerardo Hernández García²

milton7@yahoo.es

Universidad Pedagógica y Tecnológica de Colombia, Tunja, Colombia

Received: August 3, 2015

Accepted: November 5, 2015

How to cite this article (APA, 6th ed.): Hernández, M. (2016). Involving elementary level students in intercultural communicative competence activities through the use of cultural products and practices. *Enletawa Journal*, 9 (1), 13-32

Abstract

This document presents the findings of a research study developed with elementary level of English students from Instituto Internacional de Idiomas at Universidad Pedagógica y Tecnológica de Colombia. A series of pedagogical interventions were designed, in response to an initial diagnostic, which explored students' Intercultural Communicative Competence (ICC) taking as referent Byram's model (1997). Using the framework of qualitative action research, class activities, reflective journals and focus groups interviews were used to obtain the necessary information in order to reflect upon what students expressed regarding the ICC. The study revealed three categories: cultural recognition, cultural

1 This article is the result of scientific and technological research.

2 Holds a B.A. in Modern Languages: English and Spanish from Universidad Pedagógica y Tecnológica de Colombia (UPTC). He is a M.A. in Language Teaching candidate from the same university. He is a full-time English Teacher at Instituto Internacional de Idiomas at UPTC. His academic and research interests are focused on Language and Culture.

experience and cultural reaction. Moreover, the results indicated that students were in an early stage of their ICC which was fostered through class activities. They understood the purpose and usefulness of the ICC. In addition, they were open and interested in including culture and ICC activities in the EFL classroom.

Key words: Language, Culture, Cultural Products, Cultural Practices and Intercultural Communicative Competence

Resumen

Este documento presenta los resultados de un estudio de investigación desarrollado con estudiantes de nivel básico de inglés del Instituto Internacional de Idiomas de la Universidad Pedagógica y Tecnológica de Colombia. A partir de un diagnóstico inicial, se diseñaron una serie de intervenciones pedagógicas las cuales buscaron explorar la Competencia Comunicativa Intercultural (CCI) de los estudiantes tomando como referente el modelo de (Byram, 1997). En el marco de una investigación-acción cualitativa, actividades en clase, reflexiones y entrevistas grupales fueron utilizadas para obtener la información necesaria para reflexionar sobre lo que los estudiantes expresaron en relación con la CCI. El estudio reveló tres categorías: Reconocimiento cultural, experiencia cultural y reacción cultural. Además, los resultados indicaron que los estudiantes estaban en una etapa temprana de su CCI la cual fue potenciada a través de actividades en clase. Ellos entendieron el propósito y la utilidad de la CCI. Adicionalmente, ellos estuvieron dispuestos e interesados en incluir la cultura y actividades de CCI como un componente importante en el salón de inglés como idioma extranjero.

Palabras clave: Idioma, Cultura, Productos culturales, Prácticas culturales, Competencia comunicativa intercultural.

Introduction

In the process of learning a language, linguistic information is replete with cultural features. The learner is sometimes unaware of these features which appear through body language, gestures, signs, clothing, food among other type of products and practices. The teacher, as a guide in the classroom, can give students the necessary tools in order for them to acquire or improve competences which they employ when using a language. There are different competences students can acquire or improve when learning a new language. The purpose of the article is to present information about the use of target language and cultural products and practices inside the classroom and their influence upon students' intercultural communicative competence (ICC).

Interculturality and the inclusion of intercultural communicative competence are rarely if ever used in the Colombian EFL teaching environment. These practices are based upon grammatical and linguistic aspects and culture which are most often not seen as relevant to be learnt in classrooms. However, in the document '*Estándares Básicos de Competencias en Lenguas Extranjeras: inglés* (2006), the cultural aspect is mentioned. The document's authors say that learning a foreign language leads students to respect their own culture and to develop respect for other cultures while encouraging them to value differences and plurality in their immediate surrounding as in the globalized world (p.8). But despite the fact that the government espouses the inclusion of culture in classrooms, some teachers continue teaching the grammatical elements only and in other cases they work focused on certain features of the communicative competence without creating a space for culture. Oftentimes, culture is considered a different element to be included inside the classroom working with food, music, clothing among other cultural products, but without going to the point of stating critical perspectives about the relationship between language and culture. In addition, due to government demands, institutions emphasize students' proficiency and accuracy in order to get good results on national examinations such as '*Saber 11*' or '*Saber*

Pro' and cultural features have little space to be developed.

Now, there is a vague concept about the significant relationship between language and culture (Klein, 2004). First, there is not a group of methodologies to teach culture inside the FL classroom (Wright, 1996), meaning that there is no a clear guide on how to work with culture and language inside the classroom and that teachers make the decisions about whether and how to include them. For Lafayette (1988) and Paige, Jorstad, Siaya, Klein and Colby (2000), textbooks do not deal appropriately with culture. The books are plain, and have a limited and biased view of culture. And even more, most of the books are strongly influenced by American or British cultures. According to Tomlinson (2011), these materials should be rich and varied in stimulating learning authentic interactions (p. 28).

In my particular case, the textbook which I work with is from a British publishing house. They did not make much effort to include culture. Few images, audios and activities represent the products, visages or practices of people from around the world. Most of these features represent the British and in some cases the American cultures. And even more, ICC activities are rarely available in this material. Regarding the previous statements, a research question emerged: What do students reveal about their intercultural communicative competence while they

are involved in the use of a foreign culture products and practices?

Defining Theoretical Constructs

Culture.

Authors define culture in different ways. In first place it is possible to understand culture as communication (Hall, 1959). In this case people communicate through a lot of ways: verbal and non-verbal language, body language, time, space, social situations etc. Therefore, we can understand that to communicate with people goes beyond verbal language.

Another way to understand culture is through the 'Big C' and 'Small c' proposed by Halverson (1985). In this case the 'Big C' refers to art, architecture, literature and music. The 'Small c' is relevant as well because this makes reference to customs, traditions and everyday practices we engage in as humans. This view makes sense regarding more personal factors from people around the world.

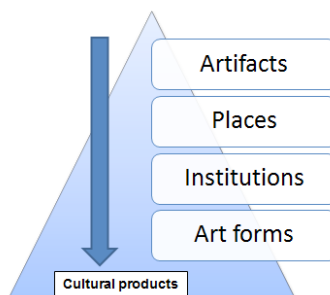
Now, going deeper, Lusting and Koester defined culture as intercultural communication (1999). Here culture is the aptitude to access other cultures different from the own. Apart from the act of entering to another culture, intercultural communication requires one to communicate in this 'alien' culture appropriately and with effectiveness and to be able to use that target language to obtain what is needed or wanted.

Therefore, for the study I conducted, I defined culture as an enormous group of features represented in different fields and through different products and practices to communicate the essence of a particular group of people to itself and to others.

Cultural Products.

For Moran (2001) cultural products are the tangible part of a culture which its members have created. They are the main entrance to experience a new culture and can be seen, heard, smelled, taste and even felt. There are four categories to define cultural products: artifacts, places, institutions and art forms (p. 48).

Graphic 1. Cultural Products (Adapted from Moran, 2001)



Artifacts refer to the things, the objects created, adapted or adopted by a culture. The list can be limitless: Books, cars, dishes, jewelry and movies just to mention a few of them. Most of these artifacts are specific to different cultures (Japanese kimonos or Colombian 'Vueltiaos' hats). Nowadays these artifacts are more common and

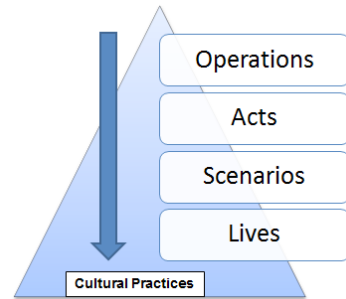
accessible than in the past because of globalization. The places are the physical settings where people engage in their daily activities. They are the environments people have modified to their own needs and benefits. These places can be as small as a room in the house or as big as a public park or even a city or a country.

Institutions are the systems that regulate the practices of a culture's members. A school or a hospital is an institution where people perform specific practices with specific cultural products while sometimes using specific language or jargon. Finally, art forms are more complex products. They are the big C mentioned by Halverson (1985): architecture, literature, music and can be also cinema, clothing style, dance, decoration, design, painting and sculpture among others. They are understood from different points of view and cultural perspectives according to each person.

Cultural Practices.

Moran also talks about the cultural practices (2001). They constitute the actions the members of a culture do and make as their way of life, including language. They can be isolated (praying or cleaning the house) or interacting with other people (bargaining in a market or meeting with friends). They can be four types: operations, acts, scenarios and lives (p. 57).

Graphic 2. Cultural Practices (Adapted from Moran, 2001)



Operations have to do with using cultural products. In most cases they are solitary and language is infrequently used. Making a coffee or decorating a room can be examples of these operations. The acts are more systemized practices which include short communication. A greeting or asking for a price are representations of this cultural practice. Scenarios are the combination of operations and acts. They are more complex communicative practices. They can be as simple as making a phone call or presenting a job interview or more complicated such as buying a house or attending a baptism or be even more complex like attending to a language course or running a company. Finally, lives are people's cultural background that also includes language. They show how operations, acts and scenarios constitute those experiences people have navigated during their whole life. They are in constant change and it is possible to understand what they were like in the past and how they are now.

Language and Culture.

Language is a product of the culture and therefore language is a window into culture (Moran, 2001). Hence, learning any foreign language skills leads to learning features of the language's cultural background. Moreover, culture is intrinsic to language learning and the teaching process. Sun (2013), views language as the main vehicle for beliefs, norms and values of a culture to be transmitted and consequently culture is learnt in explicit and implicit ways at the same time. For Dai, Z. (in Mahmoud, 2015), language learning and culture are linked to each other. This relationship is evidenced inside and outside the classroom not only with language use for specific purposes (greeting or asking for directions) but the use of language in everyday life (p. 68). According to Hesar, Konca and Zarfsaz (2012):

In language learning, culture is significantly important and is an item that cannot be disregarded because, culture acts as if the flesh and language as the skeleton of a society. If there is no culture, there is no language. Therefore, a language class cannot be imagined without involving the cultural elements of the targeted language (p. 69).

Hence, if culture is excluded from the language learning process, students will have a gap between the means to communicate and how they actually communicate because of the low

development or lack of intercultural competence.

Finally, Abdollahi-Guilani, Yasin, Hua, and Aghaei (2012) express that learners can learn about history, geography, customs, life styles and other features where the target language is spoken. This offers students the possibility of becoming closer and more familiar with the target culture and language. Thus the relationship between language and culture is inherent and one cannot be used separately from the other, otherwise it would be an artificial practice.

Intercultural Communicative Competence.

Byram (1997) states that the intercultural communicative competence concept takes into account how people should know, interpret, relate, and interact with other cultures when learning and using foreign languages. He proposes a set of 5 dimensions inside his intercultural communicative competence approach. These dimensions or *saviors* are the basis of the knowledge and use of a language. The *saviors* are the following: *Savoir* (knowledge); *Savoir être* (know to be); *Savoir comprendre* (know to comprehend); *Savoir apprendre* (know to learn) and *Savoir s'engager* (know to be aware).

The first '*Savoir*' is related to the knowledge of the self, the other and the awareness of the relationship between the individual and society.

Savoir être are attitudes in intercultural terms or in other words to be open to the other with curiosity and have the ability to understand the unfamiliar with creativity and imagination while valuing others' attitudes and beliefs. The third one, *Savoir comprendre*, refers to understanding issues from another culture while making comparisons to one's own culture and developing different perspectives thanks to comparisons and contrasts. *Savoir apprendre*, the fourth dimension, relates to discovery and interaction through the exploration of one's own and other's cultures. Finally, the fifth *savoir Savoir s'engager*, deals with the development of critical cultural awareness and the issue of analyzing political education.

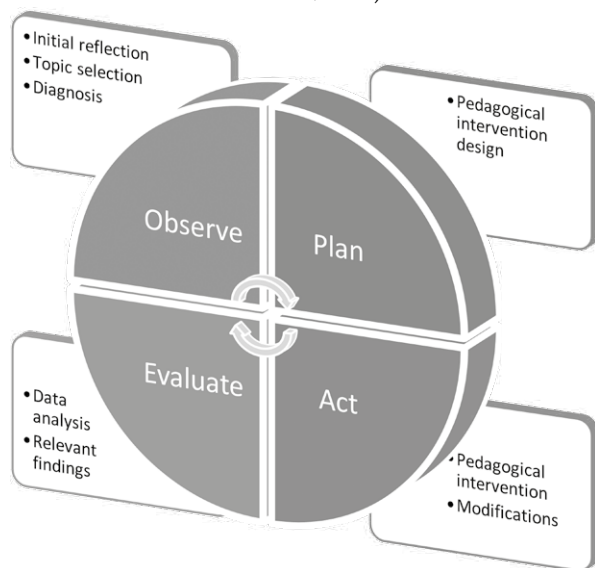
Methodology

As the idea was to provide the students with a place to reflect about their intercultural communicative competence, it was decided to use the action research approach (Kemmis and McTaggart, 1988) following these steps: observe, plan, act and evaluate. Burns (2010) mentions this approach with a focus on the language teaching process. She broadens the notion of action research in language teaching by describing this kind of study as group of activities related to curriculum and professional development and school and educational policies improvement. According to her adaptation, research might be restructured, as needed, during the development of the project.

In addition, Burns places emphasis on the participants who are considered the main participants in the process.

Bearing in mind the two previous definitions, I developed my plan of action following a systematic series of steps. First of all, I decided to choose a research field which is important to me and my work context. After the initial reflection, I narrowed the topic looking to have an impact on my work environment. I designed and applied a series of pedagogical interventions in which each intervention had a specific purpose in the study. During the pedagogical interventions a group of techniques and instruments which helped to gather the necessary information for the study were employed. At this stage I started my preliminary analysis using the data gathered and after each intervention I took the opportunity to modify the upcoming interventions' relevant elements making them more effective and accurate so as to fulfill the main objective of the research. This provided me with the opportunity to use an approach which was useful in my context. After the implementation of the class activities, I reflected upon the outcome of applying the pedagogical interventions and then I categorized my findings. Finally, I wrote this document to communicate what English teachers are doing in educational research in this context. The following graphic presents the way I approached the action research process.

Graphic 3. Action Research Process (Adapted from: Kemmis, S., and McTaggart, R.,1988; Burns A., 2010).



Research Setting Context.

Universidad Pedagógica y Tecnológica de Colombia is a public university located in Tunja, the capital city of the department of Boyacá, Colombia. It is the most important city in this region of the country. The university offers majors in law, medicine, engineering, economics and various teaching degrees among others which total thirty undergraduate programs. These students have to take four levels of a foreign language as one of their major's requirements. These levels range from elementary to intermediate according to the Common European Framework of Reference for Languages: learning, teaching, assessment, (CEFR). Each level is equal to sixty-four work hours

completed during an academic semester and the students attend two hour sessions every week. These sessions are offered by the Instituto Internacional de Idiomas which is an office of the same University. Students choose to learn English, French and German. They take a placement test in order to be assigned to the levels according to their languages knowledge. Besides, they can take a standardized exam which frees them from coursing the four levels and declare they have accomplished this degree requirement.

Participants.

The participants were elementary English level students who belong to different semesters and university academic programs (BA in Mathematics

teaching, Business Administration, Environmental Engineering, Metallurgical Engineering, Psychoeducation, and Psychology). Their ages range from 17 to 28 years old. The sample was composed of 8 students. During a spontaneous talk in class, I invited students to take part of the study. I explained the purpose and study's methodology to them and 8 students accepted the invitation to participate voluntarily. All 8 of the participants signed the consent form so that I had ethical and legal support for the research I was doing.

The participants were identified using a number with the intention to keep their identities private thus giving them more confidence when participating in the study's activities. They were identified as Student 1, Student 2, Student 3, up to Student 8. The sample was not forced, meaning the students participated freely and thus ensuring reliable data.

Instruments.

In order to guarantee the validity and reliability of this study and to triangulate the information gathered, surveys, reflective journals and focus group interviews were used. The surveys helped in obtaining information about the participants' background as well as their prior knowledge and opinions about language and culture and the intercultural communicative competence (See annex 1).

The journal was used as a tool to record students' perceptions and advances through the pedagogical interventions. For Ortlipp (2008), using reflective journals enables the researcher to make experiences, opinions, thoughts, and feelings visible and an acknowledged part of the research design, data generation, analysis, and interpretation process (p. 703). The students' reflections were recorded in reflective journal entries.

The focus groups interviews were a more in depth way to look for specific information not encountered through the use of the two previous techniques. For Janesick (1998), interviews allow for communication to be established, thus relevant meanings about a theme can be built. Krueger (1997) states that focus group interviews are used to collect peoples' opinions about a product, service idea or theme. These interviews function well because the participants feel relaxed, appreciated and free to participate by expressing their insights about a topic without the fear of being judged. The initial survey, the reflective journals and the focus groups interviews were the fundamental basis for triangulating, analyzing and interpreting the information gathered.

Pedagogical Intervention.

The pedagogical interventions were implemented during six sessions which occurred every other week during a nearly three and half month period of time. I developed the pedagogical

interventions with the whole group and because of the ethical considerations I asked for their voluntary participation. The interventions were developed in a defined period of time at the beginning or the end of the classes depending on the objectives and activity's contents. They were allowed to express their ideas in the foreign language they were learning, English, and in some cases their native one, Spanish.

At the beginning of the study, a diagnosis was done regarding students' background and Byram's (1997) intercultural communicative competence '*saviors*'. The students' competences were recorded through an adapted rubric based on the Byram's ICC model (See annex 1). During this stage, they were asked about their conceptions about the relation between language and culture. The rubric asked for the abilities attitudes and knowledge needed to deal with a foreign culture, practices and products. After analyzing the rubric results, a series of workshops and class activities were designed to inquire about the students' perceptions regarding the intercultural communicative competence model.

The objectives of the workshops were first to raise students' awareness about culture. Secondly, to experience the culture through real contact with native speakers of the target language. And third, to show how the students' perceptions emerged regarding intercultural communicative competence.

First Stage: Becoming culturally aware.

In the first workshop students used local and foreign newspapers as cultural products in order to find cultural similarities and differences between the two products with the intention to foster students' conception of local and foreign cultures through the comparison. Then they wrote a reflective journal entry to record their experiences. In order to reinforce this first objective, during the second activity students watched two movies trailers; one from a Colombian movie and another from the target foreign culture. Again, the idea was to contrast two cultural products and try to find elements that were similar or different which facilitated student expression of their notions of culture (See annex 2). The stage was concluded with the students writing a second journal entry.

Second Stage: From culturally aware to intercultural competent.

Now, bearing in mind students had an initial experience, two other activities were developed. The third and the fourth interventions offered students the opportunity to experiment with culture through communication with target language native speakers. In the third one the participants had a conversation with an English native speaker. During this time, the group and the foreigner exchanged questions and answers about different topics: education, politics, religion, language,

customs, and traditions among others. They used the Language 1 and Language 2 during this exercise. Afterward, they recorded their reflections in another journal entry.

With the purpose of supporting this first contact, in the fourth intervention students were asked to have contact with students from foreign cultures and languages. They told and read a childhood anecdote. Based on their anecdotes and their classmates' ones, they reflected and wrote their fourth entry. The communication, exchange of information and expression of thoughts and feelings were the means for the students to put into practice the intercultural communicative competence.

Third Stage: On the road to become interculturally competent.

Finally, students developed one closing activity in which they participated in a group discussion led by the teacher. A set of questions were asked and students contributed to the conversation. The goal of the chat was to listen to the participants sharing ideas about their perception of the relationship between language and culture and the intercultural communicative competence.

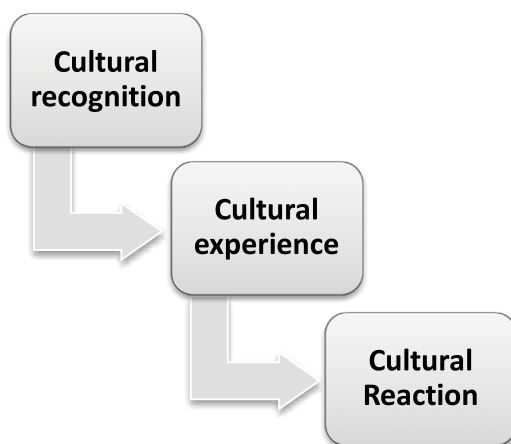
Findings

Based on an initial survey and a rubric students reflected since the beginning of the project. In the rubric, based on Byram's model, they expressed that the relation between language and culture is important. Concepts such as customs, ideologies, values, religion, communication, education, mistakes, knowledge exchange, identities, and diversity were fundamental to understanding a foreign culture. For instance **student 1** said: *"The language and the culture closely related concepts as language is a historical cultural construction as through the traditions, customs that allow us to learn and understand our environment"* (Survey excerpt). In the same sense **student 2** declared *"They go hand in hand because learn new languages help to know more people in other countries, know different custom and learn of these"* (Survey excerpt). At this stage they mentioned the concepts but they did not give more information to explore about their intercultural communicative competence. Hence, this was the starting point to design and implement the workshops. Then, the following categories emerged as shown in the following figure. Figure No. 1 shows the relationship between the objectives proposed and the categories found and graphic No. 4 illustrates the progression of the emerging categories.

Figure 1. Data analysis relation

<i>Research question</i>	
<i>What do students reveal about their intercultural communicative competence while they are involved in the use of a foreign culture products and practices?</i>	
<i>Objectives</i>	<i>Categories</i>
To determine to what extent students are aware of their own and foreign cultures using cultural products and practices	Cultural recognition
To analyze students' perceptions about a foreign culture in front of their own one.	Cultural experience
To evidence students progression regarding their intercultural communicative competence after the pedagogical interventions	Cultural reaction

Graphic 4. Categories progression



First category: Cultural recognition.

In the first activity they used local and foreign newspapers as cultural products in order to find cultural similarities and differences between the two products. During this first workshop, students focused on the

materials layout and they paid attention to elements such as font, color and even price. **Student 3** said:

...los periódicos tienen una diferencia en la fuente que manejan, organización de los párrafos, los tipos de imágenes... los colores que manejan, ejemplo el periódico el tiempo que por cierto es de Colombia maneja un tipo

de color más encendido y llamativo. El otro New York times el tipo de colores que maneja es más serio...' (Reflective entry extract). [Newspapers have a difference in the sourced they manage, paragraph organization, type of images... colors. For example, the newspaper El Tiempo that is a Colombian newspaper where they use striking colors. The other one is the New York times where the color is more discreet...]

They also expressed that the newspapers deal with politics or religion issues but not in depth. Here they manipulated the cultural products and were engaged in analyzing and comparing them.

Taking into consideration that students did not interpret differences between cultures, the second workshop was implemented. Participants were asked to bear in mind beliefs, customs and values they could identify. During this second activity they worked with audio visual materials including two movie trailers which were used as cultural products. The idea was to ask the students about the cultural products and explicit and implicit practices in the local and foreign trailers. Comparisons appeared and they started to notice some differences. **Student 4** expressed '*En estados unidos los jóvenes tienen muchos problemas en preparatoria*' [In the United States Young people have lots of problems at high school] (Reflective entry extract). In this case, it was evidenced that students used the first dimension stated by Byram, the *savoir*. They were aware of other social groups with

products and practices. On the other hand, **Student 5** said:

...en la situación colombiana el superhéroe es más caritativo... mientras el de EE.UU. se basa en desenmascarar a los delincuentes. ...uno es más caritativo y el otro se encarga de combatir con los delincuentes... mientras que el colombiano es con la fe del Divino Niño' (Reflective entry extract). [...In the Colombian situation the superhero, is the most charitable... while in EE.UU is based on unmask to offenders.... one of them is charitable and the other one is in charge of fight against the offenders... while the Colombian has faith in the Divino Niño]

Again the students were aware of the social practices but at this stage the student went beyond giving an illustration of a cultural practice, which in this case was faith in a religious figure.

Student 6 stated:

...los contextos en los que se desenvuelven son supremamente diferentes. En el escenario están implícitas creencias tales como las creencias religiosas y costumbres como tomar tinto. ...no es lo mismo terminar envuelto en guerras de drogas, donde se maneja mucho dinero, que cuando se lucha con pocos recursos en búsqueda de una igualdad social' (Reflective entry extract). [... "the contexts where they are extremely different. In the setting, there are beliefs that are implicit, such as beliefs related to religion, customs like drink a coffee.... It is not the same to be immersed in wars and drugs, where people have money, when one fights with poor resources in order to look for social equality"]

This demonstrates the *savoir comprendre* stated by Byram in which this student is making a comparison and relationship between two events. Therefore, this first category makes reference to how students started to focus on their own culture as well as the other.

Second Category: Cultural experience

Thanks to the development of the third and fourth activities, students started to state positions about the language and culture. For instance, **student 6** stated:

Let's continue with the language, this is the most visible difference between the two countries, while in Barbados the people speak English in Colombia, we speak Spanish. In Barbados the language was imposed by the United Kingdom and in Colombia was imposed by Spain. In both of them countries, exist accents in the language (Reflective entry extract).

In the same sense, **Student 7** said: *...those were colonized for European king ... arrived to impose this culture occidental'* (Reflective entry extract). According to Abdollahi-Guilani et al. (2012), in this case students learned target language features. Moreover, the students emphasized the imposition of a language and customs in both countries.

Student 7 also declared: *The principal sport in Barbados is the Criquet (British influence) and the national sport of our*

country is the Tejo (Ancestral indigenous game) (Reflective entry extract). Here the student referred to the *savoir s'engager* or two different cultural practices developed in different contexts. He expressed the knowledge of two different sports practiced in the two countries emphasizing their imposed and traditional origins. The **Student 5** added: *In the chat with the assistant I knew a lot of things about Barbados... is a little country, doesn't matter the distance from UK they still keeping some aspects of their culture because of they were colonized by UK* (Reflective entry extract). Again students reinforced the idea of colonization. This second category showed the students insights when interacting with people from other cultures.

Third Category: Cultural reaction

Students stated positions about the intercultural communicative competence. They talked about it using their own definition. **Student 3** declared: *The intercultural communicative competence is at the same time the set of skill the culturally different individuals use to favor effective communication, establishing appropriate and effective behaviors in certain social and cultural context* (Interview passage). Here there is evidence that students understood the ICC as a tool to communicate to others. In this sense **Student 2** expressed *... ICC is that competition that people have to learn a second language and thereby be able to function on other different*

culture to which it belongs, by doing this could know the different customs that have each (Interview passage). So they had an initial idea about the purpose of boosting their ICC.

In addition, they expressed, in their own words, the purpose of the ICC. For instance, **Student 3** said:

The intention of an intercultural communicative competence is to know, to learn, to interact, to exchange customs, explore on other cultures as his traditions, myths, legends, gastronomy and his grammar as a way of improving the lexicon, investigating and generating a series of tools to guarantee the mobility, interaction, access to other cultures, integration and understanding of them (Interview passage).

In this part, the student expanded the scope of the ICC including cultural products and practices to become a conscious person when dealing with a foreign culture. **Student 8** added *Intended to be cross-culturally competent is able to relate to different people, to learn about their customs, language, history and the different activities carried out, to be part of different communities...* (Interview passage). These are two samples of how students started to focus on the use, purpose and importance of the ICC. Finally, this last category defines the students' position about the relationship between language and culture with the use of the intercultural communicative competence.

Conclusions and Implications

After the implementation of this research, I noticed some benefits and limitations which appeared during the pedagogical interventions. Regarding the benefits, it was evident students were engaged while participating in the different activities. Clearly they wanted to express their ideas about the relationship between language and culture and the importance of using the intercultural communicative competence in their foreign language learning and use. Students showed will and motivation to take part in the workshops. As a teacher, I felt motivated to develop these kinds of activities and foster students' participation and ICC development.

On the other hand, some limitations also became clear during the course of the work on the study. First of all, students' foreign language level was an obstacle for them to express ideas. As they are in an elementary level they have only a basic vocabulary background and for this reason, in some cases, they used their native tongue. Because the course did not have spaces to deal with language and culture, sometimes the activities were conducted in short periods of time. Finally, I came to some research outcomes related to attitudes, skills, knowledge and language students demonstrated regarding their intercultural communicative competence.

Figure 2. Research outcomes

Attitudes	Knowledge	Skills	Language
<p>The students were willing and eager to learn about other cultures and their features. They were ready to experience culture from a different point of view.</p>	<p>They understood there is no one unique culture. They kept in mind that there are other cultures which have their own cultural products and practices as well as theirs. Moreover, they looked at their own culture from a new perspective.</p>	<p>They learnt the abilities of identifying, understanding and interpreting own and foreign cultural products and practices. Besides, the students evaluated with their own perception their own and foreign cultural products and practices.</p>	<p>The students used the foreign language to express their thoughts about the ICC and their own and foreign cultural products and practices.</p>

To conclude, I can say that at this stage the students began to raise awareness about the cultural differences. They started to show interest in the Intercultural Communicative Competence because they participated, asked questions about cultural features, made comparisons between cultures and stated critical points of views regarding their culture and other cultures. Also, the way they learned to use EFL not only inside the classroom, but outside in real communicative situations made clear that it is appropriate to continue fostering their ICC not only with isolated interventions but as a part of the curriculum.

References

Abdollahi-Guilani, M., Yasin, M. S. M., Hua, T. K., and Aghaei, K. (2012).

Culture-Integrated Teaching for the Enhancement of EFL Learner Tolerance. *Asian Social Science*, 8 (6),115.

Burns, A. (2010). *Doing action research in English language teaching: A guide for practitioners*. New York: Routledge.

Byram, M. (1997). *Teaching and assessing intercultural communicative competence*. Clevedon: Multilingual Matters.

Byram, M., Gribkova, B., and Starkey, H. (2002). *Developing the intercultural dimension in language teaching*. Strasbourg: Council of Europe, 41.

Common European framework of reference for languages: Learning, teaching, assessment. (2002). Strasbourg: Council of Europe Publ.

Hall, E. T. (1959). *The silent language* (Vol. 3, p. 1959). New York: Doubleday.

Halverson, R. J. (1985). Culture and vocabulary acquisition: A proposal. *Foreign Language Annals*, 18 (4), 327-332.

- Hesar, M., Konca, M., and Zarfsaz, E. (2012). *Why and how to apply culture in an EFL classroom*. In 2012 International conference on language, medias and culture proceedings (Vol. 33, pp. 68-72).
- Janesick, V. J. (1998). *"Stretching" exercises for qualitative researchers*. Thousand Oaks, CA: Sage.
- Kemmis, S., and McTaggart, R. (1988). *The action research planner*. Geelong, Victoria: Deakin University Press.
- Klein, F. (2004). Culture in the foreign language classroom: Teachers' beliefs, opportunities and practice. (Doctoral dissertation, University of Minnesota). Dissertation Abstracts International, A: *The Humanities and Social Sciences*, 64 (4), Oct, 1235-A, 319.
- Krueger, R. A. (1997). *Moderating focus groups*. Thousand Oaks: Sage
- Lafayette, R. C. (1988). *Integrating the teaching of culture into the foreign language classroom*. In A. J. Singerman (Ed.), *Towards a new integration of language and culture* (pp. 47-62). Northeast Conference on the Teaching of Foreign Language. Middlebury, VT: Northeast Conference.
- Lusting, M., Koester J. (1999). *Intercultural competence: Interpersonal communication across cultures*. NY: Addison-Wesley Longman.
- Mahmoud, M. A. (2015). Culture and English Language Teaching in the Arab World. *Adult Learning*, 26(2), 66-72.
- Ministerio de Educación Nacional. (2006) *Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés. Formar en lenguas extranjeras: Inglés ¡el reto!*. Bogotá: IPSA
- Moran, P. R., and Lu, Z. (2001). *Teaching culture: Perspectives in practice*. Boston, MA: Heinle and Heinle.
- Ortlipp, M. (2008). Keeping and using reflective journals in the qualitative research process. *The qualitative report*, 13 (4), 695-705.
- Paige, R. M., Jorstad, H. L., Siaya, L., Klein, F., and Colby, J. (2000). *Culture learning in language education: A review of the literature*. St Paul, MN: Center for Advanced Research on Language Acquisition, The University of Minnesota.
- Sun, L. (2013). Culture Teaching in Foreign Language Teaching. *Theory and Practice in Language Studies*, 3 (2), 371-375.
- Tomlinson, B. (2011). *Materials development in language teaching*. Cambridge University Press.
- Wright, M. (1996). The cultural aims of modern language teaching: Why are they not being met? *Language Learning Journal* 13, 36-37.

ANNEX I

Universidad Pedagógica y Tecnológica de Colombia
Vicerrectoría Académica
Instituto Internacional de Idiomas
Idioma Extranjero II
Survey

Dear student, please answer the following questions, based on your own experience, in order to know your perception about the relationship between Language and Culture. The purpose of this survey is to gather valuable information for a research project. Be honest with your answers.

Name: (Optional) _____ Date: _____

I. Background Information

Please mark the option(s) or answer(s) what applies to you:

1. What is your age? _____
2. What is your gender? Male ___ Female ___
3. Where are you from? _____
4. What academic program do you belong to? _____
5. What semester are you in? _____
6. Years learning and / or studying a foreign language:
 0 - 1 ___ 1 - 2 ___ 2 - 3 ___ 3 - 4 ___ 4 - 5 ___ More
 than 5 ___

II Language and Culture

1. What do you understand about the relationship between Language and Culture?

III. Intercultural competence self-assessment (Adapted from Byram, 2002)

STAMENT	YES	NO	If yes, how? If no, why?
I am aware of the existence of social groups in my culture which have their own perspectives, practices and products as well as other cultures with social groups which have their own perspectives, practices and products			

STAMENT	YES	NO	If yes, how? If no, why?
I am open and ready to recognize beliefs, customs and values about other cultures and about my own ones			
I have the ability to interpret an event and / or document from another culture and comparing it to events and / or documents from my own culture			
I have the ability to acquire new knowledge and cultural practices from another culture. And the ability to use this knowledge, attitudes and skills in communication			
I have the ability to evaluate, critically and on the basis of explicit criteria, perspectives, practices and products from other countries and cultures and my one's own			

Thank you!

ANNEX II

Universidad Pedagógica y Tecnológica de Colombia
Vicerrectoría Académica
Instituto Internacional de Idiomas
Idioma Extranjero II
Superhero

Objective

To raise cultural awareness regarding differences with the use of authentic foreign and local cultural products

I. Think about a superhero. How do you imagine her / him? What characteristics, powers, and weaknesses does s/he have? Where does s/he live? Who does s/he help?

II. Pay attention to the movies trailers and fill in the charts. Write down aspects related to the different features that call your attention.

'El Man'		'Kick ass'	
FEATURE	DESCRIPTION	FEATURE	DESCRIPTION
People: physical appearance, clothing		People: physical appearance, clothing	
Places		Places	
Food / Drink		Food / Drink	
Situations		Situations	

III. Write a reflective entry in which you express your thoughts about the videos.

Take into account the message and the aspects you liked or disliked about them.

Bear in mind the following questions:

1. What cultural products are explicit and or implicit in the scenarios?
2. What cultural practices are explicit and or implicit in the scenarios?
3. How do these products and practices contrast?

Students' Power Relationships within an EFL Classroom

Relaciones de poder de los estudiantes dentro de un aula donde se enseña inglés como lengua extranjera¹.

Lila Maribel Gutiérrez Pulido²

lilamar27@yahoo.es

Institución Educativa Colegio Sugamuxi

Received: September 15, 2015

Accepted: December 15, 2015

How to cite this article (APA, 6th ed.): Gutierrez, L. (2016). Students' power relationships within an EFL classroom. *Enletawa Journal*, 9 (1), 33-51

Abstract

This paper reports the results of a research study whose main purpose was to identify aspects related to power relationships in a group of ninth-grade English learners. An EFL classroom was used as the setting to analyze power relationships among students. A qualitative case study was carried out in a public school from Sogamoso; the participants were 8 students, selected at random from a group of 35. The data was gathered through field notes, video recordings and focused interviews. After analyzing the data, it was found that aspects connected to power relationships sometimes either helped or hindered the participants' English language learning process. Positive and negative features concerning power relationships within the EFL classroom were identified. Positive features include the use of power to

1 Research Report

2 Holds a B.A. in Modern Languages English and Spanish from Universidad Pedagógica y Tecnológica de Colombia (UPTC). She is an M.A. candidate in Language Teaching from the same University. She has taught English as a Foreign Language for about eleven years. She holds Band 4 in the Teaching Knowledge Test from University of Cambridge. Currently, she works as a full time teacher in a public school from Sogamoso, Boyacá.

motivate the accomplishment of tasks. Negative features include the use of power to suppress others thereby limiting their ability to express opinions in class.

Key Words: Power, Power Relationships, Task Based Language Learning, Classroom Environment, English Language Learning Process.

Resumen

Este artículo reporta los resultados de un estudio de investigación cuyo propósito principal era identificar aspectos relacionados con las relaciones de poder en un grupo de estudiantes de noveno grado que estaban aprendiendo inglés. Se tomó un aula donde se enseñaba inglés como lengua extranjera como escenario para analizar las relaciones de poder entre estudiantes. Un estudio de caso cualitativo se llevó a cabo en un colegio público de Sogamoso. Los participantes fueron 8 estudiantes seleccionados al azar de un grupo de 35. Los datos se recolectaron a través de notas de campo, video grabaciones y entrevistas focalizadas. Después de analizar los datos, se encontró que aspectos relacionados con relaciones de poder algunas veces ayudaron y otras veces obstruyeron el proceso de aprendizaje de los participantes. Se identificaron características positivas y negativas con respecto a las relaciones de poder dentro del aula. Las positivas incluyen el uso de poder para motivar al cumplimiento de tareas. Las negativas incluyen el uso de poder para suprimir a los demás, lo que limita su capacidad para expresar sus opiniones en clase.

Palabras Clave: Poder, Relaciones de poder, Aprendizaje de idiomas basado en tareas, Ambiente del aula, Proceso de aprendizaje del Idioma inglés.

Introduction

Although children and youth have sometimes been victims of different aggressions from their peers at school since ancient times, just since a few years ago people have begun to be aware of the harm that some students' behaviors against others can cause. For that reason, schools and people enrolled in the education field started to worry about this problem. At present, it is crucial that schools provide an adequate learning environment where all students feel safe in a community in which students' differences and rights are respected.

The government, more specifically the Ministry of Education, created a law to strengthen and promote the fulfillment of learners' rights within and outside the classroom, "Ley 1620, 15 de marzo de 2013" (Law 1620, 15 March 2013), which establishes some regulations for educational settings in Colombia concerning the school climate, school violence, human rights and education on sexuality. According to this law, schools have to undertake actions to prevent any kind of risk

that endangers the normal development of schoolchildren and generates an adequate climate in which learners feel comfortable.

The considerations previously mentioned and the analysis of the Institutional and Educational Project of the school, where the research took place, concerning the institutional goals for the year 2016, motivated the researcher to explore power relationships among students in the EFL classroom. Consequently, a needs analysis was carried out which led the researcher to notice that the English language learning process was in some way being affected by the power relationships students manifested within the classroom.

After an observation process and the application of a survey whose purpose was to inquire about the students' perceptions in relation to school coexistence, it was possible to notice that there were some aspects related to power relationships that emerged as a real need to be researched and improved through the day-to-day pedagogical exercise within the classroom.

In this sense, the study intended to explore what aspects related to power relationships could be evidenced and inferred from a group of ninth-grade English learners, as well as, what situations of the English language learning process were affected by power relationships in the EFL classroom. Students were involved in group task-

based activities in order to see what kinds of attitudes they assumed in front of their classmates' opinions during the procedures they had to carry out for completing the task. As Maxwell (2009) states, teamwork requires discussion and agreements among students. It could be observed how students behaved within the group, how they presented and defended their positions and if they heard, respected and accepted others' points of view.

In the next sections of the article the reader will find first, some important theoretical constructs that supported the research. Second, the instructional methodology which explains the pedagogical intervention of the project and the research design which includes specific information about the type of research, type of study, setting, participants, and data collection instruments. Finally, the findings, conclusions, pedagogical implications, further research and limitations of the study conducted are presented.

Theoretical Background

Three main constructs were relevant to carrying out the study first being, the concept of power and some of its connotations in the educational field. Second construct involves some remarkable considerations about power relationships and the third some important issues related to classroom environment.

Power.

Power is a broad term that widely applies to different political, economic, and social fields and it entails a range of perspectives which vary according to the contexts and groups of individuals who interact in those contexts. According to Brown and Gilman (1960), one person may be said to have power over another in the degree that he is able to control the behavior of the other. Power is a relationship between at least two persons, and it is nonreciprocal in the sense that both cannot have power in the same area of behavior. In this sense, power is unidirectional because someone directly or indirectly controls the behavior of someone else depending on the situation and the strengths the individual who exerts power has in relation to the one who is controlled.

Power, according to Foucault (1994), is something that circulates and is produced from one moment to another as part of the relationships human beings construct. Ortega (2005) affirms that power is a relational phenomenon, since social power is necessarily a bilateral quality of the relationships between an agent and a target.

Within the educational field, power is an existent phenomenon which is presented due to the continuous interaction among the individuals that coexist in a classroom. Ramos (2004) states that power in the educational context has been studied by different authors who have evidenced its importance not only within a particular

community but also in any place in which interaction occurs. The classroom is a focus of research because of the great amount of interactions that take place among students. Classrooms are communication contexts in which learners meet and share a series of experiences, knowledge, feelings and many more issues that are inherent to students as human beings.

Types of Power.

The types of power have been classified by different authors according to the source they come from, the ways in which each kind of power is exercised and the intention an individual has when exerting power over another individual. One of the most recognized studies about this topic was conducted by French and Raven (1959). They identified five types of power: Coercive, reward, legitimate, referent, and expert.

Legitimate: This comes from the belief that a person has the formal right to make demands, and to expect compliance and obedience from others. Legitimate power comes from an elected, selected, or appointed position of authority and may be underpinned by social norms. *Reward:* This results from one person's ability to compensate another for compliance. Reward power is based on the right of someone to offer tangible, social, emotional, or spiritual rewards to others for doing what is wanted or expected of them, or conversely, to deny others something for failing to or refusing to do what is

desired or expected of them. *Expert*: This is based on a person's superior skill and knowledge. When individuals perceive or assume that a person possesses superior skills or abilities, they award power to that person. Expert power is based on what one knows, experience, and special skills or talents. *Referent*: This is the result of a person's perceived attractiveness, worthiness, and right to demand respect from others. Referent power is rooted in the affiliations we make and/or the groups and organizations we belong to, our affiliation with a group and the group's beliefs are shared to some degree. Use of this power base and its outcomes may be negative or positive. *Coercive*: This comes from the belief that a person can punish others for noncompliance. Coercive power uses the threat of force to gain compliance from another. Force may include physical, social, emotional, political, or economic means. Coercion is not always recognized by the target of influence. The main idea behind this concept is that someone is forced to do something that he/she does not desire to do or is prevented from doing something that he/she would normally do.

Another remarkable typification of power was the one made by Cummins (2000), who distinguishes two kinds of power relationships: *Coercive and Collaborative*. *Coercive power* allows for the imposition of oppression, abuse, inequity and totalitarianism. Coercive relations of power refer to the exercise

of power by a dominant individual, group or country to the detriment of a subordinated individual, group or country. *Collaborative power*, on the other hand, affords a community democratic expression, human rights and freedom. Collaborative relations of power reflect the sense of the term 'power' that refers to 'being enabled' or 'empowered' to achieve more.

Power Relationships.

Power relationships are inherent to human relationships; individuals within a community establish connections, discuss making decisions and interact constantly generating a set of relationships in which there is always some who control and others who are controlled according to the situations and contexts where the interactions take place.

When those power relationships are seen and analyzed within the context of a classroom, some remarkable aspects have to be considered, such as the conditions under which the students come to class, what they have done, what they already know, what they are expected to learn, what they really want to learn and the way they put all these things together when they interrelate with their peers.

Foucault (1977) states that power relationships are not constant but always in motion, implying that we create power as we engage in relationships and that at times that power shapes our own actions.

Classrooms are social environments in which different individuals with diverse personalities and a wide range of abilities come together to create a complex web of human relationships. Within the context of social interactions, some students may have more power and influence over other learners.

Power relationships among students are present thanks to the interactions that emerge in the classroom. Those interactions are facilitated because the teacher provides students with the possibility to express themselves. Thus, power is constructed rather than imposed, as stated by Ramos (2004). In the present study, the teacher gave students the opportunity to work in groups to accomplish some tasks, so they had to get together, discuss and make decisions. Those decisions were frequently made by students who somehow exercise influence over the others.

Power relationships also have to do with agreements and disagreements present in class. According to Toohey (2001), agreements and disagreements are a means of negotiation of meaning and power positions among participants. Toohey (2001) examined the way children use disagreements about decision-making activities as a tool for the construction of their personality in terms of ideas, knowledge, and leadership. Power relationships can not only be the source of conflicts, but also a way to give students the opportunity to exercise

leadership and to generate discussions in order to make decisions collectively with the purpose of achieving common goals. Rosemary (2004) supports this idea by asserting that students can strategically be assigned to work collaboratively in small groups and afforded the opportunity to share their views with classmates in supervised discussions.

Classroom Environment.

Wilson (1996) asserts that a classroom learning environment has traditionally referred to a space where learners and teachers met to interact with each other and use a variety of tools and information resources in their pursuit of learning outcomes. As this concept has evolved, the type of relations constructed between teachers-students and among students have also changed and evolved. Richmond and McCroskey (1992) expose another view. They show that the classroom as a place where invisible battles for power take place, and in this case, these conflicts may affect, at a high or a low degree, the vital learning experience in classrooms.

Johnson (1979) asserts that a classroom is a social system that is made up by a network of interpersonal relationships structured to facilitate the achievement of educational goals. However, this does not happen when students do not establish good power relationships and do not use power democratically.

After stating the theoretical basis of the study, the following lines expose the relationship between the main concern of this research, power relationships, and the pedagogical intervention applied to the target group. What the pedagogical proposal consisted of and the intention and the role of the proposal within the study is also described.

Instructional Methodology

This study focused on the power relationships among students within the EFL classroom, how those relationships were established and how they helped or hindered the English learning process. Bearing in mind the focus of the study, the pedagogical intervention was designed in order to get students interacting and establishing different kinds of relationships. Thus, task-based language learning was selected as the framework of this part of the study, given that when students work to accomplish a task they have to give and receive ideas, make agreements, discuss how they will complete the task and finally make decisions in order to get good results. Task-Based Language Learning involves interaction and negotiation. Long (1983) underscores the fact that a task needs to include a negotiation of meaning in order to effectively propel language acquisition forward.

The pedagogical strategy developed in this study consisted of six workshops which included the three phases of task-based language learning proposed

by Ellis (2003) in his framework for designing task-based Lessons: *pre-task, task and post-task*. According to this author; in the pre-task phase, the activity is framed, there is an introduction to the topic, the teachers gives clear instructions on what students will have to do and sometimes the teacher recalls some language that may be useful for accomplishing the task. During the task phase, the students perform the task, typically in small groups or pairs. In the post-task phase students report the task they have completed or complement it by carrying out an activity focused on communication.

The work sessions of this pedagogical proposal were planned to carry out a pre-task with the whole group, a task in small groups or pairs and a post-task in which students intervene individually or collectively in front of the whole group. The workshops designed for this pedagogical intervention encompassed the title, the topic, the goal, the resources and the description of the pre-task, task and post-task for each one of the work sessions. There was also an excerpt in which the research focus for each one of the activities was explained.

The topics of the first three workshops were chosen taking into account the syllabus of the school which encompasses issues related to healthy habits, suitable use of technology and care of the environment as part of some transversal projects the institution carries out. The topics of the last three workshops were directly related with

the area of the study; students were asked to reflect, through the tasks, about some topics which have to do with power relationships and classroom coexistence, such as bullying, respect and emotional intelligence.

The pedagogical proposal was the foundation for finding out aspects related to power relationships and giving students the opportunity to reflect on topics related to school and classroom coexistence, as well as, proposing some strategies in order to improve the environment where classes were carried out and consequently to develop a more effective English language learning process.

Research Design.

Qualitative research was used in this study, given that it intended to analyze a real context focusing on some participants who interacted and were immersed in a particular social and cultural environment, each one with their own attitudes and behaviors. Brown and Rodgers (2002) state that it is a kind of research that includes various different non-numerical techniques for gathering data such as observations/field notes, diaries, questionnaires, interviews, etc. Taking into account the objectives and the focus of this research, this study can be considered a qualitative case study. As Yin (2009) explains, this type of investigation takes the researcher to a process in which he may collect the specific and general characteristics and details of real life

events such as group behavior. One of the main objectives of this research was to find out and analyze information from the participants in a real and specific context in order to develop a description of the aspects related to power relationships which were present in the classroom, and based on that description to be able to determine how those aspects influenced the language learning process in that specific group of participants.

Setting and Participants.

This study took place at a public school in Sogamoso, which was founded 110 years ago. It offers education to students from pre-school to eleventh grade. At present, 2180 are registered in the school. Most students in the school belong to strata 1, 2 and 3.

There were five ninth-grade groups in the school and this teacher-researcher guided English classes in two of them. The target group was "9E", and from the whole group eight students were selected at random as the participants of the study. These students were between 14 and 17 years old.

Data Collection Instruments.

The instruments used to collect the data were field notes, video recordings and focused group interviews. Field notes were written based on direct observation and the video recordings were a support for writing a more detailed description of what was happening in the classroom. The videos

were not transcribed and the researcher used the videos to nourish the field notes with specific facts that she did not remember well at the moment of writing. The focused interviews were carried out with the group of participant students.

Next, the author describes the analysis of the data gathered throughout the application of these workshops which were the pretext for identifying the aspects related to power relationships and its influence on the students' English learning process.

Findings

The procedures and techniques from grounded theory (Corbin and Strauss, 1990) were applied to data analysis process. The first step in this process was to read the data from the field notes, video recordings and focused interviews and analyze them using an open coding system. During open coding, the data were broken down into discrete parts, closely examined and compared for similarities and differences. A color system was used to codify the data, which consists of assigning a different color to data with similar or common patterns. After open coding axial coding is the next step. This type of coding consists of putting the data back together again but in a new way so as to make connections and finally categorizing data, which

is defined as the process of grouping concepts that seem to pertain to the same phenomena.

After this process, an analysis of the similarities among those issues was done and some categories emerged. Then some of those first categories were linked together and became one or converted in a subcategory and finally four categories and three sub-categories resulted.

The category, *High self-confidence leads to others' attention*, resulted from the finding that students with high self-confidence always got their classmates attention; they showed themselves as powerful in front of their peers and exercised leadership in different activities and processes within the classroom. On the contrary students who evidenced a low self-confidence level were the ones who did not participate, were always silent and preferred that other students took the floor in class. Students with high self-confidence manifested this characteristic through their tone of voice and their constant participation in class. Here we have an excerpt that is an exemplification of the contrast between students who talked with self-confidence and students who did not like to speak in front of the class. This is an excerpt of the field notes taken in the first work section.

(Chart 1 taken from the field notes)

Description	Researcher Analysis
<p>February 8th -2016 The teacher starts the class by asking some introductory questions: - Did you have breakfast this morning? - What did you have? - Do you eat vegetables? Do you like them? - Do you eat junk food? - Do you normally do exercise? How often? Some students are afraid of participating, but some others talk without any problem, 11 students participate in this part of the class, some of them two or three times. The teacher introduces a video, students watch the video and then there is a discussion in which the teacher elicits information about the contents of the video. Several students participate in this part and 7 of them had already participated in the first part of the class. Teacher asks students to think about some healthy and unhealthy habits and share them with the class. 10 students participated in this part and 7 of them had already participated in the first and second part of the class.</p>	<p>From the group of students who participated in these parts of the class, six are my participants, they participated actively, several times, and they were kind of confident and talked without any problem. I could notice that the other two participant students were afraid to talk and showed low interest in taking the floor. These aspects were evidenced because of their attitudes when speaking. Meanwhile the former were spontaneous and energetic; the last ones were silent.</p>

Two subcategories arose from this category: *The tone of voice as a source of power and when I know I feel powerful*. The former subcategory has to do with what Tannen (1995) calls linguistic style: Everything that is said must be said in a certain way, in a certain tone of voice, at a certain rate of speed, and with a certain degree of loudness. Whereas often we consciously consider what to say before speaking, we rarely think about how to say it. Communication is not as simple as saying what you mean. How you say what you mean is crucial, otherwise what you want to convey would not have any impact on the receiver. From the data gathered, it was possible to notice how the tone of voice reflected high or low self-confidence

and made some students seem more powerful than others. When the teacher asked a question to the whole group, those students who felt more powerful were the ones who answered in a loud voice. On the contrary, the students who did not speak or spoke softly did not feel confident and seemed to be less powerful within the group. This is exemplified in the following Verbatim:

Verbatim (video third session):

T: Ok...look at these pictures and tell me what are they about? What are these pictures about?

Falcao: *antes y después... [before and after...]*

Clarita: *de la tierra antes y después o ahora cuando está contaminada... [from the earth before and after or know when is contaminated]*

James: *antes y después... [before and after...]*

T: *yes, good...our earth before, as you can see, there were a lot of green zones and beautiful landscapes and after...after contamination...*

Falcao: *muchas fábricas y basura... [lots of factories and garbage]*

T: *yes, because of the factories, what else?*

Pamela: *porque nosotros mismos contaminamos. [because we pollute ourselves]*

T: *so, what should we do and shouldn't do to avoid contamination?*

Falcao: *no botar basuras... [do not litter]*

Pepita: *no desperdiciar agua... [do not waste water]*

Clarita: *no contaminar los ríos... [do not contaminate rivers]*

Falcao: *y reciclar... [and recycle]*

T: *very good, recycle...recycle at home, at school and do not throw garbage on the floor, neither in the streets or rivers. And how do you say that in English?*

Juanes: *we should recycle.*

James: *we should recycle? (Doubting and with a low tone of voice).*

(The teacher repeats the phrase correcting pronunciation).

As several students talked at the same time, the students whose voices were louder were the ones heard by the rest of the class and their opinions were the ones

that the teacher heard and referred to in order to continue the class.

The second subcategory, *when I know I feel powerful*, deals with the fact that knowledge gives power. French and Raven (1959) identified the *Expert power* which is based on a person's superior skill and knowledge. When individuals perceive or assume that a person possesses superior skills or abilities, they award power to that person. Most of the times students who had a higher English level were the ones who controlled the class, however other students in spite of their low English level, took the floor and participated in Spanish because they knew about the class topic and they felt they could contribute, be active and give their opinions based on their knowledge about it.

The second category, *what I am in a group affects how others interact with me*, indicated that the role and the image each student had within the group affected the others' reaction in front of him/her. Students who had a positive image, who played an important role within the group and who could be considered "wanted" by the group were the most heard and respected when they took the floor. On the contrary, students who had a negative image, who had acquired a disagreeable role with the group and hence they could be considered "unwanted" by the group, were not listened to and disrespected by others when they talked. The next excerpt shows a reflection from the researcher which focuses on the participation level of students with positive and negative image in front of the group.

(Excerpt N° 04. - Field Notes)

Description	Researcher Analysis
<p><u>March 7th -2016</u> Several students participate by giving their opinions about the topic and answering the questions suggested by the teacher. Students who participate in this part of the class are the ones who always participate; they are the leaders of the group and the rest of the students, respect and support their opinions. One student who does not participate commonly takes the word and expresses his point of view about the topic, in opposition to what the main leader of the group had said, and immediately, the class goes against him and does not allow him to finish his intervention. He has no option but to remain silent.</p>	<p>In this part I could notice that depending on the image each student has in the group, his/her opinions are valued or rejected, the students who are the leaders and have a positive image in the group are the ones who always participate because they know that their opinions are not going to be refused, on the contrary students whose image is quite negative, those who are isolated and those who are not recognized within the group almost never participate because they are not sure if their opinions will be accepted or not.</p>

Another example shows an important reflection after the pre-task activity on session five, it consisted of a brainstorming activity based on a video about respect. Students were aware of the importance of this topic regarding the improvement of classroom coexistence. So, they gave

their opinions about the topic and their interventions were very constructive. One of them referred to the fact that being respected depended upon the role each student played within the group and the positive or negative image he/she had.

(Excerpt N° 17. - Field Notes)

Description	Researcher Analysis
<p><u>March 11th - 2016</u> Students watch a video about respect. The video gets their attention and they were focused on it. Teacher elicits information about students' concept of respect based on the video. Most students actively participate after the video; however, the students who always remain silent, again remain silent.</p>	<p>One of my participant students (Juanita) said that the conflicts within the group were present because some classmates were more respected than others. She believed that students were judged by how they were seen in the group, some of them had acquired an important role within the group and they were respected by the class, on the contrary other classmates were seen as weak students, so they were an easy target to be attacked.</p>

The former examples show how students interacted and behaved towards other students depending on

the image that the group has about each student. Those students whose image was positive exercised what French and

Raven (1959) identify as *legitimate power*. They had reached a position which allowed them to make demands and expect obedience from others. On the contrary, those students whose image was negative were not respected by the group and their opinions were not as valuable as others students' opinions.

From this category, a subcategory called *Controller vs. Controlled Students* arose. During the data collection and analysis process, two types of students were identified by the researcher. The ones who led the processes, who participated more and who were followed by the others, she named the "controller" students. While she identified those students who almost never participated, did not lead processes and who followed other classmates, as the "controlled" students. Most of the students within the classroom were aware of what group they belonged to, and for that reason they behaved spontaneously or diffidently. Some of them showed themselves very confident and powerful because they knew they were the "controller" and some others stopped themselves of participating or doing some things because they intrinsically knew they were the "controlled".

These two types of learners, identified by the researcher as controller and controlled students, were categorized by Ramos (2004) as passive and active. The passive students are

those who only listen to the teacher and participate merely to clarify their own doubts about the topics. On the contrary, active students are those who express their opinions, ideas and feelings about the class activities.

The third category, *Leaders are Necessary*, evidenced that power relationships and leadership go hand in hand because generally leader students are the ones who have the power and command the practices within the classroom, are the most participative, almost always talk and control directly or indirectly the behavior of their classmates. But this dynamic is not bad at all, or at least it is not as bad as it sounds, because sometimes power exercised through the leadership is not only necessary but positive in order to accomplish the proposed task. There is a need to have leaders who propel the development of the activities. Thus, situations such as the accomplishment of the group task are affected by power relationships to the extent that if there is not a leader who has the power to control the members of the group, the task may not be attained completely. The bad side was that those leader students were always the same and the rest of the students did not take the risk of assuming the leadership role in any of the activities, so they were adopting an inactive role within their own learning process, which is quite negative.

(Excerpt N° 05. - Field Notes)

Description	Researcher Analysis
<p><i>March 7th - 2016</i> Students are free to choose who to work with, so they get together and start working without any problem. The students who lead each group are the same ones who have lead in previous opportunities. This is evidenced when they start the brainstorming of ideas to be written in the proposal, the leaders start giving ideas and the rest of the group listen and agree with them. There are some groups which do not have a clear leader.</p>	<p>The groups which did not have a clear leader were less dynamic when working, they spent more time completing the task and sometimes got distracted and did things different from the task at hand. Those groups did not have a person who “pressures” them to start working judiciously.</p>

As could be seen in the previous excerpt, the groups who had a leader did not have problems in the attainment of the task. On the contrary those groups which lacked a leader had difficulties getting the task done. Leader students acquired certain responsibilities and roles within the groups they belonged to and made the groups work.

The fourth category, *negative attitudes facing the task*, showed certain situations which did not allow students to work together or to accomplish the task. One of those situations was that sometimes when the groups were distributed at random, students refused to work with the classmates they were assigned. The first time this happened students even got into conflicts and were rude with each other because of this situation. Another negative situation was the fact that some students were constantly afraid of performing in front of the group; they argued that pressure from their classmates was the main obstacle which did not let them to pass in front. They were afraid of making mistakes

and they got very nervous because the class might bully them.

(Excerpt N° 07. - Focused Interview
March 4th -2016

T: *...hubo una situación en esa clase en particular...no sé si la recuerden, un grupo que definitivamente no pudo trabajar. [There was a situation in this class.... I don't know if you remember, a group that could not work.*

St. 08: *si, si, ya sé cuál. [yes, yes I know which one]*

T: *¿Por qué creen que ocurrió esa situación? [Why do you think this situation happened?]*

St. 05: *si, si, el de Pepito, Paquito y Pablito...a mí me tocó traerme a Pepito para mi grupo porque se caen súper mal con Paquito y Pablito; también Paquito con Pablito se caían súper mal todos con todos en ese grupo, no se la llevan para nada, nunca se la han llevado. [yes, yes, Pepito's, Paquito's and Pablito's... I had to join Pepito to my group because they do not like each other, Pepito and Pablito. Also Pepito and Pablito don't*

like each other, everybody in this group, they don't each other]

T: *y si no se la llevan, como tú dices, ¿no hay posibilidad alguna de que trabajen juntos? [and if you don't like each other, as you say, is there a possibility to work together one day]*

St. 05: *pues no porque ahí la enemistad pesa más, ellos no se sentarían juntos ni porque pierdan la materia, o sea no... no, no cuadran para nada, ahí la profe hizo bien en cambiarlos. [No, because enmity is stronger, they can't sit down together non missing the subject, it is not possible, they do not match. The teacher did good when changed them.]*

From the example above it could be inferred that students were upset when they had to work with partners different from their friends because they felt more powerful when they worked with their group of close friends rather than when they had to work with other classmates. The fact that they had to work with partners they usually did not share with makes many students feel uncomfortable and it sometimes caused trouble within the group. When they were out of their groups they experienced what Cummins (2000) denotes as *coercive power*. Coercive power relations refer to the exercise of power by a dominant individual or group to the detriment of a subordinated individual or group. Thus, coercive power has to do with oppression, domination, inequity and damage.

To conclude this category, it could be said that because of this coercive power, students sometimes felt scared to perform or talk in front of their classmates. When the teacher approached and asked them why they were afraid of completing oral tasks for example, they all argued that they had prepared and practiced but the pressure other students exercised over them was stronger so they felt very nervous and were not able to pass to the front of the class.

Conclusions

The first conclusion that can be drawn from this research is that it can be said that one of the aspects related to power relationships evidenced in the target group was the fact that having more or less power depended on how confident students were. Students with high self-confidence always got their classmates attention; they showed themselves to be powerful in front of their peers and exercised leadership in different activities and processes within the classroom. On the contrary students who evidenced a low self-confidence level were the ones who did not participate, were always silent and preferred that other students take the floor in class.

The implementation of this research also led to proof that knowledge gives power. Most of the time students who had a higher English level were the ones who controlled the class. However other students in spite of their low English

level, took the floor and participated because they knew about the class topic and they felt they could contribute, be active and give their opinions based on their knowledge about it.

It was also interesting to observe that students tried to keep control and power within the classroom according to their interests, motivations and abilities related to the subject and the activities developed in the class. For instance, some students led and controlled the class when they identified themselves with the topics discussed in class or when they had a higher English level than other students. On the contrary, when they lacked knowledge, they assumed less powerful positions, transferring the power to another classmate; in this way, power changed and circulated among students depending on the class's circumstances.

According to students' perceptions and some key issues observed, it could also be concluded that students feel more powerful when they work within their group of close friends rather than when they have to work with other classmates. The fact of meeting with partners they usually do not share with makes many students feel uncomfortable and sometimes it causes trouble within the group. Therefore, negative power relationships arise because some students like to have the control, and they commonly have it when they are with their friends. However, when they are asked to work

with new classmates, they have to face a different situation, and some of them feel they lose power and control because they do not know how other students different from their close friends are going to react to their opinions and their actions at the moment of undertaking the development of the given task. Thus, being with their friends empowers them and their friends.

Students' perceptions about power exercised by them and their classmates showed that they consider the role and the image each student has within the group affect others' reaction to him/her. If one student has a positive image in the group, he/she is more respected by his/her classmates, and hence has more power than a student who has a negative image or one whose image has not been projected to the group.

All these aspects related to power relationships sometimes helped and sometimes hindered the English language learning process. On the one hand, it could be evidenced how power relationships and leadership go hand in hand because generally leader students are the ones who have the power and command the practices within the classroom. These leader students are the most participative, the ones who almost always talk and the ones who control directly or indirectly the behavior of their classmates. Thus, situations such as the accomplishment of the group task are affected by power relationships to the extent that if there is no leader who has the power to control

the members of the group, the task may not be completed.

On the other hand, a number of negative attitudes related to power relationships that affected certain situations within the class were identified. For instance, some groups of students refused to work together because they did not get along well with each other. Some students were emphatic about the impossibility of working with certain classmates they definitely do not sympathize with, so students did not obey teacher's orders concerning the distribution of the groups. Instead they just gave the teacher some other options and justified insistently the reasons they had to contradict the teacher's decisions.

Pedagogical Implications

When someone is immersed in a classroom and starts observing carefully what happens in it, an infinite number of issues can be perceived and some of these aspects may be positive while some others negative. Through this research, an exploration out of the aspects related to power relationships within an EFL classroom was conducted. An analysis of the implications of those power relationships have on the processes undertaken in the classroom showed that one key aspect in the success of the English language learning process is the classroom environment.

When students feel safe and comfortable within a classroom, they will surely be more motivated to learn

and engage in the class activities. Additionally, if they are free to express their opinions without any fear, knowing that their classmates will respect what they think, most probably they will participate more actively and their learning process will be more effective.

When one student feels pressure because of his classmates' reactions and he knows that there are some students who control the class, he will possibly lose many opportunities to improve his skills and perhaps his motivation for learning will decrease.

This study focused its attention on a target group with several disciplinary and academic difficulties. During the diagnosis stage they showed coexistence problems which usually interfered with their academic results and their attitude in the English class. After working with them, through the workshops and when they were informed that they were selected to take part of a study (which may contribute to the improvement of their learning process), they felt important, they became involved in the development of the study and they slightly changed the attitude they had. They made themselves aware of the fact that, if they wanted to learn they had to improve the climate in which they shared every day by passing from a hostile classroom to a respectful and agreeable space. Their level of motivation for learning and doing the activities increased and their

behaviors within the classroom were improving little by little.

While conducting this research study, the researcher perceived some aspects that deserved further research. For example, how can teachers, through their pedagogical practice, diminish school coexistence problems and contribute to the generation of more pleasant situations where all students can learn. Teachers-researchers can go beyond and analyze what aspects within their daily practices contribute to improve the classroom environment and students' learning.

Another important aspect that could be explored in future studies is how to strength those collaborative power relationships which produce positive effects on students' language learning processes. Important interventions could be addressed concerning this issue given that sometimes when the starting point is positive, results are expected to be positive too.

References

- Brown, D., and Rogerts, J. (2002). *Doing Second Language Research*. Oxford University Press.
- Brown, R., and Gilman, A. (1960). *The Pronouns of power and Solidarity*. In T.A. Sebeok (ed), *Style in Language*, MIT Press.
- Corbin, J., and Strauss, A. (1990). Grounded theory research: Procedures, canons and evaluative criteria. *Zeitschrift für Soziologie*, 19(6), 418-427.
- Cummins, J. (2000). *Language, power and pedagogy. Bilingual children in the crossfire*. Clevedon: Multilingual matters. Cambrian printers Ltd. Great Britain.
- Ellis, R. (2003). *Task based language learning and teaching*. New York: Oxford University Press.
- Foucault, M. (1977). *Discipline and punish: The birth of the prison system*. Harmondsworth, England: Penguin.
- Foucault, M. (1994). *Power and Knowledge*. Cambridge: Cambridge University press.
- French, J., and Raven, B. (1959). The bases for social power. In D. Cartwright (Ed.), *Studies in social power*. Ann Arbor. Michigan: University of Michigan Press.
- Johnson, D. (1979). *Student-student interaction: The neglected variable in Education*. University of Minnesota. Longman.
- Long, M. (1983). Native speaker/non-native speaker conversation and the negotiation of comprehensible input. *Applied Linguistics*, 4, 126-141.
- Maxwell, J. (2009). *Teamwork 101: What Every Leader Needs to Know*. Yates and Yates. United States of America.
- Ortega, H. (2005). *Poder y Práctica Pedagógica*. Cooperativa Editorial Magisterio. Colección Seminarium. Bogotá, Colombia.
- Ramos, B. (2004). *Power Relation in the EFL class through oral interaction* (Master's thesis). Universidad Distrital Francisco José de Caldas, Bogotá.
- Richmond, V., and McCroskey J. (1992). *Power in the classroom: Communication, control and concern*. Lawrwnce Erlbawn Associates, Inc.

- Rosemary, S. (2004). *The power of language (chapter). Thoughts and actions.* In The NEA higher education journal.
- Tannen, D. (1995). *The power of talk: Who gets heard and why.* Harvard Business Review, 73(5), 138-148.
- Toohey, K. (2001). *Disputes in child L2 Learning.* TESOL Quarterly, 35, 257-278.
- Wilson, B. G. (1996). *Constructivist learning environments: case studies in Instructional design.* Englewood Cliffs NJ Educational Technology publications.
- Yin, R. K. (2009). *Case Study in Contemporary Educational Research: Conceptualization and Critique.* Cross - Cultural communication. 5 (4), 21-31.

Reducing Anxiety and Shyness for Oral Interaction Improvement in a Cooperative Learning Environment¹

Reduciendo la ansiedad y la timidez para mejorar la interacción oral en inglés dentro de un entorno de aprendizaje cooperativo

Jorge Orlando Robayo Guerrero²
jorlandor56@yahoo.com
Universidad de Cundinamarca - Ubaté, Colombia

Received: September 5, 2015

Accepted: December 7, 2015

How to cite this article (APA, 6th ed.): Robayo, G. (2016) Reducing Anxiety and Shyness for Oral Interaction Improvement in a Cooperative Learning Environment. *Enletawa Journal*, 9 (1), 53 - 65.

Abstract

This article reports on the investigation carried out at rural school in Ubaté (Cundinamarca). Participants were sixteen English students. The aim of the study was to explore how cooperative learning reduces ninth graders' anxiety and shyness in the English classes. In order to achieve this objective, an action research study was conducted. Interviews, teacher's diary and workshops were used for data collection. The main findings suggested that after five workshops anxiety and shyness' signs have reduced when students were cooperative to interact orally. In addition, cooperative learning was an effective tool not just to reduce anxiety and

1 This paper shows the research progress of a project dealing with cooperative learning approach to minimize students' shyness and anxiety.

2 He holds a B. A. in Modern Languages English- French from Universidad Pedagógica Nacional. He is currently a M.A. in Language Teaching candidate at UPTC. He is a full-time Professor at Universidad de Cundinamarca.

shyness, but also to involve them in their own English learning process, English learning

Key words: Anxiety, Shyness, Cooperative Learning, English Learning.

Resumen

Este artículo da cuenta de la investigación desarrollada en un colegio rural en Ubaté (Cundinamarca). Los participantes fueron dieciséis estudiantes de la clase de inglés. El objetivo fue explorar cómo el aprendizaje cooperativo reducía la ansiedad y la timidez en las clases de inglés con el grado noveno. Para lograr este objetivo, se desarrolló una investigación-acción. Para la recolección de los datos se utilizaron entrevistas, diario del profesor y talleres. Las conclusiones sugieren que después de haber aplicado cinco talleres, los signos de ansiedad y timidez se han reducido en las interacciones orales de los estudiantes. También, que el aprendizaje cooperativo no solo fue una herramienta efectiva que ayudó a reducir la ansiedad y la timidez, sino que involucró a los estudiantes en su propio proceso de aprendizaje del inglés.

Palabras claves: Ansiedad, Timidez, Aprendizaje Cooperativo, Aprendizaje de inglés.

Introduction

The cooperative learning teaching experience with ninth graders at “San Francisco de Asís” rural school (Ubaté-Cundinamarca) has shown that one of the most relevant factors in the learning and teaching process is the affective one. Affection is involved in all human beings’ activities, and it is related to motivation, tolerance, self-esteem, anxiety and shyness among others; those aspects contribute to determine student academic success or failure.

This paper explores the improvement of two related affect dimensions: anxiety and shyness, in order to identify how a cooperative learning approach can reduce both anxiety and shyness in ninth graders’ oral interaction. Initially, this investigation began with the idea of improving English class students’ interaction in a private school, especially in oral presentations because we observed that students showed some kind of behaviors that drastically affect their success oral classroom performance.

In this sense, through continuous observation, it was determined that students seemed to be anxious and shy in many oral activities, for instance, in role-plays activities, small oral presentations, informal conversations, common oral interaction, answering questions, among others. Besides, students showed some sign of shyness such as a lack of interest producing oral

reports or answering simple questions; and in regards to anxiety, students engaged in some actions such as rolling their pen or fingers into their hair, trying to call the attention all the time by screaming, laughing and joking.

After identifying these students’ attitudes when they were doing any form of oral presentation, the next step was to observe and analyze those attitudes in order to look for possible solutions by means of cooperative learning activities to minimize anxiety and shyness. At the same time, the study sought to promote positive attitudes depending on students’ needs to make them feel comfortable and confident in real-life oral interaction. Bearing the previous in mind, the question this paper set to answer in the following pages is: how does a cooperative learning approach reduce anxiety and shyness-related factors in order to improve students’ English oral interaction at “San Francisco de Asís” rural school (Ubaté-Cundinamarca)?

Literature Review

This section describes the main constructs that support the ideas in the present article. It starts with a revision of cognitive development theory: Piaget and Vygotsky; then, anxiety and shyness into learning process; it follows with communicative competence; cooperative learning and oral interaction.

Cognitive Development Theory:

Piaget and Vygotsky.

On one hand, Piaget's idea was based on children learn through action, meaning that children are born with and acquire schemas; these schemas could be concepts about how to act and respond to the world. As children explore their world, they form and reform ideas in their minds. The more actively involved children are the more knowledge is gained. On the other hand, Vygotsky's focused on the role of culture and social interactions in learning. In other words, that students learn through social interactions and their culture, through what Vygotsky called dialogues. Through these dialogues, we socially interact and communicate with others to learn society's cultural values.

Piaget's Assertions.

Piaget showed that children think in strikingly different ways from how adults do. Also, he suggested that children were born with a very basic mental structure upon which all subsequent learning and knowledge is based on. The goal of this theory is to explain the mechanisms and processes in order to reason and think using hypothesis. Piaget thought it was necessary that children move through an adaptation process, which is related to the individual's aptitude for understanding her or his. In this way, individuals construct their

comprehension of the world around them; they experience discrepancies among what they know and what they discover in their environment.

Into his theory, Piaget talked about schemas, assimilation and accommodation, and stage of cognitive development. This study has considered authors such as (Dimitriadis and Kamberelis, 2006; Siegler and Opfer, 2003; Campbell, 2006; Agnes, 1999) because they focus on assimilation, accommodation and equilibrium in the adaptation process.

According to Dimitriadis and Kamberelis (2006), assimilation takes place when children's old knowledge (existing mental scheme) is combined with new information. Assimilation is "when a child has seen something before and applies that to current situation" (Siegler, 2003). Accommodation occurs when the knowledge (existing schema) does not work and needs to be changed to deal with a new object or situation.

Finally, according to Piaget, quoted by Agnes (1999, p. 1282), equilibrium is the balance between assimilation and accommodation. Piaget thought that children feel that balance when they have established the relation between psychological schemas (knowledge) and the real world.

Piaget states that social interaction support infants understanding of the world around them. Piaget (1959) defined social interaction as interchange of ideas among people in order to construct knowledge; then, individuals

incorporate interchange of ideas in their schemata. Schemata becomes new ideas that are incorporated, so, the schemata fits as new knowledge.

Vygotsky's Assertions.

Vygotsky focused on the role of culture and social interactions. He stated that students learn through social interactions and their culture. Through "dialogues" we socially interact and communicate with others to learn the cultural values of our society. Moreover, he believed that "human activities take place in cultural settings and cannot be understood apart from these settings" (Woolfolk, 2004, p. 45). Social interaction allows students to learn together. According to Fogarty (1999, p. 77), "Vygotsky suggests that we learn first through person-to-person interactions and then individually through an internalization process that leads to deep understanding".

A key concept in Vygotsky's (1978) sociocultural theory is the "zone of proximal development (ZPD)". It is related to difference between what a child can accomplish by himself and what a child can accomplish with a skilled partner's support. This scholar observed that interaction with peers was an effective way of developing skills and strategies. Thus, it is suggested that teachers use cooperative learning exercises so that children with a lesser degree of ability or less knowledge are supported by more skillful peers as they together work in their learning.

Anxiety and Shyness in the Learning Process.

Each life stage has its own characteristics and displays some factors that affect students' English oral interaction. According to Brown (2007) "Teens are ultrasensitive to how other perceives their changing physical and emotional selves along with their mental capabilities" (p. 92). Learning a language is related to emotions in a way other subjects do not. Guiora, Brannon and Dull (1972), Horwitz (1984), Lybeck (2002) explain that "Language" is at the same time: a) A communication coding system that can be taught as a school subject. b) An integral part of the individual's identity involved in almost all mental activities. c) The most important channel of social organization embedded in the culture of the community where it is used.

On the other hand, Gardner (1985) affirms that teachers need to take into account the context, culture, and individual because each one has different backgrounds and conceive the acquisition of other language with diverse points of view; these differences have a great influence on the individual. Gardner also states that other valuable variable for learning a second language is motivation that defines as "the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity, (Gardner, 1985, p. 6).

Many authors have made an approximation of anxiety and shyness concepts. Gardner and MacIntyre (1993) defined anxiety as “the apprehension experienced when a situation requires the use of a second language with which the individual is not fully proficient” (p.163). Spielberger (1983) affirms that anxiety is “the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system” (p.1). Scovel (1978) points out that anxiety is associated with feelings of uneasiness, frustration, self-doubt, apprehension, or worry (p. 134). There are correlations between anxiety and performance.

Cooperative Learning.

Cooperative learning is related to how students can work together. In cooperative learning models, a group learning activity depends on structured exchange of information between learners. According to Slavin (1964), quoted by D'Olivares (2013, p. 61), cooperative learning has the potential to take advantage of “the developmental characteristics of adolescents in order to harness their peer orientation, enthusiasm, activity, and craving for independence within a safe structure”.

Johnson and Johnson (1995) and Brandt and Ellsworth (1996) discuss five necessary factors for successful cooperative learning, which are also presented in collaborative environments:

- a. Positive interdependence, a sense of working together for a common goal and caring about each other learning.
- b. Individual accountability, personal contributions to the team.
- c. Abundant verbal, face-to-face interactions, when learners explain, argue, elaborate, construct and link previous with new knowledge.
- d. Sufficient social skills, involving explicit teaching of appropriate leadership.
- e. Communication, trust and conflict resolution skills, so that the team can function effectively.
- f. Team reflection, teams periodically assess what they have learned, how well they are working. Together and how they might do better as a learning team.

A research by D'Olivares (2013, p. 62) concluded that cooperative learning improves academic performance among high and low achieving students. These benefits were demonstrated by ninth graders, who were used to work against each other to get a high grade that one or a few of them could attain, this attitude started to change because students comprehended that it was not a competition, then positive effects emerged from themselves: self-esteem, social relations and constructive attitudes toward their own English learning process.

Another research by McGroarty (1993) shows that group work benefits second language learners in three ways:

input, interaction and contextualization of knowledge. Kagan (1994) states that when students work together the positive interdependence that develops, foster social behavior and improve ethics relations. Working together help language development as well because students have the chance to use the language for a variety of purposes. Thus, cooperation is a tool that allows people to interact and to learn in an exploring environment where students are the main characters, by means of permanent interaction between peers, student-teacher, student-student, and group work.

Oral Interaction.

The pedagogical intervention of this study was based on students' oral interaction. In order to have a clear understanding about it, some of its generalities are discussed above. According to Malamah-Thomas (1988), interaction means acting reciprocally, acting upon each other. Teacher acts upon the class, but students' reaction modifies his or her next action, and so on. Class reaction functions as an action, causing a reaction in the teacher and affecting further actions. There is a permanent pattern of reciprocal influence and adaptation.

Interaction as a reciprocal process can become a smooth process or it can be tumultuous. It can have a favorable condition when participants have the impression that they are accomplishing

something of value. Interaction can become cooperative or challenging. Participants' behaviors determine how interaction unfolds.

Having a plan of action means that teacher knows what he or she wants to do in the classroom. This can help the lesson because the teacher can shape interaction in something more than just action and reaction. This plan can help to avoid conflict in the interaction and communication breaks down.

Research Methodology

This is a qualitative research study with an action research approach. Firestone (1987) and Mills (2003) define action research as "a systematic inquiry, conducted by teachers with a vested interest in the teaching and learning process or environment for the purpose of gathering information about how their particular schools operate, how they teach, and how their students learn". Parsons and Brown (2002) state that action research allows teacher to study their own classroom, their own instructional methods, their own students, their own assessment; in order to better understand them and be able to improve their quality or effectiveness. Kemmis and McTaggart (2000) state that "action research is used for referring to teacher-initiated classroom investigation which seeks to increase the teacher's understanding of classroom practices" (p.45).

The Participants.

As a researcher in this investigation, I am a ninth grade English teacher. This research project was carried out with rural ninth graders of a private school in Ubaté, Cundinamarca. The group consisted of eighteen students; from the beginning, they were divided into six groups of three students. Some barriers such as anxiety and shyness were detected as affecting their English learning process. For that reason, this project was focused on creating practices to provide opportunities to improve students’ English oral interaction by means of cooperative learning workshops.

Research Instruments.

Regarding data collection, permanent observation was used, which involved

three instruments: diary, interview and workshops. First, teacher diary helped to show information about development of activities during the workshops; it helped to record students’ attitudes and their oral interaction. Second, interviews provided information about students’ reactions as they participate in the development of workshops. Third, workshops showed the cycle of action research.

Findings.

Considering the data collected by means of the instruments described above, a subsequent analysis led to the identification of the following category and sub-category:

Table 1. *Category and subcategory*

Question	Category	Sub-category
How does cooperative learning approach reduce the anxiety and shyness factors in order to improve the students’ English oral interaction at a private school in Ubaté?	English Oral interaction is best achieved with your classmates	Well-disposed behavior

English Oral Interaction is Best Achieved with your Classmates.

The students seemed responsible and committed with the cooperative learning activities they developed in an oral way inside their groups. That allowed students to strength their oral

interaction and hence, they felt the goals had been reached. Most students agreed that it is significant to recognize others’ voices to grow as integral persons.

Table 2. Excerpts from instruments

Excerpts from workshops	<p>-“the students developed their cooperative roles inside the team, one student described the picture, and another described the TV, magazine photos and the rest listened to and corrected if it was necessary, and so on. Finally, the students made their presentations in front of the whole group” (I Workshop research cycle, pag. 30).</p> <p>-“some students did not like the idea of acting, because they dislike performing for an audience, but co-workers tried to motivate among them to achieve the goal” (II Workshop research cycle, pag. 38).</p>
Excerpts from Diary	<p>-“Ellos manifestaron su agrado por el taller, lo cual nos dio a entender que los estudiantes les gusta trabajar siempre y cuando haya algo novedoso para hacer en aras del aprendizaje, elementos como las imágenes de la revista, el espacio extramural y trabajar en equipo ayudan al estudiante a salir de lo convencional para provocar en ellos nuevas actitudes frente a sus procesos de aprendizaje” (Diario 01, pág. 33).</p> <p>-“Los estudiantes prepararon en equipo la presentación de sus héroes, las comparaciones de estos con los que se proyectaron en el video beam y, finalmente, los estudiantes escribieron dos párrafos acerca de los superhéroes para ser socializados con todo el grupo” (Diario 02, pág 40.).</p>
Excerpts from interviews	<p>“...si uno no sabe el compañero le puede aportar mucho a uno, entonces es como cooperativo, si uno no sabe le enseña el compañero y si el compañero no sabe uno le enseña al compañero...”. (Entrevista 01, Diana. 26’).</p> <p>...la solidaridad entre compañeros, y como de que a veces he incluso hay más confianza entre compañeros que con el profesor”. (Entrevista 01, Diana. 49’).</p>

In this way, in order to reach oral interaction, ninth graders established relationships to interact with each other in English, not just to take their turn when the teacher gave instructions. The students could express by themselves in English. Based on this research experience, oral interaction is one of the main features in the students’ English learning process.

It seems that through cooperative learning workshops it was possible to make students work together learning and putting into practice oral interaction. This accomplishment was confirmed in all activities from the beginning to the end of this

investigation. The development of those cooperative workshops allowed students’ oral interaction by actions like constructing answers together, making questions, doing presentations, watching a short documental and talking about different issues from academic topics and themselves.

Well-disposed behavior.

The pedagogical strategy helped ninth graders to get along with classmates. It was a constructive learning process in the classroom because students did not seem to give up; they were convinced of their abilities; and they showed self-esteem and self-confidence, among

other aspects. Throughout the next excerpts, the reader will identify the students' voices regarding this subcategory.

Table 3 Excerpts from instruments

Excerpt from workshops	- <i>"The students' reactions and their attitudes were positive concerning the development of this first workshop; they showed too comfortable working in this cooperative way. The environment, which they worked, was an enjoyable tool for them to achieve the goal; the final presentations showed the cooperation among them to work, especially their wishes to help each other to do their best about the target activity". (I Workshop research cycle, pag. 33).</i>
Excerpt from Diary	- <i>"Los estudiantes se sintieron motivados, porque era una forma nueva para ellos de salir de lo rutinario de las clases. Ellos manifestaron su agrado por el taller, lo cual nos dio a entender que los estudiantes les gusta trabajar siempre y cuando haya algo novedoso para hacer en aras del aprendizaje". (Diario 01, pág.33).</i>
Excerpt from interviews	- <i>Me sentí muy cómoda pues porque era trabajando con mis compañeros de salón... (Entrevista 01, Diana. 2").</i>

Students agreed that by means of the development of the cooperative learning workshops, they could share their ideas and learn more from one another. Students also said that they had good relationships among themselves and now those relationships were better than before throughout the implementation of teams into the English classroom.

Conclusions

The use of workshops based on cooperative learning has helped to reduce anxiety and shyness in ninth graders. This proposal has promoted oral interaction inside the classroom apparently leading to participants' improvement of their speaking skills.

Those activities had to deal with oral interaction to involve students in the oral use of the English language. I consider that the role of the teacher is to be a facilitator, for that reason this is an opportunity for students focus on their own learning process developing their own strategies for autonomous learning.

This proposal has involved students when working together and has given them chances to develop not just their oral interaction, but to explore possible solutions to day-to-day difficult situations as well. It has been an opportunity, on one hand, to get a better understanding of students' academic weaknesses and strengths; on the other hand, motivate and help them to increase their positive attitude in

order to reduce anxiety and shyness. A cooperative learning approach has contributed to the emergence of a pleasant and comfortable atmosphere for speaking.

It was significant to create opportunities for ninth graders to speak in the classroom. Currently, the partial conclusions of this proposal are improving the circumstances for English learning. This investigation has shown that a cooperative learning approach helps to reduce students' anxiety and shyness. Success depends less on working alone, and more on working taking into account classmates.

Pedagogical Implications

Cooperative learning has been a useful approach for both student learning processes and teaching processes. Through this investigation, teachers could take into account the implementation of a cooperative learning approach to help students to improve their English oral interaction class by class.

Likewise, the cooperative learning approach brought positive results for the target experience being described since it facilitated students' English learning process and stimulated children to express themselves freely. As an English teacher, I realized that cooperative learning helped ninth graders to improve not just their academic performance, but also to become integral persons who are able to actively participate in our current society.

References

- Agnes, M. (Ed.) (1999). *Webster's new world college dictionary* (4th Ed.). New York: Macmillan.
- Brandt, F. J., and Ellsworth, N. J. (1996). Effects of cooperative learning on the academic achievement and self-esteem of urban adolescents with learning disabilities. *Learning Disabilities* 7, 9-13.
- Brown. H. D. (2007). *Principles of Language learning and teaching*. San Francisco State University: Pearson.
- Campbell, R. L. (2006). *Jean Piaget's Genetic Epistemology: Appreciation and Critique*. Retrieved at <http://myweb.clemson.edu/~campber/piaget.html>
- Dahl, B. (1996). *A synthesis of different psychological learning theories? Piaget and Vygotsky*.
- Dimitriadis, G., and Kamberelis, G. (2006). *Theory for education*. New York: Routledge.
- D'Olivares, D. N. (2013). Cooperative learning: another way to learn together. In: *Enletawa Journal*. (6), 59-72.
- Firestone, W. (1987). *Meaning in method. The rhetoric of quantitative and qualitative research*. Educational researcher.
- Fogarty, R. (1999). Architects of the intellect. *Educational Leadership*, 57 (3), 76-78.
- Gardner, R. C. (1985). *Social psychology and second language learning: The role of attitudes and motivation*. London: Edward Arnold Publishers.
- Gardner. R.C., and MacIntyre. P. D. (1993). On the measurement of affective variables in second language learning. *Language Learning*, 43, 157-194.

- Guiora, Alexander, Z., Brannon, Robert C., and Dull, Cecilia, Y. (1972). Empathy and Second Language Learning. *Language Learning*, 22, 111-130.
- Horwitz, E. K., Horwitz, M. B., and Cope, J. (1986). "Foreign language classroom anxiety". *Modern Language Journal*, 70, 125-136.
- Horwitz, E. K. (1984). "What ESL Students Believe about Language Learning" unpublished. Paper presented at the TESOL Annual Meeting, Houston.
- Hymes, D. H. (1972). "On Communicative Competence" In: J.B. Pride and J. Holmes (eds) *Sociolinguistics*. Selected Readings. Harmondsworth: Penguin, pp. 269-293.
- Johnson, D. W., and Johnson R. T. (1995). *Learning together and alone*. 3rd edition. Englewood Cliffs, New Jersey: Prentice Hall.
- Kagan, S. (1994). *Cooperative Learning*. San Clemente, CA: Kagan Publishing. Retrieved at www.Kaganonline.com
- Kemmis, S., and McTaggart, R. (2000). Participatory action research. In N. Denzin, and Y. Lincoln (Eds.). *Handbook of qualitative research* (2nd ed., pp. 567-505). Thousand Oaks, CA. Sage.
- Lybeck, K. (2002). Cultural identification and second language pronunciation of americans Norway. *The Modern Language Journal*. 86, 174-191.
- Malamah-Thomas, A. (1988). *Classroom interaction*. Oxford. Oxford University Press.
- McGroarty, M. (1993). *Cooperative Learning and second language acquisition*. In D. Holt, Cooperative learning. Washington, DC. Center for Applied Linguistics and ERIC Clearing house on Languages and Linguistics.
- MacIntyre, P. D., and Gardner, R.C. (1989). Anxiety and second language learning: toward a theoretical clarification. *Language Learning*. 32, 251-275.
- Mills, G. E. (2003). *Action research: A guide for the teacher researcher*. Upper Saddle River, NJ. Merrill/Prentice Hall.
- Palmer, J. A. (2001). *Fifty modern thinkers of education*. Routledge: New York.
- Parsons, R. D., and Brown, K. S. (2002). *Teacher as reflective practitioner and action researcher*. Belmont, CA. Wadsworth / Thomson Learning.
- Piaget, J. (1959). *The language and thought of the child* (vol. 5). Psychology Press.
- Savignon, S. J. (1998). *Communicative competence: Theory and classroom practice*. Mc Grow-hill: New York.
- Scovel, T. (1978). The effect of affect on foreign language learning: A review of anxiety research. *Language Learning*, 28 (1), 129-142.
- Siegler, R. S., and Opfer, J. (2003). The development the numerical estimation: evidence for multiple representations of the numerical quantity. *Psychological Science*, 14, 27-243.
- Spielberger, C. D. (1983). *Manual for the state-trait anxiety inventory*. Palo Alto, California: Consulting Psychological Press.
- Utah Education Network, (2005). *Chapter One: Young Children Growing, Thinking and learning DAP and Theorists*. Morgan, UT: Utah Education Network.
- Vygotsky, L. S. (1978). *Mind in society: the development of higher psychological*

processes. Cambridge, MA: Harvard University Press.

Woolfolk, A. (2004). Comparing Piaget and Vygotsky. *Educational Psychology*. Retrieved at www.education.uiowa.edu/resources/tep/eportfolio/07p075folder/Piaget_Vygotsky.htm

January - June 2016

enletawa
Enriching Language Teaching Awareness
journal



Vol. 9, No. 1

Reflective Papers

Decolonizing Language Teachers' Teaching Practices through a Postmethod Pedagogy¹

Descolonización de las prácticas docentes de los profesores de idiomas a través de una pedagogía post-método

Adriana Milena Avella Alvarado ²

nanita_avella@hotmail.com

Fundación Universitaria Juan de Castellanos

Geidy Yohana León Lozada ³

leonyohana20@hotmail.com

I.E. San Jerónimo Emiliani

Received: August 10, 2015

Accepted: November 18, 2015

How to cite this article (APA, 6th ed.): Avella, A., León, G. (2016) Decolonizing Language Teachers' Teaching Practices through a Postmethod Pedagogy. *Enletawa Journal*, 9 (1), 69-85

Abstract

This article presents a critical and theoretical reflection upon a pedagogical proposal which considers an EFL teaching practice. The target pedagogical experience relies on the first step to starting decolonizing language teachers' teaching practices in the context they live in. Understanding that decolonizing teaching practices is a continuous process of reflection that involves decision-making, awareness of the students' needs, and the context in which they are

1 The article is classified as a reflective paper. This article is the result of the seminar of Sociolinguistics.

2 She works as an English Language teacher at Fundación Universitaria Juan de Castellanos. She holds a B.A in Modern Languages from Uptc. She is currently a M.A Candidate in the Language Teaching Program at the same University. Her research interests rely on evaluation and formative assessment practices.

3 She works as an English teacher and directs the technical projects at I.E San Jerónimo Emiliani en Tunja. She holds a B.A in Modern Languages English- Spanish from Universidad Peagógica y Tecnológica de Colombia. she is currently a M.A Candidate in the Language Teaching Program at the same University. Her research interests are: Learning Environments, fostering reflection and critical thinking, foreign language learning and teaching and students as researchers.

immersed. Firstly, the document will present some of the authors' insights about language policies as the National Bilingual Program (PNB). Secondly, the manuscript addresses the teaching approach in which the proposed activities are embedded as a means to stress the necessity to start decolonizing pedagogical practices. Thirdly, the manuscript delves into Kumaravadivelu's particular perspectives of Method and Post method pedagogy in language teaching. Finally, there will be some reflections about what language teachers do for engaging students in their own language learning providing meaningful practices, and what they have constructed about decolonization.

Key words: Foreign Language Teaching, Local Knowledge, Particularity, Possibility and Practicality.

Resumen

Este artículo presenta una reflexión teórico-crítica de una propuesta pedagógica que considera una práctica de enseñanzas de inglés como lengua extranjera, la cual muestra el primer paso para empezar a descolonizar prácticas de enseñanza en el contexto en el que viven los docentes. Una práctica descolonizadora es un proceso continuo de reflexión que implica toma de decisiones, conocimiento de las necesidades de los estudiantes y del contexto en el cual estos están inmersos. El documento presentará primero algunas percepciones sobre las políticas del Plan Nacional de Bilingüismo (PNB) desde las perspectivas de los autores como docentes de inglés. Segundo, el método de enseñanza sobre el cual las actividades propuestas se presentan se discute. Tercero, perspectivas de Kumaravadivelu sobre el método y el post método son integradas. Finalmente, se presentarán algunas conclusiones sobre lo que los docentes de lengua hacen para involucrar a los estudiantes en su propio aprendizaje de inglés.

Palabras clave: Enseñanza de una lengua extranjera, Conocimiento local, Particularidad, Posibilidad y Practicabilidad.

Introduction

Bearing in mind that the implementation of different educational policies based on foreign models such as the Basic standards in Foreign Languages Competences (English) (Estándares básicos de competencias en lenguas extranjeras) (inglés) and the Common European framework have become a reality that makes us reflect as language teachers on the intentions and EFL perspectives the government might have for the creation of language programs, this paper addresses a constant challenge: “how to build options when programs do not consider individual differences at the local, regional and national levels”. While policies tried to convince teachers with a discourse of improvement and quality about the advantages to teach and to assess students through international criteria and the “advantages” to provide the same opportunities to learners in language teaching and learning processes, the Minister does not consider basic conditions for instance culture, local knowledge, students’ learning needs, and teachers’ backgrounds to achieve that ambitious goal.

Sánchez (2013) claims that “in spite of having the Bilingualism program in Colombia the educational sector has huge challenges to fulfill the bilingualism ideal levels (Spanish-English), in particular in what refers to the offer of qualified English language teachers” (p.5). Local knowledge should

be an important and determinant aspect to define what language educators should teach students in English language classes. Additionally, it is relevant that teachers acknowledge their responsibility on creating in students the desire for learning English and make it an important resource to respond to their real urgency for communication.

To being with it is important to understand that what the MEN proposes to develop in terms of Colombia bilingual: “the communicative competences improvement in English as a Foreign language in all educational sectors” (Programa Nacional de Bilinguismo Colombia 2004-2019, p. 4), does not align with what the Educational condition in Colombia is. What supports the previous claim refers first, to the fact that in some cases non-English language teachers teach English. Second according to the (MEN, 2011 as cited in Sánchez 2013), the demand coming from the educational sector for options to educate students in English is higher than what can actually be offered. Thus, there are not enough possibilities to become bilingual or to develop the communicative competences in English; there are not enough English teachers to cover all the Colombian institutions.

Programs like “Teaching in Foreign Languages- the challenge” (Formar en lenguas extranjeras- el reto, 2009) and nowadays, “Bilingual Colombia”, (Colombia Bilingual) do not belong to

what Colombian people's educational situations entail, neither they take into consideration students' reality, background, and culture. Therefore, most English teachers are concerned about what being or becoming bilingual in Colombia refers to, or in the case of the Colombian government, they wonder about what the government knows and understands about second language learning in our country, and the conditions in which students and teachers have to conduct their practices.

Mckay (2003) states that one of the problems when dealing with English language teaching is using the native speaker model as the final goal for English learning (p. 45). In this perspective, language teachers, institutions and students need to consider English learning as a way to recognize their own culture to start decolonizing teaching and learning practices. These pedagogical practices are usually supported upon a set of contents divergent from the reality and interests that guide students and language teachers. That is to say, schools should incorporate students' own culture, context and local knowledge into the institutions' curriculum to support meaningful learning.

In this perspective, it becomes relevant to understand teaching through a post method pedagogy. Kumaravadivelu explains that "the post method condition empowers practitioners to construct

personal theories of practice" (p. 33). A post-method pedagogy allows teachers to go beyond practice, being sensitive to students' realities and pursuing local goals that respond to specific circumstances.

Additionally, the English language has become a worldwide language and many people have diverse purposes for learning it. Some learners are interested in it for business, for others is a requirement, some others learn it because it is part of the curriculum at primary or secondary school, or just at a university level, and others want to acquire it because it represents any opportunity to work or just to teach it. In the case of the context for which this proposal was created, there is certain kind of local resistance in regards to English learning because parents and students do not consider it as an essential subject which will have a significant impact in their future development. This might be related to the kind of topics included in textbooks. These issues do not align with the real necessity and the importance learners might have to communicate in another language. The more teachers become involved in the context where their students live and they engage with their pupils' language and cultural manifestations, ideology and dreams, the more their decisions will be the right ones to conduct meaningful teaching and learning process.

Language view considerations

On one hand, the traditional view of language considers that learning a language is a matter of mastering its grammatical system in which the “well written and spoken forms of language” are privileged. However, more than managing a linguistic knowledge, learning a language implies an understanding that through language people establish relationships with others, acquire and share knowledge, express their thoughts and feelings, create their identity and recognize their culture and someone else’s culture too. According to Halliday (1979) humans are individuals and social beings that establish different kinds of relationships with their peers through language.

Therefore, language intervenes in the process through which a human being becomes a social human being. It has an essential function as the main channel to show different life models that teach a person how to act as a member of a society. It does not happen as a result of instruction, but instead through the accumulation of experiences of the human being as a social member. In this case, Kumaravadivelu (2006) “sees language teaching as a prime source for sensitizing learners to social inequalities that control them, and for developing necessary capabilities for addressing those inequalities” (p 15). Hence, language learning is seen as a response to social interactions in order to address social issues of informing, suggesting or requesting what each

learner considers in terms of his/her communication.

Subsequently, language functions as a bridge for people’s interactions in knowledge construction. Language is a way of identity, who I am and who you are, and the way both of us use language to pursue communicative purposes. Language and learning occurs through interaction as constructivism and socio-constructivism theories state, humans generate knowledge and meaning from an interaction between their experiences and ideas; Knowledge is built in response to interactions with environmental stimulus.

On the other hand, language can be also seen as a means of power and domination. The ideological power behind language influences people in two main aspects: First, people can create perspectives of the world according to others’ points of view and second, they try to convince others or to impose personal beliefs and thoughts through language. Therefore, it is necessary to refine teaching language objectives with the aim of creating opportunities to increase students’ awareness about the hidden implications of learning a second language.

Subsequently, in the case of learning and teaching the concept of language may differ according to the purposes each person has to use it; for instance, for getting communicative purposes; for understanding language as a whole system of semantic, phonological, syntactic or grammar patterns, or just

for defining the use of language as users' determinations. That is to say, language works depending upon the context. Kumaravadivelu (2006) defines language in three different ways: "Language as a system", "language" as discourse", and "language as ideology". Regarding "language as system", he states that "each unit of language, from a single sound to a complex word to a large text-spoken or written-has a character of its own, and each is, in some principled way, delimited by and dependent upon its co-occurring units" (p.4). Accordingly, language is a process of knowledge construction which starts with small pieces of information to finally construct bigger meanings.

Hallyday (as cited in Kumara- vadivelu, 2006) describes language as discourse; as follows: "language communication is the product or the result of the process of interplay between the ideational, interpersonal and textual functions of language" (p 8). In this sense, language is the consequence of social interactions that convey meanings among diverse contexts. "As the child interacts with language users, he or she begins to understand the potential meaning within the language, and develops a capacity to use it" (Kumaravadivelu, 2002).

Kroskrity (2000) says that "language ideologies represent the perception of language and discourse that is constructed in the interests of a specific social or cultural group" (p. 8). Therefore, it is important to mention

that meaning is constructed through language interaction and the way a language user perceives it. In this regards, Carvajal (2011) states that "... Culture plays an important role to construct meaning, analyze discourse and use language meaningfully" (p. 81). Hence, Language is a tool for negotiating meaning, adopting certain positions of consciousness about the use of it and what people can achieve through it depending on peoples' backgrounds, and the spaces for communication in which language takes place.

Importance of language teachers' local knowledge in a post method pedagogy

Post method pedagogy relies on the fact that language teachers can take advantage of their teaching experiences to construct their own theory, and improve their own teaching practices as a means to work through their own contexts and their own students' realities. Since usually language teachers know their students' realness and their communicative language needs, they have the power to decide what can or cannot work in students' language learning. Post method pedagogy also makes language teachers aware of recognizing the existence of more than one method to pursuit language teaching and learning goals. Hence, language teachers, and bilingual programs must assume a critical and reflective position regarding the theory

and practice, considering that theory is usually divorced from what really occurs in language teaching and learning processes.

A crucial aspect when adopting a critical approach to language teaching is to be aware of the power and political forces behind educational policies, but also the need to transform these realities through teachers' own practices. Teachers need to understand that they are not theory consumers. They can assume a critical point of view about the educational policies they are implementing and feel confident about building their own principles of teaching, learning, and educational policies that can be constructed based on their experiences, their professional knowledge and the context where they are immersed. In addition, they can create their own perspectives making informed decisions based on their professional knowledge, their everyday practices and the role they have in language teaching.

Teachers are intellectuals with a wide background of teaching and learning knowledge which allows them to project how to conduct their practices. However, this is not enough to guarantee an effective and pertinent learning process that fulfills the expectations of the community, students, school, governmental policies as well as their own. Therefore, it is required that teachers have direct contact with the context they work with. They need to know their students,

understand and consider their needs and characteristics and feel able to make their own decisions based on theory as a way to know what functions or not in a given context, with special conditions, in different situations. Freire and Faundez (2013) explain that to apply a concept is valid if it allows understanding and transformation of the reality. He states that:

The intellectual must follow the inverse way: to start from the reality, from the daily action of the community and ourselves, since, we are immersed in daily experiences, to reflect in the daily action and only then, to create ideas to comprehend it. And those ideas would not be model ideas anymore but they will be made based on reality (p. 62).

On the other hand, according to Kumaravadivelu (2003), teachers can develop three main roles. They can be passive technicians, reflective practitioners or transformative intellectuals. A teacher who acts as a passive technician primarily sees teaching as a practice to transmit pieces of knowledge from the "expert" (the teacher) to the "apprentices" who are considered "empty boxes" and must reproduce the information exactly as they received it. The teacher's role is as a conduit promoting learner's comprehension and reproduction of content knowledge.

Next, a teacher who performs the role of a reflective practitioner comprehends that his/her practice is continuously evolving through reflection based on

content knowledge and experiences. He/she acts as a facilitator. As Dewey (cited by Westbrook 1993) claimed "teaching is seeing not just as a series of predetermined and pre-sequenced procedures but as a context-sensitive action grounded in intellectual thought". Finally, a transformative intellectual is a teacher who is inquiry oriented, socially contextualized, an improviser, committed, sensitive, concerned, able to be self-contextualized and a generator of theories. He acts as an agent of change. As consequence, language teachers need to consider themselves as potential creators of local knowledge, because they have the professional and the personal knowledge of the context and learners' needs. They know the characteristics, the functioning of teaching and learning practices, and the environment where these practices are produced and carried out. Local knowledge refers to the understanding a person has about his context, acquired through the experience and contact with the reality. According to Freire and Faundez (2013), the objective is:

To propose knowledge sensible to local ideals, dreams, aspirations and necessities. Knowledge to integrate not to ignore others, imposing them the kind of generalized knowledge that one wants to teach. Knowledge, which do not disregard the particularities but highlight them (p. 84).

From method to postmethod

Some Language teachers affirm that it is relevant to apply the principles

of a method to orient the FL teaching and learning practices. However, most of them do not take into account the significant limitations that the method can offer place in the learning process in order to make certain decisions that can be more appropriated and favorable considering the particularities of the context and learners where it is applied. Moreover, in many occasions teachers' actions are not coherent with the different steps and aspects that a method considers. According to Kumaravadivelu (2003),

teachers seem to be convinced that no single theory of learning and no single method of teaching will help them confront the challenges of everyday teaching. They use their own intuitive ability and experiential knowledge to decide what works and what does not work (p. 166).

Methods are conceived in order to be applied according to general pedagogical assumptions, which do not take into account particular characteristic or differences but instead focus on standard principles as bases to work with. For that reason, teachers are expected to make them pertinent through contextualization adapting them and not just applying them as recipes.

The objective is to take advantage of the principles that perfectly match a specific context. Freire and Faundez (2013) refer to methods as:

A set of principles that must be constantly recreated, to the extent that the reality, other and always different, demands that those principles be read in a different way and enriched in a diverse way...The method is a kind of provocation to intellectuals and to the reality for recreating it, with the aim to translate the methodological principles

according to the demands and to respond, in this way, to the different concrete realities (p. 62- 63)

Here is a comparison of some of the differences between method and post method pedagogy. Some of them are shown in the following table:

Table 1. Method and post method differences based on Kumaravadivelu (2006)

Method	Post method
<ul style="list-style-type: none"> • Created for global consumption. • A particular view of the world • Too scholastic • Monolingual tenet • The individual voice is marginalized, it is prescriptive 	<ul style="list-style-type: none"> • Considering our own context and validate local knowledge (Particularity) • Potencialize the use of L1. • Enhance the relationship between language and thinking development. • Relates theory and practice. (Practicality) • Students' voice is heard (Possibility)

Considering a post method condition implies making a clear and coherent balance between teachers' professional knowledge and the different experiences they have acquired through their practice in a specific context. These aspects are considered under the three pedagogic parameters of the post method pedagogy proposed by Kumaravadivelu (2003): *practicality, particularity and possibility*. *Particularity* considers the individual and specific characteristic of the context and learners with the aim to create pertinent and significant goals, activities, procedures and outcomes. Besides, *practicality* is understood as the balance between theory and practice where teachers are builders of local knowledge and not passive consumers

of theories. Finally, *possibility* offers the learner the possibility to participate in the construction of the teaching and learning practices nurturing the curriculum and the pedagogical process with their experiences, values and visions.

Considerations for Decolonizing Teaching Practices

When teachers ask themselves what kind of instruction makes a difference, it is necessary to have plenty of knowledge about the characteristics of the context considering our students' needs and interests, in order to create pertinent goals and outcomes that guide them to make the necessary modifications to transform the curriculum into a coherent one.

Besides, it is of paramount importance that teachers gain awareness of certain kinds of colonizing ideas that have been implemented inside their minds as a product of their formation and educational policies. These policies have been introduced through different discourses in order to favor standardized models as the Common European framework. According to Quintero and Guerrero (2013), "... teachers position themselves as the ones who know about the context but lack the power to make their voices heard" (p. 201).

Language is a whole; it is not just the production of coherent- grammatical forms, but the ability to use them in different ways instead, providing the opportunity to explore the world and human relationships through language. In spite of that important use of language, teachers tend to give a lot of importance to language form and little space for language practice, interaction and reflection. Why? Maybe because they were taught English using a grammatical method where learning correct forms of language was the desirable goal and now they use the same method to teach their students. Therefore, it is vital for teachers to try to explore different practices inside their classrooms so they set varied and meaningful goals for students and give themselves the opportunity to learn from learners as well. As a matter of fact, as much as possible, teachers should provide opportunities for interaction

and meaning negotiation, for instance, through problem- solving activities.

One of the actions teachers can do in order to decolonize their teaching practices is to involve their students' experiences and voices including different reflective activities into the syllabus. Kumaravadivelu (2003) states, "decolonization is a fairly complex process of taking control of the principals and practices of planning, learning and teaching English" (p. 540). In this regard, the beginning of a decolonization process involving teaching practices needs to consider gaining awareness of what decolonization implies. Secondly, it should consider to understand that it is a process and requires time and recognition of what everyone does in and out of the classroom to strengthen meaningful learning and decision making regarding planning and teaching. Thirdly it requires to propose and design a theory from one's practice.

Another action is the need to develop a sense of awareness among teachers and students about being able to adopt a critical and positive position, in order to know how to assess all the contents and information received through different sources. It implies that learners have to do more than the basic instructions to work in an activity, developing their "high order thinking skills" (Bloom's taxonomy) and adopting a personal position in front of what they are daily exposed to; mainly, in this time period in which the access

to information is available everywhere and for everybody. For instance, students should be asked in their language classes, not only to reproduce general or specific details about a text, but also to express opinions, identify social, cultural, political, historical influences inside a text and discussing crucial issues with their group.

English teachers are charge with not only showing cultural, social, economic, educational and political aspects through the foreign language learning, but also, assuming the role to provoke students' reactions to their own conceptions, while at the same time encouraging them to examine their identity. This can be done by guiding students to learn about their cultural values as they participate in collaborative reflection inside classrooms. McLaren et al (2008) states:

...More than to acquire teaching methods, teachers and leaders of education engaged with the critical pedagogy are also aware of the social, economic, psychological dimensions and policies of the school and the region, the systems in which they develop their tasks. Also, they have a wide range of knowledge about the information systems that, in a wider cultural framework act as pedagogical forces in the learners lives (p. 35).

Bearing the previous in mind, it is necessary to approach and to transform the curriculum taking into account students' lives experiences and interests and to avoid trying to make

students fit into a designed syllabus, in which the mayor priority is to achieve a desired standard. Students have to participate in curricular development and be active participants of their own learning process.

General Organization of Proposal

The context has a great influence in the foreign language learning process. The national education policies for example promote FLL through the bilingualism program (Colombia very well) giving some reasons and orientations to learn English, which are totally different from the desired context in which those public policies are standardized. These are not connected to the local context realities and needs as the principle of *particularity* demands. The current proposal was created for a group of beginners in a public technical institution in Boyacá. There, the point of view of people about foreign language learning (FLL) is totally different. Teachers have to find ways to engage students through language learning, giving them another reasons to learn which are not those of national policies, because most of them come from families where using a FL has not been necessary to survive.

The language opportunities of these learners are limited to the spaces created in English class which are very restricted in comparison to the exposure they would need to have in order to quickly acquire the language. Whereupon it is necessary to encourage

their attitude and motivation through English class, involving them to participate in different activities which demand students' interaction, giving them the chance, not only to develop their communicative competence, but also to develop thinking skills so they can adopt a critical position about what is going on around them, in their context and what they know.

In the following chart the reader can observe the description of a modified lesson plan which was based only on the basic knowledge students should learn according to a textbook provided by the bilingual program for some public schools. The left column includes the modifications and the right column exhibits the original plan.

Table 2. Initial lesson plan adaptations

Proposed lesson plan	Lesson plan proposed by the school considering the text book
<p style="text-align: center;">Standards</p> <ul style="list-style-type: none"> • I read and propose new ways of presenting the acquire knowledge. • I interact with my classmates and the teacher about the topic of interest. • I give my points of view participating actively in the conversations presented in the classroom • I plan, carry out and share the interview findings that I develop and apply. • I am able to propose and reflect upon the findings. 	<p style="text-align: center;">Standars</p> <ul style="list-style-type: none"> • Sigo instrucciones dadas en clase para realizar actividades académicas [I follow instructions given in class to develop activities] • Entiendo lo que me dicen el profesor y mis compañeros en interacciones cotidianas dentro del aula sin necesidad de repetición. [I understand what the teacher says and my classmates in daily interactions inside the classroom without the necessity of repetition] • Identifico la recurrencia de ideas en un mismo texto [I identify the recurrence of ideas in a text] • Participo en una conversación cuando mi interlocutor me da tiempo para pensar en mis respuestas. [I participate in a conversation when my interlocutor gives me time to think in my answers] • Hago exposiciones ensayadas y breves sobre algún tema académico de mi interés [I develop prepared and brief presentations about some academic topics of my interest] • Diligencio efectivamente formatos con información personal [I fill formats with personal information]

Topic: UNIT 6. Tech Time, Present continuous	Topic: UNIT 6. Tech Time, Present continuous
Objectives: <ul style="list-style-type: none"> • To identify the use of technology establishing relations with his/her daily life experiences. • To identify some of the risks related to the excessive use of technology • To reflect on technology management and propose some recommendations 	Objectives: <ul style="list-style-type: none"> • Maneja vocabulario relacionado con dispositivos electrónicos, actividades de tiempo libre e intereses. [To use vocabulary related to electronic devices, free time activities and interests] • Describe actividades cotidianas. [To describe daily activities] • Emplea correctamente el tiempo presente simple en sus diferentes formas. [To use simple present tense in its different forms in a proper way]
Time frame: 8 hours	Time frame: 2 hours
Activities: Activities are organized in which students can have the opportunity to work on their different skills. <ol style="list-style-type: none"> 1. The teachers are going to organize the classroom in a round table and they are going to write a question in which students will have to reflect and think about why technology is an important part of their free time? Writing 2. Afterwards, they will try to connect students with the topic through the following questions: Speaking <ul style="list-style-type: none"> • How many of you use a laptop, mobile, a DVD, music player, computer, games console, television, camera or tablet. • How often do you use them? • Why do you use them (chatting, checking, listening, playing, sending, taking going, and watching)? 3. Then, students are going to watch a video about technology addiction; they will have to identify some of the risks related to the excessive use of technology. Listening 4. Considering the previous exercise, students have to share their understandings or reflections in regards to the video. They are going to create a poster as means to elaborate in a cooperative way a poster display, considering some other information they think is important. Reading 5. They are going to read the posters of their classmates and identify the most creative and reflective one. 6. After that, students are going to create different questions for people around them asking about the use, risks and management of technology. It would be an interview created by students. Writing 7. Then, students will share their findings through a power point presentation to the class. Speaking 8. Based on the findings, students will identify some key ideas to propose some recommendations about the management of technology and post them inside the classroom. Writing 	Activities: Activities are organized in which students can have the opportunity to work on their different skills. <ol style="list-style-type: none"> 1. Contestar la siguiente pregunta [Answer the following questions]: is technology an important part of your free time? Writing 2. Mathing: nombres de aparatos electrónicos y sus respectivas imágenes. [Name of electronic devices and their images] Reading 3. Identificar verbos y hacer oraciones sobre actividades relacionadas con el uso de la tecnología. [Identify verbs and do sentences related to the use of technology] Writing 4. Identificar la pronunciación de la vocal “a” [Identify the pronunciation of the vowel “a”] Listening 5. Formar oraciones sobre los aparatos electrónicos y su uso. [Form sentences about electronic devices and their use] Writing 6. Escuchar a cinco jóvenes hablando sobre una herramienta tecnológica e identificarla. [Listen to five young people talking about a technological tool and identify it] Listening. 7. Practicar en una conversación preguntas y respuestas usando (<i>i have / we have.... at home / my brother / my mom has / i used it to / i'd like a...</i>) [Practice in a conversation questions and answers using (<i>I have / we have At home / my brother / my mom has / i used it to / I would like to ...</i>)] Speaking 8. Dibuja tu herramienta tecnológica favorita y describela en cuatro oraciones. [Draw your favorite technological tool and describe it in four sentences] Writing 9. Comparte tu descripción con un compañero y grábala con el objetivo de publicarla en la web. [Share your description with a classmate and record it in order to publish it on the web] Speaking

<p>Products Small posters with key aspects of recommendations about the risks and management of technology to paste them around the classroom. Posters will be according to students' perceptions on what they consider important about the risk and management of technology.</p>	
<p>Extra improvement Activities Create a brochure about the use, risks and management of technology in daily life.</p>	<p>Actividades de apoyo y superación [support and overcoming activities] Elabore un poster describiendo en cinco oraciones su herramienta tecnológica favorita. Apoye con un dibujo. [Make a poster describing in five sentences your favorite technological tool. Support with a drawing]</p>

The proposed material for the development of decolonizing practice is different in every stage of the class. First, teachers are going to use some pieces of paper with questions such as: "is technology an important part of your free time? How many of you use a laptop, mobile, a DVD, music player, computer, games console, television, camera and Tablet? How often do you use them? Why do you use them (chatting, checking, listening, playing, sending, taking, going, and watching)?"

Next, teachers are going to use laptop, a projector and speakers for presenting a video called "technology addiction". And then, they will provide different sheets of paper for creating posters in relation to the video. After that, they will be interviewed through some questions created by students about the risks and management of technology. Then, a power point presentation will be delivered considering findings in regards to the applied survey. Finally, markers and pieces of paper are provided for students to write key aspects about the risk and management of technology.

Conclusions

Teaching practices are becoming more difficult every day. School principals tell teachers what to do and how to teach students with a heavy focus on textbooks. In addition, some teachers have fossilized teaching practices that they use with all students every year without being aware of their needs and background. Another aspect that contributes to the problem is that education has become an invisible problem for the Ministry of education in Colombia.

However, despite all the different circumstances that English teachers face every single day, it is clear that this is a matter of making informed decisions for taking control of suitable principles and practices in learning, teaching and planning. Teachers have to take an active role in what they do since they are the ones who know students and work directly with them.

The pedagogical proposal to start decolonizing teaching practices was a reflection activity about teachers' role in teaching, not just as knowledge facilitators, but also as change agents.

Educators are not just theory consumers, they need to take an active and positive attitude towards the transformation of a curriculum that includes students' needs and interests. It was a first step in a long process of identifying what is worth for students and what they really have to be aware of, since they are citizens that belong to a community that expects them to assume critical positions on what is going on around them.

References

- Antony, E. M. (1963). Approach, method, technique. *English Language Teaching*. (p. 63-64).
- Carvajal, N, E. (2011). Teaching, Learning and Assessment: Isolated practices? *Enletawa Journal*. Maestria en Docencia de Idiomas.
- Freire, P. and Faundez, A. (2013). *Por una Pedagogía de la Pregunta. Crítica a una educación basada en respuestas a preguntas inexistentes*. Buenos Aires. Grupo Editorial Siglo XXI, pp. 66-160. Authors' translations
- Feiman-Nemser, S., and Floden, R.E. 1986. *The cultures of teaching*. In M.C. Wittrock (ed.), *Handbook of Research on Teaching*, 3rd ed. New York: Macmillan. pp. 505-26.
- Halliday, M.A.K. (1979). *El Lenguaje como Semiótica Social. La interpretación social del lenguaje y del significado*. México. Fondo de Cultura Económica.
- Halliday, M.A.K. (1973). *Explorations in the functions of Language*. London. Arnold.
- Kroskrity, P. V. (2000). *Regimenting languages: Language ideological perspectives*. In P. V. Kroskrity (Ed.), *Regimes of language* (pp. 1-34). Santa Fe, NM: School of American Research Press.
- Kumaravadivelu, B. (2003) *Beyond methods: micro-strategies for language teaching*. Yale University press. 5-42.
- Kumaravadivelu, B. (2006) *Understanding Language Teaching. From method to Postmethod. ESL and Applied Linguistics Professional Series*. San Jose State University.
- Mckay, S. (2002) *Teaching English as an international Language: Rethinking goals and perspectives*. *Ney York University Press. June 2003, Vol 7, number 1*.
- Mclaren, P. and Kincheloe J. (2008) *Critical Pedagogy: where are we know?* Barcelona. Colección Crítica y Fundamentos.
- Pass, S. (2004). *Parallels paths to Constructivism. Jean Piaget and Lev Vigostsky. Library of Congress cataloging in publication Data*. United States of America.
- Programa Nacional de bilingüismo Colombia 2004-2019. *Inglés como lengua extranjera, una estrategia para la competitividad*. Ministerio de Educación Nacional.
- Quintero, A. y Guerrero, C. (2013) "Of being or not being". *Colombian Public Elementary School Teachers' Oscillating Identities*. Bogotá. *How Journal*, 20 (1), 201.
- Sánchez, J. A. (2013) *Bilingüismo en Colombia*. Centro de estudios Económicos Regionales. Banco de la República. Cartagena de indias, Colombia.
- Westbrook, R (1993) *John Dewey and American democracy*. Ithaca, Cornell University Press.

Annexes

Annex A: Lesson plan proposed by the school considering the English Text book.

EJE TEMÁTICO GRAMMAR	LOGROS Y PROCESOS	INDICADORES	SKILLS	ACTIVIDAD PEDAGOGICA Y RECURSOS	ACTIVIDADES DE APOYO Y SUPERACIÓN
UNIT 6 TECH TIME PRESENT CONTINUOUS TENSE	Describing current activities of real people and those in pictures in present continuous tense.	<ul style="list-style-type: none"> • Maneja vocabulario relacionado con dispositivos electrónicos, actividades de tiempo libre e intereses. • Describe actividades cotidianas. • Emplea correctamente el tiempo presente simple en sus diferentes formas. 	<p>Writing</p> <p>Reading</p> <p>Writing</p> <p>Listening</p> <p>Writing</p> <p>Listening</p> <p>Speaking</p> <p>writing</p> <p>Speaking</p>	<p>Contestar la siguiente pregunta: is technology an important part of your free time?</p> <p>Mathing: nombres de aparatos electrónicos y sus respectivas imágenes.</p> <p>Identificar verbos y hacer oraciones sobre actividades relacionadas con el uso de la tecnología.</p> <p>Identificar la pronunciación de la vocal "h"</p> <p>Formar oraciones sobre los aparatos electrónicos y su uso</p> <p>Escuchar a cinco jóvenes hablando sobre una herramienta tecnológica e identificarla</p> <p>Practicar en una conversación preguntas y respuestas usando (<i>i have / we have... at home/ my brother / my mom has/ i use d it to/ i'd like a...</i>)</p> <p>Dibuja tu herramienta tecnológica favorita y descríbela en cuatro oraciones.</p> <p>Comparte tu descripción con un compañero y grábala con el objetivo de publicarla en la web.</p>	<p>Elabore un poster describiendo en cinco oraciones su herramienta tecnológica favorita. Apoye con un dibujo.</p>

Annex B: Lesson plan proposed by the Master Students.

EJE TEMÁTICO GRAMMAR	LOGROS Y PROCESOS	INDICADORES	SKILLS	ACTIVIDAD PEDAGOGICA Y RECURSOS	ACTIVIDADES DE APOYO Y SUPERACION
<p>UNIT 6 TECH TIME PRESENT CONTINUOUS</p>	<p>Reflecting upon the use, risks and management of technology in order to propose some recommendations about its use.</p>	<ul style="list-style-type: none"> • Identify the use of technology establishing relations with his/her daily life experiences • Identify some of the risks related to the excessive use of technology. • Reflect about technology management and propose some recommendations 	<p>Writing</p> <p>Speaking</p> <p>Listening</p> <p>Reading</p> <p>Writing</p> <p>Speaking</p> <p>Writing</p>	<p>Reflect about the following question: is technology an important part of your free time?</p> <p>Connecting students with the topic through the following questions:</p> <ul style="list-style-type: none"> • How many of you use a laptop, mobile, a DVD, music player, computer, games console, television, camera and Tablet. • How often do you use them? • why do you use them (chatting, checking, listening, playing, sending, taking, going, and watching) <p>Watching a video about technology addiction identifying some of the risks related to the excessive use of technology</p> <p>Present your understandings about the video through a poster display, considering some other information you think is important.</p> <p>Read the posters of your classmates and identify the most creative and reflective one.</p> <p>Create different questions for people around you asking about the use, risks and management of technology that they may have about it through an interview</p> <p>Share your findings through a power point presentation to the class.</p> <p>Based on the findings identify some key ideas to propose some recommendations about the management of technology and paste them into the classroom.</p>	<p>Create a brochure about the use, risks and management of technology in daily life.</p>

Textbooks Decontextualization within Bilingual Education in Colombia¹

Descontextualización de los libros de texto dentro de la educación bilingüe en Colombia

Mónica Patarroyo Foncesa²

monicapf77@hotmail.com

Universidad Pedagógica y Tecnológica de Colombia

Received: September 1, 2015

Accepted: November 27, 2015

How to cite this article (APA, 6th ed.): Patarroyo, M. (2016) Textbooks Decontextualization within Bilingual Education in Colombia. *Enletawa Journal*, 9 (1), 87 - 104

Abstract

Studies about textbooks proposed by authors such as Savignon (1997, 2001); Tomlinson (2003); Núñez, Téllez, Catellanos and Ramos (2009); Ramos and Aguirre (2014), demonstrate that these do not always match the context where English as a Foreign Language (EFL) is being learned. As a consequence, learning English can become arduous and meaningless, i.e., non-natural settings are created to learn the language (Ordóñez, 2011), and textbooks do not prepare learners for real language use (Tomlinson, 2003). In Colombia, English textbooks are included as a means to support language learning under bilingualism policies. However, their authenticity and cultural content are not accurate within the national context. This article presents an overview of the concepts of bilingualism and bilingual education, followed by a discussion concerning the textbooks, as facilitators in

1 Reflective Paper.

2 Holds a B.A in Foreign Languages Program and a specialization in Educational Management from Universidad Pedagógica y Tecnológica de Colombia (UPTC). She is a M.A candidate in Language Teaching at UPTC. Nowadays, she works as a full time teacher at the Instituto Internacional de Idiomas, UPTC, Tunja branch.

learning a language. Some conclusions are also offered regarding the importance of using contextualized materials when learning EFL.

Key words: Textbooks, Context, English as a Foreign Language, Bilingualism Policies, Bilingualism, Bilingual Education, Materials.

Resumen

Estudios sobre libros de texto propuestos por autores tales como Savignon (1997, 2001), Tomlinson (2003); Núñez et al. (2009); Ramos y Aguirre (2014) demuestran que estos no siempre coinciden con el contexto donde la lengua extranjera está siendo aprendida. Como consecuencia, aprender inglés puede convertirse en una ardua tarea sin sentido, i.e., se crean ambientes no naturales para aprender la lengua (Ordóñez, 2011) y los libros no preparan a los aprendices para un uso real de la lengua (Tomlinson, 2003). En Colombia, los libros son incluidos como un medio para apoyar el aprendizaje de una lengua bajo políticas de bilingüismo. Sin embargo, su autenticidad y contenido cultural no son adecuados dentro del contexto nacional. Este artículo presenta una visión de los conceptos de bilingüismo y educación bilingüe, seguido de los libros de texto, como facilitadores en el aprendizaje de una lengua. Algunas conclusiones también son presentadas teniendo en cuenta la importancia de usar materiales contextualizados en el momento de aprender inglés como lengua extranjera.

Palabras clave: Libros de texto, contexto, Inglés como Lengua Extranjera, Políticas de bilingüismo, Bilingüismo, Educación bilingüe, Materiales.

Introduction

The importance that bilingualism has reached in the latest decades has had great impact on education. For instance, France, Sweden, South Africa, China, and Bolivia base their policies of educational improvement on it, because they are aware of the status of globalization, which aims to obtain better social, educational, labor, and economic conditions, and consequently, enhancing the quality of life of their citizens. Bilingualism is comprehended from several perspectives, nonetheless; a view of bilingual education has an in-depth examination in this paper. Bilingual education has been implemented throughout diverse policies that each country designs. In Colombia, for example, bilingual education policies are planned to teach English as a foreign language (FL). However, when implementing these policies, it is noticed that the materials used to do this lack appropriateness because they do not match the national context where the language is taught.

It is evident that in the rush and pressure to achieve those bilingual education policies goals to learn EFL, some countries borrow materials (textbooks) from some countries where this target language is the L1 (the US and the UK). These textbooks rely on the validity and the authenticity of the language and culture from those contexts. Nevertheless, the countries that are implementing the language learning policies do not take into

consideration the rich context or the environment of the specific place where EFL is taught. Namely, teachers and learners' needs and expectations are not contemplated within the materials to be used in the process of learning English. In order to somehow satisfy these concerns, authentic perspectives take place in different scenarios, i.e., the attempt of English teachers to develop their own materials/adapt the materials already existing.

In that sense, this paper provides an overview of the concepts of bilingualism, but more specifically bilingual education. Also, it shows current bilingual educational policies in Colombia. In addition, it enlightens diverse studies, up-to-date perspectives, and positions about the use of textbooks and the importance of the context where they are being implemented. At the end of the article, some conclusions are proposed in order to make people who participate in the educational field be aware of the importance of contextualized textbooks in the classrooms within bilingual education programs.

To begin with and bearing in mind the importance of textbooks within bilingual education, a concern emerges: are not Colombian real contexts and learners' needs relevant within textbooks when learning English as a foreign language? Well, the answer seems obvious but in real and current Colombian classrooms, most of us teachers, and government policies

apparently do not consider them essential. This may happen because the bilingual education policies care more about time than quality and meaningful learning. These policies have been designed to be implemented in specific periods of time; however, when they face reality it seems to take longer than they expected. For that reason, these bilingual policies have changed and been redesigned over time. It seems like the policies do not consider all the variables that are immersed in the process of implementing them.

Additionally, to this fact, an economic factor of that haste appears to be included in those bilingual policies. As the most important fact to achieve those policies is time, acquiring English textbooks became a fast process too. And publishing houses have taken advantage of it, evidently learning English is an excellent way of benefiting economically. For instance, with the "Colombia Bilingüe National Program," they have captured a promising market. Namely, publishers are focused on economic incomes rather than language learning.

The point of this paper however is not to blame teachers, government bilingual policies or publishing houses, but to find a possible solution to this concern about textbooks decontextualization. In order to illustrate an answer to the previous issue, some researchers and research are illustrated in the following paragraphs.

In a foreign arena, Tomlinson (2003, p. 5), considers that "texts overprotect learners, deprive them of the opportunities for acquisition provided by rich texts and do not prepare them for the reality of language use, whereas authentic texts can provide exposure to language as it is typically used". This scholar defends the idea that textbooks constrict the learner within certain patterns that do not allow him or her to go beyond what is offered in the textbook. As Prodromou (1988) states, "just because materials are authentic, there is no guarantee learners will find them interesting" (as cited in Harwood, 2013, pp. 5-6).

In Rossner (1988), Rubdy (2003), and Tomlinson's perspective (2003), materials should be connected locally and globally with the context and the learner's own life. Likewise, the Common European Framework of Reference (CEFR) declares that it is "fundamentally important to define, clearly and explicitly, objectives which are at once worthwhile in terms of learner needs and realistic in terms of their characteristics and resources" (CEFR, p. 5). Celce-Murcia (2002) states, for example, that teaching English explicitly, but as a separate unit disconnected from content learning and social contexts, makes language learning seem inappropriate, unexciting, and absent of purpose.

In the Colombian context there is also evidence of the issue that is perceived. According to Núñez et al.

(2009), materials that are used to learn a language should be chosen and designed by all participants in order to facilitate their learning process. A critical analysis was conducted in a Colombian public school about the perceptions of the English textbook that the students were using. The results showed that real situations from Colombian life were not present. In other words, the content of the book was not contextualized; there was not a correlation with students' lives. One participant affirms that "the book shows an ideal of perfect life. People look fine; they live in modern cities, they use means of transportation that students do not and they are in places that they can only see in books, movies or internet" (Carvajal, 2012, p. 120).

Ordóñez (2011) also considers that materials used to learn a FL should bear in mind that the content that is developed within the language classroom, matches the reality of the learners:

these should correspond to real life communicative situations, actions, processes, and products. Authenticity for specific groups of students is further supported when performances are related to their contexts and interests, when the students themselves participate in decision-making about what to learn, what to do to learn, and how to do it and when communicating requires the use of different sources of information, knowledge from different disciplines and types, and interactions

with others. All this is what happens in the real world when one acts using or looking for real understanding of phenomena and events (p.150).

The latest perceptions let us think that something has to be done in order to diminish that foreign language teaching gap, i.e., textbooks that are being used to learn English do not match the context where English is being learned, because the context is definitely relevant to successfully achieving the planned goals of bilingual education in any context. To achieve this understanding, the theme review embraces a historical perspective to figure out where the textbooks acquire relevance from, i.e., bilingualism and bilingual education. Moreover, bilingual education policies in Colombia are mentioned too in order to revise how important materials/textbooks in the bilingual programs are. The next part focuses on materials/textbooks in-context use in the EFL setting.

Bilingualism and Bilingual Education

To understand bilingual education, first the term bilingual is clarified. Bilingualism is "open to a variety of descriptions, interpretations and definitions" (Hoffman, 1991, p. 14). Bilingualism is defined from sociolinguistics, sociology, geography, politics, education and social psychology. Weinreich (1968, p. 1), considers "the practice of alternately using two languages will be called bilingualism, and the person involved,

bilingual” (as cited in Hoffman, 1991, p.15). Mackey (1970), sees bilingualism as the ability of one individual to use two or more languages. Grosjean (1985-1994), recognizes a bilingual as a person with “a unique linguistic profile”, (as cited in Baker, 2001, p. 7). To sum up, the term bilingualism will be understood as the use of two languages by an individual. In addition, different types of bilingualism influence the definition that this term receives, and it also depends on the policies aims of the specific context.

Regarding the different types of bilingualism, one person may be an individual bilingual (Luxembourg and Paraguay), or belong to societal bilingualism (Canada), or even belong to multilingual contexts (India, Belgium, Switzerland and Finland). Likewise, biological, neurological, psychological, or more general factors, i.e., age, context, relationship between sign and meaning, the order and consequence of bilingual language acquisition, proficiency, use or function, and attitudes (Hoffman, 1991) also shape a bilingual person. In Hoffman’s words (1991), bilingualism is a “multi-faceted phenomenon” (p. 14), and “all definitions are arbitrary to a greater or lesser extent” (p. 18). Namely, it does not exist as a fixed definition, but an approximation of it.

Based on Hoffman (1991), a person has to demonstrate certain variables to be considered a bilingual, such as language development, maintenance

and or loss of the first and second language, sequential relationships between L1 and L2, language competence, i.e., proficiency, functional aspects of language use, i.e., what, when and with whom the L1 and the L2 are used, linguistic features (code-switching, borrowing, and interference), attitudes towards L1 and L2, internal and external pressures, environmental circumstances that surround the bilingual, and biculturalism or the degree of familiarization with the culture of both languages.

In recent times several countries have included the concept of bilingualism in their policies. From the old continent to the new one, some national programs have been implemented. Just to mention some of them: Sweden, where an Immigration Act in 1954 was implemented in order to welcome immigrants to learn its language and its culture (Oppen, 1983). France, which shows how languages of unequal status can be placed on an equal footing in a school context (Helot, 2002). In South Africa, for example, additive bilingualism was implemented to introduce English as the language of access and power (Probyn, 2006). In addition, in Latin America bilingualism is evident too. For instance, in Bolivia, where indigenous or native languages (Quechua) are spoken by segments in different parts of the country, but the language (Spanish) used in politics and economics dominate their daily lives (Chiswick, Patrinos and Hurst, 2000).

Argentina creates *Bilingual Schools* in order to teach the content through two languages (Banfi and Day, 2004).

In Colombia for instance, and because of two transcendental events: the political opening and the recognition of the nation as multilingual and multicultural (De Mejía, Ordóñez and Fonseca, 2006b); Valencia (2005, p. 1) states that bilingualism refers to “exclusively Spanish/English bilingualism” (as cited in De Mejía, 2006b, p. 153). This statement agrees with the Ministry of Education (M.E.N) purpose, in its National Bilingual Program, which is to promote the use of English language by Colombian citizens to communicate effectively, based on international standards. In other words, for the Colombian government being bilingual means speaking Spanish and English. Those standards are framed under the CEFR for Languages, which “provides a common basis for the elaboration of language, syllabuses, curriculum guidelines, examinations, textbooks, etc. across Europe” (CEFR, 2001).

After a concise and short explanation of the term bilingualism, the paper moves into a narrower concept which is a small part of this broad concept, i.e., bilingual education. Bilingual education also relies on several multidisciplinary perspectives. Based on Baker (2002, p. 229), “Bilingual education is not just dual language policy, provision and classroom practice in schools. Bilingual education is also part of manifest and latent national or regional language

planning”. As the author mentions, bilingual education is a complex process that requires preparation and the aid of all participants in various settings. People immersed in a process of language education should take an active role in accomplishing such a goal. Another function of bilingual education is to promote language vitality through time and circumstances.

Four main categories in bilingual education are recognized: as language planning, as pedagogy, as politics, and as economics. The first category is based on the maintenance, revitalization, and reversal of the language. The second one, sees language as the means for transmitting the curriculum content, where both languages are developed and encourages biliteracy, cognitive benefits, self-esteem, curriculum achievement, security of identity, and economic advantages. The third one demonstrates that political ideologies are always present (national identity, power, dominance). The last group focuses on cost-effectiveness and cost-efficiency of learning a language. It is said that the costs for bilingual education are almost the same as those for traditional programs (Baker, 2002). These categories are implicit in any bilingual program.

For Genesee (2004), bilingual education definition is the one adopted in programs for students who go to school speaking a majority societal language (English in Canada, or Japanese in Japan), and programs for students

who go to school speaking a minority language (Spanish in the U.S., or Hungarian in Slovakia). The first type of bilingual education is well known as “immersion.” The second type is recognized as bilingual education for minority language students, and it is evidenced where immigrants are present. This definition even if appears broad, favors an open-minded view of what bilingual education implies.

Bringing this concept into the national context, schools in Colombia that are perceived as the most successful, are the ones called bilinguals, where foreign models (Canadian immersion programs, and European and North American monolingual schools) are borrowed. Also “artificial environments” have to be created to communicate in the FL (Ordóñez, 2011, p. 148). This author considers that four actions are needed to use a FL; the presentation of the FL at early ages (preschool) or total immersion programs, the learning of diverse academic areas not only the FL, having native foreign language teachers in the classroom, and the obligation to speak the FL in and outside of classroom.

Additionally, based on De Mejía (2004), a fact is evident: English is the only foreign language considered in the Colombian government’s definition of bilingualism while bilingualism in internationally prestigious languages, such as Spanish–English, Spanish–French, and Spanish–German is considered worthy of investment of considerable sums of money, as it provides access to a highly ‘visible’, socially accepted form of bilingualism, leading to the

possibility of employment in the global marketplace, bilingualism in minority Amerindian or Creole languages leads, in most cases, to an ‘invisible’ form of bilingualism in which the native language is undervalued and associated with underdevelopment, poverty and backwardness (p. 382).

Based on that assumption, this paper focuses on English as the foreign language to be learned in Colombia. According to Zuluaga (1996), the FL in Colombia which claims more importance is English, because of its influence in the domains of education, business and tourism.

As it is confirmed, learning a foreign language in Colombia means learning English. For that reason, English textbooks become essential within Colombian bilingual programs, since they ease the process of policies implementation, and also because textbooks become the main resource teachers use in the language classroom. The following review shows what bilingual programs have been and are being implemented currently in the national territory, and it also presents how some of the bilingual programs have totally focused on the real context that textbooks should consider to achieve meaningful language learning.

Bilingual Educational Policies in Colombia.

In the pursuit of making Colombia a bilingual country, different programs have been recognized in the last two decades. They are condensed and succinctly presented in Table 1.

Table 1. *Colombian Bilingual Programs.*

What?	When and who?	Objective?
The National Bilingual Program	2004-2019 Colombian Ministry of Education	To have citizens who are capable of communicating in English, in order to be able to insert the country within processes of universal communication, within the global economy and cultural openness, through [the adopting of] internationally comparable standards. ¹ (MEN 2006, p. 6)
Programa de Fortalecimiento del desarrollo de competencias en lengua extranjera	2007 Colombian Ministry of Education	To increase academic quality programs and to support teachers and students virtually. <i>*Implementation of the material Bunny Bonita</i>
Colombia, Very Well	2015-2025 Colombian Ministry of Education / President SENA / Colombian Ministry of tourism. ICFES	To use English as a tool to communicate worldwide and improve job opportunities.
Colombia Bilingüe	2014-2018 Colombian Ministry of Education	To move from 2% to 8% of pre-intermediate level (B1) in 2018.

These programs have had applications in the national territory and they have somehow done a great job in most of Colombia. However, it is recognized that these programs are not perfectly suited to all students and teachers' needs. To mention one example during the years of implementation of these bilingual programs, just a few attempts at designing contextualized

material have taken place and not for all grades. One of them is called "Bunny Bonita", and it aims to teach basic English with useful language for everyday communication for children between 4 and 8 years. Its main emphasis is on grammar, pronunciation and vocabulary. The main purpose of the program is to support students and teachers in the development of language

skills for first, second and third graders, in order to reach the A1 level, based on the CEFR. The second material is called “English, please,” which is a series of textbooks (first version: 2010-2014/ second version: 2014-2016) which ease the process of learning English through meaningful contexts, and topics that are close to the students. This material has been designed for ninth, tenth and eleventh graders.

The implementation of these English textbooks are definitely a valiant attempt at creating meaningful learning environments, however, it is also evidenced that it has not been carried into effect in all grades, and even if the material is useful, it is relevant to consider that all public institutions in Colombia do not have the same context. Each context is unique, so textbooks cannot standardize English learning.

Focusing on the previous paragraphs about the materials that have been implemented in Colombia, and moving forward in the paper, a connection to textbooks is established. Textbook is a key term that deserves attention because it entails a deep background in its development.

Textbooks

Materials “include anything which can be used to facilitate the learning of a language” (Tomlinson, 2003, p. 2). Materials can be *informative*, i.e. informing the learner about the target language; *instructional*, which guide the learner in practicing the language; *experiential*, those provide the learner

with experience of the language in use; *eliciting*, which encourages the learner to use the language, and *exploratory*, that help the learner to make discoveries about the language (Tomlinson, 2012). Furthermore, Brown (1995) and Mishan (2005), consider that materials include texts and tasks that can be presented in paper, audio or visual form.

The contents in the materials involve two main categories that need to be analyzed when choosing an accurate textbook, i.e. linguistic content (language, pragmatics, and genre), and cultural content (Harwood, 2013). Based on Johnson (2003), materials need rigor to be produced (ibid, p. 13). Diverse and tough competing demands are faced by material writers. They have to be comprehensible enough for the population who is using them, and flexible enough to adapt activities. Young (1990), declares that materials’ creators make an effort to satisfy everyone who is involved in the process, and the process becomes endless since people’s needs are always evolving. According to Tomlinson (2003), materials should drive the needs and wants of the learners, nevertheless, teachers and administrators may take into consideration other aspects (standard examinations or government policies).

Designing materials is not a matter of graphs and words, it implies a range of variables. According to Johnson (1989), curriculum planning, ends/means specification, program implementation

and classroom implementation, are essential stages in policy decision making in material design; teachers play a crucial role in material design because they have the ability to assess and understand their students' needs. Teachers should evaluate if the material is meaningful, interesting, and comprehensible, which argues for a setting that promotes successful communication, and the output: precise, coherent, and situationally appropriate (Sharwood, 1993). Materials are focused on linguistics, visual, and auditory aspects, and they can be presented in print, CD, DVD or even the internet. Designing materials is a complex activity that involves many factors and participants. It requires specific planning and coherence, but bearing in mind the importance of flexibility to be adopted and adapted.

Materials constitute a large range of options in the language learning field; nevertheless, this paper is centered on English textbooks. Textbooks are "the most common educational material that teachers use within a classroom" (Carvajal, 2012, p. 115). Based on that claim, textbooks in this theme review paper are understood as the most useful material used in the language classroom to support English learning. According to Krashen (1983, p. 17) "the textbook is the teacher resource book of activities. Such books give teachers ideas for presenting activities that provide comprehensible input on topics of interest and relevance".

Teachers rely on textbooks as a means to facilitate the learning process. Additionally, textbooks serve as a bank of input and output activities, where language skills are promoted, i.e., the speaking ability is fomented when the textbook promotes an activity where the learner has to describe a usual day in her/his life.

Regarding the importance of textbooks, Bachman (1999) and Savignon (1997, 2001) consider that textbooks occupy a central place in teaching English as a foreign language (EFL) because many teachers depend on them in order to help the apprentices improve their communicative competence and put it into real life social contexts. However, it is not necessary nor healthy for teachers to just support or depend solely on their teaching practice, because it becomes a class where the main character is the textbook rather than the student. The purpose of textbooks should be to serve as a basis of the whole process, not the process itself.

Wong and Snow (2000) reported "all students require instructional support and attention to acquire the forms and structures associated with it [academic text]" (p. 22). According to these authors, textbooks are important to assist the foreign language learning. Textbooks, apart from giving instruction, should develop students' critical understanding of how language is used (Moll and Gonzalez, 1994). In other words, the use of languages has to

go beyond the classroom, regarding the impact on the ones that are learning. As different learners learn in various ways (Oxford, 2002), the ideal textbooks aim to provide the best ways for the learners to acquire a language. However, most commercially produced materials focus on informing their users about language features and on guiding them to practice these features, a fact that is emphasized by Richards (2001, p. 251).

In addition to the concern, an economic factor plays an interesting role in teaching materials. Textbooks are produced by publishers for commercial distribution, and they are generally concerned about producing innovative and creative books, primarily motivated by financial income and success, rather than learners' needs and wants (Tomlinson, 2003). In this respect, Álvarez (2008) points out that the Colombian community immersed in education, have observed the opening of new offers from publishing houses, taking advantage of the National Program called "Colombia Bilingüe", in order to conquer an economically appealing market.

Another aspect that emerges from textbook de-contextualization is that they do not serve as mediators of cultures. For instance, a textbook from the USA tends to standardize their

culture, and they forget that each state, each town, each community, possesses its own culture. Usually what textbooks do is considering cultures that they are related or close to, but they do not consider the culture where the textbook is going to be used because there is not a real contact with it. Additionally, it is meaningless when English teachers use the textbooks that do not take into account the real people that the students can establish contact with. As Goldstein (2014) declares "there is little point in insisting on including examples of purely Anglo-American culture if the majority of our learners are not going to interact with native speakers in their country of origin" (p. 9). For that reason, textbooks should act like a channel that connects the current culture and the culture from the native settings. Rico (2012) states that "as mediators, materials should bridge the gap between communities and make possible the intercultural encounters." (p. 141).

Bearing in mind the concepts that were addressed in the paper and considering the importance of having contextualized textbooks in the classrooms to have meaningful learning, some points of view are exposed.

Conclusions

The content of this theme review article and a critical perspective based on research studies in Colombia and abroad serve to provide some conclusions, in order to illuminate a possible solution to the concern that was presented.

International and national researchers, among them Tomlinson (2003); Álvarez (2008); Núñez et al. (2009); Ordóñez (2011); Ramos and Aguirre (2014) have demonstrated that textbooks need to be connected with the context where the language is learnt in order to be meaningful for the participants, especially learners. Textbooks should always include the environment that surrounds language learning, in that way, students will consider it useful in their lives' daily experiences. In order to do that, these researchers have done great contributions that need to be elucidated. The following paragraphs illustrate their perceptions and actions to acknowledge an answer to this concern.

First, the best way to produce textbooks is including students, teachers and administrators before, during and after the process of writing (Tomlinson, 2003). Related to the last assumption, textbooks should be designed by the community that is learning the language in order to combine the language and the foreign culture with the culture and immediate context that is being experienced. The context must match students' current needs,

and their background. Ciechanowski (2009, p. 561) states that "teachers should explicitly tie each variety of English to their suitable contexts and commitments, rather than teach separate or disconnected vocabulary or grammar lessons. Teachers should help learners understand the differences and similarities in language used across every day activities."

In Colombia, this initiative took place when the teachers planned their performances to occur in ways as close as possible to how they happen in reality by using authentic materials, allowing students' participation in deciding what to do, on what topics, and how to do it, furthermore, it promoted collaborative work (Ordóñez, 2011). However, this kind of implementation has not been spread throughout all Colombian territory, which will be the ideal goal. This supreme goal implies a lot of work, but not only by creating bilingual policies on paper but putting them into practice. To do that, all Colombian stakeholders and specific circumstances should be addressed.

Ideally, in a bilingual program, students' needs should be contemplated first, and then the government policies, not the other way around as it usually happens. Also, the ones who create the policy programs should be led by educational agents mainly, not lawyers, or people who focus on other interests but educational ones. And the circumstances, for instance, in the whole Colombian territory, students' needs,

priorities, viewpoints, dispositions, and possibilities are totally different. For that reason, each context deserves exclusiveness. Only in that way, Colombian bilingual policies will be a real fact, and not mere dreams.

Second, although Colombia has attempted to solve the problem about the context of English textbooks, with the implementation of the material *English Please* and *Bunny Bonita*, it does not fulfill Colombian requirements, since it was designed just for elementary schools, and the process seems to have made a few advances during this time. The requirement to create English textbooks for secondary and high school, technical programs and universities is still needed. Additionally, it is also important to mention that there is a huge difference between public and private settings, where this key aspect needs to be examined.

Third, cultural aspects should always be reflected in the language of textbooks to have connections between both languages, and their corresponding cultures, in order to try to understand a little bit more about what the culture consists of. Textbooks tend to narrow their cultural scope too much, making it hard to see what is beyond our own culture. For instance, as Colombians we may think that American people are the ones with blond hair, blue eyes, and the ones who eat fast food based on the images that materials illustrate, but we totally forget that the USA is a multicultural country, where many

people from different parts of the world live, and consequently their food choices are much larger than what is depicted in textbooks. Subsequently, English teachers should have the ability to unveil what is beyond the images from a decontextualized English textbook.

Fourth, as the main and ambitious attempt to give an answer to the issue about the context in the English textbooks, a proposal of creating our own textbooks is stated. It is a difficult task, and it could take many years to become real, but it would be the beginning of positioning education as one of Colombia's priorities. Based on Tomlinson (2003, p. 4), "teachers throughout the world need little training, experience, and support to become materials writers who can produce imaginative materials of relevance and that appeal to their learners". Núñez, Pineda, and Téllez (2004), assert that learning a language should not be a task totally confined to the textbook, teachers can take advantage of everything that surrounds their specific settings. Núñez and Téllez (2009), estimate that most EFL teachers have the skills to develop their own materials based on their knowledge regarding language teaching, and their experience as language educators.

Núñez and Tellez (2008), consider that most English teachers are professionals with plenty of creativity, with the potential to embark upon the fascinating task of developing their own

didactic materials based not only on their teaching experience, but also on their expertise in the cognitive and learning processes needed by the language learners. Núñez, Téllez, Castellanos, and Ramos (2009), have addressed some of the reasons why teachers should develop their own materials. First, students' feel stimulated if the materials are designed by their teachers because they introduce changes and original ideas, they invite learners to participate in demanding learning activities, and they attract students' attention. Second, it helps teachers to improve their teaching insights, practices and procedures becoming active agents of change. According to Ramos and Aguirre (2014), there exist some benefits when designing their own material, i.e., teachers' empowerment, increase of students' motivation, the need to listen to students' voices to consider their needs, the requirement of contextualizing teaching materials, the awareness teachers can benefit from in terms of having a holistic view of education, and both the theoretical knowledge and the practical skills they acquire by developing materials.

References

- Alvarez, J. (2008, October). *Educational commercialism: Is it overtaking EFL in Colombia?* ASOCOPI Newsletter, p. 7. Retrieved from: http://www.academia.edu/999811/Educational_commercialism_is_it_overtaking_EFL_in_Colombia
- Bachman, L. (1999). *Fundamental considerations in language testing*. Oxford, UK: Oxford University Press.
- Baker, C. (2001). *Foundations of bilingual education and bilingualism*. Buffalo, NY: Multilingual Matters.
- Baker, C. (2002). Bilingual education. In Kaplan, R (Ed.), *The Oxford handbook of applied linguistics* (294-305). Oxford: Oxford University Press.
- Banfi, C., and Day, R. (2004). The evolution of bilingual schools in Argentina. *International Journal of Bilingual Education and Bilingualism*, 7, 398-411.
- Burns, D. (1984). Quechua/Spanish bilingual education and language policy in Bolivia (1977-1982). *International Education Journal*, 1, 197-220.
- Brown, J. (1995). *The elements of language curriculum: A systematic approach to program development*. Boston: Heinle and Heinle.
- Carvajal, R. (2012). The way students see an English language textbook. *Enletawa Journal*, 5, 115-124.
- Celce-Murcia, M. (2002). On the use of selected grammatical features in academic writing. In M. Schleppegrell and C. Colombi (Ed.) *Developing advanced literacy in first and second languages: Meaning with power* (pp.143-158). Mahwah, NJ: Erlbaum.
- Chiswick, B., Patrinos, H., and Hurst, M. (2000). Indigenous language skills and the labor market in a developing country: Bolivia. *Economic Development and Cultural Change*, 48, 349-367.
- Ciechanowski, K. (2009). "A squirrel came and pushed earth": Popular cultural

- and scientific ways of thinking for ELLs. *Reading Teacher*, 62 (7), 558-568.
- Cummins, J., and Swain, M. (1986). *Bilingualism in education: Aspects of theory, research, and practice*. New York: Longman.
- Cummins, J. (2001). Bilingual children's mother tongue: Why is it important for education? *Sprogforum*, 19, 5-20.
- De Mejía, A.M. (2004). Bilingual Education in Colombia: Towards and integrated perspective. *Bilingual Education and bilingualism*, 7, 381-397.
- De Mejía, A. M. (2006a). Bilingual education in Colombia: Towards a recognition of languages, cultures and identities. *Colombian Applied Linguistics Journal*, 8, 152-168.
- De Mejía, A. M., Ordóñez, C., and Fonseca, L. (2006b). *Estudio investigativo sobre el estado actual de la educación bilingüe (inglés-español) en Colombia*. Unpublished research report. Bogotá: Ministerio de Educación Nacional de Colombia, Universidad de los Andes.
- Council of Europe (2004). Common European framework of reference for languages: Learning, teaching, assessment.
- Genesee, F. (2004). What do we know about bilingual education for majority language students? In T, Bathia and W. Ritchie (Ed.) *The handbook of bilingualism*, (pp. 547-576). Oxford, UK: Blackwell Publishing Ltd.
- Goldstein, B. (2014). La necesidad de un enfoque intercultural. *Ruta Maestra*. Ed. 11. Retrieved from <http://www.santillana.com.co/rutamaestra/edicion-11/articles/2>
- Gómez, L. (2015). The cultural content in EFL textbooks and what teachers need to do about it. *PROFILE Issues in Teachers' Professional Development*, 17(2), 167-187. Retrieved from <http://dx.doi.org/10.15446/profile.v17n2.44272>
- Grosjean, F. (1982). *Life with two languages: An introduction to bilingualism*. Cambridge, MA: Harvard University Press.
- Harwood, N. (2013). *English language teaching textbooks: Content, consumption, production*. (Ed.). London, UK: Palgrave Macmillan.
- Helot, C., and Young, A. (2002) Bilingualism and language education in French Primary Schools: Why and how should migrant languages be valued? *International Journal of Bilingual Education and Bilingualism*, 5, 96-112.
- Hoffman, C. (1991). *An introduction to bilingualism*. London and New York: Longman.
- Johnson, K. (1989). *The second language curriculum*. Cambridge, UK: Cambridge University Press.
- Johnson, K. (2003). *Designing language teaching tasks*. Basingstoke, UK: Palgrave Macmillan.
- Krashen, S. (1983). *Language acquisition and language education*. Prentice Hall International English Language Teaching.
- Mackey, W. (1970). 'A typology of bilingual education.' *Foreign Language Annals*, 3, 596-608.

- Mishan, F. (2005). *Designing authenticity into language learning materials*. Bristol, UK: Intellect Books.
- Ministerio de Educación Nacional (2004). El programa nacional de bilingüismo. Retrieved from: www.mineducacion.gov.co
- Ministerio de Educación Nacional (2006) Estándares básicos de competencias en lenguas extranjeras: inglés. Formar en lenguas extranjeras: el reto. Lo que necesitamos saber y saber hacer. Bogotá: Imprenta Nacional.
- Ministerio de Educación Nacional (2014) Programa Nacional de Inglés 2015-2025. Colombia Very Well.
- Moll, L., and González, N. (1994). Lessons from research with language-minority children. *Journal of Reading Behavior*, 26, 439-456.
- Núñez, A., and Téllez, M. (2009). ELT materials: The key to fostering effective teaching and learning settings. *PROFILE Issues in Teachers' Professional Development*, 11, 171-186.
- Núñez, A., Téllez, M., Castellanos, J., and Ramos, B. (2009). *A practical materials development guide for EFL pre-service, novice, and in-service teachers*. Bogotá, CO: Editorial Universidad Externado de Colombia.
- Opper, S. (1983). Multiculturalism in Sweden: a case of assimilation and integration. *Comparative Education*, 19, 193-212.
- Ordóñez, C. (2011) Education for bilingualism: Connecting Spanish and English from the curriculum, into the classroom, and beyond. *PROFILE*, 13, 147-161.
- Oxford, R. (2002). Sources of variation in language learning. In R. B. Kaplan (Ed.), *The Oxford handbook of applied linguistics* (3rd Ed), (pp.245-252). New York, NY: Oxford University Press.
- Probyn, M. (2006) Language and learning science in South Africa. *Language and Education*, 20, 391-414.
- Prodromou, L. (1988). English as cultural action. *ELT Journal*, 42, 73-83.
- Ramos, B., and Aguirre, J. (2014). Materials development in the Colombian context: Some considerations about its benefits and challenges. *HOW, A Colombian Journal for Teachers of English*, 21, 134-150.
- Richards, J. (2001). *Curriculum development in language education*. Cambridge: Cambridge University Press.
- Rico, C. (2012). Language teaching materials as mediators for ICC development: a challenge for materials developers. *Signo y Pensamiento*, 30, 130-154.
- Rossner, R. (1988). Materials for communicative language teaching and learning. *Annual Review of Applied Linguistics* 8, 140-63.
- Rubdy, R. (2003). Selection of materials. In B. Tomlinson (Ed.). *Developing Materials for Language Teaching*, (pp. 37-57). London, UK: London Continuum.
- Savignon, S. (1997). *Communicative competence: Theory and classroom practice* (2nd Ed.). New York, NY: McGraw-Hill.
- Savignon, S. (2001). Communicative language teaching for the twenty-first century. In M. Celce-Murcia (Ed.), *Teaching English as a second or foreign*

- language* (3rd Ed), (pp. 31-45). Boston, MA: Heinle Cengage Learning.
- Sharwood, M. (1993). Input Enhancement and Instructed Second Language Acquisition. *Studies in Second Language Acquisition*, 15, 165-179.
- Tomlinson, B. (2003). *Developing materials for language teaching*. London, UK: London continuum.
- Tomlinson, B. (2011). *Materials development for language learning and teaching (2nd Ed.)*. London, UK: Cambridge University Press.
- Valencia, S. (2005). Bilingualism and English language teaching in Colombia: A critical outlook. Paper presented at the ELT conference. Universidad del Quindío, Armenia. October, 2005.
- Weinreich, U. (1968). *Languages in contact: findings and problems*. Paris and New York: Mouton Publishers.
- Wong, L., and Snow, C. (2000). *What Teachers Need to Know About Language*. ERIC. Retrieved from: <http://files.eric.ed.gov/fulltext/ED444379.pdf>.
- Young, D. J. (1990). An investigation of students' perspectives on anxiety and speaking. *Foreign Language Annals*, 23, 539-553.
- Zuluaga, O. (1996). *La Enseñanza de Lenguas Extranjeras en Colombia en 500 Años*. Popayán: CO: Taller Editorial.

ACCUMULATIVE INDEX OF PUBLISHED ARTICLES

ENLETAWA JOURNAL Vol. 8, No. 2, July – December (2015)

Research Reports

Classroom Interaction: A Dynamics
of Questions and Answers (pp. 15-33)

Julieth Paola Pineda Fagua

Developing Speaking Skills through
Speaking- Guided Workshops (pp. 35-
45)

Fredy Alonso Dueñas Macías

Denis Xiomara Cardozo Becerra

Carlos Manuel Peña Ibarra

Students' Self-Image Constructions
through Writing from a Social Literacy
Practice (pp. 47-68)

Nayibe Pilar Siachoque Cárdenas

Reflective Papers

Self-Regulation and Language
Students' Learning Experiences (pp. 71-
85)

Fredy Orlando Salamanca González

Developing Digital L2 Literacy
During Compulsory Schooling (pp. 87-
101)

Romina Cariaga

Reflections on Decolonization:
An Alternative to the Traditional
Classroom (pp. 103-12)

Mariana Ibáñez Galindo

Gabriel Fernando Sandoval

ENLETAWA JOURNAL Vol. 8, No. 1, January – June (2015)

Research Reports

The collaborative portfolio:
Exploring Reading Skills through peer
tutoring (pp. 9-24)

Javier Enrique Díaz Araque

Carlos Ernesto Durán Blanco

“De petits prometeurs de la vie
saine” de émmisions de radio por
entendre, se faire entendre et apprendre
le francais (pp. 25-36)

Manuel Fernando Dimas Sierra

Nadia Carolina Alezones Niño

Hernry Ernesto González Ruiz

Blogging as an EFL practice beyond
the classroom (pp. 35-50)

Rosa María Amado Cepeda

Restory a resilience experience after
a natural disaster (pp. 51-66)

Julie Natalie Parra Espinel

Reflective Papers

L' éloignement de la famille: repartir
à zéro vers le vide (pp. 67- 82)

Diana Carolina Sierra Díaz

Students- teachers as editors and
writers: a pedagogical desgin to
examine peer edition though formative
assessment (pp. 83-104)

Miguel Ángel Sanabria Mariño

ENLETAWA JOURNAL EDITORIAL AND ETHICAL POLICIES

Publication and authors

Enletawa journal is an academic publication of the Master of Language Teaching at Universidad Pedagógica y Tecnológica de Colombia. The journal is managed from Edificio Central, office #C224 in the campus of the university; the telephone number is 7405626 Ext. 2470. The journal's URL is http://revistas.uptc.edu.co/revistas/index.php/enletawa_journal1%20 and its email address is revista.enletawajournal@uptc.edu.co

The journal provides a means of dissemination of academic research, pedagogical innovation, theoretical discussion articles; articles for review and other kind of writing that contributes to the field of pedagogy and associated fields. Enletawa journal is a biannual publication that receives articles in three languages: English, French and Spanish.

The journal's leadership is responsible for maintaining the publication quality and includes an editor, an assistant to the editor, a scientific committee and an editorial

committee. Members of the various committees are evaluated based on their academic work and on their publications in other journals.

The publication is aimed to researchers immersed in the field of teaching and learning of foreign languages at different academic and cultural fields as well as in-service and pre-service teachers, professionals interested in teaching, educational and research advances in teaching languages.

The main objective of the journal, is to disseminate research results framed in Language Sciences and Foreign Languages. Particular articles are received taking into account areas such as: psychology of learning a foreign language, learning strategies, English linguistics, methods of teaching foreign language; research on teaching English as a foreign language, information and communications of technology in foreign languages, culture and pedagogy, teaching education, among others.

Articles submitted for evaluation to the journal are expected to be adjusted with national and international copyright laws. It is important to mention that articles received have not been previously published or submitted for evaluation to another journal. For this reason, it is not possible to accept articles that possibly have already been published in other journals.

Author Responsibility:

Authors are expected to register as users in Enletawa's Open Journal System platform through the link: http://revistas.uptc.edu.co/revistas/index.php/enletwa_journal1%20. Through this platform they can find information about publications of the journal, deadlines for submissions, journal publication dates, author guidelines, the journal policies, and previous journal publications.

Authors are required to comply with copyright laws and they will be held accountable if these regulations are violated. In order to use bibliographical information, namely, photos, graphs, diagrams, charts and illustrations, among others, authors need to request the corresponding authorization. Enletawa Journal, the Editorial Committee, the Editor and the Universidad Pedagógica y Tecnológica de Colombia are not responsible for the content of the article.

When authors submit articles for publication, they agree to have their articles reviewed by external and

internal reviewers. These reviewers make suggestions to the editor as to which articles should be published. Authors who submit articles are also responsible for the ideas found in their work and must commit to follow the suggestions of the reviewers and those of the Editorial Committee. Authors must adhere to Enletawa journal's academic, editorial and scientific standards. In addition, the Journal has the right to contact authors and ask them to provide details regarding their manuscripts' content at any point during the revision process up until articles are published.

In cases in which articles are not accepted for publication, Enletawa journal will inform authors, via email, of the reasons for the rejection. Reviewers' evaluation formats will be shared with authors in support of this decision. Authors of accepted articles are asked to sign a statement confirming that the article has not been previously published or has not been submitted to another publication. They must provide a format informing the journal of the origin of the article and an authorization for the full reproduction of the article in any format funded by Universidad Pedagógica y Tecnológica de Colombia (e.g internet or printed versions). Authors maintain copyrights of their articles while yielding Enletawa journal the right of first publication. Once these forms have been submitted the article is ready for publication in the journal.

Article Evaluation:

Upon submission of an article, Enletawa Journal will make a decision about whether it meets basic academic quality and scientific standards, among others requirements, to begin the evaluation process. After it has been determined that the article fulfills these minimal requirements, it will be evaluated by experts who will provide an assessment to the journal within 25 days of receiving the article. The journal employs a double-blind review process. The editorial committee is responsible for determining who the articles' reviewers will be. Most reviewers are external to the editorial institution, thus avoiding conflicts of interest. If reviewers become aware of any possible conflicts of interest, they are required to inform the journal. The submission of an article does not guarantee its publication.

Once the article has been reviewed, authors must incorporate reviewers' feedback into their article. They are expected to send the article with corrections to the journal within fifteen working days of receiving feedback from the reviewers. The corrections must be highlighted in the text in order to facilitate the review process. Upon the article's final revision by the author, reviewers will provide a final concept to the journal within fifteen working days of receiving the author's final revision. If the editor accepts the article for publication based on reviewers' recommendations, the editing process

will begin. Failure to meet the journal's deadlines for article correction will result in the publication of the article in a subsequent issue. On the whole, an article will need approximately six months for a full review to be completed.

Based on the scientific, editorial and academic criteria underpinning the journal's articles, evaluations will be guided by a format which requires that the author provide information concerning the article's content. Reviewers are responsible for making suggestions about whether an article should be accepted or rejected. The journal is responsible for maintaining the confidentiality of reviewers' names and partial or final results of evaluation throughout the review process up until the article is published in paper or electronic format in the Journal. Authors and reviewers of the articles will receive, for free, a copy of the journal in which the manuscript has been included.

Editorial Duties:

Editorial and scientific committees are responsible for establishing author guidelines, developing the journal's editorial policies and observing scientific and academic quality criteria. For each issue of the journal being published, the scientific committee sets parameters for academic quality. This committee can also make recommendations to the editor regarding possible improvements to the journal's policies. The editorial

committee sets guidelines for the submission of articles in each new issue, making final decisions concerning the articles which will be accepted for publication (after the review process) and ensuring that the editorial process functions efficiently while maintaining the journals' scientific quality.

The editor gathers and presents articles to the editorial committee, selects reviewers and guides evaluation processes that lead to the journal publication while ensuring confidentiality.

Editorial ethics:

The editorial committee monitors each of the stages of article evaluation starting with article submission and ending with journal publication. Enletawa journal is committed to following universal ethical and scientific journal publication standards and that those individuals involved in this process, namely, readers, authors, committee members and reviewers also follow these standards. If Enletawa journal fails to follow any of the ethical guidelines for publication, the journal will send a written communication to the people involved and the general community.

Personal data and all documents collected by Enletawa Journal will be kept confidential in order to guarantee committee members, reviewers and authors' integrity. In order to maintain its commitment to observing ethical and intellectual publication standards,

the journal's leadership and authors will refuse to engage in any activities which could lead to the journal's commercialization, thus allowing for open access to its contents. When errors are found, the journal will acknowledge mistakes and publish a correction in the following issue.

The journal monitors continuously the content of the manuscripts in consideration for possible publication in order to avoid plagiarism and inclusion of fraudulent data, although legal responsibility of this, relapses on the author. We consider important to instill, from ethics and editorial policy of the magazine, transparency and honesty in terms of information management.

GUIDELINES FOR AUTHORS

Article Classification:

Authors can submit the following type of articles to Enletawa Journal: research articles, state of affairs and state of the art as classified by Publindex in the official indexation document.

Research Articles:

This type of publication provides a detailed description of final research studies' findings. Generally, this type of article includes an introduction, methodology, results and conclusions.

Reflection Article:

This type of publication shares final original research findings imbued with an analytic, interpretative or critical perspective.

Literature Review Article:

This document analyzes, systematizes and interconnects published or unpublished research findings concerning a specific field with the purpose of informing about advances and tendencies. It is expected that authors conduct a nuanced

literature review which includes at least 50 references.

Short Article:

This type of article shares preliminary or partial original research findings.

Case Report:

This type of article shares a study's findings which are based on a specific situation. The publication seeks to inform readers about the particular experiences in a case while it reviews literature corresponding to similar cases.

Theme Review:

This type of article emerges from the critical literature review that authors produce regarding a specific topic.

Letters to the Editor:

By means of this type of publication, authors can share their critical, analytical or interpretative positions concerning documents published in the journal.

Editorial:

By means of this type of document, the journal editor, any of the members of the editorial committee or a guest researcher may express their views about topical issues in the journal.

Translation:

This category includes classic texts, current issues or transcriptions of historical documents which are related to the journal's scope of interest.

Guidelines for Articles

Submission:

Author data: On the first page of the article, it is necessary to include the following information: title of the article translated into Spanish, name (s) of (the) author (s), city and country of origin and mail (s) address (s). In a footnote, it is essential to include the following data: type of article (if it is seconded in a research project, include the group name and the line of investigation "if it is necessary"), biographical information (academic titles, city and country of the institution where you are working at the moment and areas of interest). Three authors per article (maximum) can be accepted.

Length of articles: Articles in categories 1, 2 and 3 (see classification above) must not exceed 8.000 words or 25 letter size pages. Short articles must contain between 5 and 7 pages. The font and the letter size must be: Times New Roman 12, line spacing 1.5, indentation on the first line and for quotations

indented paragraph, Times New Roman 11, line spacing 1.0 and general side margins around 3 centimeters.

All paragraphs should have an indentation of five spaces; it is important to leave a space between the two paragraphs and the different sections of the article. The titles of first, second and third level must be registered with Arabic numerals. Italics are used to write a foreign language.

Abstract and key words: the article must include an abstract between 100 and 150 words. Additionally, the author needs to include between 5 to 8 key words which inform readers regarding the article content. The abstract and key words must be written in the original language of the article and two other languages (French and Spanish)

Graphs: tables and graphs must be included within the document, not at the end. Authors must avoid using colors other than black and white. Each figure and table must include a title and a reference from where they were taken, if necessary. Graphs must be in a standard format (e.g. JPG or TIF).

Standards and style guide: The guidelines adopted for the publication in Enletawa journal will be the American Psychological Association Manual (APA) they must be updated with the sixth edition. References should be listed in alphabetical order at the end of the document.

Following the APA style, authors should include quotations within the text and full bibliographic information

for each quote in the reference list. For example:

For Books:

Alves, R. (2005). *A alegria de ensinar*. São Paulo, Brasil: Ed. Papirus.

Thomas, L., Wareing, S., Singh, I., Stilwell, J. Thornborrow, J. and Jones, J. (2004). *Language, Society and power*. (2nd ed). London and New York: Routledge

For Articles:

Bahrani, T., and Soltan, R. (2012). How to Teach Speaking Skill? *Journal of Education and Practice* 3(2), 25-29.

Fajardo, A. (2008). Conversation analysis (CA): Portraits of interaction in a foreign language classroom. *Enletawa Journal*, (1) 9-22.

Unpublisfted Master’s Thesis:

Cubides, N. (2015). *Exploring the role of a teacher’s study group regarding bilingualism and bilingual education participant’s professional development*. (Unpublished Master’s Thesis). Universidad Pedagógica y Tecnológica de Colombia, Tunja.

For Internet Sources:

Gronna, S., Serna, L., Kennedy, C., and Prater, M. (1999). *Promoting Generalized Social Interaction Using Puppets and Script Training in an Integrated Preschool: A Single-Case Study Using Multiple Baseline Design*. Retrieved from <http://bmo.sgepub.com/cgi/content/abstract/23/3/419>

Orwell, G. (1946). *Political writings of George Orwell*. Retrieved from

[http:// www.arvindguptatoys.com/arvindgupta/ orwellpol.pdf](http://www.arvindguptatoys.com/arvindgupta/orwellpol.pdf)

Biographical Citation:

Italics for quotations are not used. However, when appearing on a quote, indicate if the emphasis belongs to the original or to the author.

Personal Communications:

Regarding Personal communications (E-mail, group discussion, telephone conversations, billboards, etc.) are quoted and referenced in the following way:

Gómez, C (Comunicación personal, 21 de septiembre de 2012)

Short quotes:

Quotations of less than 40 words should be incorporated into the text and enclosed in English quotation marks. In the text, only the author’s name is registered, the date of publication of the book and / or journal and page number is quoted as 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 (2013), cited by Bayley et al., (2013), 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” (p.95).

“These days, the verb ‘to communicate’ no longer spontaneously refers, to the writing on paper” (Ferreiro, 2011, p. 426).

Long quotations:

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 marks.

Romaní, J.C.C (2011):

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. These tools play a key role in knowledge generation, exchange, broadcasting, management and access (p. 313).

Metacognitive knowledge includes knowledge about oneself as a learner and the factors that might impact performance, knowledge about strategies, and knowledge about when and why to use strategies. Metacognitive regulation is the monitoring of one’s cognition and includes planning activities, awareness of comprehension and task performance, and evaluation of the efficacy of monitoring processes and strategies (Lai, 2011, p 2).

In case there are two or more publications by the same author, in the same year, add lowercase letters to the date of publication, for example: Zimmerman (2002a), Zimmerman (2002b), etc.

The publication guidelines that were listed above, contribute to uniformity and esthetics of the articles and presentation of the journal, at the same time, it constitutes as one of the evaluation parameters of the manuscript.

POLÍTICAS ÉTICAS Y EDITORIALES DE LA REVISTA ENLETAWA

De la publicación y de los autores

La revista *Enletawa Journal* es el órgano de difusión de la Maestría en Docencia de Idiomas de la Universidad Pedagógica y Tecnológica de Colombia. La oficina sede de la revista se encuentra en el Edificio Central, oficina C224 dentro del Campus universitario, teléfono 7405626 ext. 2470. La dirección electrónica de *Enletawa Journal* es: http://revistas.uptc.edu.co/revistas/index.php/enletawa_journal%20 y su correo electrónico es: revista.enletawajournal@uptc.edu.co

Enletawa Journal es el medio de difusión de productos académicos resultados de investigación e innovaciones pedagógicas; artículos de discusión teórica, artículos de revisión y otros escritos que aporten al campo de la pedagogía que se encuentren relacionadas con esta. La revista tiene una periodicidad semestral y recibe artículos en los siguientes tres idiomas: inglés, francés y español.

La revista *Enletawa* cuenta con: un Editor, un Asistente Editorial, un Comité Científico, un Comité

Evaluador y un Comité Editorial que se encarga de que la revista en general y su publicación en particular sean de calidad. Los miembros de los respectivos comités serán sometidos a una evaluación que permitirá conocer la producción académica de cada uno de ellos y la difusión de sus productos escriturales en otras publicaciones.

Está dirigida a investigadores en el campo de la enseñanza y el aprendizaje de las lenguas extranjeras en los diferentes ámbitos académicos y culturales; a la vez, a estudiantes y profesionales interesados en avances pedagógicos, didácticos, tecnológicos e investigativos en la docencia de los idiomas.

Tiene como objetivo central divulgar resultados de investigación enmarcadas en las Ciencias del Lenguaje e Idiomas Extranjeros, donde se reciben concretamente artículos inscritos en las áreas de: Psicología del aprendizaje de la lengua extranjera, Estrategias de aprendizaje, Lingüística inglesa, Métodos de enseñanza de la lengua extranjera, Investigación en la enseñanza del inglés

como lengua extranjera, Tecnologías de la información y la comunicación en lenguas extranjeras, Pedagogía y cultura, Didácticas especiales en Formación docente.

Los artículos que se reciben en *Enletawa Journal* se deben ajustar a la normatividad nacional e internacional en cuanto a los derechos de autor se refiere. Cabe resaltar que los artículos enviados deben ser originales e inéditos y no estar bajo ninguna circunstancia en revisión en otra revista o publicación, sea física o electrónica; por lo tanto, no se aceptan textos que ya hayan sido publicados en otras revistas.

Responsabilidad del autor

Los autores, 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, para enterarse de la publicación de la revista, fechas límite para recepción de artículos, consultar la publicación de la revista, normas correspondientes a los autores, políticas de la revista y para conocer las anteriores publicaciones en versión electrónica, información que será de gran ayuda para quienes deseen participar en la publicación. De igual forma, se solicita enviar el artículo al correo electrónico revista.enletawajournal@uptc.edu.co

Los autores que envíen sus escritos a la revista *Enletawa*, aceptan que su artículo sea arbitrado por parte de

evaluadores internos y externos para ser o no publicados. Asumirán al mismo tiempo, la responsabilidad de lo que allí se publique y además deberán tener en cuenta las recomendaciones sugeridas por quienes evalúan dicho artículo, o, en su defecto, por las determinaciones que tome, si es el caso, el Comité Editorial, que pueden ser solicitadas al autor para modificar el artículo a publicar como la adecuación académica, editorial y científica a la revista. Del mismo modo, los autores podrán ser contactados para que den a conocer asuntos referentes al contenido de su escrito y realizar las modificaciones pertinentes durante los procesos llevados en la revista hasta el momento de su publicación.

El autor (coautor) debe respetar los derechos de propiedad intelectual de terceros y evitar cualquier violación a los derechos de autor; la responsabilidad de evadir estos derechos recaerá en el mismo autor (coautor). Para el uso de información bibliográfica, fotos, gráficas, diagramas, cuadros, ilustraciones, etc., el autor debe solicitar la autorización correspondiente (si es el caso) para la publicación de dichos archivos y se exime a *Enletawa Journal*, el Comité Editorial, el Editor y a la Universidad Pedagógica y Tecnológica de Colombia de cualquier compromiso siendo el autor el responsable del artículo que se va a evaluar para su posible publicación.

La revista *Enletawa Journal* comunicará a los autores por medio de correo electrónico las razones

por las cuales, de ser el caso no fue aprobado su artículo, enviando como sustento las respectivas evaluaciones realizadas, al mismo por parte de los pares evaluadores. Igualmente, en el momento de hacer entrega del artículo, el autor entregará un oficio en el que manifiesta: la cesión de Derechos (en el que autoriza el uso de derechos patrimoniales de autor) a la revista y a la Universidad Pedagógica y Tecnológica de Colombia, la originalidad del artículo sometido a evaluación y el formato de solicitud de información de la procedencia del documento (Investigación). Posterior a la entrega de los documentos, anteriormente mencionados, la revista podrá disponer del artículo para ser difundido en medio digital e impreso.

De la evaluación

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 científicidad, entre otras. 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 veinticinco (25) días hábiles. La evaluación se realizará por pares doble ciego; después de emitir su evaluación, enviarán el concepto por el correo electrónico de la revista. El Comité Editorial se encarga de buscar pares revisores para la evaluación de los artículos,

estos 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. El envío de un artículo no garantiza su publicación.

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 quince 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 recibo 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.

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 y 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.

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

De las 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 recomendaciones 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.

De la 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 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 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, 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.

NORMAS PARA LOS AUTORES

De la clasificación de los artículos

Enletawa Journal recibe artículos que están descritos como de Investigación, estados de la cuestión, estados de arte como lo clasifica Publindex en el documento oficial de indexación así:

Artículo de investigación científica y tecnológica. Documento que presenta, de manera detallada, los resultados originales de proyectos terminados de investigación. La estructura utilizada generalmente contiene cuatro apartes importantes: introducción, metodología, resultados y conclusiones.

Artículo de reflexión. Documento que presenta resultados de una investigación terminada desde una perspectiva analítica, interpretativa o crítica del autor, sobre un tema específico, recurriendo a fuentes originales.

Artículo de revisión. Documento resultado de una investigación terminada donde se analizan, sistematizan e integran los resultados de investigaciones publicadas o no publicadas, sobre un campo en ciencia o tecnología, con el fin de dar cuenta de los avances y las tendencias de

desarrollo. Se caracteriza por presentar una cuidadosa revisión bibliográfica de, por lo menos 50 referencias.

Artículo corto. Documento breve que presenta resultados originales preliminares o parciales de una investigación científica o tecnológica, que por lo general requieren de una pronta difusión.

Reporte de caso. Documento que presenta los resultados de un estudio sobre una situación particular con el fin de dar a conocer las experiencias técnicas y metodológicas consideradas en un caso específico. Incluye una revisión sistemática comentada de la literatura sobre casos análogos.

Revisión de tema. Documento resultado de la revisión crítica de la literatura sobre un tema en particular.

Cartas al editor. 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 del tema por parte de la comunidad científica de referencia.

Editorial. Documento escrito por el editor, un miembro del comité editorial o un investigador invitado sobre

orientaciones en el dominio temático de la revista.

Traducción. Traducciones de textos clásicos o de actualidad o transcripciones de documentos históricos o de interés particular en el dominio de publicación de la revista.

Requisitos para la presentación de artículos

Datos de autor: En la primera página del artículo debe llevar la siguiente información: título del artículo traducido al español, nombre(s) del (de los) autor(es), ciudad y país de origen y correo(s) electrónico(s). En nota de pie de página, es indispensable incluir lo siguiente: tipo de artículo (si está adscrito algún proyecto de investigación, nombre del grupo y línea de investigación "si es el caso"), biodata (títulos académicos, ciudad y país de la institución en la que actualmente labora, áreas de interés). Se aceptan máximo tres autores por artículo.

Extensión del artículo: para los artículos tipo 1, 2 o 3 (ver clasificación arriba), el máximo de palabras es de ocho mil (8.000) equivalentes a veinticinco (25) páginas en formato carta. Un artículo corto puede contener entre 5 y 7 páginas. La fuente y el tamaño de la letra serán: Times New Roman 12, interlineado 1.5, con sangría en la primera línea y para las citas textuales con sangría de párrafo, Times New Roman 11, interlineado 1.0 y con márgenes en todo lado de 3 centímetros.

Todos los párrafos tendrán una sangría de cinco espacios, es necesario dejar un espacio en blanco entre uno y otro párrafo y entre las diferentes secciones del artículo. Los títulos de primer, segundo y tercer nivel deben estar registrados con números arábigos. Las cursivas se usarán para escribir una lengua extranjera.

Resumen y palabras clave: el artículo debe contener resumen de máximo 150 palabras y mínimo 100, en el que el autor describe su artículo. Igualmente, debe tener mínimo cinco (5) palabras clave y máximo ocho (8) que hagan parte fundamental del contenido del artículo. El resumen y las palabras clave deben estar escritas en idioma original y otros dos idiomas diferentes (francés o español).

Gráficos: las tablas y figuras deben estar incluidas dentro del documento, no al final del mismo, se recomienda evitar el uso de colores, ya que la reproducción se hará en dos tintas. Cada figura y tabla debe contener un título y si es el caso la fuente de donde fue tomada para evitar incurrir en plagio. Los tipos de gráficos se reciben en un formato estándar como: JPG o TIF.

Normas y guía de estilo: las normas adoptadas para la publicación de la revista serán las del Manual de Publicación de la Asociación Americana de Psicología APA actualizadas, sexta edición. Las referencias deben ser listadas, en orden alfa-bético, al final del documento. Siguiendo el estilo del

Manual de Publicación de la Asociación Americana de Psicología – APA, los autores debe incluir las citaciones en el interior del texto y la información bibliográfica completa para cada cita en la lista de referencias. Por ejemplo:

Para libros:

Alves, R. (2005). *A alegría de ensinar*. São Paulo, Brasil: Ed. Papirus.

Thomas, L., Wareing, S., Singh, I., Stilwell, J. Thornborrow, J. and Jones, J. (2004). *Language, Society and power*. (2nd ed). London and New York: Routledge

Para artículos:

Bahrani, T., and Soltan, R. (2012). How to Teach Speaking Skill? *Journal of Education and Practice* 3(2), 25-29.

Fajardo, A. (2008). *Conversation analysis (CA): Portraits of interaction in a foreign language classroom*. *Enletawa Journal*, (1) 9-22.

Tesis de Maestría:

Cubides, N. (2015). *Exploring the role of a teacher's study group regarding bilingualism and bilingual education participant's professional development*. (Unpublished Master's Thesis). Universidad Pedagógica y Tecnológica de Colombia, Tunja.

Para fuentes de internet:

Gronna, S., Serna, L., Kennedy, C., and Prater, M. (1999). *Promoting Generalized Social Interaction Using Puppets and Script Training in an Integrated Preschool: A Single-Case*

Study Using Multiple Baseline Design. Retrieved from <http://bmo.sgepub.com/cgi/content/abstract/23/3/419>

Orwell, G. (1946). *Political writings of George Orwell*. Retrieved from <http://www.arvindguptatoys.com/arvindgupta/orwellpol.pdf>

Citas Bibliográficas:

No se utilizarán las cursivas para las citas textuales. No obstante, cuando figuren en una cita deberá indicarse si el énfasis pertenece al original o al autor.

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:

Gómez, C. (Comunicación personal, 21 de septiembre de 2012).

Citas cortas:

Las citas de menos de 40 palabras deben incorporarse dentro del texto y encerrarse entre comillas inglesas. En el texto, solo 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 class- room, for that reason his students were in circles or in rows, depending on their preference.

According to Seedhouse (2013), cited by Bayley et al., (2013), 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" (p.95).

"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.

Romaní, J.C.C (2011):

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. These tools play a key role in knowledge generation, exchange, broadcasting, management and access (p. 313).

Metacognitive knowledge includes knowledge about oneself as a learner and the factors that might impact performance, knowledge about strategies, and knowledge about when

and why to use strategies. Metacognitive regulation is the monitoring of one's cognition and includes planning activities, awareness of comprehension and task performance, and evaluation of the efficacy of monitoring processes and strategies (Lai, 2011, p 2).

En el caso de existir dos o más publicaciones del mismo autor en un mismo año, se debe agregar letras minúsculas a la fecha de publicación, por ejemplo: Zimmerman (2002a), Zimmerman (2002b), etc.

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.



The current issue was printed
in 2016 in Tunja, Colombia.

Printed by Búhos Editores Ltda.