

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. 2, JULY - DECEMBER - 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 e-mail address is: revista.enletawajournal@uptc.edu.co

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Frequency: Biannual

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

Acquisition, exchange and subscription:

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

revista.enletawajournal@uptc.edu.co

Telephone: (57) (8) 7405626. Ext. 2470

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\$ 15.000.00; Students: \$ 10.000.00

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Editorial

We are very pleased to present this new issue of the ENLETAWA JOURNAL. Our journal has always been focused on publishing articles that expound on a variety of topics which have been found enriching and thought-provoking by most of our readers. Furthermore, ENLETAWA JOURNAL seeks to enrich and enable our readers to underpin their own points of view, based on a critical reflection and theoretical support. This volume is not an exception. It is divided into three sections: Research report, reflective paper and theme review. It can be observed that the five articles included in this edition deal mainly with issues regarding students' life stories, strategies for fostering the foreign language learning processes, and Colombian policies on bilingualism and inclusive education.

We begin with the article by **Josefina Peñaloza Villamizar**, who conducted her study in the heart of Magdalena Medio, in Cimitarra- Santander, and whose purpose was to allow the participants to share and unveil what was behind their life experiences in a context surrounded by violence. This study permitted both the participants and the researcher to better comprehend behaviors, attitudes and feelings of students, and empower them to take actions in order to overcome difficult situations of the past and dream about a better future. In terms of language, even though it was not the core purpose of this research, the author expressed that English was, somehow, the means for the research and discovery of these life stories and for writing them.

The following contribution, authored by **Diana Pahola Galvis Pinzón** and **Linda Lucia Callejas Afanador** describe an action research study that intended to investigate how the creation of multimodal texts impacted the way participants perceived texts, collaborative learning, ICT for language learning, their roles when creating audiobooks, in addition to the teachers' role when ICT is incorporated in classes.

In the third article, **Francisco Javier Suesca Torres** and **Andrés Mauricio Torres Pérez** carried out an exploratory

study which aimed at analyzing the language learning strategies used by a group of high school students in rural areas of Cundinamarca and Boyacá. It was evidenced that participants frequently used more cognitive and affective strategies than meta-cognitive ones. The strategy choice was influenced by factors like the age of the participants, the type of the task, the teachers' methodology, and the context of students.

Dayra Piedad Ochoa Alpala reflects upon inclusive education and its Colombian policies. The readers can contrast regulations concerning inclusive education and bilingual policies in Colombia, and the challenges that some EFL teachers have to face when involving students with different abilities- also called students with disabilities- in regular learning contexts without the appropriate facilities, knowledge or training. Despite some efforts of the Ministry of Education, there are some changes that still need to be done in terms of material resources, in addition to a transformation of attitudes that promote mutual respect and understanding.

This edition is closed with the review made by **Sandra Liliana Martínez Rincón**, who presents what is understood by bilingualism, the evolution of different Colombian policies in relation to this topic, the position some teachers have based on the Colombian realities, the impact that those policies have had on higher education institutions and the decisions they have made. The author also discusses how bilingual education has been implemented at different levels of education and their effects on higher education based on theory, research and personal reflections. Finally, Sandra Liliana presents some insights and suggestions of bilingual education in Colombia for teachers as well as for higher education institutions.

At ENLETAWA JOURNAL, we hope that the articles presented in this issue are of your areas of interest, and that they provide you with valuable insight that might lead to further reflection or research. Finally, we encourage you -

students, student-teachers, pre-service teachers, in-service teachers, professors, researchers, directives and individuals involved in languages teaching and learning- to contribute with research or pedagogical experiences, reflections, and review articles in order to continue enriching our field of study.

Yuranny Marcela Romero Archila.

Journal Editor

How to cite this article (APA 6th ed.):

Romero, Y. (2016). Editorial. *Enletawa Journal*, 9 (2), 9-11.

July - December 2016

enletawa
Enriching Language Teaching Awareness
journal



Vol. 9, No. 2

Research Reports

A Group of Eleventh Graders' Life Stories: Reconstructing Social Identity¹

Las historias de vida de un grupo de alumnos de undécimo grado: Re-construyendo identidad social

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Received: March 8, 2016

Accepted: June 9, 2016

How to cite this article (APA, 6th ed.): Peñaloza, J.(2016). A Group of Eleventh Graders' Life Stories: Reconstructing Social Identity. *Enletawa Journal*, 9 (2), 15-33

Abstract

This qualitative and interpretive study aimed to analyze how a group of eleventh graders reconstructed their social identity through life stories and writing related tasks in their native language. This notion is supported in professional literature: "Constructing and reconstructing identity through narratives is like giving sense to the life;" "It is like reorganizing the story lived," (Park & Burgess, 1924, p. 4). "It is like trying to assume what has happened with the lives and turn them into stories," (Hardy, 1968, p. 9). The Reconstruction of identity can be expressed through language learning in the way students use narratives; such narratives can provide a glimpse into students' private world, (Pavlenko, 2007). The instruments from which data was collected were life stories and interviews. The four participants reconstructed their identity with descriptions of overcoming abuse and mistreatment, fighting to survive and to continue ahead, and creating a better life.

1 Research report.

2 Is a language teacher in a public school in Cimitarra, Santander. She is also a candidate of the M.A. Program in Foreign Language Teaching at Universidad Pedagógica y Tecnológica de Colombia (UPTC).

Key words: Life stories, Identity, Reconstruction, Social identity, Narratives.

Resumen

Este estudio cualitativo e interpretativo tuvo como objetivo analizar cómo un grupo de estudiantes del grado undécimo re-construyeron su identidad social a través de narraciones de historias de vida y escribiendo tareas relacionadas, en su lengua materna. Esta noción está apoyada en la literatura profesional: "Construir y reconstruir la identidad a través de narrativas es como dar sentido a la vida"; "Es como reorganizar la historia vivida", (Park & Burgess, 1924, p.4). "Es como tratar de asumir lo que ha sucedido con las vidas y convertirlas en historias", (Hardy, 1968, p. 9). La Reconstrucción de la identidad se puede expresar a través del aprendizaje de idiomas en la forma en que los estudiantes usan las narrativas; tales narrativas pueden dar una idea del mundo privado de los estudiantes (Pavlenko, 2007). Los instrumentos de los que se obtuvieron datos fueron historias de vida y entrevistas. Los cuatro participantes reconstruyeron su identidad con descripciones de cómo superar el abuso y el maltrato, luchando para sobrevivir y continuar, y crear una vida mejor.

Palabras clave: Historias de vida, Identidad, Re-construcción, Identidad social, Narrativas.

Introduction

Teachers sometimes struggle trying to cope with many types of identities, characters, and behaviors on the part of their students, but occasionally these identities bring trouble into the school and the classroom because teachers and students, at times, have difficulty accepting mutual differences. Teachers regularly try to influence students to follow a type of behavior model accepted by society, yet students often try to behave and imitate what mass media displays constantly as models to follow. Recognition of this situation provided the impetus to explore and try to understand how a group of eleventh graders can use storytelling to reconstruct their social identity, even in a violent social context, while trying to fit in a group.

Students construct and reconstruct identity to a degree at school every day. As stated by Connelly & Clandinin (1999), school has enormous implications for young people's sense of identity as members of society, of their families, and of their ethnic communities. Children reconstruct identity when they try to cope with the diverse social contexts in which they live. Tudor (2001) asserts that students' identities are in part the result of factors of a purely individual nature, but students are also influenced by aspects of the context in which they live and study.

Wenger (2000) argues that students display different types of identities in the

diverse social contexts in which they live. Similarly, Pavlenko and Blackledge (2004) explain that students learn to construct and reconstruct their identity according to the characteristics of the social contexts and with the groups they interact. For example, when students are with their friends, they are normally happy: they smile, talk, play, and enjoy themselves. When students are in the classroom but not with their friends, they often exhibit timider behavior, frequently afraid of participating in the activities. Levinson (1978) reports that students need to feel accepted. They want to catch the others' attention, and they try to look interesting or attractive to that end. Thorborrow (2005) argues that as students move from place to place, they strive to adapt to the diverse social groups which they have to face, and they adjust the ways of being fit in each one. Students also have life stories to tell according to the life experiences they lived.

The aspects mentioned above prompted this study on the reconstruction of a group of eleventh graders' social identity through producing narratives of life stories and related writing tasks in their native language. As a researcher, I selected a group of eleventh graders' life stories, to conduct this study. Those students volunteered to contribute with the interviews in Spanish (their native language). Therefore, the majority of participants' life story content was in their native language.

The pedagogical implementation was developed with tenth and eleventh graders.

During the year this study was conducted, students wrote narratives of life stories in their mother tongue. These were analyzed to understand how participants reconstructed their social identities. As a way to engage students and participants within the Foreign Language Learning Process (FLLP), they translated their life stories into English. Students used both languages, Spanish and English, to write their life stories, experiences, and reflections.

Therefore, it is essential to mention the fact that the output of the writing process in the foreign language did not constitute the primary input source for this research project. The English class was the setting in which the students wrote their life stories and where the study was conducted. The participants volunteered to share their interviews which permitted to go deeper in the understanding of the life stories, but they were not translated into English by the participants.

Authors such as McAdams (1985), Denzin (1989), Riessman (1993), Bruner (1987) and Squire (2008) have highlighted the importance of stories and narratives in the construction of identities. That is to say, we interpret and reflect on the way we face the world according to the internal stories we create based on our life experience.

Justification

All of us human beings construct and reconstruct our identities each instant of our lives as we move through different social groups, (Thorborrow,

2005; Robinson, 2007; Belk, 1988). Snow & Anderson, 1987; Tajfel, 1978; Norton, 2010 consider that identities are socially constructed, that they are dynamic, that they evolve and adapt to different situations, time, space, and occasions. Deng (1995) adds that as members of a society, people follow certain models, according to the characteristics of countries, regions, cities, towns, and regional cultures in order to fit into the context in which they live, thereby pragmatically reconstructing their identities, in a sense.

Additionally, Wenger (2000) argues that as individuals, in our daily lives, we participate in several social practices or in several communities of practice such as family, school, clubs, church, etc., and we display multiple identities in each one. Dowling (2011) states that constructing identity literally involves life experiences, relationships and connections; he also explains that most of the time we hide part of our identity, yet at other times we loudly project it. For example, when we want to hide our failings, we try to display one kind of identity, a false one, in order to be accepted by social groups. Conversely, we may overtly portray another identity based on our self-perceived more positive qualities. We display a different identity at different times in order to be noticed and accepted, (Dowling, 2011).

It has been pointed out that people use narratives as a way to reconstruct identities, that people, through narra-

tives, give meaning to their lives, (Bruner, 1987, 1991; Ricœur, 1991a; Taylor, 1989; Polkinghorne, 2007; Squire, 2008). These authors affirm that through constructing stories, we organize and give meaning to our experiences and engage in a type self-construction, that is, we reflect on and interpret our life experience through the construction of life story narratives, which in turn shape who we are.

The use of written life story narratives along with oral interviews in the native language allowed the researcher the possibility to be closer to the students and participants and to know more about their lifestyles and life stories, which in turn provided data to answer the research question: What did a group of eleventh graders' life stories reveal about the reconstruction of their social identities through writing related tasks?

Statement of the Problem

The violent social context in which I work was the starting point and an essential concern which called my attention to conduct this research in the first place. The public school where this study took place is located in Cimitarra, Santander. Many of the students of this public school have suffered the consequences of violence. For more than 35 years, this region has had problems especially due to paramilitary groups which have sown the seed of crime, death, fear, extortions, displacements,

and forced or paid recruitments. Illegal cultivation, prostitution, and drug addiction have a prominent effect on the region.

People from this town have arrived predominantly from different regions of the country such as Antioquia, Chocó, Nariño, Boyacá, the Caribbean region and the plains, often running away from violence. Those different types of culture, behaviors, customs, ideologies, thoughts, feelings, religious beliefs, and identities, produced that students struggled, trying to fit in the new socio-cultural context in which they live.

As a teacher at this school for more than 20 years, I have witnessed those divergent situations. The effects of violence were deeply ingrained in the townspeople and were evidenced in parents' and students' behaviors and attitudes. While working with students, I noticed that they were always shifting from one type of identity expression to another. It depended on the social group where they interacted, because they wanted to fit in each one. I constantly observed that, when they were with their friends, they were often happy and active, but when they were in larger peer groups, they were frequently timid or even aggressive.

Those students also often tried to impress the others; they spoke in an effort to appear intelligent or brave, and in front of a group exhibited a degree of shyness. They were trying to assume an identity type in order to fit in a group because they otherwise did not have a

strong sense of independent identity. Furthermore, students came from different socio-cultural backgrounds and from different places. They had to adapt to the new school group, new peers, new teachers, they had to start another life, which meant having to construct a new identity and being without the friends or boyfriends/girlfriends they had before. Predictably, students faced troubles while adapting to their new life.

Literature Review

Identity.

Among the definitions of *identity*, I decided to choose the following excerpt because it accurately describes what the participants of the study revealed about the reconstruction of their social identity: "Identity is people's concepts of who we are, of what sort of people we are, and how we relate to others" (Hogg & Abrams, 1988, p. 2). This concept expresses an understanding the particularities of the relationships of the four participants of the study along with the diverse social contexts in which they lived.

Norton's (2000) concept is relevant for the study, because, she views identity as a person's understanding of his/her relationship to the world, how this relationship is constructed in time and space, and how the person understands possibilities for the future. This concept matches what the students told about their life stories, their relation

with the world they lived, and specially, how they reflected about the need to overcome the past and the way they looked to improve their possibilities for having a better future.

Social Identity.

Social identity is a form to describe the way individuals and groups define themselves and are defined by others on the basis of race, ethnicity, religion, language, and culture. Identity is attributed or imputed in an attempt to place or situate people as social objects to others; identity emerges from the context of intergroup relations; they change across time, space, and are reproduced in social interaction, (Snow & Anderson, 1987; Tajfel, 1978; Norton, 2010). These concepts fit with what the students had to face in diverse places, times and situations to reconstruct their social identities. The four participants of the study lived and were vulnerable in diverse social contexts. Even though, they fought to continue ahead with a life. They also thought about projecting and building a better future to have a happy life.

Reconstruction of identity.

Robinson (2007) stresses that the process of identity reconstruction essentially involves a subtle balancing act of deep rooted ethnic values, cultures, and modes of operating. He adds that, the reconstruction of identity starts with separation from some role relationship, or other key component of the extended

self. Belk (1988), states that, the reconstruction of identity begins, when the relative stability of such states is upset by changes in the environment or from within an individual.

The participants had to move from place to place, they felt that they did not belong to a specific social context. Even they considered that they did not have a solid family. The lack of a family made them vulnerable to abuse, hits, abandon, and lack of love. As a consequence of living in such conditions they became rebellious, and two of them were trapped by drugs and alcohol. One girl drank alcohol since she was just ten years old. Nevertheless, all the participants fought to overcome those experiences. Therefore, through reflections and making decisions to have a better future and a happy life they reconstructed their identities.

Life stories.

McAdams (1993) affirms that identity itself takes form of a story. That life stories are based on biographical facts, (McAdams & Brown, 2001) and that life stories differ from each other with respect to their structural complexity, that is to say that each participant sees, feels, and tells the life story according to her/his own experience and perception of the reality. People's life stories also have a specific time, place, friends, family and society. Every student had life stories to tell. Being vulnerable to abuse and mistreat gave them life stories to tell, too. They recons-

tructed their social identities through narratives of life stories. While they told their stories, they engaged in a type of self-construction. They organized the life stories to reflect their lives, in time, space, plot, characters, etc.

Writing skill.

Cumming (2006) explains that writing in a foreign language engages a spectrum of mental processes, usually in distinct socio-cultural contexts. Accordingly, the participants developed their ability to write and were motivated to tell their life stories as a result of their experiences within specific cultures. Because the participants and students lived in violent contexts and were vulnerable to abuse, mistreatment, abandonment, violence, and general insecurity, they had no shortage of life stories to write about. They wrote about their socio-cultural contexts and developed the ability to write in the native language and to translate the stories into the foreign language.

Research Design

The study was structured upon the qualitative paradigm. According to Johnson & Christensen (2010), this type of study reflects the type of data we collected because it observes behavior in natural environments and takes into account the context in which such behavior occurs. It is also subjective in that it is personally and socially constructed. It searches for patterns,

themes and holistic features and offers multiple perspectives.

The research approach was interpretive. Interpretations were used to understand and unveil what was behind students' life experiences and life stories, which permitted an understanding of the reconstruction of their social identity.

Setting and Participants.

The public school where this study took place is located in Cimitarra, Santander, in the heart of Magdalena Medio. The participants of this study were four female students between seventeen and eighteen years old. They reported being vulnerable to abuse, violence, abandonment, rejection, death, and lack of a family. The study was conducted based on these four participants' specific characteristics to understand their life stories and to analyze how they reconstructed their social identity through narratives of life stories.

Life stories were also written to later engage students with the FLLP. As mentioned previously, the output of the writing process in foreign language was not the primary target of inquiry for this particular research project. The four participants were selected taking into consideration qualitative *purposeful sampling*.

Data Collection Instruments.

McAdams (1996) has argued that throughout their entire lives, people construct the past, dream the future, and internalize the reality of the present through in a largely narrative way, thus bringing the memory of past experiences into a seemingly present context. To that end, the type of data collected in this research was in the form of life stories, the subsequent analysis of which focused on experiences, feelings, reflections, and life stories.

Life Stories.

Life stories were used to collect data, because through them students told their life experiences. They told their life stories in written and oral forms.

Unstructured Interviews.

Interviews were used as a means of going deeper into the students' life stories; it was through this mechanism that the data was confirmed. According to Altheide "we have interviews among the broad range of concerns that enter our lives and help shape our stories" (2002, p.28). To access that broad range, we constructed type of interview that was non-directed and flexible. There was no need to follow a detailed interview guide; rather, the participants of this study had the opportunity to tell their life stories freely. They simply remembered past experiences and told me about them. From time to time, as the researcher, I asked them to clarify

some ideas or experiences they had recounted.

Instructional Design.

To enhance students' writing's skills in the foreign language, related writing tasks were planned and assigned throughout the year this study took place. Life stories were collected via these tasks. Students were further exposed to foreign language input through a variety of readings. The readings had specific content which permitted students to learn some expressions, vocabulary, verbs, grammar, etc. After reading the texts and working through comprehension issues, students wrote a short own text of their own in Spanish and then translated it into English. For example, students read about a student's prayer and then wrote a small prayer of their own. Later, they read about someone's birthday' party, and then wrote about their own birthday party. Similarly, they read an article about food and then wrote about one experience when they had cooked for a special occasion.

In so doing, students started to write short stories which, by the end of the same year, expanded to writing their own life stories (*see student samples in Appendices 3 & 4*). Students used their native language first because remembering and organizing the life story by time, place, and events was not easy for them to do directly in the foreign language as they had only begun to write in English.

While students learnt to write their life stories, they learnt to use the foreign language, in an interesting manner. The later English language experience was meaningful because they were immersed within their own life stories. They wrote about what they loved or hated. They wrote about their favorite sport or activity, about their birthday party, and about their friends and family.

Having an L2 text model proved valuable in helping them to learn vocabulary related to the issue they wrote each time; for example, when they wrote about their education plans, they had already read about someone else's education plan and could use the content and flow of ideas as a model. After reading each text enough times to understand it, looking up the new words or expressions, they wrote about their own plans. Moreover, they were able to practice the use of sequence markers and common discourse patterns such as, "*When I finish my ...I would like to..., or, I'm going to study... because I want to become...*"

Data Analysis

Purposeful sampling (Creswell, 2012, p. 206) in qualitative research means the researcher selects people or sites that permit him/her to understand the central issue or phenomenon at hand (Patton, 1990). Therefore, after observing some student's attitudes and behaviors within the class and reading their life stories, fifteen of them

were selected as potential participants. Students were asked to volunteer to participate in the study prompting four students to volunteer to share their interviews. To comply with ethics regulations, the study included consent forms from school and parents (see *Appendices 1 & 2*).

Methods of Analyzing Data.

In order to perform an analysis of the narrative content, I took into consideration for not only *what* was said (form) but also *how* it was said (manner) and what clues that gave about context and meaning. After reading the students' life stories written in the native language along with transcripts of the interviews, the data was coded, selected and organized in two main categories. The first category was reflections about accepting the need to overcome the past to start to enjoy life, and the second contained reflections primarily about beginning to build a better future.

Findings

Levinson states that the reconstruction of identity starts, "when the relative stability of such states is upset by changes in the environment or from within an individual" prompted by events such as the death of a relative, an accident, or an illness (1978, p.4). The relative stability of the participants of this study had been upset by the vulnerability they were exposed to.

In the first aforementioned category containing reflections primarily about accepting the need to overcome the past to start to enjoy life, the participants narrated and revealed the way they reconstructed their identities through diverse types of abuse, mistreatment, violence, abandonment, rejection, bullying, and death. For example, Participant 1 wrote in her life story: ³

"I never lived with my parents, they left me with my grandparents and I never had a desirable childhood for a child ... in my childhood there were outsiders who damaged me as, being raped by a woman during 3 years, until I was nine years old, and I never told my family for fear to be judged."

There were reports of self-destructive behavior such as drug use or self-mutilation that constituted a reaction to or means of escape from the abuse. Participant 1 illustrated that point in her interview: ²

"I had become a very lonely girl and, and then I began to blame my mother, I hated her, I began to think that it was her fault, ... for leaving me alone, for not having taught me to defend myself in such a small age ... I started then to take bad paths,... to ... to drink; When I was just 10 years old I started smoking, ..."

3 This part of the life story was translated by the researcher.

2 The interviews were done in the mother tongue and translated into English by the researcher.

After being abused, the participants essentially assumed a new identity in that they became rebellious, they drank alcohol, they tried drugs, etc., which had not been their pattern of behavior before suffering the abuse. They displayed that new identity in their social context in which they lived and interacted. Later, when the participants made decisions to look for specialized help to overcome the past, they assumed a yet new type of identity.

In the second category, reflections about starting to build a better future, many subtopics were identified which showed how the participants of this study had adjusted or reconstructed their social identities. We observed themes such as feeling stronger and resilient, conceptualizing a better future, planning the future, valuing study, looking for a profession to ensure economic independence, and cultivating love and happiness.

Participant 2, for instance, wrote in her life story:

"And my goal is to finish studying and do my career ...nursery chief. And I am going to work. But I do think to study. I am going to study head of nursing, but first I will work to support me."

Participant 1, for example, envisioned her future when she wrote in her life story:

"Well, now I have set myself to overcome myself by showing me that 'I am capable' and that no one will help me if I do not do it. I want to be a professional and depend on

myself, to help to my brother and cousins, and my whole family ..."

These and other comments revealed the participants' desire to overcome the past and to fight to have a better life and to look for happiness. After being vulnerable to abuse, the participants expressed a desire to change and create a better future for themselves and their families. This was poignantly highlighted by Participant 1 in her life story:

"I told my family what happened when I was a little girl and I felt that I was free, that I could already smile and live without fear and tell what happened to me ... now my goals are to study English, to be able to work ... for later it is to help to my cousins and brothers with their studies ... Well, now I have proposed to surpass myself, to prove to myself that 'I am able' and that no one will help me if I do not do it, I want to be a professional and to depend on myself, to help my brother and cousins, and my whole family ..."

Neimeyer (2000) asserts that narrative is as a metaphor for reconstructing the self, both in psychotherapy and in research. Therefore, writing the life stories can facilitate the participants being free from bad memories and/or to see surviving the bad experiences as strengths to propel them ahead. In this sense, Participant 3 said in her interview:

"Then it was where I had to go from being that spoiled girl ... that spoiled girl who had what she wanted, who could talk as she

wanted and say what she wanted and was obeyed ... to become a mature, responsible, person and as create as a shield forme."

Participant 3 was a dominant girl who had copied her stepfather's behavior. He had the power to treat people as he wanted because he had the power of guns. She said in her interview:

"My life is immersed in ... in something ... that is called self-defense, because my dad was a commander of them."

Such a model prompted this participant to behave in a similar manner. She was able to point this out in her interview by describing herself as:

"That spoiled little girl who had everything, who could talk as she wanted, and say what she wanted, and was obeyed."

She identified herself as a tough girl, and everyone obeyed her because her stepfather had the power of guns and everyone obeys a person with that kind of power. But when her stepfather was killed she lost that power, and as she was able to reflect insightfully in her interview:

"And that is where people take advantage. Because they said: she is alone. Then, they bullied me ... then they kick me the chair and told me: Do you see? You are there, in the last row, you are down."

Here she was reconstructing her identity as:

"I had to be mature, I had to be ... a hard person, so to speak, because life like that had put it me ..."

Later, the same Participant 3 expressed the desire to overcome the past and to continue ahead, demonstrating a potentially positive reconstruction of identity:

"If hard things happen to you, it is, because my God decides that you are capable of facing it, because you have to continue ahead. You cannot stay there. That was what helped me, I think, even more so ... to forge me as the person I am ... For me, 'you must always overcome the situations you live.'"

An additional observation worth noting is in regards to the participants' use of first and foreign languages to communicate their life stories; over time, they used their own words and expressions. They expressed their ideas more completely; giving relevance to the facts that meant more for them, selecting the words which best expressed their feelings. They gave more emphasis to some words than to others. For example, Participant 1 said in her interview:

"It is as, when every hurt is leaving you a scar, a scar, a scar and you are never the same again"

A similar sentiment was expressed by Participant 3 in her interview:

"To become a mature, responsible person and how to create as a shield for me And here is where I say: I know where I am going to, and I know what I want, because his death made me a mature and responsible person."

The participants selected those particular words and expressions because they communicated deep feelings resulting from their experience. Neimeyer (2000) argued that the self is deeply penetrated by the vocabularies of our place and time and by dominant modes of discourse. Participants were exposed to these vocabularies and discourse modes in the readings, and through those words and expressions, they were able to describe the reconstruction of their social identity.

Implications for further Practice

The process of identity reconstruction through narratives of life stories was meaningful as a research practice. Students benefitted from it not only in terms of reconstructing their social identity but also in terms of writing skill development. The FLLP became meaningful because students communicated their feelings, experiences, reflections, and life stories. It also helped unveil how students face the world and consider their futures.

Moreover, it prompted teachers to reflect on their own practices and to make changes based on a new

awareness of the complexity of their student populations.

Conclusions

Students had hard life stories to tell; they were human beings that needed to be heard. To express themselves in this setting, they used the words and expressions that they had learned in the social context from which they came. They selected the words and expressions that best described their feelings and experiences. They learned to write those life stories or part of those life stories in Spanish and later English, adding a bilingual benefit to the process.

The participants revealed the way they reconstructed their identities in different moments, spaces and situations. Although they had faced down many challenges of abuse and violence, the personal toll was evident in diverse stories which portrayed loss of situational control; however, in the end (and sometimes with specialized help) they managed to overcome the hurt and pain. When students expressed themselves so candidly in writing, the teacher was better able to understand the reasons why sometimes they were bored and did not want to work in class. If teachers have a better understanding of what is behind students' life stories, we can see them as human beings with emotions, needs, feelings, expectations, facing challenging situations, situations

with which we might be able to help them.

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Appendixes

Appendix 1: School Authorization



El rector del Colegio Integrado del Carare, autoriza a la docente Josefina Peñaloza Villamizar para la aplicación, ejecución y puesta en marcha del proyecto de investigación: "Reconstrucción de la identidad personal" en la institución, como requisito de la Maestría en docencia de Idiomas de la Universidad Pedagógica y Tecnológica de Colombia, con sede en Tunja, Boyacá, aplicado en los grados 10 y 11 durante el tercero y cuarto periodo académico del año 2015.

Esp. DEYBER SOLIN SAENZ QUITIAN
 C.C. No. 79.758.441 de Bogotá (D.C.)
 Rector

Appendix 2: Parents' consent form

COLEGIO INTEGRADO DEL CARARE
 Cimitarra, Santander
 DANE 168190002053 - NIT: 800008208-3
 Resolución No. 07076 de 07 de Julio de 2008

CARTA DE CONSENTIMIENTO INFORMADO PARA MENORES DE EDAD

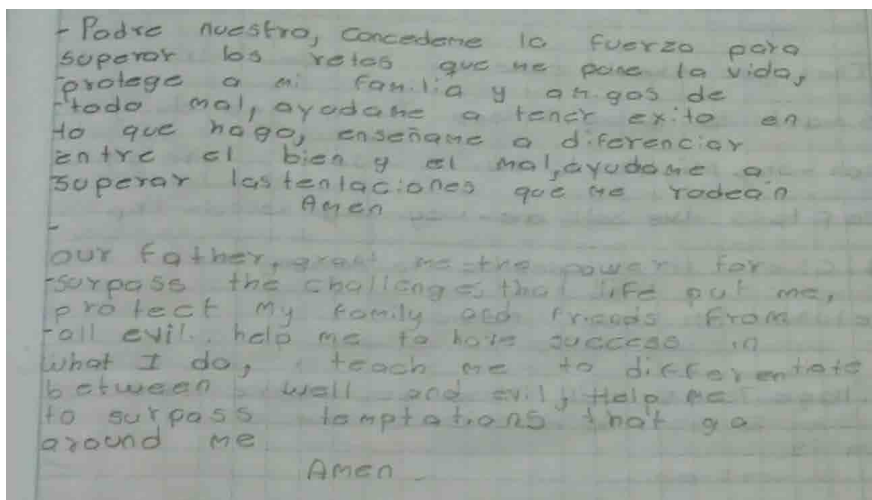
Yo, _____, con cédula de ciudadanía N° _____, de _____, responsable directo del joven _____, de _____ años de edad, manifiesto que concedo, de manera voluntaria, mi permiso y autorización para que la profesora investigadora Josefina Peñaloza Villamizar incluya en el proyecto de investigación "La reconstrucción de la identidad personal" y utilice la información proporcionada por el(ella), de manera libre y voluntaria en entrevistas, conversaciones y narraciones.

Manifiesto que he sido informado sobre los aspectos generales del proyecto, que los nombres reales de los participantes no serán publicados en estos productos académicos y que podremos acceder a ellos durante el proceso de su laboración y resultados.

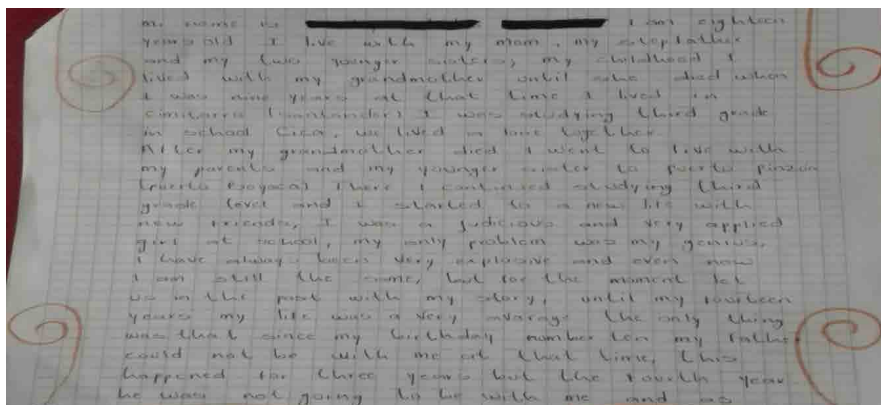
Investigador Responsable

Esp. DEYBER SOLIN SAENZ QUITIAN
 C.C. No. 79.758.441 de Bogotá (D.C.)
 Rector

Appendix 3: Sample of writing related tasks



Appendix 4: Samples of Life Stories



Handwritten text on lined paper, likely a student's response to a question. The text is written in Indonesian and is mostly illegible due to blurring and low resolution. It appears to be a paragraph of text, possibly discussing a topic related to the master program in FL Teaching.

Creating Multimodal Texts Online to Improve Young Adults' English Skills at Two State Institutions¹

Creación de textos multimodales en línea para mejorar las habilidades en inglés con jóvenes en dos instituciones públicas

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Received: March 4, 2016

Accepted: July 12, 2016

How to cite this article (APA, 6th ed.): Galvis, D., Callejas, L. (2016). Creating Multimodal Texts Online to Improve Young Adults' English Skills at Two State Institutions. *Enletawa Journal*, 9 (2), 35-54

Abstract

This paper aims to describe the creation of multimodal texts as a pedagogical strategy implemented through the use of ICT tools in two state institutions in the Colombian province of Santander. After analyzing teaching practices, it was observed that written texts were usually approached in a linear manner without taking into consideration other text modes, which may lead students to lose interest in literacy practices. Accordingly, an action research was conducted following a

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qualitative paradigm based on a descriptive-interpretative methodology. The research results suggested learner improvement resulting from the use of ICT for educational purposes, learning English through the implementation of integrated skills, and working collaboratively. It was also concluded that when creating multimodal texts, it is important to bear in mind both: students' perceptions of the world and the role of the teacher as a facilitator of ICT tools for academic purposes in virtual learning environments.

Key words: blended learning, learning environments, multimodal texts, friendship, and love relations.

Resumen

Este trabajo pretende compartir la creación de textos multimodales como una estrategia pedagógica implementada a través del uso de herramientas TIC en dos instituciones públicas del departamento de Santander. Después de analizar las prácticas de enseñanza, se observó que los textos escritos se abordaban de forma lineal, sin tener en cuenta otros modos textuales, lo que podría llevar a los estudiantes a perder interés en las prácticas de literacidad. En consecuencia, se realizó una investigación-acción siguiendo un paradigma cualitativo basado en un método descriptivo-interpretativo. Como resultado, los estudiantes mejoraron aspectos como el implementar las TIC con fines educativos, perfeccionar el idioma por medio de aprendizaje combinado y trabajar colaborativamente. Se concluyó que al crear textos multimodales es importante tener en cuenta las percepciones de los estudiantes sobre el mundo y el papel del profesor como facilitador de herramientas TIC en ambientes virtuales de aprendizaje.

Palabras clave: aprendizaje combinado, ambientes de aprendizaje, textos multimodales, relaciones de amistad y amor.

Introduction

The field of language acquisition is rapidly undergoing changes based upon how learners interact with all of the technological changes happening in our times, which means that integrating digital spaces into the foreign language classroom is necessary. In the Colombian context, educational policies also demand this kind of integration. However, as Ariew & Ercetin (2004) point out, the use of computers affects the way we interact with texts because we are used to reading printed texts in a primarily linear way, but nowadays more reading is non-linear. Despite this fact, some schools are not allowed to use electronic devices, some teachers do not receive technological training, and students often lose interest and see reading and writing as non-enjoyable practices.

This article describes a small-scale project that involved foreign language students' using multimodal texts to create audiobooks, for which learners were assigned roles in the creation process taking into account their strengths and weaknesses, an approach which resulted in the improvement of their receptive and productive skills. A learner-centered approach was implemented by delegating tasks that met instructional needs as well as syllabus and website objectives. The website *Little Bird Tales* was chosen since it promotes digital storytelling, combines modes of texts, records other's tales, and

uses visual and auditory technological tools. The use of this webpage allowed students to work collaboratively with other communities of foreign language learners, to improve English skills such as reading, writing, speaking and listening, and to learn how to use technology for academic purposes. By doing so, students were able to express their perceptions on topics related to experiences as writers in a virtual environment, especially writing as a reflection of real life based on different situations from the tales.

Statement of the Problem

In two public institutions, a high school and a university in Santander, two English teachers noticed that they both addressed literacy practices in the same manner, namely by using linear texts, and that this approach appeared to yield a low level of students' interest in reading and writing. Moreover, their course curricula had common achievement outcomes, such as the development of reading and writing practices to accomplish tasks based on administrative directives as well as international and national policies.

In the case of the high school, those achievement outcomes had to do with accomplishing National Policies like: NBP (National Bilingual Program), Colombia Very Well 2015-2025 and Standards of Language. In the case of the university, both collaborative practice and use of technological tools

are the mainstays of the curriculum. This reflects the national policies which aim to foster language learning by using ICT (Information and Communication Technology) tools and applications; in fact, all education institutions are mandated to have access to technological devices which facilitate direct or simulated discourse (Colombia Very well, 2014).

However, in one of these two public institutions, classrooms were not provided with enough technological resources to integrate ICT into English; consequently, students were not familiar with multimodal texts presented in web pages, which represented an obstacle to fostering literacy skills in students. Common needs evident in both institutions included: the need to develop literacy tasks; a need to collaborate with other learning communities; and the need to improve language learning skills, expand the use of ICT, and assume critical positions related to what students read and write. After analyzing the common issues in both contexts, it was necessary to establish a strategy that would fulfill at least some of those needs as well as encourage both teachers to incorporate ICT into their classes.

Literature Review

Literacy and Multimodality.

Terms such as *new literacies* (Lankshear & Knobel, 2003), *multiliteracies* (Cope & Kalantzis, 2000) and *multimodality* (Kress

& van Leeuwen, 2001) are based on how people make meaning with texts. Such terms have conceptualized the way new communication practices are impacting literacy and learning, as described by Jewitt (2008, p.242). Here, literacy has a key feature, multimodality, which was recognized in this study as a pedagogical strategy because it provided the tools for working with blended learning. For instance, the website *Little Bird Tales* combined tools such as uploading photos, drawing pictures, written text, and online audio voice recordings.

All those tools reflected the definition of multimodality as meanings conveyed, interpreted, and re-conveyed via image, sound, writing, music, speech, etc (Kress & Van Leeuwen, 2001). From a multimodal perspective theory, it is explained by Kress and van Leeuwen (2001) that images and actions are referred to as modes that organize sets of semiotic resources for meaning making of texts. In this sense, researchers considered the need to go beyond literacy practices as only written representations. That is why in this process of literacy, students learn "what counts as literacy" (Unsworth 2001, p. 337) in the classroom, how the construction of literacy is developed, and how it occurs through understanding texts They also learn to appreciate a wider range of texts as well as interacting with other readers.

Nowadays, the word *literacies* in *new literacies* signals a shift in thinking

about the ways that people make meaning with language (Rowse & Walsh, 2011). Traditionally, literacy is seen as a product whereby learners analyzed text genres and vocabulary. That is why moving literacy beyond standard forms of written and spoken language is a difficult task (Vaarala & Jalkonen, 2010).

Barton, Hamilton & Ivanič (2000) define literacy practices as activities taking place around texts. In this research, literacy was perceived as an opportunity for students to interact with their knowledge of the world and connect the texts with topics such as friendship and love relations. This social perspective “enables an analysis of how the social practices of literacy in schools realize social structures” (Jewitt, 2008, p. 241). This concept reflects the way in which literacy practices can be used to create connections and interpersonal relations and how learners’ perceptions on those topics shape how they read, understand and write a text. Moreover, the way learners react to certain topics emerging in their written papers highlights the interaction between writer, reader and text.

Blended learning.

The term *blended learning* is defined from a point of view in which singularity is not as effective for educational purposes. Masie claims that “we are, as a species, blended learners” (as cited in Hoffmann & Miner, 2002, p.4). It means that humans are able to learn using

different ways to study a specific topic and thus we employ multiple methods to acquire knowledge. Therefore, Garrison & Kanuka (2004), mention that the “integration of classroom face-to-face learning experiences with online learning experiences.” (p.96), although not the same for all contexts and with varied effects on learners, appears consistent with our natural inclination to multimodal learning.

In digital spaces, blended learning often has different semantic modes that contain messages and information shared by different communities arranged around common educational goals. Garrison & Kanuka (2004) affirm that in a blended learning scenario, much of the learning is via written communication because the interactions are often asynchronous. Individuals are part of communities of inquiry in which knowledge is negotiated with other individuals that belong to the same community, primarily in written form.

Collaboration.

For the purpose of this study, collaboration is considered “a process of shared creation: two or more individuals with complementary skills interacting to create a shared understanding that none had previously possessed or could have come to on their own” (Schrage, 1995, p.33). It implies a cooperative approach to knowledge acquisition whereby individuals help each other to achieve common goals.

In this study, students were assigned different tasks according to their strengths or weaknesses regarding the 4 primary English skill areas: writing, reading, speaking and listening. The final product was an audiobook created not in isolation but in a working group. To that end, students assumed roles as writers, editors, speakers, listeners and designers. The purpose was both to help them to improve their abilities in weaker areas as well as reinforce and expand upon prior knowledge of language. The whole experience meant "participants working together on the same task" (Lai 2011, p. 7), the very goal of collaborative task-based language practices.

In virtual environments, collaboration can sometimes be confused with cooperation that is to work simultaneously to accomplish a task. Maintz (2009) explains that collaboration in virtual environments has to do with interactions in a synchronous way (chatting or having video conferences) or in an asynchronous way (e-mails, forums, blogs). However, and for the purposes of this study, attention was given to asynchronous formats because the means to communicate the tales was via Google Drive, e-mails, and the information participants uploaded in *Little Bird Tales*. In this sense, the cyberspace is also a way to provide students with opportunities to share with other academic communities.

One study that illustrates how collaboration is facilitated using written

texts was conducted by Bear, Estreem, Fredrickson & Shepherd (2014). One of the main purposes was to connect technology and literacy through digital spaces. They highlight the importance of considering writing not as an individual skill of self-expression but as a construction of a participatory culture in digital spaces. They concluded that negotiation through a written text online can be facilitated using Google Docs or a similar platform because it allows students to have a safe space to exchange knowledge and content.

Collaborative practices in the language class are useful to connect students with other learning communities and one of the advantages, as explained in Bear, et al. (2014), is that this interaction can be both promoted through Virtual Learning Environments (VLE) via the written word, whereby the texts students create constitute a form of communication.

Methodology

Research Design.

This study followed a qualitative paradigm. Informed by the work of Johnson & Christensen (2004), it relied primarily on the collection of qualitative data which, in this case, consisted of written texts that students wrote as well as insights they provided through the questionnaire. The type of study was *action research*, which Tripp defines as a method used in education when teachers want "to improve their

teaching and thus their students' learning" (2005, p.2). The main objective was to integrate technology to the daily classes by tackling deficiencies in the way written texts were addressed in an effort to restore a degree of student interest and motivation.

Tripp (2005) proposes an action research cycle formed by three phases: The first *planning* phase calls for analyzing the problematic situation. This step included observations of English classes in which researchers detected students' low interest in literacy practices and followed by planning of ways to improve. The second phase was the *action* phase, during which students created the audiobooks and data was collected from the questionnaires. The last phase was *evaluation*, in which a triangulation was made between excerpts from the tales and data provided in the questionnaires related to students' perceptions of love and friendship relationships, the use of technology, and their English skills.

Setting and Participants.

This study was carried out in two different institutions. The first was a branch of a public university located in Socorro, Santander. The 13 voluntary participants included 6 female students and 7 male students between 17 and 22 years old enrolled in engineering programs. They came from different academic backgrounds (rural, state, and private schools) and were receiving five hours of English instruction per week.

After exploring the webpage, students decided to assign different roles such as writers, editors, speakers and designers of the audiobooks.

The other participants were 30 eleventh graders whose ages ranged between 16 and 20 years, consisting of 22 girls and 8 boys from a public senior high school in the town of Barbosa. They came from Colombian socioeconomic strata one, two, and three. They were well-behaved students but they had more difficulties with scholastic material. They studied three hours of English weekly, and they made use of an information and technology branch of their school. These students had a basic level of English and studied in a context in which the English subject is one of the fundamental subjects in the curriculum. Students in the two institutions were chosen to participate in the project because of their manifested interest in improving their English skills.

Data Collection Instruments.

Students' production.

The tales written and posted by the students were used as a means to unveil relations between their lives and main topics of their texts. The audiobooks and the process of editing in Google Docs were also considered. The data provided by these sources helped to determine the main topics to explore in the questionnaires, to make connections between what and how students wrote and learn more about their perceptions.

Questionnaires.

Participants were asked to answer an open questionnaire. It was divided into three different sections which included students' perceptions and opinions connected to the topics from the tales, use of technology tools, and learning the language through skills practice and collaborative work (See Appendix A). The first section included three subdivisions which were administered after teachers had identified emerging social topics in the tales. Those topics were chosen due to their social nature; researchers explored how student friendship and love relations were strengthened and the connection they made with the interpretation of tales.

The second section contained questions regarding the ways students learned about the website Little Bird Tales and the programs and tools used for task completion in cyberspace. The third section addressed questions related to foreign language learning which encompassed three further subdivisions: English skills, collaborative work with other institutions, and perceptions related to the whole experience.

Pedagogical Implementation

The integration of resources for teaching English in the language classroom was planned based on the tools available in Little Bird Tales. According to its creators, the website aims to foster love for reading, writing,

and self-expression, and to make the foreign language learning process easier and funnier for students and teachers. To that end, the webpage promotes learning by sharing stories, opening accounts, using multimedia, recording sounds, uploading pictures, writing stories and creating drawings.

The website was integrated to the syllabi of the two courses through three stages. The first stage was in-depth information about project, explaining to learners its purpose, dealing with consent forms, understanding resources needed and working with templates for Tales. In this stage, teachers taught students how to use the website, assigned work groups, and facilitated the creation of Gmail accounts. The second stage, the more hands-on stage, included signing into the website, editing texts, and creating visual and audio recordings. Activities such as peer-checking, feedback on recordings, sharing tales, and commenting on the experiences were implemented during the third stage.

Students were assigned to work on tasks according to their strengths and weakness in English skills. The tasks were addressed taking into account the curricular direction that teachers in both institutions had to follow. Thus, two goals were set regarding the institutional syllabi from the public school: "to produce written texts with different intentions considering[the] possible reader" and "to understand different texts and assume a critical

position according to them.” (Colegio Trinidad Camacho Pinzón, 2016, p.68). Some additional objectives were taken from the public university curricula based on the book *Cutting Edge Elementary*, such as “students can write a series of simple phrases and sentences linked with simple connectors like *and*, *but* and *because*” and “student can identify specific information in simpler written material he/she encounters such as stories describing events in past simple.” (Greene, Cunningham & Moor, 2013, p.3).

Results

Data was collected during three weeks in which students worked on the creation of audiobooks. The triangulation strategy used to analyze “data gathered by multiple methods (e.g., observation and interviewing)” (Elliot & Timulak, 2005, p.151) helped to do a cross-validation between the information from the questionnaire answered by the 43 students and the written texts produced by them. The strategy was used to assure reliability during the process. The analysis was based on a descriptive and interpretative framework that allowed the consideration of the importance of using virtual environments to foster literacy practices in the English class.

To carry out the analysis, a grid was made to classify the five tales written by the students; it was essential to extract segments that embraced a social

connotation in terms of how those tales reflected students’ daily experiences, based on perceptions about friendship and love relationships. Upon analyzing the data, two patterns emerged. The first one called *My experience as a language learner in virtual environments* was divided in two subcategories: *Writing as a reflection of life* and *Approaching ICT in the English class*. The second category was named *Using ICT to improve my English skills*.

My experience as a language learner in virtual environments.

When students worked in Google Drive and Little Bird Tales, they were able to communicate their views of life through writing and at the same time, they learnt how to use technological tools as means to express their perceptions.

Writing as a reflection of life.

This had to do with how students represented their real lives when they were involved in literacy practices. The themes found in the tales were related to friendship and love relationships. When learners were asked how they reacted when facing problems in a friendship or love relation, their answers had positive and negative connotations. Students who answered negatively claimed, for instance:

"I do not do anything unless the person is important for me" (Q, S. 13)⁴

["no hago nada al respecto al menos que la persona sea importante"]

or even they said,

"I avoid problematic situations because facing problems is difficult for me" (Q, S. 4).

["evado la situación ya que me es difícil enfrentar los problemas"]

In the tales, the ways in which students assumed negative attitudes was evident, especially when they were in trouble. In this extract, they wrote:

"He was walking and every step was without reasons, alone [he] wanted [to] escape of this unkind reality." (Tale 1)

"Then, he wanted to be alone, in a place very very far from his house" (Tale 3)

Students that answered positively mentioned:

"I searched for solutions to the problems (talking in a respectful and tolerant way)" (Q, S. 16)

["busco soluciones a los problemas (hablando de manera respetuosa y tolerante)"]

Additionally, University students' responses were:

"I express what I dislike about the problem" (Q, S. 35) [Expreso lo que me

incomoda durante el problema] And "I assess the alternatives and ask for advice" (Q, S. 38) [Evaluó alternativas y pido consejo] The tale that supported this perception was:

"She was married. It broke his heart and he decided to give up. He went to look for [an] other rat, a rat that was arranged to love him." [sic.] (Tale 2).

They also claimed that when they had problems they faced it, e.g

"I express what bothers me of the situation" (Q, S. 36).

["Expreso lo que me incomoda durante el problema".]

It is supported by the texts as follows:

"It left forever, wished the better thing him and decided to forget what had happened between them" [sic.] (Tale 3)

"and his confirmed to him that was time to should forget her and he follow his live" [sic.] (Tale 5)

Bearing in mind the social perspective in which literacy is addressed in this article, one can say that according to students' perceptions, tales were written based on how learners may react when facing issues about friendship and love relations or finding solutions to tackle real life problems. That is why this study is viewed through the lens of social perspectives in literacy because it

4 Codes used: S=Student, for perceptions written in the questionnaire=Q and (Tale 1), (Tale 2), (Tale 3), (Tale 4) and (Tale 5) for the tales

is understood as a social practice rather than an individual one.

Approaching ICT in the English class.

This subcategory reflects students' answers related to how they dealt with the resources available in Little Bird Tales and the other software used to create the audiobooks. Students were instructed about ICT use through a blended learning methodology that allowed the combination of face-to-face instruction and online experiences (Garrison & Kanuka, 2004). Face-to-face instruction in classrooms was required to explain how to use the webpages using internet or PowerPoint presentations; the use of online tasks allowed students to use audio and visual modes to create the tales was also useful to get new knowledge of ICT tools. Students reported:

"I learned a new way to create animated texts with pictures with my teacher's help."
(Q, S. 36)

[Aprendí una manera de crear textos animados con imágenes y con la ayuda de mi profesor]

"Our teacher showed us a video to learn how to use the website and I also searched by my own" (Q,S. 33)

[Nuestra profesora nos mostró un video de cómo usar la página y también yo misma busqué]

Other strategies used to learn about the websites were the autonomous

exploration of the cyberspaces and watching YouTube tutorials, for instance:

"Surfing the web and exploring" (Q, S.7)
[Navegando en internet y explorando]

During the process, it was found that even when students were digital natives or had grown up surrounded by "computers, videogames, digital music players, video cams, cell phones, and all the other toys and tools of the digital age" (Prensky, 2001, p.1). There were, however, some basic virtual tasks that they had not encountered before using the web pages in the language class. After working with the multimodal tasks, they acquired abilities in: uploading texts, imagery and audios in Little Bird Tales, editing texts on Google Drive, using a sound assistant and voice recognition with a microphone, using online dictionaries, and using their e-mail accounts for academic purposes.

In this paper, connecting the two learning environments had a common goal: to explore a website using in-person support from class as well as computer assisted learning. Students also employed different technological tools such as Google Drive, Google image search, Gmail, and Little Bird Tales tools, and those activities represented an alternative for learning the language. It allowed that the "environment becomes more learning-centered, with emphasis on active learning through collaboration and social

construction of understanding" (Rovai & Jordan, 2004, p.1).

Using ICT to improve my English skills.

This section describes how students' English learning was enhanced after integrating ICT into the classes. Students were asked about their improvement related to reading, writing, speaking, and listening, as they had previously worked on their weaknesses from those skills. During the process, students were also asked about collaboration to improve those skills and affective factors related to the English task assigned. One of the advantages of creating the audiobooks was the fact that it allowed the integration of the four skills without splitting them one by one. During the whole activity, students were simultaneously involved in comprehensive and productive practices using written, visual and auditory modes.

According to the students' answers, their writing, reading, and listening skills were strengthened by the writing process itself. When students started to write the tales, they became more conscious about the structure of sentences and paragraphs.

"It helped me to use structures, to write better, to know how to rewrite new words and to form coherent paragraphs." (Q, S. 13)
["Ayudó a estructurar, redactar mejor, saber re-escribir palabras nuevas y formación de párrafos coherentes"]

In most of the cases, students write their texts, teachers revise them and a score is assigned; students write a paper and then they forget the content because they do not return to those texts. In this case, once the tales were ready, students found a purpose to their written papers by using them to create the audiobooks. It helped learners to reinforce the structures and vocabulary they used during the writing assignment. For example, typing the texts in Google Drive helped them to understand more the content of tales they wrote. They claimed:

"Reading and understanding the text by copying it in the website" (Q, S. 25)
["leer el texto y comprenderlo al reescribirlo en la página"]

Students also reported that they reinforced their writing and reading skills when editing the texts. They had to understand the tales, carefully revise grammar structures, and rewrite some fragments when necessary. They also wrote comments and questions to their partners which established real English communication with the authors of the tales in the process of correction. Looking for imagery on the net to visually support the written texts also required reading the texts to fit the best pictures to the audiobooks. It also reinforced the reading skill not only of written words but of visual texts in the net.

"Correcting mistakes and using connectors increased vocabulary and past tense knowledge" (Q, S. 42)

[Corrigiendo errores y usando conectores, aumentó el vocabulario y conocimiento de verbos en pasado"]

"It helped to expand vocabulary by searching for key words to comprehend better by using imagery" (Q, S. 36)

[Ayudó a ampliar el vocabulario al buscar palabras claves para entender por medio de imagen la comprensión de lectura"]

The integration of the reading and speaking skills in the recording of audios in the webpage was evident. The students' answers about reading a text aloud several times showed that it is an activity that favors pronunciation, fluency and reading comprehension. Moreover, it is a way to make students more conscious of their use of language as they correct their own mistakes after recording an audio. One student in charge of the speaking task (they were assigned different roles according to their strengths and weaknesses) answered:

"I learned to correct the pronunciation of verbs by myself, I used a better intonation when recording the audios and improved fluency when reading." (Q, S. 41)

[Aprendí a corregirme la pronunciación de verbos, a usar mejor entonación al grabar y mejoré la fluidez al leer]

Listening skills were supported by the work made during the writing process and the several readings students had to do to correct and edit the

texts. Students perceived an observable improvement during this process as they had to write, edit, and read the texts, becoming more familiar with the vocabulary used in the audiobooks and understanding the texts aurally. They claimed:

"I learned how to listen and to translate using my mind" (Q, S.37)

[Aprendí a escuchar e ir traduciendo en mi mente]

"I understood more by listening to my partners and other's tales."(Q, S. 20)

[Comprendía más escuchar al compañero y al escuchar a otros cuentos]

In collaboration, students pursued a common goal, worked in the same task, and negotiated knowledge. The common goal was to create the audiobooks by doing tasks like writing, editing, illustrating, and recording. Among themselves, students negotiated their editing skills with the purpose of being corrected by each other and supported by partners, as they indicated in the questionnaires. This collaboration with another institution enabled them to belong to a community of learning aiming at the same objective: to create audiobooks using ICT. Most of the high school students had a positive experience because they felt that this interaction with university students could help them to be involved in the higher education life. Some positive comments they wrote were:

"It was very positive due to the fact they helped us to correct and we learned a lot" (Q, S. 17)

[*Sí fue positivo ya que ellos nos pudieron corregir y así aprendimos más*]

"I liked the fact that they could see what I wrote and checked my mistakes so I realized about what was wrong." (Q, S. 12).

[*Me gustó que ellos pudieron ver lo que yo escribí y corregir los errores y así darme cuenta lo que tenía mal*]

In regards to the connection between students' perceptions towards working with other people from different institutions, collaboration was seen as a creative process where students worked in a complementary manner. Here, each learner's role was based on the way knowledge was constructed and transformed for him/her; due to that fact, they understood that each person is a particular individual, but if they work collaboratively, the whole group's experience is enhanced through valuing others' ideas and perceptions.

The benefit of student collaboration is illustrated by such comments as:

"I helped myself with a classmate support and I learned how to use the dictionary" (Q, S. 31)

[*Me colaboré con la ayuda de un compañero y aprendí a usar el diccionario*]

Also, students showed their positive reaction by stating that:

"I like the way in which students from Barbosa express their ideas throughout their tales and not only the time was used to this purpose, but also I worked at home, it was

entertaining to see how people think about their problems in different situations by the tales"

[*Me agradó la manera en que los chicos de Barbosa expresan sus ideas por medio de los cuentos y que se usa el tiempo tanto de la clase como en mi casa, era entretenido ver lo que otras personas reflexionaban sus problemas en diferentes situaciones a través de los cuentos*] (Q, S. 28)

Those statements showed that collaboration "involves participants working together on the same task" (Lai 2011, p. 7) and not in an individual way. Dillenbourg, Baker, Blaye & O'Malley (as cited in Lai 2011, p. 39) claim that collaboration implies negotiation in which none of the participants imposes his perspective; rather, they share knowledge and listen to the others.

Additionally, in their own institutions, they had negative and positive experiences. They wrote,

"Collaborative learning was noticed since we shared the activities and work tasks were distributed" (Q, S. 41)

[*se notó aprendizaje colaborativo ya que se complementaron las actividades y se distribuyó el trabajo*]

"it was positive because we used the class time, but some of us worked more than others" (Q, S. 4).

[*fue positivo el uso tiempo de la clase, pero unos trabajan más que otros*]

This indicates that students found it relevant to assume roles such as editing, recording their voice, and creating questions when they had to

accomplish academic assignments with their partners. It further indicates how learning is nurtured by social practices rather over a solitary approach.

Not all feedback was positive. Some students described problems perhaps related to the lack of knowledge about how to use ICT, for instance:

"There was an issue with the e-mails," (Q,S. 12).

[Hubo un inconveniente con los correos]

The availability of time to meet outside the classroom and the different positions (for example leadership) they had in the groups also proved challenge for students during the tasks. They claimed:

"There was a problem to meet up, [and] some members in the groups scolded us a lot"(Q, S. 28)

[Había dificultad al reunirse, algunos miembros del grupo nos regañaban mucho]

That fact suggests that in such a setting, students needed to be monitored by the teacher even when the activities were meant to be worked on outside the language classroom. Nevertheless, this situation also showed how those initial activities are the starting points towards creating more autonomous students.

According to the given definition of collaboration in this study, interaction was not only present among individuals but also with the virtual environment itself, in which students

developed the activities assigned by the teacher. As the participants in this study wrote their tales and created the audiobooks, interaction between the writer and the reader was established; they made comments and corrections in Google Docs, and it was then the teacher who brought up their ideas in the language classroom, in both the high school and the university. The interaction took place in a virtual space and the tales were means of facilitating communication among students and teachers.

During the process, some students expressed different emotional reactions to the use of ICT in the English classes, the work with other communities, and the writing of texts. When they were asked if they were motivated using ICT to create audiobooks, most of them found the activities productive, innovative, interesting and entertaining because they had never worked those kinds of projects in the English class. A student wrote:

"it is an interactive way of learning and growing" (Q,S. 34)

[Forma interactiva de aprender y fortalecer]

Other students did not find the webpage as motivating as their partners did, even when they had accomplished the assigned tasks. They found the web pages boring and/or difficult to use because the interfaces were written in English, and some of them perceived a lack of organization in the activities.

I believed it is a well-designed program but it was very boring. (Q, S. 11)

[Creo que es un programa bien diseñado pero muy aburrido]

"There was a great difficulty to understand the website because of the process [we had] to follow" (Q, S. 10)

[Hubo una gran dificultad para entender la página por el proceso que se tenía que seguir]

Conclusions

Literacy is considered in this study as part of a transformation of social realities, thus assigning topics regarding personal relations in terms of love and friendship was an opportunity to inquire into how learners connect topics of the tales with their lives. It is said that society is shaped by the relation to language and representations thereof; the delivery mode outlined in this study required both students and teachers to take into consideration the strengthening of social and human relations in both, students' experiences as writers in virtual environments, and how this experience reflected their life (perceptions, ideas and problems). The curriculum makes meaning of what is being learned and teaching is understood in a multimodal classroom environment.

This study also showed that one way to integrate different modalities is by utilizing ICT tools in the English classes or in assignments outside the English classroom. The use of technology was

a way to introduce students to the target language and to the different visual, auditory, and linguistic modes in which that language was presented. The webpage in this study played an important role because it helped learners to interact with the tales by expanding the meaning of the topics with audio, words and pictures.

The combination of both virtual and real-life environments guaranteed that the processes of learning became more meaningful and successful for students. However, the blended course learners still required the guidance of the teacher. This means that using virtual learning environments does not replace the role of the teacher in the process of language learning; on the contrary, educators become the facilitators of those virtual experiences and help students during the exploration of them.

Internet technologies also enhanced the amount and quality of interaction with the texts. Learners did not have a passive relationship with information. Instead, they actively engaged the texts by using dictionaries, editing information, and even creating questions and new stories by using resources and tools for learning English. This process was enriched by creating connections between topics of texts and students' background knowledge, experiences, and perceptions of the world.

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Appendixes

Appendix 1: Questionnaire administered to students

Querido estudiante, el siguiente cuestionario tiene como objetivo conocer sus percepciones sobre el trabajo realizado con la página "Little Bird Tales" y el uso de la tecnología en el aula de inglés. Responda de acuerdo a su opinión personal. Las respuestas dadas serán usadas de manera confidencial

1. PERCEPCIONES DE LOS ESTUDIANTES

1.1 Cuando afronta problemas en sus relaciones interpersonales con algún amigo, compañero o familiar ¿Cómo reacciona y qué hace frente a este problema?

1.2 ¿Cree usted que es posible establecer relaciones de amistad entre hombres y mujeres sin necesidad de llegar a romance? _____

1.3 Frecuentemente, cuando se le presentan problemas en su vida, ¿Cómo los soluciona? Evade la situación, hace actividades diferentes para escapar de la realidad o: _____

2. USO DE LA TECNOLOGÍA

2.1 ¿De qué manera aprendió a usar la página "Little Bird Tales"? _____

2.2 ¿Cuáles limitaciones encontró al usar la página web? _____

2.3 ¿Qué programas y herramientas aprendió a usar durante el desarrollo de las actividades en la página "Little Bird Tales"? _____

3. APRENDIZAJE DEL INGLÉS

3.1 ¿Cómo mejoró las siguientes habilidades en el aprendizaje del inglés?

- Lectura: _____

- Escritura: _____

-Habla: _____

- Escucha _____

- Pronunciación: _____

3.2 ¿Qué ventajas y desventajas encontró al trabajar en grupo mientras que desarrollaba las actividades en la página web? _____

3.3 ¿Se sintió motivado al usar la página "Little Bird Tales" en la clase de inglés? Sí, No. ¿Por qué? _____

3.4 ¿Qué le gustó y qué no le gustó sobre trabajar con otros grupos de una institución diferente a esta? _____

Analysis of Language Learning Strategies Used by Two Groups of Students of Differing Age Range¹

Análisis del uso de estrategias de aprendizaje del lenguaje usadas por dos grupos de estudiantes con diferente rango de edad

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Received: March 3, 2016

Accepted: June 9, 2016

How to cite this article (APA, 6th ed.): Suesca, F., & Torres, A. (2016). Analysis of Language Learning Strategies Used by Two Groups of Students of Differing Age Range. *Enletawa Journal*, 9 (2), 55-72.

Abstract

This short exploratory study aims to analyze the language learning strategies used by part of two groups of students with different age range in seventh and eleventh grade. The instruments used to carry out this study were: an adapted

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questionnaire to identify Language Learning Strategies (LLS), a focus group discussion, and an interview. The results show that age is an important factor when determining LLS. However, it was also found that there are other variables such as task nature, course methodology, and parents' availability, among others, that may influence strategy choice.

Key words: Language learning strategies, Strategy Inventory for Language Learning (SILL), Age difference.

Resumen

Este estudio exploratorio corto busca analizar las estrategias de aprendizaje del lenguaje usadas por dos grupos de estudiantes con diferente rango de edad en los grados séptimo y undécimo. Los instrumentos usados para llevar a cabo este estudio fueron: la adaptación de un cuestionario para identificar las estrategias de aprendizaje del lenguaje (EAL); una discusión de grupo focal y una entrevista. Los resultados muestran que la edad es un factor importante cuando se determinan las EAL. Sin embargo, se encontró que hay otras variables tales como la naturaleza de las tareas, la metodología del curso y la disposición de los padres, entre otros, que podría influenciar la elección de la estrategia.

Palabras clave: Estrategias de aprendizaje del lenguaje, SILL, Diferencia de edad.

Introduction

This short exploratory study aims to analyze the language learning strategies used by two groups of students with different age ranges, namely in seventh and eleventh grade. Studies done by Fillmore (1979), Ellis (1989), Oxford (1989), O'Malley and Chamot (1990), and Fewell (2010), on language learning strategies have been of great significance since they provide key facts for understanding students' learning processes which may lead to a "successful" or "proficient" use of a foreign language (L2). In order to facilitate the acquisition, internalization and use of an L2, it is important to be aware of the array of modes through which students learn. In this sense, Oxford (1990) points out that "learners need to learn how to learn, and teachers need to learn how to facilitate the process." (p. 201).

At present, in some schools around the world, children and teachers have the opportunity to identify learning styles, self-monitoring, self-directed learning, learner autonomy and language learning strategies, as outlined in studies made by Chamot (2005), Lee (2014), and Chen (2014). These different types of opportunities allow students to understand and know themselves in connection with their potential for raising awareness on their own strategies to understand knowledge.

Thus, taking into account the aforementioned facts, this study aims to analyze the language learning strategies used by two groups of students (ten students aged 12-13 and ten students aged 16-17, in 7th and 11th grade respectively) at two public schools in Colombia in order to reveal how and to what degree age governs the use of LLS.

Literature Review

Learning Strategies.

In the cognitive field, the term 'strategies' was first coined by Bruner, Goodnow and Austin (1956) to refer to regularities in decision-making. However, researchers such as Brown (1982), Derry and Murphy (1986), Wade, Trathen and Schraw, (1990), Weinstein and Mayer (1986), Rubin (1975), O'Malley and Chamot (1990), Stern (1975) and Oxford (1990) have provided different definitions and classifications of strategies in the field of language learning. For instance, Oxford (1990) describes learning strategies as the specific behaviors or thought processes that students use to enhance their own L2 learning. Additionally, Oxford goes beyond by stating that "the objective of using LLSs is to make learning easier, faster, more enjoyable, self-directed, effective, and even transferrable to new situations". Also, Oxford states that learners are influenced by factors such as gender, age, social status, etc.

Similarly, Chamot (2004) states that learning strategies are the thoughts and actions that individuals use to accomplish a learning goal. Other authors such as Tarone (1981, p. 290) include other terms when defining learning strategies, stating that they are “an attempt to develop linguistic and sociolinguistic competence in the target language to incorporate these into one’s inter-language competence.”

In addition, it is relevant to highlight that the taxonomies proposed by Rubin, O’Malley, Stern and Oxford, among others, are the most common ones (Chamot, 2004), with Oxford’s classification being widely used as it is considered a complete instrument in terms of validity and reliability since her taxonomy has been used in different settings with variables such as language and culture (Gavriilidou & Mitits, 2016). Additionally, it has been used as a referent for the designing of adaptations of other inventories. According to Drożdżal-Szelest (1997) initially, Oxford classified LLS into two main categories based on Rubin’s division of strategies: direct and indirect strategies. As stated in Griffiths and Oxford (2014), Oxford included memory, cognitive, and compensation strategies in the direct category, while the indirect category included metacognitive, affective and social strategies. Recently, she refined her classification into four categories:

cognitive, affective, socio-cultural interactive and meta-strategies.

Strategy Inventory for Language Learning (SILL).

Several studies made by Chamot (2005), Pineda (2010) and Lee (2014) on language learning are based on the Strategy Inventory for Language Learning (SILL) which was created by Oxford in 1990. The main purpose of the inventory was to assess the frequency of use of various language learning strategies. There are two versions of the SILL: Version 5.1 is used for foreign language learners, whose native language is English, whereas version 7.0 is used for learners of English as a foreign/second language (Gavriilidou & Mitits, 2016; Russell, 2010).

Adaptation of the SILL.

Different researchers have made adaptations to the SILL to fit their respondents’ contexts and have included variables such as age, language, gender, etc. (Ardasheva & Tretter, 2013; Gavriilidou & Mitits, 2016; Lavasani & Faryadres, 2011; Lee, 2014). For instance, Lee (2014) took into account different SILLs to design a new version which considered factors such as age and school context. In her study, she found that the new instrument was useful because it was shorter, simpler, and it covered the main categories found in the literature about LLS.

In relation to our current research, it was found that few studies have been applied to school children and

adolescents (Platsidou & Sipitanou, 2015). It is also important to mention that the only available recognized instrument for younger students is very expensive, complex and difficult to use (Lee, 2014; Stroud, 2006). As a result, less importance has been given to this population in contrast with college students (Stroud, 2006).

Thus, it becomes necessary to discover alternative ways of allowing teachers to adopt methodologies that demonstrate an understanding of the primacy of empirically examining their students' patterns of LLS use along with the possible implications for teaching methodology, curriculum design, and strategy training, especially given the particular conditions of our contexts (lack of resources and EFL research in the field of LLS).

Methodology

Setting.

The present study was carried out in two different schools: One school is located in Cundinamarca and the other in Boyacá. Both schools have the particularity that students come mainly from rural areas. However, the former setting is located in an urban context while the latter school has a limited access to the town and many students have to walk long distances to get to school.

The participants in Cundinamarca were seventh graders, aged between 12 and 13 years old; the participants in

Boyacá were aged between 16 and 17 years old. As for parents' involvement in students' activities, they seem to be largely unconcerned with the educational process. The main sources of income for the families in both groups are agricultural activities and animal husbandry. The quantity of parents that hold a professional degree is negligible.

Data Collection Instruments

Questionnaire.

Questionnaires are widely used since they provide researchers with information such as the distribution of characteristics, attitudes or beliefs. (Marshall & Rossman, 1995; Wilson & McLean, 1994). Moreover, as mentioned in the literature review, the SILL can be adapted for specific purposes. In this case, we adapted Lee's SILL (2014) because it condensed information from a broad range of strategies into four main categories: cognitive, metacognitive, resource management, and motivation-affective.⁴

The adapted instrument was called the Local Language Learning Strategy Inventory⁵ (LLLSI), and it was tailored to meet the particular needs of the study, especially in terms of feasibility and ease of use for local teachers. It included

4 The reader will find in the Appendix 1, a sample of the adapted questionnaire.

5 The LLLSI was translated into Spanish to make sure that all respondents understood the categories and the items.

the above-mentioned categories, a one-to-five Likert (1932) scale that provided a range of responses to a given question or statement, as well as an adaptation of the category names for students' readability and understanding. The LLSI was administered to 10 students in each group.

These aforementioned categories were renamed as follows:

1. Cognitive = **Perceptions**.
2. Metacognitive = **How do I manage my own perceptions?**
3. Resource-management = **My planning**.
4. Motivation-affective domains = **What makes me feel motivated?**

Focus group.

A focus group is a contrived setting used to discuss particular topics where the interaction of groups provides data and outcomes which will likely be helpful for subsequent interviews and/or questionnaires (Krueger, Morgan, Bailey and Robson as cited by Cohen, Manion & Marrison, 2007). Hence, we decided to conduct a focus group to take advantage of the opportunity to address certain themes among the participants and glean insights from such interactions (Krueger; Morgan; Stewart & Shamdasani as cited in Creswell, 2007).

Before conducting the focus group, the location, time and the date were set up and communicated to the participants. The focus group was conducted at the two different schools

and was comprised of three parts: the first part was the introduction, during which the purpose of the research and general information about issues concerning confidentiality, ethics and procedure were explained; the second part explored of the use of learning strategies; and the third part consisted of closing the focus group and thanking the participants.

In order to record input data, a mobile built-in audio-recording application especially for interviews was used. This application includes a speech to text option which can be very helpful for transcribing individual contributions. The discussion was carried out with 10 students from each grade respectively.

Interview.

Burgess (as cited in Richards, 2009, p. 102) describes a typical interview as a 'conversation with a purpose' and Kvale (as cited in Richards, 2009, p.5) describes it as a 'professional conversation'. In this case, the purpose of this procedure was to gain a better understanding about LLS development based on what students had revealed in the previous two instruments described above. In addition, we decided to use the interview because it is a tool that permits us to collect more detailed data than questionnaires alone; moreover, as Lankshear and Knobel (2004) point out, "interviews remain the best available means for accessing study participants'

opinions, beliefs, values and situated accounts of events at a particular point in time” (p.199).

A semi-structured interview was conducted employing a one-on-one interview format with open-ended questions. This interview was comprised of 10 questions about LLS use and other variables that students had mentioned in the focus group. The interviews were subsequently analyzed in order to compare and contrast the data provided by the two groups.

Procedure

The administration of the LLLI questionnaire provided us with quantitative data which measured the LLS that students used. The focus group discussion about learning strategies with the initial participants enabled us to have a better understanding of how students made sense of the use of LLS. The semi-structured interview was designed to elicit information about specific characteristics from students regarding LLS use.

Upon thorough review of different published research findings regarding LLS development, it appeared evident that most of them present discussions drawn largely from quantitative data (e.g. Chang, Liu & Lee, 2007; Chen, 2014; Chen & Jonas, 2009; Lee, 2014; Platsidou & Sipitanou, 2015). Traditional methods of data collection and analysis often

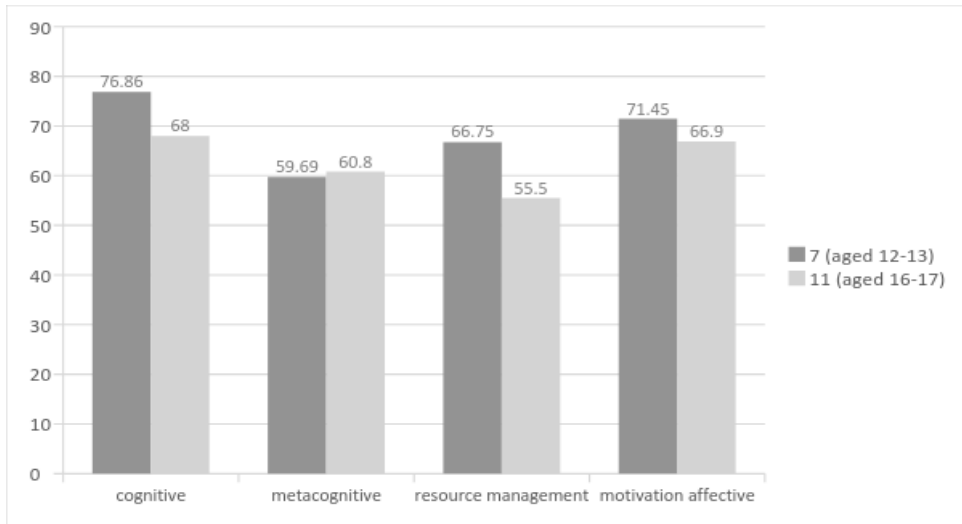
focus on single input modes, thus it was decided to draw on a triangulation method aimed at using different data sources to identify convergence and divergence points, taking into account the counsel of Lankshear and Knobel (2004). Because this was a qualitative study, we felt it important to give participants a voice as they experience the same event differently; in doing so, participants draw different conclusions and offer varying explanations and perceptions (Hood, 2009).

In order to organize the data for the analysis, we decided to use a method of organization broken down by instrument type (Cohen, Manion & Marrison, 2007) which was then analyzed by issue and by group (seventh graders and eleventh graders). For ease of analysis within this data organization approach, a particular color was assigned to each LLS category and a number to each one of the participants in order to readily find patterns among the three instruments used.

Results and Discussion

In the figure below, the reader will find the results from the questionnaire which indicate that students in seventh and eleventh grades generally showed a higher use of cognitive and motivation-affective strategies in contrast to resource management and metacognitive strategies.

Figure 1. Language Learning Strategies Use.



Strategy choice and course level.

Upon completing the data analysis, it was concluded that language learning strategy use is influenced by two main factors, namely the teacher’s methodology and nature of the task. Students in both groups reported that the use of repetition as a way to memorize was characteristic of different teachers’ methodologies:

“Pues antes en primaria lo ponían a uno a dibujar personas o algo en inglés y ahora pues le toca a uno, le ponen textos o algo y tiene que aprendérselos”.

[Excerpt from focus group discussion, student #1, seventh grade]

This could mean that students’ strategy use is closely related to the time of exposure to a determined

instructional method used by teachers in previous years. This echoes conclusions by Sutter (as cited in Oxford, 1989) which indicate that students tend to prefer language learning strategies modeled by a program’s general method of instruction and that this preference is more noticeable the longer they are exposed to said methodology. Eleventh graders, for example, report a high use of repetition techniques during their daily activities, as reflected in the following excerpt:

“Bueno para memorizar la estrategia que más utilizo es repetir y hacer dibujos. Las (estrategias de repetición) que yo utilizo, no sé, de pronto escribir varias veces para que a uno se le quede la palabra o repetirla o escuchar, no sé, cosas alusivas”

[Excerpt from interview, student #11, eleventh grade]

As for the nature of the task, it seems that the characteristics of activities established for a particular course influences the use of LLS in students. It was evidenced throughout the data analysis that students perceive an increase in task complexity as they progress over the years. Additionally, the use of different activities based on the subject matter at hand leads them to use specific strategies for specific purposes. For example, students report the use of imagery-based strategies in biology, social studies, and mathematics, while repetition is preferred in English activities. The following response describes the above-mentioned argument:

"En español de pronto mapas conceptuales, cuadros mentales que no se practican en Inglés"

[Excerpt from interview, student #14, eleventh grade]

Learning style and strategy choice.

Some students reported the use of a preferred language learning style, independent of the nature of the task or the teacher's methodology. It was observed that although most of the learners appear strategically unaware and do not demonstrate an articulated use of particular metacognitive processes, they do have a perception of some learning styles such as sensory modality preferences (Oxford, 2003) which they then relate to specific strategies (e.g., using drawings as a way to memorize).

The following excerpt illustrates how one student uses a preferred technique when he is asked to learn vocabulary:

"...Cuando es como algo para entender y para no andar repitiendo a veces hago los dibujos y entiendo que digamos si toca escribir sobre una casa y en vez de aprenderme la casa hago el dibujo"

[Excerpt from interview, student #10, seventh grade]

Accordingly, Wong (2011) argues that learning styles and corresponding strategies are often employed regardless of the methodology or skill being mastered, which seems to be the case with the seventh graders, many of whom make use of imagery independently of the requirements of the task. On the other hand, eleventh graders seem to use a wider range of techniques, but as opposed to younger learners, they do not frequently report the use of imagery, which may be related to the kind of activities younger learners preferred in their early stages:

Student # 14: "...Pues no tanto porque los dibujos los hacía uno cuando estaba hasta ahora aprendiendo".

Interviewer: "Y ahora qué actividades prefiere hacer?"

Student # 14: "pues a veces escucho audios y repito palabras y cosas por el estilo".

[Excerpt from interview, student #14, eleventh grade]

Consciousness of language learning strategy use.

Throughout the questionnaire, focus group discussions, and the interviews, it was observed that the use of meta-cognitive strategies is one of the weakest strategic elements in terms of applying metacognitive strategies to enhance awareness of self and/or awareness of peers. As mentioned above, few students demonstrated a monitored use of their LLS. Nevertheless, eleventh graders communicated a better understanding of the processes involved in the use of strategies for learning throughout the focus group discussions and the interviews. Conversely, seventh graders initially appeared to be unaware of their metacognitive strategies and did not have an apparent systematic view of how they learn. However, it was evidenced in the focus group that when prompted via direct explanation or drawn from the contributions of other participants who talked about their strategies, students who were not initially aware of their strategy use began to make more concrete contributions in terms of articulating ways in which they perceive they learn best:

“...Cuando es como algo para entender y para no andar repitiendo a veces hago los dibujos y entiendo que digamos si toca escribir sobre una casa y en vez de aprenderme la casa hago el dibujo”

[Excerpt from interview, student #10, seventh grade]

With reference to this fact, it is important to mention that consciousness awareness and monitoring of strategies is a complex process, especially since a strategy might become seemingly automatic yet then fade from awareness (Lee & Oxford, 2008). However, strategies can be brought back into consciousness as was indicated in the focus group discussions and interviews with some students.

Time disposal and strategy choice.

Three main factors were identified as influential regarding social relations in their environment. LLS use seems to be influenced by school requirements, parental involvement, and leisure activities.

Both groups reported awareness of the influence of age in the managing of their time. Students claimed that as they grow up, they acquire more responsibilities in school and that age is a variable that influences autonomy. For example, eleventh graders perceive that now that they are in their last year of secondary study, they have to take on duties specific to their age and circumstance (e.g. exams preparation, graduation projects, standardized tests, social work, etc.) which affects their schedules.

“El nivel de tareas ha aumentado porque cuando estábamos más pequeñitos nos ponían como menos cosas y pues ahora que ya hemos ido creciendo, entonces, pues

más responsabilidades, más madurez, más trabajos”

[Excerpt from interview, student #15, eleventh grade]

Similarly, seventh graders affirm that they have more responsibilities than in primary school.

However, school requirements are not the primary factor which influences their schedule the most, but rather home duties and parental expectations. Some students explicitly indicated in the focus group that they have more responsibilities at home as reflected in the following excerpt:

“...pues como ya no nos colocan tanta tarea, por eso es que ahorita nos ponen a hacer aseo o a cocinar.”

[Excerpt from focus group discussion, student #1, seventh grade]

“Cuando mi mamá necesita algo ahí si ella dispone de mi tiempo”

[Excerpt from interview, student #2, seventh grade]

Regarding parents' control over students, eleventh graders report to be more autonomous in their decision making while seventh graders, as mentioned above, carry out their daily activities are under parents' supervision. In this particular case, it is clear that the younger the students are, the fewer responsibilities they have at school and the more responsibilities they have at home. Accordingly, eleventh

graders perceive a similar situation but claim that they are more autonomous in what they do.

As for leisure activities, seventh graders report to be involved in activities outside of their school and house duties. Nevertheless, these seventh graders are still largely led by their parents in terms use of free time, while eleventh graders choose how use their spare time by considering more their own likes and dislikes.

Student #16 “no es que uno haga lo que quiera pero ya no lo molestan (los padres) a uno como antes”

[Excerpt from interview, student #16, eleventh grade]

Parental academic competence and help-seeking.

With regard to help-seeking strategies, it was concluded in both groups that learners' perceptions of their parents' competence influences how they develop tasks. For instance, seventh graders consider that their parents are helpful when it comes to answering questions about homework when they are not related to English. Similarly, eleventh graders perceive that their parents are not competent in English; however, unlike the seventh graders, they find their parents less helpful in other scholastic domains. For example, parents of seventh graders can often help with basic English activities as well as with tasks for other subjects, whereas parents of eleventh graders

are commonly considered less helpful across the board by their children. Most of the students in both groups reported that their parents do not have a professional academic education, and some of them did not finish primary or secondary school. The following excerpts illustrate this point:

“Pues a una tía que es egresada de la institución, a ella era a quien le pedía colaboración... (Me ayudó) hasta grado noveno... (le pido ayuda a) algunos compañeros”

[Excerpt from focus group discussion, student #16, eleventh grade]

“Porque los papás no saben”

[Excerpt from focus group discussion, all students, seventh grade]

“Mi papá hizo hasta segundo”

[Excerpt from focus group discussion, student #4, seventh grade]

“Mi mamá no sabe escribir”

[Excerpt from focus group discussion, student #10, seventh grade]

“... Le pido ayuda a mi hermano mayor... porque él entiende más el inglés”

“...No a ellos no les pregunto (los padres)... porque no estudiaron”

[Excerpt from interview, student #3, seventh grade]

Accordingly, the seventh graders showed a higher use of parental help-seeking strategies due to the fact that they see their parents as competent

people who can support them. On the other hand, the eleventh graders primarily seek help via 3rd party resources such as the internet.

Regarding this particular situation, it is important to highlight that both age-groups share socioeconomic features characterized by illiterate parents, low income, and familial dysfunction which could, in turn, be a determining factor in the development of students' strategic behavior. For instance, Castro, Giménez, and Pérez (2016) argue that among the identified factors that influence students' school performance, family dynamics have been noted in some studies to be more relevant than other factors such as institutional characteristics.

Conclusions

To recap, this study empirically revealed that age influenced the LLS use of seventh graders (aged 12-13) and eleventh (aged 16-17) graders. However, students within each age category might further be characterized in terms of setting, culture, and personality factors, all of which also impact LLS use. We can conclude that the use of strategies is closely related to grade level, across which task complexity increases as students advance and mature. This is similar to what Oxford (1989) has stated: “age is sometimes implied by course level” (p. 238). Another identified factor is the use of strategies resulting from the

course delivery techniques of individual teachers as well as overall instructional methods for their grade, yielding a situation in which, as Prokops (cited in Chen, 2014, p. 149) found, students have to cope with different tasks particular to different methodologies and courses throughout their schooling as they grow up.

Furthermore, it is also important to consider students' inherent learning preferences since awareness of students' innate learning styles permits them to adapt learning strategies to suit different learning tasks in particular (Oxford as cited in Wong & Nunan, 2011, p.146). For instance, curriculum designers and teachers should adapt the materials and methodologies taking into account the particular needs of the students and particular contexts (Tomlinson, 2001), such as the ones of the participants of this study.

It is our belief that by means of examining learners' LLS behavior, it is possible to improve practices in the classroom, keeping in mind the diversity and complexity of contexts throughout Colombian schools, which are particularly in need of intervention given the disregard of governmental policies which do not address areas in which English is not a priority (Cardenas, 2006), in part due to the challenging conditions in which institutions operate.

To accomplish the previous idea, both teachers and students should appreciate the value of raising self-

awareness since "postponing learning strategy instruction until intermediate or advanced level courses deprives beginners of tools that could enhance language learning and increase motivation for further study" (Chamot, 2005, p.122).

We consider that the adaptations of different methods to identify LLS are relevant to the field since many of the available instruments were created for particular needs and the available ones for school students are complicated to handle and inaccessible for some teachers because they have to pay for them.

Although, it was evident that age is a determining factor in the LLS use, further research would be necessary to know to what extent consolidated sociocultural characteristics of the contexts could predispose some behaviors in relation to the development of LLS. Finally, the analysis presented in this study could be contrasted with longitudinal research in order to appreciate how LLS are simultaneously shaped throughout the years along the course levels as it was evidenced by the observed results of this research.

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Appendixes

Appendix 1

PERCEPTIONS					
Statement	HOW FACTUAL THE STATEMENT IS.				
	Never or almost never true of me.	Usually not true of me.	Somewhat true of me.	Usually true of me.	Always or almost always true of me.
1. I try to memorize what I've learned in class.	1	2	3	4	5
2. I look over tables.	1	2	3	4	5
B. HOW DO I FACE MY OWN PERCEPTIONS					
Statement	HOW FACTUAL THE STATEMENT IS.				
	Never or almost never true of me.	Usually not true of me.	Somewhat true of me.	Usually true of me.	Always or almost always true of me.
9. I listen well when the teacher is speaking.	1	2	3	4	5
10. I check answers before turning in a test.	1	2	3	4	5

C. MY PLANNING					
Statement	HOW FACTUAL THE STATEMENT IS.				
	Never or almost never true of me.	Usually not true of me.	Somewhat true of me.	Usually true of me.	Always or almost always true of me.
22. I make sure my desk area is neat.	1	2	3	4	5
23. I have my materials for class ready.	1	2	3	4	5
D. WHAT MAKES ME FEEL MOTIVATED					
Statement	HOW FACTUAL THE STATEMENT IS.				
	Never or almost never true of me.	Usually not true of me.	Somewhat true of me.	Usually true of me.	Always or almost always true of me.
30. I think things I learn in class are important.	1	2	3	4	5
31. I have to be better at school work than my friends.	1	2	3	4	5

July - December 2016

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Vol. 9, No. 2

Reflective Papers

An Exploration of Inclusive Education Policies Aimed at Students with Disabilities vs. the Panorama of EFL Scenarios in Colombia.¹

Una Exploración de Políticas de Educación Inclusiva dirigidas a estudiantes con Discapacidades en el panorama vs. el panorama de enseñanza de inglés como lengua extranjera en escenarios colombianos

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Received: March 7, 2016

Accepted: June 14, 2016

How to cite this article (APA, 6th ed.): Ochoa, D. (2016). An Exploration of Inclusive Education Policies Aimed at Students with Disabilities vs. the Panorama of EFL Scenarios in Colombia. *Enletawa Journal*, 9 (2), 79-92.

Abstract

This article reflects upon the policies that regulate inclusive education in Colombia for students with disabilities and contrasts it with the reality of EFL teaching/learning nowadays. The concept of inclusion has gained interest among government officials and scholars in recent decades; as a result, much inclusivity legislation has been created to guarantee access for disabled students in mainstream

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schools. However, there are not clear procedures and adequate scenarios to address foreign language education in Colombia for this population, resulting in more exclusion, discrimination and lack of opportunities for disabled learners.

Key Words: Students with disabilities, Inclusion, Policies, EFL Teaching-learning, Discrimination.

Resumen

Este artículo presenta una reflexión acerca de las políticas que regulan la educación inclusiva en Colombia para estudiantes con discapacidades, en contraste con la realidad de la enseñanza y aprendizaje del inglés como lengua extranjera hoy en día. El concepto de inclusión ha ganado interés entre el gobierno y los eruditos en las últimas décadas, de manera que, se han creado muchas legislaciones inclusivas para garantizar el acceso a los estudiantes con discapacidad en las escuelas ordinarias. Sin embargo, no hay procedimientos claros y escenarios adecuados para abordar la enseñanza de idiomas extranjeros en esta población en Colombia, promoviendo más la exclusión, la discriminación y la falta de oportunidades.

Palabras clave: Estudiantes con discapacidades, Inclusión, Políticas, Enseñanza y Aprendizaje del inglés como lengua extranjera, Discriminación.

Introduction

A disability entails a physical or mental impairment that substantially limits one or more fundamental life activities of an individual such as walking, seeing and hearing (Americans with disabilities act of 1990). According to statistics from DANE (Departamento Administrativo Nacional de Estadística), there are 2,624,898 disabled people in Colombia, which represents 6.3 % of the whole population. It is estimated that about the 22.5% of these people are illiterate, while 9.1% have motor disabilities, 14% have sensory disabilities, 34.8% have cognitive disabilities, and 19.8% have mental disabilities.

Based on the latest statistics and the need to provide this segment of the population with opportunities to acquire values, knowledge, behaviors, and new ways to participate in society, the Colombian educational system has developed a new concept of inclusion aiming to ensure equal rights and participation for people with impairments. According to Law 1098 (Colombian Infancy and Adolescence Code Act 36, 2006), it is a fundamental right for children with any kind of disability to have the benefit of a high-quality life and to be provided with any required assistance to foster their development in order to reduce their vulnerability and allow them to take an active part in society. To that end, disabled people have been immersed in

mainstream learning settings and regular classrooms.

Private and public institutions are obliged to enroll students with different kinds of impairments. It has been assumed that teachers should bear the responsibility for the implementation of inclusive practices, without considering that these practices also depend on some other aspects such as funding, timetabling, availability of time for lesson planning and designing materials, access to specialized support, class size, as well as the severity of the disability itself (Eisenman, Pleet, Wandry, and McGinley, 2011). This can lead to a teachers' feeling of stress and a lack of confidence to handle the diverse special needs that can be encountered in classrooms nowadays.

Likewise, there is also an underlying belief that a good inclusive practice is somehow consistently quantifiable and can be measured in the same way in all educational institutions, regardless of its context-dependent nature. This is why some schools reject the official and institutional policies as being only one-way paths, where disabled students are expected to learn via methodology and resources that do not correspond to their individual characteristics and the realities they find themselves in. Thus, being inclusive is not only a matter of providing a physical context for people with impairments but also entails rethinking various preconceptions, behaviors and attitudes to ensure that these learners can truly develop within conventional environments.

Regarding the particular case of foreign language learning in Colombia, the MEN (Ministry of National Education) aims to reach high levels of English proficiency among high school graduates and higher institution students by 2019 without excluding any community; consequently, it has initiated the bilingual program “Colombia, very well” based upon the Basic Standards of Competence in Foreign Languages from the Common European Framework, in an effort to guarantee access to bilingual education for all Colombian students across education levels. However, there are no policies yet to address bilingual education among the wider population with disabilities, which are now part of the regular classrooms in many institutions of Colombia.

Based on the previously stated concerns, this article will discuss the laws that regulate inclusive education in Colombia and will contrast them with the current bilingual policies and the array of challenges that schools and EFL teachers face in trying to promote bilingual practices within this population and involving students with impairments in regular learning contexts.

Theoretical Review

Inclusive Education.

The notion of inclusion has its roots in *special needs* education of the 19th century. Its pioneers argued for and helped to develop provisions for children and young people who were

excluded from education (Reynolds and Ainscow, 1994). Later on, in the 20th century, governments concerned themselves with the creation of special education schools since it was considered that children with disabilities could not benefit from ordinary schooling. This model remained in place for many years, but as reflection on inclusive education increased, it was questioned whether segregating children with disabilities was really the appropriate response to meet their needs.

Concerns about equal access and integration became the core of social and political reforms, and the new vision of education for special needs population emerged into legislative changes that ensured opportunities for the last stigmatized disabled groups within regular settings. In those settings, disabled learners had to be afforded the same rights as the other students, and they were taught in accordance with their individual characteristics in mutual collaboration with various societal stakeholders. Thus, their inclusion and sustained participation in the mainstream educational system must be guaranteed. Putnam (1998) believed that students should not be removed routinely from mainstream classrooms to receive special assistance because doing so highlights their disabilities, disrupts their education, and thus essentially violates their rights.

In this regard, participants from 92 governments and 25 international organizations took part in the Con-

ference of Salamanca that was held in 1994. They came together to consider the changes needed in order to promote new policies for inclusive education serving all kinds of students, particularly disabled ones. Although the main focus of this conference was special needs education, they reached the idea that: "regular schools with inclusive orientation are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all; moreover, they provide an effective education to the majority of children and improve the efficiency and ultimately the cost-effectiveness of the entire education system" (UNESCO, 1994). Based on this new perspective of inclusion, countries had to design their own educational policies to integrate different kinds of students, including those with disabilities, into the mainstream schools.

In Colombia, different legislative acts have been created to address inclusion and to regulate the changes that institutions must embrace to enroll students with disabilities and exceptional talents in primary, secondary and higher education. In the General Law of Education 115, the Ministry of National Education (MEN, 1994) claimed that "Educational institutions, directly or through agreements, will organize educational and therapeutic actions that allow the process of academic and social integration of these students." MEN also established some guidelines for

inclusive education based on six main philosophies: *Participation* (to take an active part in the institution), *Diversity* (an inherent feature of individuals), *Interculturality* (the consideration of and interaction with other cultures), *Equity* (to have equal ease of access), *Quality* (suitable learning conditions), and *Appropriateness* (fitting for a particular purpose, person, occasion, etc.).

Likewise, the legislative Act 2082 (1996) proposes to carry out "curricular, organizational, educational, physical and technological adjustments as well as resources and teacher training." It includes four principles that must guide educational practices for people with disabilities or exceptional talents: *Social and educational integration* (special pedagogical and therapeutic support which is regulated and organized in the Act 366, 2009), *human development* (suitable conditions to develop skills, address individual interests, and acquire cultural, ethical and intellectual values), *opportunity and balance* (facilitating access, sustained participation, and adequate coverage of people with disabilities and exceptional talents), and *specific support* (specific, individualized and qualified attention according to the disability or exceptionality).

Challenges for Inclusive Education in EFL Scenarios in Colombia.

Despite the creation and implementation of policies, the current situation of inclusive education of

Colombia faces a lot of misconceptions and challenges, in practice. Not all of the educational institutions are ready to ensure best practices for disabled students either because of the lack of resources and training or due to the maintenance of a fossilized perspective that sees continued segregation of students with different characteristics. Oliver (1990) declares:

All disabled people experience disability as social restriction, no matter whether these restrictions occur as a consequence of inaccessible built environments, questionable notions of intelligence and social competence, the inability of the general public to use sign language, the lack of reading material in Braille or hostile public attitudes to people with non-visible disabilities (p. 55).

Teaching disabled students requires special environments. According to Londoño (2012), they need

Entertaining activities that stimulate attention and memory, optimizing the development of the body and the senses due to the fact that individuals coordinate their body movements. Games were found to be highly positive when teaching cognitively impaired people since they increase the partaking level in class activities, (p. 102).

Most times, however, neither physical spaces nor pedagogical approaches in regular education contexts promote these practices to address disabled students within the classroom. That is why “mainstream schools will require

support to ensure that pupils have appropriate access to the statutory curriculum and that they make suitable progress,” (DENI, 2006, p. 10).

Lack of special environments and appropriate conditions for inclusive education has constituted one of the major challenges that English teachers have had to deal with in the last decades. Although it is mandatory to teach different kind of needs in regular classrooms, teachers seldom have the resources or knowledge to engage disabled students in the class procedures and to achieve results in their English learning process. As a result, they often remain in the first phase of school’s development in terms of inclusion proposed by Ainscow (1999):

The first phase is to be present, make children enter school; however, they may be present but ignored [...] The following [second phase] occurs when children are not only present, but participate, contribute, are welcome, and their voice is listened to [...] The third, and [this] is the ultimate goal, is when besides being present and participating, they learn useful things for themselves (p.87).

To get into the final step of inclusion, schools need more than a series of policies that sometimes are not linked to what teachers really face in the classroom. Thus, the absence of clear guidelines and studies on this arena remains problematic.

Londoño (2012) argues that research on the language learning of people with

cognitive disabilities (CD) has focused on investigating the strengths and weaknesses of this population in terms of first and second language acquisition. However, in terms of foreign language teaching, there is still a lack of information which might serve as an underpinning for language teachers' successful practices when faced with disabled learners in regular-education classrooms. Foreign language teachers need to start doing research on this field to enrich not only their own practices but also those in other contexts also challenged by accommodating students with different kinds of impairments.

English language education for students with disabilities is neither supported by the National Bilingual Program known (NBP) as "Colombia, very well," created to foster English language teaching in all Colombian students for the next ten years, nor by the standards and competences that govern what a learner is supposed to perform with the language at each level of instruction. Both documents propose practices and resources for only some kinds of populations and institutions and do not include what a disabled student should achieve and how, despite that their goal is to raise bilingualism among *all* Colombian students, disabled ones are being excluded.

Usma (2009) states that "like any other educational reforms, the bilingualism program brings opportunities for some groups and individuals but mostly generates processes

of inequality, exclusion and social stratification with the new discourses and practices that are adopted" (p. 23). For him, the instrumentalist notion of Spanish-English bilingualism not only excludes indigenous languages and other foreign languages, but also imposes discourse and practices imported to the country to the detriment of local knowledge.

Factors in Upholding Inclusion in Regular Institutions.

The Department of Education and Science (2007) came up with a range of factors that can help institutions and teachers to enhance effective teaching of students in an inclusive setting and strengthen policy development. These guidelines will be compared in the following pages to the reality of educational settings nowadays, particularly the foreign language learning ones:

A variety of teaching strategies and approaches/ The content of lessons is matched to the needs of the students and to their levels of ability: In foreign language classrooms, teachers are trained to use a wide range of strategies according to students needs and interests. They regularly look for methods to enhance students' learning process and often update themselves on new trends in teaching. They even enroll postgraduate programs and professional development courses to strengthen their teaching pedagogies,

but there are usually not many options to prepare them for teaching students with disabilities, which is why teachers often lack the knowledge to include strategies to serve disabled people in their teaching agenda. Cardona (2006) claims that most of the young learners diagnosed as cognitively impaired are brought into the regular education system, yet teachers do not always develop their practices according to the learners' characteristics and needs.

In addition, there is not enough existing literature that orients EFL teachers towards this matter. It is assumed that they must propose and implement concrete actions to address any disability that comes into the classroom, but without specific orientations on how to do so, teaching a foreign language to a disabled student will remain a challenging endeavor with often discouraging outcomes. According to UNESCO (2009), "an inclusive school must offer possibilities and opportunities for a range of working methods and individual treatment to ensure that no child is excluded from companionship and participation in the school." (p.17) These opportunities for variety and individual treatment are limited because of lack of suitable conditions and preparation. Moreover, individual treatment is difficult when teachers face large sized groups with very few resources.

On the other hand, the National Bilingual Program" Colombia, very well" aims to raise English teachers'

competences and their teaching skills, yet without any reference to training on special needs, these kinds of populations are being excluded in the objectives and practices of the NBP. Hurtado and Agudelo (2014) claim that "inclusion cannot be carried out by the teacher, taking into account its current preparation" (p. 102). This might suggest that in an attempt to be inclusive, legislation might paradoxically promote greater exclusion by mandating something for which there is no preparation and therefore may not materialize. Teacher pre-service and in-service programs should include inclusive education approaches to strengthen pedagogical tools that serve diversity in curricular and classroom matters.

Clear learning objectives are outlined at the beginning of the lesson, reference is made to them during the lesson, and a review with the students of what has been learned occurs at the end of the lesson: Every teacher states the aims to be achieved during the development of the class, and they have to be communicated to students in order for them to have a clear concept of what they are expected to do, how, and with what.

In terms of the English course syllabus, the goals set for the classes cover the majority of students' characteristics. It is not customary to adapt those goals for disabled students; thus they are expected to reach the

same objectives in the same ways as regular students do.

Formative assessment strategies for identifying the students' progress that are used to help inform teaching approaches: Bilingual education nowadays is measured by the results it gets, and students are categorized in different levels of proficiency (A1, A2, B1, B2, C1, C2) according to the Common European Framework. English teachers have to show results in terms of students' performance on school and state tests, thus students' and teachers' process of getting there becomes secondary. With disabled students, the path is harder and longer, but the efforts of teachers to include these students in foreign language practices are not being valued. (Howes, et al. 2005, p. 45) argue that "judging school success on the basis of academic results and pupil achievement alone may run counter to notions of inclusion and can discourage teaching practices that allow for student diversity."

Materials, including concrete materials, are appropriate to the needs, ages, interests, and aptitudes of the students: For this purpose, *Index* is a set of materials designed to support schools in the process of moving towards inclusive education. Its goal is to build "collaborative school communities that encourage high levels of achievement in all students" (Boot, 2000, p. 67). However, only a few educational

institutions have information about or access to these resources.

Moreover, there is a clear disadvantage of public institutions in terms of supplies. Teachers barely cope with their access to limited textbooks and technologies that have to be used for all kinds of learners, regardless their particular characteristics. In the case of private institutions, many have acquired resources appropriate for some kinds of disabilities with parental and community support, but sometimes the absence of knowledge leads schools to make ineffective choices on the nature of materials to be implemented.

Appropriate time is allowed for practice, reinforcement, and application of new knowledge and skills in practical situations: In the NPB, the MEN allots three hours of English instruction for high school students and one hour in primary settings. In this short time, students are expected to get to B1 in their English proficiency. This expectation is really distant from reality, where teachers have to cope with big groups coming from numerous different contexts as well as manage planning, assessment, and their organizational and administrative responsibilities. There is usually not an opportunity to devote enough time to disabled students who demand more attention.

Opportunities are in place throughout the curriculum to enable

students to develop language and communication skills (e.g., listening, speaking, reading, and writing) along with personal and social skills: UNESCO (2009, p. 19) states that

accessible and flexible curricula, textbooks and learning materials can serve as the key to creating schools for all. Many curricula expect all pupils to learn the same things, at the same time, and by the same means and methods. But pupils are different and have different abilities and needs.

Although inclusive policies in the country have recognized and further demanded the recognition of diversity, schools often are bound to curricular underpinnings that homogenize education and segregate diversity in educational practices. Teachers often do not find possibilities to adjust individual needs to curricular choices, and yet the responsibility lies only on them. (Calvo, Ortiz, and Sepulveda 2007, p. 33) argues that “responsibility for the inclusion in the curriculum is not of teachers or educational institutions; it is a problem of culture, politics and pedagogical practice.”

Homework is designed to consolidate and extend, to promote independent learning, to monitor individual students' and class progress, and to evaluate the effectiveness of the teaching and learning: Homework is a powerful tool to reinforce knowledge and skills learned in the classroom. It also helps teachers to realize the

pertinence of their pedagogical decisions and helps measure their students' learning progress. Foreign language learning needs to be supported by additional practice during which students have constant contact with the target language and parents are involved in the development of language awareness of their children. In the case of disabled students, they constantly need their relatives' support and feedback to perform homework exercises and practice their skills. However, there is still a great parental absence in sustaining the work of their children, either because they lack time and commitment or due to the poor knowledge they have in the foreign language.

MEN is aware of the challenges they still have to face in terms of inclusive education, so it invited schools to document experiences and best practices for educational inclusion. A group of specialists visited the settings with the greatest impact and awarded a prize for the best one (MEN, 2005). They aimed to extract relevant educational models for educational inclusion proposed in local settings and, by doing so, improve from real-time practice what has not been achieved from theory. However, there were no experiences documented in the arena of foreign language teaching.

To sum up, inclusion demands not only a shift in educational setting conditions but also a whole revolution in people's attitudes and values. Inclusive approaches must involve a

rise in tolerance and understanding from governmental, non-governmental and societal actors. Discriminatory practices cannot be stopped solely with the physical integration of diverse needs into the classrooms; rather, the participation of students with special needs and vulnerabilities in making sociocultural and educational choices is called for, whereby their rights as human beings and learners are respected.

Conclusions

Inclusion is not a short and easy process; it entails the reshaping of behaviors and perspectives to reflect an appreciation of differences as a way to stop discrimination in different fields, including education. Policy makers and institutions have to start including guidelines and practices that can be applied to change the lens through which we see diversity.

Theory and practice need to be closely linked, and there must be an alignment between the official documents that national and international entities create. The National Bilingual Program and various legislative acts mandating inclusion have emerged to integrate disabled and vulnerable populations, and if said inclusion is a mandatory practice for all educational institutions, foreign language programs must then refer to the guidelines and practices in the documents set by the Ministry of

National Education (MEN) to address the conditions in bilingual education.

The government and the institutions themselves must ensure an appropriate environment to instruct different kinds of students by placing value on their individual characteristics and providing an authentically inclusive experience in which the students are present throughout the pedagogical process, allowing them to participate, develop skills and apply knowledge meaningfully without restricting their potentialities.

The official documents that regulate bilingualism in Colombia need to include in their policies the language of inclusion which speaks to all members of society, encouraging them to accept differences and become involved in mutual learning communities, where all the students are welcome despite their physical or mental conditions.

Appropriate mechanisms and practices for curriculum creation are necessary to develop inclusive education, whereby there is solid collaboration between educators, policy makers, parents, school authorities, special education schools, and communities within and outside school settings.

Finally, sharing experiences would help English teachers to obtain ideas from colleagues' practices that they perhaps can apply to their own contexts. Teachers could come up with approaches and mechanisms that can be applied to address inclusion in foreign language teaching, despite the lack

of suitable conditions and resources faced by many educational institutions nowadays.

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July - December 2016

enletawa
Enriching Language Teaching Awareness
journal



Vol. 9, No. 2

Theme Review

Bilingualism in Colombia Higher Education¹

Bilingüismo en Educación Superior en Colombia

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Received: April 6, 2016

Accepted: June 27, 2016

How to cite this article (APA, 6th ed.): Martínez, S. (2016). Bilingualism in Colombia Higher Education. *Enletawa Journal*, 9 (2), 91-108.

Abstract

This theme review describes aspects related to bilingualism and its incidence in higher education. Specifically, the author shows a brief overview of what bilingualism means; what the National Bilingual Program started in 2004 and its evolution into *Colombia, very well* for 2015 entail in terms of their impact on both teaching and learning; and the importance for the Ministry to modify certain aspects regarding bilingualism in education in our country.

The paper also includes some studies and theories which support the author's statements as well as the introduction of some current events at a private university in Sogamoso, Colombia, which are directly related to the matter of bilingualism. Finally, the author presents some conclusions from the present paper.

Key words: Bilingualism, Colombian Higher Education, National English Program.

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Resumen

Este artículo de revisión temática describe aspectos relacionados con el bilingüismo y su incidencia en la educación superior. Específicamente, el autor muestra un breve retrato acerca del significado del bilingüismo; lo que conlleva el Plan Nacional de Bilingüismo iniciado en el año 2004 y modificado en el 2015, no solo relacionado con el aprendizaje sino además con la enseñanza; y la importancia que tiene para el Ministerio modificar ciertos aspectos concernientes al bilingüismo en nuestro país.

El artículo también incluye algunos estudios y teorías que apoyan las declaraciones del autor, así como la introducción de eventos actuales de una universidad privada en Sogamoso, Colombia, los cuales están directamente relacionados con el bilingüismo. Finalmente, el autor presenta algunas conclusiones del presente artículo.

Palabras clave: Bilingüismo, Educación superior colombiana, Programa Nacional de inglés.

Introduction

Bilingualism has become a very popular word today in Colombia. The importance of knowing English and/or other foreign language(s) is evident, considering the different aspects that demonstrate how becoming bilingual is really beneficial for most people. The person who is fluent in more than one language has more possibilities to obtain a scholarship in foreign countries, to get a better job, to access a wider range of opportunities in life. Colombia nowadays is much more open to the rest of the world in business, education, and tourism, in part because of the possibilities afforded by the different entities that try to offer bilingual education. There are several private institutions where English has the same relevance or even more than other subjects taught. One example of this is a private university in Sogamoso, where students have six hours of English and two teachers per level, and they are also given useful tools to strengthen their different abilities and master their language skills. However, according to my personal experience, this is not observed in the first level of English where students have a low level in this language. Their low competency level illustrates how results from primary and secondary education have an influence on students' performance in higher education.

When talking about bilingualism, it is relevant to discuss why it is useful

for a person's life, as has been defined by different authors and from my point of view. According to Asha (2004), bilingualism is defined as the use by an individual of at least two languages. This general definition reflects what the Colombian government has wanted to achieve since 2004; in Colombia, Spanish is our native language, but the objective for the government was to have citizens capable of communicating in English in order to be able to include the country in the processes of universal communication within the global economy and for intercultural exchange through the adoption of internationally comparable standards (MEN, 2006).

The standards adopted are based on the Common European Framework of Reference for Languages (CEFR). The decision to adopt these standards was based on the government claims that adopting this foreign framework will allow Colombia to improve and advance in other contexts. Ayala and Álvarez (2005, p.12) address this issue as follows:

Because Colombian standards for foreign language teaching are barely structured, attention has been given to foreign models. In general, standards have been obtained by importing the ones that were developed in other places under different circumstances and contexts. Although those standards are valid and reliable for foreign academic communities, it does not mean that they would fit the particularities of our institutions, language learners and so on.

The key here is to understand how these adopted standards fit in our country and how student outcomes influence English learning at university level.

This paper intends to discuss how bilingualism is being implemented in higher education, taking as point of departure the education in the schools, the challenges regarding this implementation, and the roles teachers and students have in this process; I describe these aspects from different authors' opinions, academic studies, and my personal experience. At the same time, it describes the standards that guide the bilingualism program in our country as an important issue to be analyzed and considered due to its implications on higher education.

Literature Review

Bilingualism.

Bilingualism has a lot of definitions, often in accordance to the focus people give to it. Linguists and psychologists usually define bilingualism in terms of the way people control both their languages and of bilingual language competence (Skutnabb-Kangas 1984). Bloomfield (1933, p.56) quoted the classical definition of bilingualism in Skutnabb-Kangas: "native-like control of two or more languages" (1981, p. 85). This means that a person should be able to use two or more languages as well as a native speaker. Braun (1937, p.115) cited in Skutnabb-Kangas (1981)

states that a person should be able to have a complete command over two or more languages. The researcher agrees with Skutnabb-Kangas considering that bilingualism describes the ability people have to understand and make themselves understood in two different languages. Bilingual proficiency entails being able to effectively communicate our thoughts, ideas, feelings, points of view and be part of a community in both languages.

Being bilingual results from different circumstances. One of them is the opportunity a person has if s/he is a child growing up in a place or family where a second language is used or needed for the accomplishment of different tasks. Another reason is geographical migration due to the political, social or economic situation in someone's home country, as well as cultural and educational factors. This often leads to intermarriage, marriage between two immigrants from different countries or marriage between an immigrant and a native person (Grosjean, 1982), and reinforces the need for bilingual proficiency.

Two facts about language acquisition are consistently supported in research. First, most everyone can learn one or several languages; and second, the success of this learning depends on the real need or wish to use the new language(s) in authentic communication (Snow, 2007). According to this assertion, nearly any person has the possibility to learn a language, but it depends on the

degree of necessity and potential for use in real life. The problem in Colombia is that our sociolinguistic context is mostly monolingual in Spanish. This means that we do not need to use English to function in society. As De Mejía (2011) states, bilingualism should be seen as an opportunity to understand, respect, and protect the cultural and linguistic diversity of the world, and not as a way to extol a particular language.

English is seen mainly as a means to increased competitiveness and internationalization in Colombia, and this is reflected in the *ethos* of the *National Bilingualism Program* which, in spite of its title, only refers to one type of bilingualism: English-Spanish. It also does not take into account the many other languages spoken in the country. In fact, Valencia Giraldo (2005) has observed that:

As a result of globalization and widespread use of English worldwide, the term 'bilingüismo' [bilingualism] has acquired a different meaning in the Colombian context. It is used by many (...) to refer almost exclusively to Spanish/English bilingualism (...) This focus on Spanish/English bilingualism now predominates, and the other dimensions of multilingualism and cultural difference in Colombia are often ignored (p. 1).

Private university context.

In the case of this specific private university in Sogamoso, bilingualism is one of the most important aspects to

develop because the academic vision states that students will reach the A2 level according to the standards of the Common European Framework of Reference for Languages (CEFR). Students come from different schools, especially from public institutions. They only have two levels of English, with a third one that is optional for them. At the end of their studies, students must take an English proficiency test on which they should demonstrate they have an A2 level in order to graduate. The issue here is that most of the students fail this test, and some have to take it several times to succeed. This issue needs to be analyzed in order to find why this is happening and how bilingualism is being implemented in this university by all parties involved.

National Bilingual Program and its influence in higher education.

In 2004, the Colombian government outlined its plan for bilingualism in Colombia, which evolved in 2015 to a program called *Colombia, Very Well*, the mandate for which extends up to 2025. It is the answer to the challenge imposed by competitiveness and globalization, to improve educational quality by means of developing English language competencies in children and young people throughout the country. This program focuses on three fundamental components to be developed over ten years: the first one is strategies for teacher training

and design of pedagogical materials, followed by the enhancement of quality, accompaniment and funding for higher education, and finally by coordination with the private sector.

The National Bilingualism Program was created with the objective that teachers and students attain certain English levels established by the Common European Framework of Reference (CEFR). The reasons given for adopting the CEFR were that it was the result of ten years of research and that it provided a common language to establish foreign language performance levels throughout the Colombian educational system, particularly in relation to international standards. The Ministry of National Education explains that “the adoption of a common referent with other countries will allow Colombia to examine advances in relation to other nations and introduce international parameters at local level” (MEN, 2006).

The colonial ideology in which Europe was presented as the paradigm of what the world should be like (Pennycook, 1998; Ruiseco and Sluneko, 2006) was so pervasive that even today, in some fields like education, we adopt Eurocentric models guided by the idea that they know better (Ayala and Álvarez, 2005). The adoption of not only the CEFR but also of the instructional methodologies, teaching training programs, materials and tests perpetuates the inequity between local knowledge and the

knowledge of the former colonial powers (González, 2007).

This program has raised several criticisms by different academics from some of the leading universities in the country, some of whom have carried out studies related to bilingualism in our country and with direct actors such as teachers and directors. Some of these academics are: Fandiño, Ramos and Bermúdez (2016), who address in their article the necessity of teacher training to transform and innovate foreign language teaching; Cárdenas, Chávez and Hernández (2015), who implemented the National Bilingualism Program in Cali and uncovered the real situation from the teachers, students, parents, and administrative staff; González (2015), who criticizes the policies that promote bilingualism in Latin America; Usma (2015), whose study highlights the unpredictable nature of policymaking processes, that even when transnational organizations act as policy lenders and guarantors of success and credibility, the policy mandates are often accompanied by standards, tests, frameworks, and timelines that do not necessarily respond to the local needs and expectations of local educational actors and communities. These criticisms have shown the positive and negative impacts which the National Bilingualism Program is having on the different Colombian institutions where it is being applied.

One of the criticisms some researchers have made about the adoption of the CEFR is the nature of particular sociocultural conditions in the country. Cárdenas (2006) postulates that the reality established in the CEFR would have to be contrasted with the conditions of Colombian educational institutions, namely in terms of infrastructure, curriculum organization, use of foreign languages in the academic and cultural domains of the country, working hours and language teacher competency.

The aforementioned factors are relevant in terms of implementing a program based on other contexts and places. Does it make sense to apply some standards used in other countries totally different from Colombia and expect them to work and be successful here, as intended? National governments tend to adopt different rhetoric and models accepted by an imaginary “international community” or a concrete other which is evoked as a source of external authority (Usma, 2004).

In November, 2007, Cely, academic consultant to the *National Bilingual Program* at the Ministry of Education considered that the CEFR was the framework that could best guide some of the policies for English education in the country. She noted specifically that,

The Ministry found the CEFR to be a guiding document which is flexible, adaptable to our Colombian context, complete, sufficiently researched, used throughout the world in general and in the Latin American context

in particular, which has finally been accepted as the referent for the Bilingual Program. (Cely, 2007, p. 12).

This statement shows that we are following foreign standards which have worked successfully in other places, but without taking into account our own needs and context. English is not a priority in many places in the country, particularly in remote rural areas and in areas with displaced populations due to the internal conflict. Therefore, in order to work effectively, application of the CEFR would need to be modified to fit the particularities of the Colombian context. In this case, the expectation that school students reach level B1 is unrealistic, based on historical evidence. The government should first analyze the context in which this program is going to be applied and then identify aspects to improve. In the private university in Sogamoso, the students are compelled to acquire an A2 level of English as a graduation requirement. This level is even lower than the level which students are supposed to acquire in schools, but based on my experience, students are entering higher education with a really rudimentary foundation in English.

Regarding the implementation of the bilingual program in specific geographical locations, there have been voices raised in support of a more inclusive vision. One of these is Cárdenas (2003) who has argued for the importance of including a more

egalitarian viewpoint in relation to language policy. In a letter written in 2003 to Antanas Mockus, the Mayor of Bogotá at the time, in relation to the policy of *Bogotá Bilingüe*, she states:

A bilingual strategy would have to privilege, in equal conditions, the treatment given to the first, or the majority language of the population, as well as the language which is being promoted for academic or competitive goals. Even though there is an urgent need to be competent in English, the strategy that people have decided on for the city cannot be limited to two languages (p. 154).

Teachers' position.

It is important to pay attention to the warning against exclusivity of one language of power and prestige. We need to look both outwards towards a globalized world as well as inwards to focus on local linguistic complexities. Another challenge is to know how the acquisition of a foreign language is contributing to relevant outcomes such as a more understanding and tolerant society. It is not only about paving the way to a better job or higher standard of living.

A further important point of dissent is the role of foreign agencies in the implementation of the official language and education policies governing the teaching and learning of English. The adoption of the CEFR as the point of reference for policies concerning the National Bilingual Program has meant that private agencies, in particular the British Council, have assumed

a dominant role in many of these processes, even imposing British tests. At the same time, there is a development that has touched Colombian teachers, that of the arrival of foreign assistants at public schools. Sometimes these assistants are not English native speakers or teachers, but are simply people who speak this language. The author is not against the opportunity of teachers to have an assistant whose role is to help them and support their work, thus making it better for students; however, the government should give local teachers the chance to participate in this kind of program, taking into account the fact that there are many local teachers who have been abroad and can thus carry out the same tasks as the foreign assistants.

The author considers that the government must invest more money in courses and teacher training for English teachers as a means of improving teaching effectiveness. There are many English teachers who have graduated from excellent, recognized universities in Colombia; nonetheless, they are not paid well in the public school systems, where sometimes the government prefers to ask teachers of other subjects to teach English classes, regardless of whether they have the abilities and knowledge needed to help students acquire higher English proficiency levels.

According to Cárdenas (2006), there is also a tendency towards dependence on the results of examinations based on

the CEFR in order to make decisions about students' foreign language proficiency, rather than considering additional indicators within the language learning process. Aspects such as the proficiency demonstrated across the different activities carried out in class during the school year as well as the students' overall communicative ability in a different language are not taken into account when determining if a student has a particular proficiency level in English. Another problematic aspect is that universities are forcing students to obtain certain level of English to graduate, without taking into account the low level they have from their schools nor the sometimes inadequate number levels of English available at the university. Regardless, at the private university in Sogamoso, for example, students still have to take a proficiency test at the end of their studies as a graduation requirement.

One of the reasons given by the Ministry of National Education for adopting the framework in Colombia was the amount of research evidence available; but in fact, according to Hulstijn (2010), the CEFR is not based on empirical evidence taken from L2 learner data. Instead, its empirical base consists of judgments of language teachers and other experts with respect to the scaling of descriptors. This statement speaks to our national circumstance, in that the standards do not fit our context and educational needs, plus the imposed framework is

not a result of in-depth research made in Colombia but rather in Europe. Analysis of foreign contexts was used to decide and plan to implement a program like this here.

Teachers are not given too much relevance when it comes to implementing government demands. The English teacher's role is considered quite mechanical (Guerrero and Quintero, 2005), and they are not usually thought of as intellectuals (Giroux, 1988) who can tackle critical issues within their classes nor challenge the *status quo* at all. However, many Colombian teachers of English have proved them wrong and have started to see their profession as much more than teaching empty structures (González, 2007; Vargas et al., 2008).

Low English level from schools.

When talking about the challenges facing bilingualism in higher education, it is necessary to describe what is happening in the schools regarding the English level the students have when graduating from high school and entering higher education.

There are some reasons why English proficiency is often at such a low level among Colombian students. An investigation conducted by Sánchez-Jabba (2013), from the Banco de la República, found that 90 percent of secondary school students reach a maximum level of A1 – a very basic level – and that only 6.5 percent of students in higher education finish with

a B+ level, the minimum level to be considered bilingual. The bleak report from 2013 showed that only 2 percent of students leave secondary school with a B1 level of English, the basic level which gives the ability to understand and converse but which is by no means fluent.

This report is cause for concern because it means that something is not working as it should be; there are aspects to be evaluated and modified. From the author's point of view, the government must conduct a thorough analysis at all institutions to pinpoint their necessities and understand the contexts in which the programs are to be implemented. This does not mean that applying the standards of the CEFR is not worthy of consideration, but it could be valuable for Colombian educators and officials to develop their own standards based on the findings of such an analysis.

According to research made in Colombia, several factors have contributed to the problems people now face in bilingual education programs. The main actors in the process are, of course, teachers and students, both of whom have been judged negatively based on the results attained up to now. The results of the report from Banco de la República show that it is not only students who have a low level of English. In fact, the report showed that nearly fifty percent of English teachers in public schools did not have a B1 level of English, the basic level needed

to communicate and understand the language (MEN, 2009).

A 2013 report showed a slight improvement, with 25 percent of teachers in public education achieving a level higher than B and 35 percent holding the most basic B1 level. However, 14.4 percent of teachers teaching English to students hold a level of A-, meaning that they have a minimal grasp of the language and would struggle to understand or communicate in spoken or written English. This factor often has to do with the universities these teachers are graduated from and the education they received during their major. Another consideration is, as the author has experienced, that it is not enough to be an excellent English speaker and to have a high level of proficiency, but it is also necessary to be a teacher able to transmit knowledge, a teacher with communicative abilities and who is an active part of the educational community. Only in this way will teachers be able to understand their context in enough depth and employ the best tools to help their students understand and learn via an appropriate approach to the learning process.

Teachers also need to be trained to adapt the standards from the CEFR into their lessons. They are given the syllabus and program and told what level students must attain. According to the author's experience, teachers are not given the chance to learn how to apply these standards in their English classes.

Teachers need to be updated with new trends and concepts in education. If the government requires qualified teachers, it then needs to provide quality training. This training must be promoted among young teachers with the purpose of building a new generation of educators able to apply new knowledge in their local contexts and overcome the weaknesses of the bilingual program the government has promoted. Students are the main client group and are the reason teachers are working in the first place. It is surprising, then, that over 90 percent of Colombian student population is failing to meet the goals of the National Bilingual Program, which aims to ensure Colombians have at least B1 English. There is a disconnect between theory and reality.

With this National Bilingual Program, students are left with two options: leave school with a very basic level of English which does actually not meet the published exit standards, or enroll in a private language academy. The second option has been gaining popularity as of late, with many students from public and private schools taking supplementary English courses for support in attaining a higher English proficiency level. However, not everyone can pick the second option because these courses are usually not cheap and will undoubtedly be unavailable for many students who are not from wealthy backgrounds. Students should not be faced with choosing one of these options, as the government itself states that

students have the right to receive quality education, including the opportunity to attain a B1 level in English. That means the Ministry of National Education must guarantee that this right be afforded to students in all schools, independent of their socio-cultural or socioeconomic circumstances. If students are guaranteed this right, surely they will have a better chance to attain the required English level in their higher education.

Having discussed the National Bilingual Program and bilingualism in our country, and bearing in mind the main topic of this article, the following part focuses on bilingualism in Colombian higher education, for which there is not much information about the incidence of bilingualism. Over recent years, universities have begun facing the challenge of moving from monolingual higher education to bilingual higher education.

Bilingualism at university level.

Bilingualism in university contexts is as important as in schools. For post-secondary students, learning a second language presents students with wider range of opportunities to improve in different aspects of their lives. The possibility to travel, to experience other cultures, to communicate with different people, and to obtain better job opportunities are among other crucial factors which motivate students who dream of a bright future. There are other facts in favor of participating

in university bilingual programs. As Lasagabaster (2008) rightly noted, the overall benefits of this type of education are linked to improved motivation, the strengthening of intercultural communicative competence, meaning-centered and communication-centered learning, and improvement of overall target language proficiency.

For the Colombian context, one of the most evident problems is the lack of opportunities to practice English outside the university language class; i.e., students do not have many chances to use what they are learning in the classrooms or tutoring sessions. Other academic departments and even administrative boards not directly related to the Languages Department seem not to consider English as pertinent to their work and usually wash their hands out of it, discharging all the responsibility onto language educators, unaware that for a bilingual program to be successful, all the stakeholders need to contribute. In the aforementioned private university in Sogamoso, particularly, bilingualism is language teachers' responsibility. What students learn and do not learn is often because of their teachers; in order to succeed in this task of producing bilingual graduates, it is necessary to have the commitment of everyone involved in the education process. If students receive support from all the faculties, they are going to see bilingualism as worthy in their lives. As McGroarty (2001) explains, the ideal

conditions for bilingual programs to be effective require a sound curricular articulation, acquisition of resources in both languages, availability of qualified staff in both languages, a systematic assessment of the achievements attained, and the participation of the whole academic community: educational directors, administrative staff, teachers and students. Combined, these create the conditions in which a person can become bilingual.

Bostwick (2001), describing a successful program in Japan, mentions teacher certification and recruitment as one of the features contributing to the quality of a program. In the same way, Weber (2001), describing a similar circumstance in Indiana, USA, specifies the need to engage and retain high quality staff in order to maintain effectiveness. Teachers are considered a vital part of the success of bilingual programs, but are they given the right pedagogical tools and assessment mechanisms to do their job in the best way? Teachers are important actors in the process, thus they need to be effectively trained (pre- and in-service) to become high quality teachers.

For example, the situation at the private university is very complex. It is very common that only the professors belonging to the Languages Department know another language. When taking a look at the other departments, it can be observed that most of them are monolingual. They only speak Spanish and the few professors that speak

English have not been trained to teach their disciplines in a foreign language. According to Granados (2013), a similar situation occurred at Universidad Central in Bogotá, where only teachers from the Languages Department speak more than one language.

In that regard, the directors of the different faculties have thought about the possibility of opening an English course to all the teachers who desire to learn a foreign language. There has been a problem concerning the time schedule, considering the already heavy workload most professors carry, in addition to reservations about the amount of money they have to pay for this course. Offering it for free might motivate teachers to learn and improve their English level.

Cummins (2008) states, there are other ways to foster bilingualism, and one is the implementation of bilingual programs for students at the university. These programs range from what is technically considered as bilingual education, the use of two languages of instruction at some point in a student's school career, to the implementation of specific learning activities in which the target language is used as a tool to develop new learning about a subject area or theme. Indeed, attempts are now being made to develop a more organized structure which seeks to encourage teachers to begin teaching their subjects in the students' shared second language.

However, the implementation of such programs requires more than just the good intentions of the university administrators and faculty involved (Marsh, Pavón and Frigols, 2013). Unfortunately, there are many misconceptions that lead some people to believe that these programs can be implemented simply by changing the language in which the subjects are taught. There are several other aspects involved in order for the program to be effective.

One of the principle aims of implementing content-based bilingual programs which teach academic subjects at universities in another language is to improve students' competence in the second language, thus equipping them with a very useful tool for their professional future. Following Lorenzo et al. (2011), another aim is to promote multilingual competencies that will enable citizens to participate in social processes in international contexts. According to Coleman (2006), there are important reasons that explain why English is being increasingly used as the language of instruction at the university level, namely internationalization, student exchanges, teaching and research materials, staff mobility, graduate employability, and the growing number of foreign students enrolling in university studies.

The implementation of a content-based bilingual program in a university is not an easy undertaking in part due to the difficulties that students find in

assimilating complex academic content through a language that they may not have yet mastered. Such students run the risk of not successfully acquiring the same level of content knowledge as would be the case if they were taught in their mother tongue. As noted by Lawrence (2007), the acquisition of productive skills (speaking and writing) may be impaired, and at the same time, the assimilation of the content could also be altered by the mediation of the second language. To this point, the author emphasizes the importance of offering bilingual education from even the very beginning levels of primary school. If children are taught English from early on and are given the necessary tools and strategies to cope with receiving content delivery in English, they certainly will have a significant scholastic advantage over those who first enroll in bilingual programs as adults.

However, Hellever and Wilkinson (2009) report that recent studies conducted at the University of Maastricht revealed that students engaged in academic programs using an additional language achieve the same or even better academic performance than their peers who study in programs taught in their mother tongue. This finding is really interesting because it shows the impact bilingual education has on overall university level learning.

The most effective way to avoid potential language problems would be to establish an initial level of linguistic

competence for students. It can be demonstrated by means of an initial proficiency exam which accurately and objectively measures the student's level of competence in English. Moreover, the university could also offer language preparation courses for those who do not meet the minimum entry level requirement.

A second problem is related to teachers' language proficiency. Teachers may also suffer from stress when realizing that they lack the necessary resources to address a variety of classroom situations. Dafouz and Núñez (2009) explain that university teachers should combine two different types of competences: the first is related to a general language proficiency and competence in the different linguistic skills, and the second to the other genre-based specific competences particular for academic contexts: "...university teachers would need to successfully exploit generic and textual competences at two different levels: a situational and global one and a disciplinary or local one" (Dafouz and Núñez, 2009, p. 108). University teachers need the tools to take advantage of what they know to guide their students and, at the same time, feel free to teach without any interference.

Conclusions

One way to expand bilingual education is to implement more programs which teach students through

English, underpinned by the specific needs, objectives and, above all, the characteristics of the particular educational context in which they are implemented. This presents a tall mountain to climb because, as the author has experienced, the linguistic competence of the teachers and students is often insufficient. Implementing a bilingual program which is based on specific and widely tested methodology should start with a clear definition of the objectives to be achieved, taking into account the time needed to achieve them and the particular characteristics of each university. An analysis of the level of competency of both, teachers and students as well as current methodology effectiveness will determine the specific measures to be taken to ensure a successful program. These would likely include training teachers in language and bilingual methodology, coordinating the teaching of academic content and language needs, and improving students' second language competence. To achieve the desired results, it is important that bilingual programs involve dedicated teachers and interested students, and they need to be supported by university administrators and program leaders that understand the management and pedagogical principles involved. McGroarty (2001) states the need for concerted efforts among teachers, institutions, students and families for successful bilingual programs, while Baker (2011) talks about a shared vision, mission and goals

among staff as well as the leadership of the institution as begin critical factors for success.

If those in charge want the programs aimed at promoting English in the different institutions to amount to more than "good paper intentions" (Shohamy, 2006, p.143), it is necessary to act in a serious way. Colombia requires a reform process in which all the educational actors are involved and which checks all the levels. Significant responsibility falls on the people who are in charge of bilingual program management and those in charge of English teaching.

Bilingual education in our country, as has been illustrated throughout this article, has many difficulties that impede its ability to achieve the best possible outcomes. Accordingly, higher education institutions should develop strategies and plans that let teachers continuously improve their second language teaching effectiveness and that let students improve their second language competence based on the levels they have upon entering the university. Another challenge involves changing the importance learning English has for university students. For the most part, it is seen as simply as an additional graduation requirement rather than a valuable asset for their future.

It is vital to monitor the creation and implementation of bilingual programs in higher education since they are often focused more on generating income

than on supplying students with real second language competencies. There is also a tendency to demand that students in higher education become bilingual within four or five years, not taking into account that they often do not have even a basic English level upon entry. The universities are charged with producing bilingual Colombians, but many students lack the linguistic foundation to achieve that goal. Therefore, it is necessary that the national government demonstrate a clearer and more rigorous focus on the implementation of English as a foreign language instruction throughout their schooling, starting in the earliest grades.

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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 copy-

right 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.

Unpublished 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://](http://bmo.sgepub.com/cgi/content/abstract/23/3/419)

[bmo.sgepub.com/cgi/content/abstract/23/3/419](http://www.arvindguptatoys.com/arvindgupta/orwellpol.pdf)

- 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.

Romani, 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 Pubindex 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:

Este tipo de artículo comparte resultados originales de investigación que puede ser preliminares o parciales.

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

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Documento escrito por el editor, un miembro del comité editorial o un investigador invitado sobre orientaciones en el dominio temático de la revista.

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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 alfabético, al final del documento. Siguiendo el estilo del Manual de Publicación de la Asociación Americana de Psicología – APA, los autores deben incluir las citas 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, cartelera, 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.

Romani, 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
2016 in Tunja, Colombia.

Printed by Búhos Editores Ltda.