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A DEEP LOOK INTO LANGUAGES AND RESEARCH

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A deep look into languages and research

COMPILATION

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CONTENT

Introduction

Researching goes beyond statistics and isolated numbers, research implies a systematic investigation with a profound reflection to solve problems or enriching available knowledge. In this case, the humanities include an unlimited variety of branches grouped in five areas such as the arts, languages, literature, religion, and history. Humanities help communities understand the world in which we are immersed, and they encourage to build critical citizens. Indeed, languages provides tools to preserve identity and improve quality of life in several cultures based on research.

As a result, the University of Cundinamarca, it's english area, and the macro project titled *Promotion of bilingual learning fields through fine arts, humanities and psychology*, looked for a suitable setting to reflect on research developments, for teaching practice and to be aware with present language teaching trends, which could help readers become better researchers and language teachers.

The main objective of this book is to reflect on teaching and research practice, and to be familiar with present language teaching trends in english and other languages. For this reason, in the following pages, the reader will be able to enjoy about *Pedagogical reflections* which implies analysis on specific themes related to teaching and learning practices. Then, *Research reports* will be found about an specific problems, main objectives, theoretical background, methodology, and research results. Finally, you will find remarkable *Workshops* based on teaching techniques.

Martha Isabel Díaz Ramírez
Researcher

Pedagogical reflections

Chapter 1

The implementation of CLIL methodology for the teaching of english in the psychology programme of the Universidad de Cundinamarca

New challenges in education: distance learning under lockdown

Authors:
Francy Elena Martínez Franco[1]
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Abstract

This article makes part of the activities of the macro-project *The fields of bilingual learning through the fine arts, humanities, and psychology*. The objective of this academic experience was to merge the study of the english language with issues of psychology, and to arise the interest of the students since the time of the covid-19 pandemic, fearing an student dessertion. Through the course of searching methodologies, the CLIL methodology was found; as a result, through the use of a survey designed in *Microsoft Forms* to collect experience perception, it was identified that this experience allowed the participants to practice english language skills based on the contents from psychology, moreover the opportunity to use technological tools and platforms that could have an impact on their professional life.

Keywords: bilinguism, learning field, psychology, learning process, skills, CLIL.

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La implementación de la metodología CLIL para la enseñanza del inglés en el programa de psicología de la Universidad de Cundinamarca

Nuevos desafíos en la educación: el aprendizaje a distancia bajo encierro

Resumen

Este artículo hace parte de las actividades del macro-proyecto *Los campos del aprendizaje bilingüe a través de las bellas artes, las humanidades y la psicología*. El objetivo de esta experiencia académica fue fusionar el estudio de la lengua inglesa con temas de psicología para despertar el interés de los estudiantes, ya que en el momento de la pandemia por la covid-19 se temía la deserción estudiantil. A través de una búsqueda de metodologías se encontró la metodología AICLE; como resultado, a través del uso de una encuesta diseñada en *Microsoft Forms* para recopilar la percepción de la experiencia, se identificó que esta experiencia permitió a los participantes practicar con las habilidades de lenguaje inglés, basadas en el contenido de la psicología, por otra parte, se encontró la oportunidad de utilizar herramientas and plataformas tecnológicas que podrían tener un impacto en su vida profesional.

Palabras clave: bilingüismo, campo de aprendizaje, proceso de aprendizaje, habilidades, AICLE.

Authors biodata

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Introduction

The learning fields conceived from the *Transmodern Digital Educational Model* (MEDIT) at the University of Cundinamarca, aim to change the concept of the classroom and to materialize in the educational practice. The implementation of the multidisciplinary fields of learning, whose epistemological basis rests on *the formation of transhuman ethical beings,* that generate social impact today, is relevant. Also being proactive in the face of the global pandemic situation and the abrupt change in academic scenarios, a searching for methodologies was conducted, with the objective to allow students to maintain and increase their interest in learning and allow them to relate it to their discipline. In this sequence of thoughts, the educational experience lives through the implementation of didactics of CLIL (Content and Language Integrated Learning) which aimed to improve and boost, not only the learning of the english foreign language, but also to deepen the knowledge of psychology, based on the knowledge of students in both areas.

Theoretical framework

The CLIL educational approach was born in the 90s and is based on the inclusion of specific academic contents, culture, communication processes and understanding in the teaching of english. (Castilla, 2020). For this reason, the CLIL is taken as a second language education approach in which the practical processes of acquiring language proficiency prevails, and isintegrated with the subjects of knowledge.

Based on the experience implemented within the University of Cundinamarca, we consider highlighting four principles that Coyle (2006), cited by Navarro-Guzman *et al.,* (2021) has postulated, these are: a) *content*, understood as the way in which students involve in their training the contents of psychology and english, to generate new mental structures; b) *cognition*, this deals with the need to generate a close relationship between content and thought processes to offer what is necessary, linguistically speaking, for the development of thoughts; c) *communication*, this principle is fundamental and establishes that language should be accessible to all learners, as well as spaces for interaction to consolidate learning; and d) *culture*, this last principle must be taken into account since cultural aspects and language are closely related.

As seen, the CLIL has a dual purpose that is fully in line with the ideals of the MEDIT, as it involves the student in the foreign language learning field and, in addition, allows to bring to the classroom the concepts of psychology, which would promote the internationalization of the graduates, resulting in the integration of the knowledge and the improvement in linguistic competences.

Methodology

Participants

The experience was developed under the field of learning *technical english 4*, with four groups of students from the psychology program of the Faculty of Social Sciences, Humanities, and Social Sciences, it was held during the year 2020, in response to the global pandemic situation and the changing scenarios of studies, since the student's lack of interest in the world situation was felt; a methodology was sought that involves them not only with the language but with their life project and thus mitigate the student's lack of motivation and disinterest.

The group of participants consisted of 64 students, following the agreement 00007 of 2018, an entrance examination was carried out, this was applied to the participants and their results were very varied. Based on those results we observed that more than 80% of the participating students were in the elementary and intermediate level that were required for the course, which allowed the development of the proposed activities and their positive response to the pedagogical experience.

Procedure

As it was said the experience was implemented from the first academic period of 2020, which coincided with the global health situation that led to generate academic processes through virtuality. Thus, a collective learning opportunity was recognized in which both students and teachers will succeed in generating a field consistent with the principles of the MEDIT; this was recognized in the CLIL, and it allows to include not only the specific topics of the english learning field, but also basic concepts of psychology.

Within the applied process, the activity of academic forums was initiated as a resource to make visible the level of proficiency in written english and a way of active participation of students; they wrote in foreign language answering some daily routine questions; however, to make an inclusion of contents of psychology, were integrated explanatory videos on mental pathologies and syndromes, so the students can see the need to combine both fields of learning, and make use of their english language skills - use of conditionals and indirect speech - and their previous learning in terms of their own career themes. These allow the conjugation and staging of the multidimensional learning fields of the MEDIT since they allow "to forge in the student his personality, the character, the identity, the autonomy and responsibility that is explained from his neighbor and the nature".

As follows, the forum is extended to presentations on psychopathologies and therapies applied in english, involving the use of grammatical aspects such as reported speech, conditionals, modals, and leaving free production of written and audiovisual products that gave an account of the topic using grammar as a basis to communicate specific concepts and treatments.

Finally, the participation was achieved with these products, as internal spaces of the area of english such as the *English Day* and the *Udec Talks,* and towards to the educational community with the publication of two articles and audiovisual material in the magazine *Generation 21* of the extension of Facatativá.

Instrument for collecting experience data

To obtain feedback from the experience in the *english 4 subject*, a survey of 12 questions was designed on the Microsoft Forms platform. The objective of the survey, the confidentiality of the data of those who answered it, and the authorization of the rights to habeas data in compliance with law 1581 of 2012 were reported. This was socialized through the institutional email to the 62 students of the psychology program who were part of the experience explained above, during the academic periods.

Results and discussion

At the end of the experience, the results obtained by the participating students showed a higher level of proficiency in the language, which is evident in 64.5% of the total number of participants in the entrance exam were in level A 1 and A 2.1 and exceeded the proposed objectives, for the entrance test we had 35.4% of students in level A 2.2 and B 1.1. According to the test carried out as a final test of the experience and the result of the process carried out with the implementation of the CLIL approach, this percentage rose to 79% in level A 2.2 and 21% in level B1.1.

Despite the good final results as a field of learning english, and from the pedagogical perspective, the implementation of the experience it is worth nothing that at the moment of knowing the experience of the students regarding it, we note some important comments to take into account: a) students consider it is important to learn english, however they report several difficulties to be able to perform better during the activities, such as the lack of bases with the language , negative experience with the language and the traditional ways of teaching language, to which they were accustomed; b) students comment that the lack of motivation to learn the language is due to the purpose of what they learned in classes with their profession, and finding the relationship increases interest c) the students propose alternatives to dissipate the difficulties in learning english,

some to be highlighted are the implementation of leisure activities, and increase of extracurricular spaces to practice it.

Now regarding the CLIL methodology the students commented that they found it interesting and quite beneficial, and in turn, allowed them to generate more confidence to learn the language, relating the contents of psychology with english, as well to improve writing and orality processes in english, which serves to integrate the knowledge in technology for the creation of the different products of those proposed in the *english learning field 4*.

It is relevant and enters in discussion, based on the results obtained, the creation of pedagogical alliances with the teachers of the program of psychology and english areas, this would give a greater impact to the students, and would provide them with training spaces with bilingual purposes. It is necessary to invite them to participate in exchange experiences with psychology students of english native speakers, among other strategies that allow the internationalization of psychological knowledge and achieve, in the students of the program, an interest in being bilingual professionals (Graddol, 2006).

Conclusions

The pedagogical experience integrated into the CLIL methodology made it clear that, for students, it was an opportunity to acquire skills associated with the english language, according to the characteristics that the pedagogical strategy proposes from the contents, culture, communication, and cognition; all this, articulated to the use of virtual technologies and tools, which brought the juncture of covid-19. In terms of the professional future, the experience is associated with the contents seen from the syllabus of the psychology program, which allowed them to be disseminated in academic spaces of the University of Cundinamarca, such as magazines and the YouTube platform.

It is highlighted that experience allows us to think about the transversality of english in different areas of knowledge and that it is necessary to create alliances between the programs to develop transversal learning fields in which the english language is a supporting language for students, not only from the psychology program but designed for other programs and other extensions.

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Chapter 2

Reflecting about pre-service teachers practicum experience: "Getting your feet wet"

Pre-service teacher experiences

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Abstract

This pedagogical reflection aims to present the perceptions of 25 pre-service teacher's from two higher education institutions, concerning their first teaching practices. The academic subject entitled "English didactics", in a public and a private universities, facilitates microteaching experiences which are efficient techniques for learning effective teaching, so students whom are trained to become professional teachers, can teach english as a foreign language to true beginners in a distance program from an university. Data were collected through questionnaires and surveys about perceptions were the instruments applied.

The findings show student's understanding of their teaching practice and participants also alluded the importance of self-efficacy, which depends on feelings of achievements or failure in their pedagogical experiences as pre-service teachers.

Keywords: beliefs, pre-service teacher, teaching experiences, microteaching.

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Reflexionando sobre la práctica pedagógica de los profesores en formación: "Mi primera experiencia"

Resumen

Esta reflexión pedagógica tiene como objetivo presentar las percepciones de 25 profesores en formación de dos instituciones diferentes, sobre sus primeras prácticas pedagógicas. El espacio académico titulado "Didáctica del inglés", en las dos instituciones de carácter público y privado, brinda a los docentes en formación la posibilidad de realizar prácticas de microclase, las cuales son técnicas eficientes de aprendizaje sobre la enseñanza, de manera que los estudiantes que se preparan para ser profesores profesionales puedan enseñar inglés como lengua extranjera a estudiantes de nivel básico de inglés, en un programa de modalidad a distancia de una institución educativa. Los datos fueron recolectados a través de cuestionarios y los instrumentos aplicados fueron las encuestas sobre percepciones.

Los hallazgos muestran la comprensión de los estudiantes de su práctica docente y los participantes también señalaron la importancia de la autoeficacia, que depende de los sentimientos de logro o fracaso en sus experiencias pedagógicas como profesores en formación.

Palabras clave: percepciones, profesor en formación, práctica pedagógica, microclase.

Authors biodata

Marcela Díaz Ramírez holds a Master in Teaching english as a foreign language and also a Master in teaching english as a foreign language. Nowadays, she works at Nacional University and Santo Tomás University as a professor and researcher for pre-service teachers.

Martha Isabel Díaz Ramírez is Magister in teaching english as a foreign language. She worked at Santo Tomás University as a language professor and researcher. Currently, she is working as a language professor and researcher at University of Cundinamarca.

Introduction

The principal objective of micro teaching is to offer pre-service teachers, with teaching experiences, a virtual classroom settings. The students can get training and feedback from teachers who are in charge of the processes where the microteaching takes place. Student's practicum experience will benefit in extent, to which emphasis is placed on a virtual regional setting with a variety of backgrounds, ages, and students. Teaching practicum is necessary for learning and development of teaching competences in pre-service teachers in any B.A program. As a result, two institutions have joined efforts to create academic cooperation, in which students who want to become language teachers enroll in the same academic subject titled "English Didactics" and getting involved in an awe-inspiring teaching experience from two different institutions.

Strategy's description

During the first academic period, pre-service teachers from both universities were preparing different lesson plans to have an english class with beginners in 2021, at the end of the semester, as preparation of their final exam according to their communicative needs. That group of beginners belonged to the distance modality academic programs from different Colombian regions of a private university. Pre-service teachers were organized in groups of three or four students to have english classes through three weeks. Each group of pre-service teachers have a leader – student who might have teaching experience to guide the others. As a result, pre-service teachers have the opportunity to observe and learn from their practice professor as well as their colleagues (Fives, Hamman, and Olivarez, 2007).

Moreover, pre-service teacher's groups followed the PPP model: *presentation, practice, production*, through the development of lesson plans supervised by their practice professor. Carvajal and Duarte (2019) point out that with the help of experts such as professors from their own institutions, pre-service teachers could make better decisions according to student's needs. Without any doubt, cooperative work enhances a powerful way of encouraging reflective thinking (Fakazlı, 2021).

Theoretical framework

Klassen and Durksen (2014) assert that pre-service teachers are presented with an overwhelming developmental task: to become teachers while being students. Certainly, Chaplain (2008) also confirms that practice could be stressful specially for those pre-service teachers who have not had previous experiences. Young, Specht, Hunter, Terreberry, McGhie-

Richmond, and Hutchinson (2018), examined specific components that have ample influence of efficacy on Canadian pre-service teachers when achieving practicum experiences. For this pedagogical reflection, behavior management is one of the most challenging experiences for novice teachers. Besides, behavior management influenced encouraging and negative feelings of efficacy. Pre-service teachers may experience perceptions of failure "what could be done better", and feelings of success when facing challenging situations, due to the acquisition of problem–solving skills.

Friedman (2000), highlights the professional efficacy-discrepancy to understand the teaching burnout, and to clarify the difference between those, what should be ideal in terms of professional abilities and experiences, and the teaching reality faced by pre-service teachers. In fact, a sense of failure and frustration could occur along the professional development in spite of preparing a class; a sense of failure may be experienced by any novice teacher and even skilled educators once in life.

Challenging teaching situations might happen, teachers could have several options to face the existence of a teaching problem. First, the recognition of the problem and then to examine the situation in order to adapt the reality in the classrooms. Second, improvements in professional and communication skills in order to increase a sense of self- efficacy with appropriate relations, tasks and organizational components. Becoming critical about their own practice as pre-service teachers, implies to examine classroom outcomes and teaching procedures in a systematic way to grasp specific goals, likewise including the development of the teaching practices (Olaya, 2018). On the contrary, if there is not any effective action after teaching disappointment, this may lead to relinquishing the pedagogical profession.

Pedagogical context

Two groups of pre-service teachers from a private and a public institutions, have had the opportunities to prepare a teaching class for 120 beginners who are adult students, along the academic semester from several academic programs in a private institution in 2021. One group of 14 pre-service teachers in a public university, most of them in seventh semester and another group of 11 pre-service teachers in a private university in sixth semester.

Results and discussion

After implementing their classes, pre-service teachers in the first academic period of 2021, developed a survey about perceptions, and in the following lines a sample is presented.

Figure 1. Question 1- Perceptions about teaching experience from a public institution

Did you find useful to have a practice in the English course level 1?

0%

100%

- Yes
- No

Source: self elaboration.

Figure 1 shows that having practice in the level 1 English course was helpful to all pre-service teachers at the private university. Their well-thought-out explanations are given in the subsequent Table 1:

Table 1. Pre-service teacher's explanations in a public university

1. Practice provides a really enjoyable and useful experience in the future
2. Putting into practice what is seen theoretically in class, is the most important part. This activity was incredible since it exposes us to real situations in which we must adapt and arise, leading a group of students, handle technological tools, and above all, learn from the mistakes that were made and to improve.
3. Very useful, making use of the knowledge and preparation that has been done during the semester
4. It was an excellent first approach to teaching practice. Thanks to this practice I feel that I will know what to do and not to do in future practices. I realized that it is a process, that it has several steps to follow, and it is not something that is achieved overnight.
5. It was very useful because it helped me to have an approach to classes in real life. In addition, with this practice one can realize the things that need to be improved, such as, in my case, the development time of the activities. Finally, the practice was useful for me to know how to handle a class.
6. It allows putting into practice everything I learned in didactics I and II; in addition to being a first approach to what will be seen in the subject of teaching practice.
7. The experience has been fruitful for my professional development as a teacher. It has been a great challenge to the extent that it was only one class and that there was no time to develop a process. However, both strengths and weaknesses could be appreciated, and in turn, it was possible to continue learning from them.
8. I think it was the opportunity to apply the knowledge acquired so far about how to plan and develop a real class, before getting to the practice like that.
9. One thing is to see the theory in class and another thing is to do the practice. The theory can be learned, but the practice is very necessary to make sure that the concepts are really learned and you can apply them to the various situations that arise. They can give in class, which is why I consider it very important to have this kind of space and if it is with beginners, it is better because it poses a slightly more complex scenario.

10. In other more advanced levels in a certain way it is easier for students to understand the instructions, but at lower levels you must make yourself be understood in different ways and always taking into consideration what is it that the students are requiring.

11. It is useful to have the opportunity to apply the concepts learned in didactics 1 and 2 with different people from our classmates.

12. I consider that it was quite useful to have this experience, since it allowed me to make an approach to the teaching practices that finally will be the work that we will have as teachers, after finishing the degree. I considered it very valuable, because we were given the chance of putting into practice the theoretical aspects that have been addressed in the didactic courses so far, and it was also possible to go from planning to executing a class, bearing in mind the suggestions of the teaching, which allows to learn empirically and in turn correct the aspects that are pertinent for future occasions.

13. It is important to give an experimental class before the practices, it is an opportunity to give the student an idea of how they work and provide more security in the future. Many students have not been taught this before the practice, so it is a good exercise to give them confidence.

14. It was my first experience teaching a class that was developed from the beginning, and I learnt to consider the number of students, the subject, the duration, the organization, and the time to carry out each activity. It was a first contact that helped me to understand a little more, what are those dynamics and efforts that are required to prepare a single class, and how to apply improvements each time.

Source: self elaboration.

In Table 1, it is feasible to observe one hundred percent of satisfaction in pre-service teachers based in their previous opinions, mostly due to suitable conditions that were provided, and they could become more reflective about their own teaching development in a public university. Pre-service teachers beliefs can change as a result of exposure to different teacher pedagogical training programs (Glušac and Pilipović, 2019), in this case the academic subject titled *"English Didactic"* with an experienced practice professor, created a suitable environment on putting multiple concepts in practice into didactic strategies in a real class.

Figure 2. Question 1- Perceptions about teaching experience from a private institution
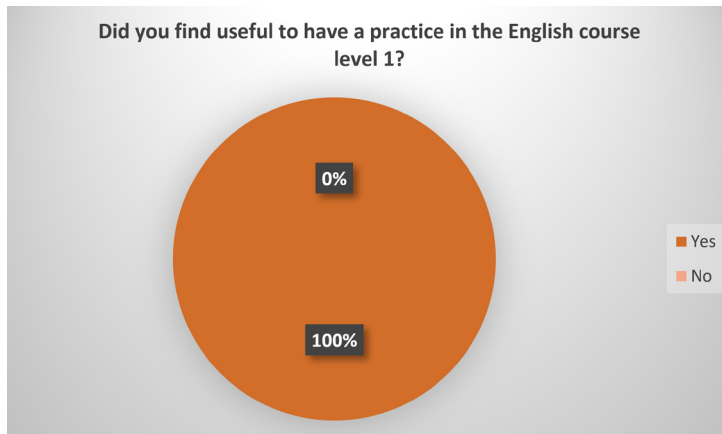
Source: self elaboration.

In Figure 2, pre-service teachers also stated that having a practice in the english course was satisfactory. In the next chart, their explanations are expressed with an insightful reflection:

Table 2. Pre-service teacher's explanations in a private university

1. The importance of practicing the teaching of the english language allows one to approach the pedagogical and didactic processes, to gain experience and mastery of the classroom.
2. As a teacher in training, I consider that the experience about practicing in *transversal english 1* was very useful since it allows me to identify personal and professional strengths and weaknesses, in addition in demonstrating the ability to teach through virtual settings.
3. It is important to have experiences with students of different ages and levels to improve my pedagogical practice.
4. Through this, I think new knowledge, skills and abilities can be acquired in teaching.
5. Through it, aspects in teaching activity can be improved.
6. Practices are essential in my training process
7. For us teachers in training, it is very important to begin to face what it is to teach a real class.
8. Practice makes perfect. This sums up everything that could be said.
9. Without a doubt it was very useful to have this meeting with fellow students of english transversal, since it allow us to break the ice and the fear about how to give and manage a class. In addition, it was crucial to practice our level of english and learn about the virtual mode of online classes.
10. Because practice is important
11. It was possible to carry out a practice of what would be a reality within the classroom and more in this time that the classes are virtual

Source: self elaboration.

In Table 2, the reader could appreciate pre-service teachers´ constructive and encouraging perceptions about their practice in a private institution. In fact, pre-service teacher's perceptions about themselves as language teachers, could change their belief system such as concerns and prejudices before practicum through a process of transformative learning (Jaimes, 2013). As soon as they can make connections between what they have learnt such as methodology, didactic strategies, pedagogy and other theoretical background, and the experimentation of a real -life class.

Conclusions

Carvajal and Duarte (2019), state that it is indispensable to provide voice pre-service teachers to express how they shaped their teaching role as future teachers. In this sense, accompaniment of institutions is needed to provide the proper conditions to have enough exposure to real pedagogical contexts and to support pre-service teachers to face their own expectations.

Practice for pre-service teachers from any academic program means more than the application of a just lesson plan, it is a core opportunity to recognize them as future teachers with a

countless accountability and at the same time to begin to crop the colossal pedagogical field to demonstrate their linguistics, pedagogical, human beings, and communicative competences.

The role of the teaching practice professor is vital to be a guide to provide continuous pre-service teacher's feedback in order to become more reflective while teaching, in other words, to get your feet wet. Undeniably, if we as professors or teachers, recognize and feel the others as themselves, the world will be more responsible and aware about society and less indifferent towards their own needs.

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Chapter 3

Experience learning trough mobile *apps* for practicing a foreign language

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Abstract

We report the experience of the use of mobile and online applications in the times of pandemic situation, by teachers and students learning english as a foreign language at "Universidad de Cundinamarca". Experiential learning stages were applied; from the concrete experience when selecting and handling mobile *apps* and other free online tools, followed by the reflective observation that occurs in the design of learning workshops by students. Finally, from conceptualization and experimentation, students present, participate, and share their workshops with the community. Two questionnaires were applied to measure the results. The level of satisfaction was 84%, this activity was considered effective for their learning. Likewise, 87% of the students expressed pleasure, fun, learning and opportunities to practice oral and written foreign language skills, arguing that these activities served to reinforce and practice previous knowledge.

Keywords: experience learning, innovation, workshop, *apps*, mobile, online tools.

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Experiencia de aprendizaje a través de aplicaciones móviles para practicar una lengua extranjera

Resumen

Reportamos la experiencia del uso de aplicaciones móviles y en línea en tiempos de pandemia, por parte de docentes y estudiantes, en el aprendizaje del inglés como lengua extranjera en la Universidad de Cundinamarca. Se aplicaron etapas de aprendizaje experiencial; desde la experiencia concreta al seleccionar y manejar *apps* móviles y otras herramientas gratuitas en línea, seguido de la observación reflexiva que se da en el diseño de talleres de aprendizaje por parte de los estudiantes. Finalmente, desde la conceptualización y experimentación, los estudiantes presentan, participan y comparten sus talleres con la comunidad. Se aplicaron dos cuestionarios para medir los resultados. El nivel de satisfacción fue de 84%, esta actividad fue considerada efectiva para su aprendizaje. Asimismo, el 87% de los estudiantes manifestaron placer, diversión, aprendizaje y oportunidad de practicar oral y escrita la lengua extranjera, argumentando que estas actividades sirvieron para reforzar y practicar conocimientos previos.

Palabras clave: aprendizaje experiencial, innovación, taller, *apps*, móvil, herramientas online.

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Introduction

Learning a language means to learn its culture. The english classes at the University of Cundinamarca and particularly in the Soacha branch, are focused on cultural, communicative, and linguistic components. Once again, this semester, due to the global health emergency, classes have been virtual and generated an awareness on virtual learning. Recognized cultural activities such as *Udec Talks,* and *English Day*, allow us to identify and generate situations for developing new learning, highlighting experiential learning. It allows to develop didactics that recognize the importance to generate innovative experiences in our students, these experiences seek to get motivation and meaningful situations by learning. These activities, in which students are exposed to language input and gave them exercises to practice the language, provide students with concrete experience to learning the new language.

Mobile devices and applications, which have become an integral part of our lives, are used for different purposes, including educational objectives. New *apps* are used to improve learning. The purpose of this document is to share an e-learning experience through mobile *apps* used for learning languages. Activities are organized in two moments; one is the *Udec Talks* conference; presented with experts who share their experiences and give advice on the use of *apps* in language learning, as well as motivation in the online learning of the foreign language. Second, a series of learning workshops with mobile *apps* for learning foreign languages where planned, organized, and offered to the students who joined this activity. Experiencing learning values is crucial for learning and emphasizes student's experience as the central role for the learning process. Learning through experience is also associated with learning through action, learning by doing, and learning through discovery and exploration.

Strategy's description

Classes were taken as basic organization space to introduce more than thirty available *apps* and online resources to support english learning and ask students to explore them and select one or two in which they feel comfortable. Sharing their experience with other students was the next step, followed by a collaborative work with one or two leaders who organized and shared their experiences about the selected *app*. Students presented a very organized exercise that showed the best way to take advantage of those selected tools. The schedule was distributed in six spaces stated on different team's rooms which were previously sent to all students for register in those rooms. They decided to enjoy and participate in different workshops. Students were hosts and moderators of their rooms.

Theoretical framework

University of Cundinamarca, as a transmodern and trans local university of the 21st century, is reflected in the development of its learning fields. The foreign language field is coordinated with MEDIT and contributes to the search and propitiation of formative spaces that allow

students to go beyond the cognitive level, through performance, living experiences, the resolution of problems of social, disciplinary, and personal reality (Muñoz, 2017). The search for these approaches transforms our student, who goes from being a receiver of knowledge to the protagonist of the learning process through the experiences arising from the situations. Learning through experience is also associated with learning through action, learning by doing, and learning through discovery and exploration.

According to Kolb's four-stage learning cycle, experiential learning knowledge is created through the transformation caused by the experience itself. Inmediate, or concrete experiences are the basis for observation and reflection. (Kolb, 1984). Learning process is generated from the experience itself; action based on a cause-effect theory, and evaluate or judge the result or consequence of such action. The concrete experience is transferred to an abstract conceptualization which is actively tested through new experiences. (Tecnológico de Monterey, 2010).

There are some teaching principles consider for applied experiential learning in english language teaching. First is built on the principle that language learning is facilitated when students are cooperatively involved in a working project or task (Knutson, 2003). Innovation is the result of pre-established actions; it is oriented towards flexible adaptation, experimentation, and guided change (Inbar, D.E 1996). Innovation in teaching means accompaniment, mediation, and collaboration in the construction of knowledge. This conception refers to teaching as a planned process, a joint construction, a creative task, and a practice subject to learning (WAE, 2001). The virtuality in which we have been immersed in these times of confinement, questioned us and leads us to make changes in the teaching-learning processes. It is necessary to face new methodologies that promote pedagogical renewal (Arnaiz, Hernández, and García, 2009). It is well known that the pedagogical processes of teaching and learning foreign languages are mediated by ICT.

The use of different mobile devices is a way of approaching technologies that facilitate learning, as an example, the cell phone is transformed into a tool that can be used to facilitate learning at any time and place. With the rise of mobile devices and their use in learning arises m-learning (mobile learning), as a teaching-learning methodology where the mobile device acts as the backbone element (Lopez and Silva, 2016). It is precisely from the mobile feature where we can find *apps* that allow learning, entertainment, and have fun. These are the *apps*, which are agile and intuitive and with a very short learning curve, that make them ideal engines of specific learning processes (Godwin-Jones, 2011), as cited in Lopez and Silva (2016).

Pedagogical context

The student interacts and develops oral and written expressions, allowing them to communicate in the foreign language by performing simple and common tasks that require a simple and direct exchange of information. In order to achieve this learning outcome, the project *"Apps Workshops*

for Learn english in pandemic time, an experience of educational innovation from ICT", was planned, organized, and carried out during the second semester on academic period of 2020. The following image shows the didactic sequence in which the project was developed through experiential learning model:

Figure 1. The experiential learning cycles applied on this project. Adapted from Kolb 1984
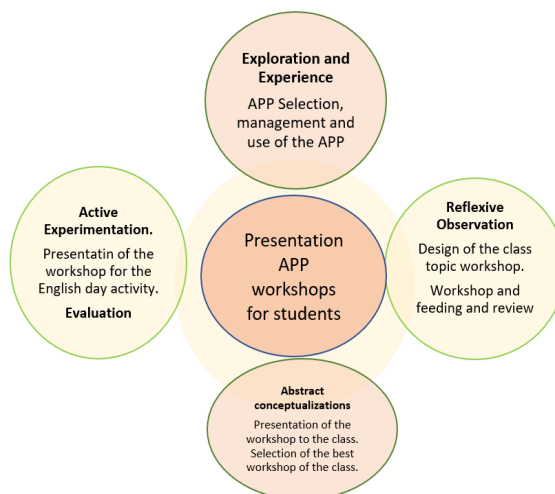
Source: self elaboration.

One of the principles, of how to implement experiential learning in the english classroom for language learning, is facilitated when students are cooperatively involved in working on a project or task, and when the project includes the four phases mentioned above.

Concrete experience: *apps* management for language learning by students, who had to perform the concrete experience of searching for information about *apps* for learning, then select an *app*. Practice with the chosen *app*, then learn how to handle it, finally a workshop is designed from a theme worked on in class to be presented to the whole class. The students receive a grid with the information and evaluation criteria that the document - and workshop - should have.

Reflective observation: then comes the part of reflection on the experience of exploring the selected *app*, its handling, functionality and usefulness as a tool for language learning. Then, a connection is established between what was done and the results obtained. They can predict the results that will be obtained if they perform to the corresponding practices in terms of the theme in the selected *app*.

Abstract conceptualizations: using the observations and reflections obtained in the experience of exploration, lead us to make conclusions and generalizations about the use and management of the *app*. The information is recorded through the elaboration of a written document with the presentation of the chosen *app* and the description of the workshop to be presented. After receiving the document with the conceptualizations and description of the workshop from each of the groups, the students receive feedback from the teacher for the respective corrections. The best workshop is chosen through a form that allows to review the criteria and evaluate its content. (Brown, 1987; Hussin *et al.,* 2000).

Active experimentation: At the end of the workshops, the information is recorded, the statistics are obtained through the forms filled out by the participants. Reflections are made and conclusions are drawn, which are put into practice in a new situation that is within the range of generalization.

Final evaluation: The general criteria of the subject described in the pedagogical agreement were considered, including a 20% of the class work grade for this work. Instruments were designed for the respective evaluation of the workshops, both in the classroom and in the workshops presented at the *English Day*.

Results and discussion

In an evolution of the consulted interests and needs to know and use of the different resources available from virtuality with the purpose of learning the foreign english language, an exhaustive and detailed search was made, and later categorized by competences of the different tools, in which, the real and close contact of the different skills of speech, writing, vocabulary use and reading comprehension, could be put into practice, resulting in a prepared collective exercise in which, in addition to cognitive learning, a real space of social interaction between peers could be found.

The selection of resources was not easy, but it became an extremely interesting and challenging exercise within the routinary development shared classes in the different english sessions, through which students from the University of Cundinamarca, Soacha campus, were involved. The participation of a good number of students was captivated, so it was necessary to make a detailed selection of those workshops whose reference points could make a difference to captivate an audience of similar generational and technological identity.

Considering that "progress in language teaching is more clearly evident in the student's ability to carry out observable language activities and to put communication strategies into prac-

tice", achieving this objective in tangible facts; autonomy and self-responsibility for learning is individually developed. The motivation with leadership as a purpose was exercised with their peers. The need arises to develop great technological skills related to the search, organization and transformation of information in pro to creativity, from the learning and use of the language. Living the learning experience and generate the construction of their own ideas, in practice itself, is experimenting in the acquisition and use of the foreign language from a device. The self-esteem of students, who did not recognize their abilities, is boosted with our motivation and advice.

Activities like those described, allowed our UDEC students to take advantage of the opportunities technology provides and learn from distant locations while having fun. These activities also generated reflections on their experience, and the questions motivating those reflections, may generate their own answers since they allowed us to recognize and highlight the many accomplishments and efforts that were made behind each specific situation in and from these virtual scenarios.

Conclusions

As a primary conclusion we got an opportunity, found on the exploration of knowledge through the concrete experience and management of the learning language *apps* found by the students. The interaction with real contexts that are very familiar and easy to find by young people, and the use of any technical device, gave the opportunities to practice, play, relax, but also shows a definitively increase in the foreign english learning curve.

The possibility they had of interacting as leaders in the proposed workshops, improved their organization skills and teamwork, increasing also at the same time their responsibility sense.

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Chapter 4

Pre-service teachers overcoming challenges in a disruptive and a transformative era in a teacher education program

Pre-service teacher experiences

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Abstract

Since the beginning of the global health emergency that afflicts us until today, education in the world has undergone dramatic changes due to the reconsideration of teaching and learning methodologies that all the actors in this scenario have had to face. Bachelor of english program of the University of Tolima offers *Pedagogical Practicum 1, 2,* and *3* in the 8th, 9th, and 10th semesters, respectively. The *Practicum 3* participants in this proposal had to face the transitory stage from face-to-face classes, to mediated teaching environments. Consequently, the teacher-students had to experienced situations inside and outside the remote classroom, which have confronted them and made them reconsider the vision of teaching and learning english from a different perspective. The period of contingency has allowed the practitioners to discover skills and resources that contributed to the development of their pedagogical practice, which must be socialized to generate new directions that the pedagogical practice requires when getting back to face-to-face environments.

Keywords: teacher training, learning, pedagogical practice, pandemic, adaptability, digital content design, knowledge construction.

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Docentes en formación superando obstáculos en una era de irrupción y transformación en un programa de formación de docentes

Resumen

A partir del inicio de la emergencia sanitaria mundial que nos aqueja hasta hoy día, la educación en el mundo ha tenido cambios dramáticos debido a la reconsideración de las metodologías de enseñanza y aprendizaje que todos los actores de este escenario han tenido que enfrentar. El programa de licenciatura en inglés de la Universidad del Tolima oferta las *Prácticas 1, 2* y *3* en los semestres 8vo, 9no, y 10mo, respectivamente. Durante el desarrollo de estas asignaturas los estudiantes deben orientar sus clases directamente a los estudiantes de las instituciones educativas públicas para realizar su práctica pedagógica. Los practicantes son retroalimentados y dirigidos por asesores en las instituciones educativas, y adicionalmente reciben la formación de la práctica de la asignatura en la universidad.

Los estudiantes participantes de esta propuesta pertenecen a la *Práctica 3*. Este grupo particular de maestros en formación tuvieron que enfrentar la etapa transitoria de las clases presenciales a las clases mediadas. En consecuencia, y para lo cual presentamos esta propuesta, los maestros en formación han tenido que experimentar diversas situaciones dentro y fuera del aula remota, que los han confrontado y les ha hecho reconsiderar la visión de la enseñanza y el aprendizaje del inglés desde una perspectiva totalmente diferente. La época de contingencia ha logrado que los estudiantes descubran habilidades y recursos que aportaron al desarrollo de su práctica pedagógica, los cuales deben ser socializados para generar nuevas rutas de diálogo sobre la dirección y ajustes que requiere la práctica pedagógica al retomar la presencialidad en las aulas.

Palabras clave: formación docente, aprendizajes, práctica pedagógica, pandemia, adaptabilidad, diseño de contenidos digitales, construcción del conocimiento.

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Introduction

The teacher training exercise has brought great challenges during times of contingency, by which we have been influenced in this last year and a half of the pandemic. The education of english as a second language, as a national education context, has been reconsidered from new perspectives, not only didactic and methodologically speaking, but also in terms of psychosocial issues, to make effective decisions that strengthen the classroom environment and its actors: students, teachers and administrators; to reach that goal, we had to redesign our belief system to face the remote education appropriately.

During this presentation, it is intended to socialize the feelings and experiences of the teacher-students of the Bachelor in english of the University of Tolima during their pedagogical practice in times of mediated education, through the resignification of the teacher's role in the local educational context. Additionally, it seeks to envision other possible ways to enhance pedagogical practice based on experiences and expansion of knowledge in information technologies and learning environments.

Strategy's description

The value of the knowledge and work accumulated in these challenging times, of teacher-students during their pedagogical practice, is an evident aspect in the products compiled by them in different instruments such as the teaching portfolio where they registered their lesson plans, their digital designs, recordings of their classes from the different platforms used. Likewise, the student's reflections about their performance and improvement intentions, which were the subject of dialogue in class and during the feedback sessions, were scenarios in which the experience, emotionality and handling of the circumstances were also revealed, as well as the challenges during their synchronous and asynchronous meetings with their students and advisors.

The situation of mediated education that is present today requires the management of different virtual tools for teaching and learning english as a foreign language. Specifically, in the case of our teacher-students, it was necessary to use various platforms, mobile

applications, and digital materials taken from the internet are adapted or created by the teachers themselves during the development of their pedagogical practice. The resources used during this pedagogical experience will be exposed during the presentation with the participants. The objective of the presentation of these resources will also be to expose the reasons for their preferences towards certain teaching and learning tools and additionally the exposition of the methodological reasons for their choice.

Theoretical framework

Within the framework of the present time of global crisis, the teacher-students training turned out to be perhaps readjusted and rethought the most. As it is well-known, the prominence of this situation was played by the resurgence and the hopeful look towards the information and communication technologies in education, which we had been seeing up, to a certain moment, with so much resistance and more as a complement to the training processes than a central axis that allows us to survive after almost two years,

All this new vision leads us to make several reflections that support this proposal and socialization of the development of our teacher-students in the BA in english program. The first one has to do with the addition of new dimensions to situated learning that involves not only the demystification of the classroom that could be reduced to a physical space but also the need to rethink the curricula, as well as the practices, opening new ways to the incorporation of other concepts such as flexibility, reinvention, dealing with the unpredictable and the accumulation of socio-emotional conditions that a pandemic could leave, among others. This step from a concrete state to uncertainty is well defined by Bauman (2008) as the "liquid times", wherefrom his perspective, it is a condition in which social forms decompose and leave us vulnerable. This modification of beliefs led us, as proposed by Sarmiento and Silenzi in Beltramino (2020), to go from the "classroom door to the click" where our teacher-students learned to use other resources in other ways, to manage or develop their autonomy, their metacognitive processes, their creativity, rediscovering or developing their technological capabilities. All this with the idea of continuing to generate opportunities for knowledge and learning.

One of the ways to document these processes, was through the narratives that students built during their feedback sessions and/or their pedagogical constructions, which revealed the adjustments, adaptations, creations and new digital learning as well as the results of the same. Bruner (1997), argues that narration is a way of thinking through which we build a version of ourselves in the world, and as a culture, offers models of identity and action to its members. In this framework, we consider relevant that the narratives give rise to reflection and that the experiences, visions and emotions of the teacher-students surface and inform about their passage through an unprecedented time, as it is intended to show in this presentation.

The second reflection that this presentation seeks to generate is the effects of extrapolating the concept of liquid times to measure the challenges faced and their results, as well as locating the concept in future times after the experience and knowledge are achieved. This is how we propose that when we return to face-to-face classes, our educational and pedagogical practices will not be the same, because, if so, as Valencia (2020) puts it, it would mean that little or nothing would have been contributed to pedagogy, didactics, the evaluation and the disciplinary knowledge, and even perhaps, the most algid issue would be to think that the contingency would have reduced the teaching practices to a matter of superficial actions, without deep transformations.

To conclude, the combination of face-to-face educational modalities with the virtual educational ones gains strength; but it is necessary to carefully review and analyze the challenges that this brings to teaching and learning. This is a review that involves teachers, students, teacher-students, administrative, managers so that we re-signify and re-think the roles, competencies, domains, content and knowledge of teaching and learning. This emerging challenge requires epistemological, pedagogical, didactic, evaluative and investigative rethinking; that is to say, a new readaptation of knowledge and practices if we want to advance. Otherwise, we would be thinking of a setback that we might not want to consider or would be consistent with all the experiences and knowledge generated during this time of challenge.

Pedagogical context

The teacher-students belong to the bachelor of english program attached to the Faculty of Education of the University of Tolima, who are studying the subjects of *Practicum III*, corresponding to 10th semester.

This specific group of teachers had to face a situation of the global health crisis, which led them to experience a moment of transition and then to rethink and adjust the development and conception of their pedagogical practice. As a result of the alignment to remote work in the different public educational institutions of Ibagué and from different areas of the department on Tolima and the country, students had to explore the development of new skills and take on the challenges of new learning environments, which would allow them to advance with the achievement of the academic objectives of the training program.

Results and discussion

- The teacher-students strengthened their resilience skills from their role as teachers.

- The atypical situations presented in the remote classroom allowed the teacher-students to conceive their role as teachers from another perspective.

- The arrival of new learning environments reconfigured the role of the teacher and the student from their academic, emotional and psychological state.

- The contingency time allowed teacher-students and their students, to explore skills and celebrate achievements that in normal times is not possible to demonstrate.

- The management of virtual resources is conceived even more as a possibility to continue implementing in the face-to-face classes after the contingency time ends.

Conclusions

Remote teaching and ICT-mediated learning became the daily routine of the main members of education. However, the effects of the implementation of these new environments have generated different impacts in various areas of education: the interaction in technological mediations, the design of digital content and the construction of knowledge within new learning experiences. These factors have unleashed a series of opportunities for advancement within education despite the uncertain times that beset it.

Our teacher-students have become transforming agents within their pedagogical exercise, creating digital content to interact with their students and create knowledge. Consequently, the possible difficulties that this new remote academic model may present are also mitigated. All the platforms and virtual elements that have been put into practice have been an ally for the teaching and learning processes of educators. Our teacher-students are professionals who in the future will be able to innovate their didactics following the needs of their local context.

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Chapter 5

Ways to promote reflective practices through metacognition in a pre-service teacher's community of learners

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Abstract

This research reports on a pedagogical reflection on the development of metacognitive skills of teachers in training for a *Bachelor's Degree in Bilingualism with emphasis in Spanish and English*, in the context of the *Reflective Practice* carried out by the direction of teaching practice of the Institución Universitaria Colombo Americana - UNICA. The purpose of this experience was the implementation of strategies that contain thinking routines as a way to make thinking visible and at the same time as an instrument to develop thinking dispositions (Tishman, S. Jay, E and Perkins, D. 2006), within a learning community and thus promote the metacognitive processes of future teachers. For the implementation of the strategy we counted with the participation of 12 teachers in training who were in their first semester of pedagogical practice.

The data analysis and the results suggest that the teachers in training recognize the relationship between theory and practice from the search for methodologies or strategies that correspond to the teaching for the learning of their students. Likewise, it can be established that the doubts that arise regarding the pedagogical methodologies, can propitiate metacognitive processes on future teachers.

Keywords: student-teachers, community of learners, EFL, reflective practices, teaching strategies, visible thinking.

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Estrategias para promover la práctica reflexiva a través de procesos metacognitivos en una comunidad de aprendizaje de maestros en formación

Resumen

Esta investigación da cuenta de una reflexión pedagógica sobre desarrollo de las habilidades metacognitivas de los docentes en formación de *Licenciatura en Bilingüismo con Énfasis en Español e Inglés*, en el contexto de la *Práctica Reflexiva* que lleva a cabo la dirección de práctica docente de la Institución Universitaria Colombo Americana - UNICA. El propósito de esta experiencia fue la implementación de estrategias que contienen rutinas de pensamiento como forma de hacer visible el pensamiento y a su vez son instrumento para desarrollar las disposiciones del pensamiento (Tishman, S. Jay, E y Perkins, D. 2006), dentro de una comunidad de aprendizaje y así promover los procesos metacognitivos de los futuros docentes. Para la implementación de la estrategia contamos con la participación de 12 maestros en formación que estaban realizando su primer semestre de práctica pedagógica.

El análisis de datos y los resultados sugieren que los maestros en formación reconocen la relación entre teoría y práctica a partir de la búsqueda de metodologías o estrategias que correspondan con la enseñanza para el aprendizaje de sus estudiantes. Igualmente, se puede establecer que las dudas que surgen en cuanto a las acciones pedagógicas, pueden propiciar procesos metacognitivos en los futuros maestros.

Palabras clave: formación inicial de maestros, práctica reflexiva, metacognición, portafolio de evidencia, rutinas de pensamiento, pensamiento visible.

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Introduction

We all agree that initial teacher education should promote, among others, pre-service teacher's construction of pedagogical knowledge that integrates the act of teaching with its theoretical grounding (Zambrano, 2015) and one of the ways to accomplish this should be by developing a disposition of being reflective in a systematic way, mainly wondering how they think about their teaching and what they need to know about it. (Herrera and Martínez, 2018).

We also think that they should develop the competencies that will allow them to become life-long learners and should be guided through understanding that they are going to play the role of the lead learner in their classrooms, as they will permanently be thinking about what they know, their actions and the context where those actions take place (Sibahi, 2015). Thus, one of the main objectives of the practicum during the final period of undergraduate education should be fostering *Student Teacher's* reflection on the diverse elements that comprise it. As Viafra (2007) states, specifically, in our country we should help *student teachers* "become more autonomous, critical, resourceful to deal with the challenges they face during their practicum" In this way, sharing insights on thoughts, beliefs, behaviors, and expectations about learning and learn to teach will help them continue on their path to construct their own criteria that will allow them to adapt their thinking, clarify their views on their teaching personal theories and make the right decisions for teaching for student's learning within particular contexts

When *student teachers* begin their practicum, they are apprehensive about the procedures they will encounter. They believe they should be able to rely on the academic training they acquired during their undergraduate studies, which they believe should be implemented, and they become hesitant about what they should or should not do. When we encourage *student teachers* to become aware of the underlying considerations of their own teaching we can help them to have insights on how they go through a process of restructuring- re-conceptualizing the complexity of their conceptions about teaching and learning, so as they get involved in reflective processes, they can develop their own understandings by means of which they will be able to interpret situations in the classroom so they can make valid and well supported decisions (Edwards and Protheroe, 2003). Developing such interpretative abilities will also allow *student teachers* to have more criteria for self-assessment and transform their own practices.

The following pedagogical reflection is intended to be an endeavor of compelling and summarizing the various strategies that we have carried out during pre-service teacher's practicum experience to foster pre-service teacher's reflective practice at *Licenciatura en Bilingüismo con énfasis en español e inglés*.

Strategy's description

"Knowledge implies application, challenge, extrapolation, analysis, revision, testing, and synthesis" Perkins (2011).

The set of strategies used was structured around the systematic research-based conceptual framework of visible thinking. It is a flexible way that strives to develop student's thinking growth. The strategies and adapted thinking routines aimed at developing, in this experience, pre-service teacher´s thinking dispositions which from our point of view might be a way to foster reflective teaching. As stated by Perkins, Jay and Tishman (1992), thinking dispositions are made up of three components: talents, sensitivities, and inclinations. The talents and skills required to carry out some behaviors are referred to as abilities. Sensitivities pertain to the ability to recognize when the behavior is appropriate to display. The tendency to act in a certain way is referred to as an inclination.

In the following chart we will describe the different stages of the practicum experience a *student teacher* goes through and the adapted activities carried out within the weekly two hours sessions of our community of learning. The activities proposed are aimed at developing pre-service teacher's thinking dispositions.

Table 1. Stages of the practicum experience

STAGE		STRATEGY/THINKING ROUTINE	DISPOSITIONS (Perkins, Jay and Tishman, 1992)
1	Getting acquainted with the context - School and school community	Slow looking and strategies for description. (Tishman, S. 2018) • Open inventories • Look from different vantage points. • Take on different Personas	The disposition to be broad and adventurous. The tendency to be open-minded, to explore alternative views; an alertness to narrow thinking; the ability to generate multiple options.
2	Planning lessons	Rethinking planning frameworks. • Nonlinguistic representations • Backwards planning	The disposition to be playful and strategic: the drive to set goals, to make and execute plans, to envision outcomes; alertness to lack of direction; the ability to formulate goals and plans.
3	Planning and teaching for students learning	Rethinking methods. Checking pervasive misunderstandings about learning. (Weinstein and Sumeracki, 2019) • The 4 Cs • See, think, wonder • Ways the things can be complex	The disposition to clarify and seek understanding. A desire to understand clearly, to seek connections and explanations; an alertness to unclarity and need for focus; an ability to build conceptualizations.
4	Showing evidence of students learning / self-assessment	Creating an evidence bundle. • What makes you say that? • I used to think...now I think	The disposition to be metacognitive. The tendency to be aware of and monitor the flow of one's own thinking; alertness to complex thinking situations; the ability to exercise control of mental processes and to be reflective.

Source: self elaboration.

Theoretical framework

The following section is divided into three parts. The first one, accounts for the concept of pedagogical knowledge; the second one, what reflection through metacognition represents and entails considering this exercise; and the third accounts for the conceptual basis of the strategies proposed. The principles that ground this pedagogical reflection are framed within the results of integrating sociocultural learning theories and the concept of metacognition as metacognitive concepts are seen as socio-cognitive tools.

According to Shulman (1987), content knowledge (the knowledge about a discipline) and knowledge on how to teach that field of knowledge should be integrated. This means that teachers should know what teaching approaches fit in different contexts, so that teachers can implement strategies and different activities that make students interact with each other. It means that pedagogical content knowledge, as stated by Shulman (2004), is the intersection of subject-specific knowledge, pedagogical knowledge, and knowledge of the teaching context. The aforementioned means that teachers, in this case *student teachers*, should be able to explore the processes of pedagogical reasoning in their experiences and also pay attention to the different classroom contexts. "Teaching requires basic skills, content knowledge, and general pedagogical skills." (Shulman, 1987. pp. 9). What makes a teacher outstanding is the quest for the steady development of scholarship and experience.

Following those ideas, we consider that initial teacher education should foster skills for reasoning for transformation or reorganization of concepts within a context of reflective practices that involves reflecting on perceived declarative knowledge, procedural knowledge as well as on conditional knowledge. Through this, teachers can have a process to establish valid relationships between content and pedagogy that might lead their instruction. When *student teachers* understand the discipline, they will teach and follow certain pedagogical principles they might be able to come up with different ways to guide their students to develop their capacities.

For the purpose of this experience, we understand the concept of reflection connected to the notion of metacognition as one specific type of reflection due to the functions of monitoring it, exerts over our own thoughts which are developed through a set of skills and our actions, in this case the actions referring to learning, learning to teach and teaching. We consider that this idea is related to the concept of analytical metacognition (Proust, 2013), which refers to mental agency that entails the ability to "take explicit responsibility for one's mental performances" and is related to our awareness of our cognitive competencies, our feelings of "being good at" certain mental processes. Those feelings, for example, might play a significant role when we go through self-assessment processes and feel confident about what we think we know and to what extent we think we know it. Adding on to this, we agree with the idea that those sensations are highly influenced by the interactions with others within a particular context.

As for the conceptual basis for the strategies, we have decided to follow the understanding approach to foster good thinking (Harpaz, 2004), which will contribute to the construction of *student teacher's* knowledge on how to teach and how to teach a foreign language. The understanding approach is considered to comprise the developments of thinking skills, thinking dispositions, and understanding in the long term. The network is the key metaphor for the understanding approach: knowing anything is placing it in the weave and weft of meanings. A notion is grasped in part (understanding is an open-ended job; it is always partial and incomplete). solely in reference to the network, the network expands indefinitely, and the connections change in relation to other ideas. A thick network of concepts is required for good thinking which might lead to building conclusions related to the topic you're thinking about (Harpaz, 2014). Under the jurisdiction of the understanding approach and a construction system, skills and dispositions should be given.

Pedagogical context

The practicum semester is a learning experience intended for pre-service teachers to internalize, restructure the knowledge they have constructed during their undergraduate studies, as well as to develop the necessary skills to combine theory with practical work experience by teaching english as a foreign or second Language in different scenarios which the University has signed an agreement with.

As a complementary activity, *student teachers* meet the practicum professor every week to review, discuss key concepts as well as teaching methodologies and talk about the experience they are going through. The main objective of these meetings is to support each other in the process by sharing activities and ideas. We define ourselves as a *community of learners*, "The unity of knowledge in a community of learners must lead the students to serious inquiry that will bring them from preliminary, naive theories to the foundations of the discipline according to the student's level of development " Harpaz (2014). The purpose of inviting *student teachers* to participate in such community is to foster their academic development such as asking questions, showing evidence or producing supporting ideas as well as cooperating in a group and being able to learn with others and from others, encourage them to think in depth about complex issues and take advantage of the chances they have to reflect and share insights.

Each session dwells around a concept, methodology or a teaching framework and their implications in class instruction. We discuss the importance of sharing views about how the teaching methodologies and strategies may work in real life situations. Interaction in the community appears to be a cyclical process involving action, discussion, reflection, and action.

Results and discussion

As it was evident from *student teacher's* reflections during sessions, their main concerns were on how to organize and establish a good class atmosphere rather than being concerned about student's formative aspects or student's language learning processes. Afterwards, we could notice that *student teachers* started to consider different variables as they seemed to realize that previous theoretical knowledge could be useful as a safe ground for decision making rather than intuition. As beginning teachers acquired more experience in the classroom, their analysis regarding different situations became more complex. It means, the more experience they have, the more factors they consider when making decisions.

That makes us think that, when *student teachers* see the real connection between previous given knowledge and real class situations, there is evidence of the development of their pedagogical knowledge. In that sense, classroom management decisions may become one of the catalysts that accounts for the development of pedagogical knowledge (Watzke, 2007).

Addressing planning is another variable that we considered, as they acknowledged the importance of planning with teachers at the schools or with peers and paying attention to student's feedback.

> "I learnt that flexibility is an important quality when teaching. Regardless of the nature of the group you are dealing with, it is important to face the process of avoiding fixed ideas about what they are or should be. A group can teach you a lot about your methodology."

So it seems that they show some awareness of the complexity of teaching "Everything is connected to everything in the sense that personality, skills, competences, motivation, love to what we do, is connected to what and how we teach, behave, think, and solve problems in a classroom and in our society".

Conclusions

Student teachers seem to be aware that they need to constantly revise and rethink the ways they teach that will eventually help to develop their understanding of our profession, contributing in that way to the enrichment of their pedagogical knowledge.

They have shown some evidence to support the claim that they have moved away from a focus on the technical, skills-based aspects of teaching to include a more person-centered, constructivist paradigm that acknowledges the importance of developing their own criteria as teachers. They show signs of being more independent and self-confident to make explicit the reasons why they make certain decisions, also, they are comfortable enough so they feel they can ask difficult questions.

It seems that embracing uncertainty as a trigger to boost metacognitive processes, might become one way to go forward in the development of our pedagogical content knowledge.

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Research
reports

Chapter 6

From paper to metaverse: didactic conception of modalities at the university in the 21st century

Research line DIDES

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Abstract

It is unquestionable that education in recent decades has undergone many changes in aspects such as the ways of teaching and learning, the roles of teachers and students, access and use of knowledge, new contents, development of competences, issues that have been marked by transcendental aspects in the educational scene such as the incorporation and use of *Information and Communication Technologies* (ICT).

The university, as a social institution, fulfills an important function in the permanent development of humanity and for this reason its role must be parallel to the continuous changes in political, economic and technological matters that occur on a global level. However, throughout history, it has been seen how face-to-face education has been considered as the socializing scenario par excellence, because it is there where the interaction between all the actors that make it up is achieved. This has given rise to the standards that currently serve as an instrument for measuring quality without considering that we are living in a metaverse era.

Keywords: educative modalities, didactics, curriculum.

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Del papel al metaverso: concepción didáctica en la universidad del siglo XXI

Resumen

Es incuestionable que la educación en las últimas décadas ha sufrido muchos cambios en aspectos como las formas de enseñar y aprender, los roles de profesores y alumnos, el acceso y uso del conocimiento, los nuevos contenidos, el desarrollo de competencias, cuestiones que han estado marcadas por aspectos trascendentales en el panorama educativo como la incorporación y uso de las *Tecnologías de la Información y la Comunicación* (TIC).

La universidad, como institución social, cumple una importante función en el desarrollo permanente de la humanidad y por ello su papel debe ser paralelo a los continuos cambios en materia política, económica y tecnológica que se producen a nivel global. Sin embargo, a lo largo de la historia, se ha visto cómo la educación presencial ha sido considerada como el escenario socializador por excelencia, pues es allí donde se logra la interacción entre todos los actores que la conforman. Esto ha dado lugar a los estándares que actualmente sirven de instrumento para medir la calidad sin considerar que vivimos en la era del metaverso.

Palabras clave: modalidades educativas, didáctica, currículo.

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Ana Milena Morales Sossa has a degree in spanish and languages from the Universidad Pedagógica Nacional, a master's degree in language teaching from the Universidad Pedagógica and Tecnológica de Colombia and is a doctoral student in education at the Universidad de Antioquia. Full-time teacher, leader of UNAD KIDS and researcher at the Universidad Nacional Abierta y a Distancia.

Introduction

Education in Colombia is represented by the academic offer in educational modalities such as face-to-face, distance and virtual. These modalities are not completely adjusted to the needs of the population due to different aspects such as distance, time, money, adaptation from one modality to another, etc.; and the curriculum is fixed, leaving the student with few options when it comes to choosing what to study and where to study.

At the same time, it is important to mention that there is a new denomination for young people who neither study nor work, they are called NEET (NINI in spanish). This concept started in Mexico in 2000 and, due to its characteristics, quickly spread throughout Latin America. According to a study carried out in Colombia, Mexico and Uruguay in 2017 by Navarrete, Innamorato and Silva, in Latin America educational coverage has grown and today most young people actively participate in school; however, there are still social and cultural inequalities that do not allow school attendance to be continuous and equal for the entire population. According to the study, 13% of young Colombian men and women, between the ages of 20 and 24, drop out of school, having at least started university.

Against this backdrop, education is the vehicle for closing the inequality gap if we consider that nearly 150 million people between the ages of 15 and 29 in the world could be left in this NEET condition. Traditional universities need to adjust and adapt to this new environment with more flexible models and regularities.

Theoretical framework

Education in Colombia has been characterized by the offer of face-to-face academic program-mes, as evidenced by the SNIES (National System of Higher Education Information), which shows that, out of a total of 6950 academic programmes in the country, 90% correspond to face-to-face training, 6% to virtual programmes and 4% to distance programmes (SNIES, 2020). Among the characteristics of the face-to-face modality, we found that it is a socializing space where the actors involved can interact, where elements for the formation of identity, social and individual habits, among others, are achieved. It is a scenario where immediate communication is achieved due to its characteristic of synchrony between time and space. In this scenario, according to LeFebre and Allen (2014), the teacher's work prevails in the cognitive processes and includes fundamental aspects such as: body language, body contact, intonation, among other aspects that have an impact on learning for students.

Keeping this scenario in mind, another option of studying has arisen regardless of the synchrony of distance and time, and this is the distance learning modality. In Colombia, distance learning has emerged as a solution to the difficulties that many students face daily: geographical isolation, the cost of travelling from one place to another, the need to work and study at the same time, among others. Universidad Nacional Abierta y a Distancia is an institution of Higher Education, specialized in this academic modality.

With the emergence of digital convergences, which have positioned themselves in various spheres of human life and have achieved the space-time subversion that has been present for decades, various scenarios of people have been altered, especially the conventional learning environments, the roles of teachers and students within the education system and the materials used in pedagogical mediation, among others. This is how the virtual modality emerged, in Colombia, this modality has been considered as a real option for quality and access to a large part of the Colombian population. Forero (2019), indicates that the university must rethink itself in all its areas and in its organizational dynamics: teaching, research, extension, innovation, internationalization, among others, and emphasizes the implementation of new academic programmes that respond to the rapid social changes, where the use of electronic devices by the community is also encouraged for educational purposes.

Whatever the educational modality used in Colombia today, there is a gap between the current digital reality and the reality of the curriculum available in the country. We have moved from paper to metaverse, but some institutions still have very old educational structures that do not keep up with the needs of 21st century students.

Indeed, the young population in the country is suffering from a difficult social problem that does not allow young people to develop a life project and among these difficulties is access to higher education. The NEET population in Colombia is over 30%, in addition to the social inequality, the lack of opportunities that affects young people and the historical moment that humanity is going through with the so-called fourth revolution, stands out. According to Bosco (1995), it began on 24 May 1844, when Samuel Morse sent the first telegraph message. This event revolutionized the way information was carried and the way people lived. After that, the telephone, radio, television, etc., opened the way to digitalization, which facilitates interactivity, processing and manipulation of information.

When analysing this problem, the question arises as to what type of education is promoted. In this regard, Unesco (2019) states that it is not only access to education that governments of countries should seek, but also that this education should be of quality, for all inhabitants and throughout life.

By means of a historical exploration, the aim is to find out how a didactic conception is founded. Likewise, the history of the concept of curricular flexibility and multi modalities will be constructed, which are the most important referents of this study. The goal is to see the curriculum not as a classroom instrument but as a facilitator where culture, government policies, and especially the life project of the students are integrated. It is hoped that the student will be able to choose which modality to select within the university offer, and that this can be accommodated to the individual condition of each one, according to his or her needs.

Methodology

This project is focused on proposing a flexible curriculum in a higher education based on multimodality by using the PRACCIS hermeneutic research involves a process of translation, as González (2006) states that what is translated is scientific language into everyday language or aesthetic language and this is done through PRACCIS. This process, as Duque (2019) calls it, involves prejudices, reflection, analysis, comparison, comprehension, interpretation and synthesis. It is part of a hermeneutic process, according to González (2011:125), "The hermeneutic experience translates an experience to carry out a research process that involves the formation of the being". As this is a unique and unrepeatable experience, it is expected that there will be an individual transformation of the researcher, but at the same time, that there will be a social repercussion where this proposal has an echo and transcends to higher education scenarios.

Research question: How to make curriculum more flexible in higher education institutions?

- Abductive hypothesis: How would a didactic conception involving multimodalities enable curricular flexibilization in higher education?
- Object of study: University didactics
- Field of action: Modalities in higher education

General objective: To substantiate a didactic conception based on multimodalities in order to make curricula in higher education more flexible.

Specific objectives:

- To interpret the historical development of the concepts of curricular flexibilization and multimodality and their relationship with university didactics.

- To understand and interpret recent research on the concepts of curricular flexibilization and multimodality in higher education institutions and their relationship with university didactics.

- Analyze and interpret the perceptions of the academic community in relation to curricular flexibilization and multimodalities in higher education institutions.

- To support a didactic conception that enables curricular flexibility by means of educational multimodalities in higher education institutions.

- To discuss with the authorities in order to validate the proposal.

This is an ongoing work where there are no definitive data or conclusions yet, but results will be shared with the university community once they could be obtained and analyzed.

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Chapter 7

Student's perception and preferences for e-learning at University of Cundinamarca

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Abstract

The purpose of this study is to consider and evaluate student's perception, and attitudes of a VLLE (Virtual Language Learning Environment), designed and implemented at University of Cundinamarca. This involves undergraduate students who belongs to different programs, to be enrolled in the first english level course. This is a quantitative study. A questionnaire is used and distributed throughout the virtual english course "Beginners". Preliminary results evidences that most students show positive attitudes towards online learning, as well as their willingness to improve their language level and determination to continue learning the language after the course. The motivation is evidenced as a decisive factor for taking the course online, the autonomy generated and the way in which it is developed, are facts consider as an advantage. Time and space are important factors because the learning is linked to the learner's autonomy and responsibility. It is meaningful since support different learning styles, which considers an important factor in teaching and learning language.

Keywords: e-learning, attitudes, perceptions, learning environment, motivation, communication skills.

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Percepción y preferencias de los estudiantes por el e-learning en la Universidad de Cundinamarca

Resumen

El propósito de este estudio es considerar y evaluar la percepción, y las actitudes de los estudiantes de un AVAL, (Ambiente Virtual de aprendizaje de Legua) diseñado e implementado en la Universidad de Cundinamarca. Se trata de estudiantes de pregrado que pertenecen a diferentes programas matriculados en el primer curso de nivel de inglés. Se trata de un estudio cuantitativo. Se utiliza un cuestionario que se distribuye en el curso de inglés virtual "Principiantes". Los resultados preliminares dicen que la mayoría de los estudiantes muestran actitudes positivas hacia el aprendizaje en línea, así como su voluntad de mejorar su nivel de idioma y la determinación de seguir aprendiendo el idioma después del curso. La motivación se evidencia como un factor decisivo para realizar el curso online, la autonomía generada y la forma en que se desarrolla, se consideran como una ventaja. El tiempo y el espacio son factores importantes porque el aprendizaje está ligado a la autonomía y responsabilidad del alumno. Tiene sentido ya que admite diferentes estilos de aprendizaje, lo que se considera un factor importante en la enseñanza y el aprendizaje de idiomas.

Palabras clave: aprendizaje electrónico, actitudes, percepciones, ambiente de aprendizaje, motivación, habilidades comunicativas.

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Introduction

Using e-learning in languages teaching have brought new opportunities for ELT (English Language Teaching). Multimedia technology plays a positive role in promoting activities and initiatives of student and teaching effect in english class, (Riasati, 2012). ELT is an area that has changed over the years, moving from very teacher-centered approaches, to learner-centered ones, as example the CLL approach *(Communicative Language Learning)*, in which the center of the teaching is the learner, (Richards, 1985). E-learning has made it much easier for the learners to access and share knowledge and information in different times. Incorporating e-learning and CALL *(Computer Assisted Language Learning)* in english language teaching is rather a new, but growing scientific area aiming to help learners improve their language proficiency more efficiently, (Beatty and Dashtestani, 2014).

Many schools and universities have invested much effort into increasing the use e- learning in the curriculum and provides more opportunities for learning a language online. The computer hardware and software have been developed for supporting online language learning. Formal online language courses typically take place in a VLE (Virtual Learning Environment) or LMS (Learning Management System), which can include online language learning materials produced by the institution, (Hockly, 2015). This is the case at University of Cundinamarca where a series of formal english language online course has been designed for subsidiary students learning, so this university has been adapting the new slogan *generation 21st century* for the last five years, in which the learning is mediated and supported by virtual environments. E-learning english courses were designed by english language teachers who are aware of student's needs; something so particular is that students come from different rural municipalities with diverse cultural backgrounds and have different learning styles and technological skills. It was important to consider not only contents, but also their cultural backgrounds experiences and context.

The beginner online course was planned to practice language skills considering level A1 of the Common European Framework. The course was designed on Moodle platform for first semester students who need to improve their language proficiency level, according to their placement test results. This course focus on practice all four language skills (reading, writing, listening, and speaking), as well as on grammar and vocabulary with the main fact that the activities were designed for understanding student's cultural context of day-to-day at the university with conversational conventions such as greetings, farewells, thanking, making requests, and giving or receiving information etc. As known, linguistic researchers have considered the importance to integrated culturally based activities for improving learning foreign languages process if students are given chance to practice the target language through its culture in a pleasant and friendly warm atmosphere (Doganay and Yergaliyeva, 2013). Students who need to improve their language level take the course beginners online at the university, though, there is not

enough computer rooms at the university, and they could not practice it, however, they can take the course from home, and work fully online, it seems that these courses will have more supporters in the future, especially for english language learning that does not need many laboratory facilities (Navidinia, Bidaki, and Hekmati, 2016).

Theoretical framework

Attitude is a feeling or opinion about something or someone, or a way of behaving that is caused by this. The attitude involves values, and dispositions to act in certain ways, and affects student's ability to learn (Gardner 1980, as cited in Mahmood and Azhar 2017). Learners may be motivated to learn english because their attitude towards english culture, or towards interesting e-learning activities. Students have different beliefs about language learning: for example, it is common to hear first year students, they never will learn english due to an incomprehensible input, or the difficult tasks, etc. These beliefs are learner's attitudes. Students who do not have good computer literacy skills maybe do not have the best attitudes towards e-learning language courses. "The attitude toward e-learning can be viewed as an umbrella for the methods of education supported by ICT and specified lack of consent on the importance of technology and their special skills" (Zabadi and Amr, 2016).

Studies have found that learner's perceptions and attitudes in learning a foreign language could affect the learner's performance. According to Williams and Burden (as cited in Brown, 2009), learner's perceptions and interpretations towards language learning have been found to have a great influence on their achievement. If it is possible to identify learner's attitudes and perceptions towards learning english as foreign language, it could get solutions to these learner's problems with the language could be identified and later suggested to improve the teaching and learning english in the future.

Methodology

This quantitative research is to assess the student's attitudes, perceptions, satisfaction and quality towards beginners english language learning as foreign language course. As questionnaire was designed and administered to a total of 52 students who took Level 1 english as a foreign language course in University of Cundinamarca and take the online course beginners for improving their low english language level.

The questionnaire was designed and applied to search about student's perceptions and attitudes towards beginners english language learning as foreign language on-line course. It assesses six parts; first one asks for general information and computer skills, the second one asks for language

learning domain, third asks for advantages for e-learning, fourth part asks for e-learning limitations and disadvantages, fifth part asks for suggestions and the last one asks for three open questions about advantages, limitations and suggestions. The questionnaire was in spanish and consisted of 40 multiple-choice questions, and three open-ended questions, 32 were designed with 5-point Likert scale. The three open-ended questions were designed to explore further challenges that might be faced in adopting e-learning beginner's course and suggested solutions and recommendations for overcoming these challenges. After all questionnaires were applied, the data was then processed using Statistical Package for Social Science (SPSS Version 25.0 for Windows).

Results and discussion

The analysis is based on student's responses, perceptions, and attitudes towards beginners english language learning as foreign language on-line course. The questionnaire has six factors and subfactors. First factor is general information as individual characteristics: it included the following subfactors: sample distribution: age and gender. Technological skills and supplies; computer, internet at home and asks about computer skills, to assess the participant's technological, computer skills at excellent, good, regular, or bad level. If they enjoy talking about e-learning, and the opinion about e-learning is a wasted or useful time.

Conclusions

This research has checked the attitudes of first year students from University of Cundinamarca towards using beginners e-learning course for improving their english language level. Students believe that e-learning contribute a lot in learning a foreign language if they are given chance to take the course online. The responses for all items were quite favorable and positive perceptions toward beginners e-learning course. Most of the students have computer and internet at home and prefers work at home, they have a positive attitude toward e-learning since they have more opportunities to practice and learn peaceful at home. Reading and vocabulary skills have the highest positive perceptions of improving their language learning.

Data collection results through the questionnaire show that most of the students have favorable views towards beginners online course than face to face learning. Students believe e-learning improve communication between teachers and students. They consider e-learning helps to improve technological skills. It provides access to authentic materials. Students can work by themselves according to self-paced. It is a significance difference that more students believe that beginners e- learning course facilitates their learning process. The results are evidence that e-learning has a great acceptance from the students. Not only student's attitudes and perceptions about the learning environment are discussed, but also their efforts to improve language

proficiency during the learning period are identified. Most of the students show positive attitudes towards online learning, as well as their willingness to improve their language level and determination to continue learning the language after the course. The motivation is evidenced as a decisive factor for taking the course online, the autonomy generated and the way in which it is developed, are consider as an advantage. Time and space are important factors because the learning is linked to the learner's autonomy and responsibility.

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Chapter 8

Reviewing the metacognition processes involved in the open and distance modality when learning a language.

Research Group: Virtualex

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Abstract

The inclusion of new information and communication technologies as a fundamental part of the human being has revolutionized the educational system in Colombia and worldwide. This revolution is characterized by the increase of virtual courses to facilitate access to education and to make the use of student's and teacher's time, more efficient and effective. Likewise, this offer of courses has developed new learning alternatives through the varied offer of contents, the promotion of autonomous learning and interpersonal interaction through new technologies.

In the same way, the inclusion of new technologies presents inside and outside the classroom, allows the student to participate in their own knowledge and changes the role of students and teachers, making learning an asynchronous and innovative experience that supports conventional classes traditionally taught in institutions.

Keywords: learning strategies, english, metacognition.

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Revisión de los procesos de metacognición implicados en la modalidad abierta y a distancia en el aprendizaje de una lengua

Resumen

La inclusión de las nuevas tecnologías de la información y la comunicación como parte fundamental del ser humano, ha revolucionado el sistema educativo en Colombia y en el mundo entero. Revolución que se caracteriza por el incremento de cursos virtuales para facilitar el acceso a la educación y para hacer más eficiente y eficaz el aprovechamiento del tiempo de los estudiantes y docentes. Asimismo, esta oferta de cursos ha desarrollo nuevas alternativas de aprendizaje a través del ofrecimiento variado de contenidos, la promoción del aprendizaje autónomo y la interacción interpersonal a través de las nuevas tecnologías.

De la misma manera, la inclusión de nuevas tecnologías presentes dentro y fuera del aula de clase, permiten que el estudiante sea partícipe de su propio conocimiento y cambia el rol de estudiantes y docentes, haciendo del aprendizaje una experiencia asincrónica e innovadora que apoya las clases convencionales que tradicionalmente se imparten en las instituciones.

Palabras clave: estrategias de aprendizaje, inglés, metacognición.

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Introduction

Considering that the UNAD in Colombia is a standard bearer in virtual training processes, it is necessary to develop this proposal to generate knowledge and theory on bilingual education processes in virtual mode. This proposal is innovative in the country, because today more than ever students are in the presence of digital environments (internet, databases, electronic devices, among others) in higher education institutions, and these do not necessarily go hand in hand with the development of learning strategies, which makes it evident to think of practices that allow them to take advantage of the use of these environments and develop language skills to develop adequately and enrich the educational scenario with effective ways of working according to these current needs.

Theoretical framework

Learning is a process that takes place throughout the life cycle, however, there is no single way of learning, on the contrary, each person during his life identifies and develops some preferences that allow them to acquire information in an easier and more effective way for each one, in the pedagogical scenario these preferences are called styles (Alonso *et al.,* 2007).

The concept of style allows to gather different behaviours under the same name, talking about learning, there are several conceptualisations of learning styles, most of them agree that it is about how the mind acquires and processes information and how personal and environmental factors influence this (Hunt, 1979; Gregorc, 1979; Kolb, 1979), however, in order to have a starting point and not get lost in the multitude of definitions, one of the clearest and most precise and on which the CHAEA instrument and the present work is based is the one presented by Keefe (1968), cited by Alonso *et al.,* (2007, p. 48), in which he proposes that: "learning styles are the cognitive, affective and physiological traits that serve as relatively stable indicators of how learners perceive interactions and respond to their learning environments".

Methodology

This project is developed in several stages. In the first stage, the CHAEA questionnaire was applied, which is the product of a translation and adaptation to the spanish academic context of Honey and Mumford's Learning Styles Questionnaire (LSQ).

Honey and Mumford (1986) take up Kolb's experiential learning theory, in which learning is the product of a circular process composed of four phases: immediate-concrete experiences,

reflection, conceptualisation and the testing of conceptualisation, and propose a classification of learning styles based on the hypothesis that people in their learning processes tend to be specialized in one or two of these phases. The preliminary results of this questionnaire together with the characterisation of the population are the first phase of this project and will be shared in this space.

Results and discussion

Figure 1. Active learning style
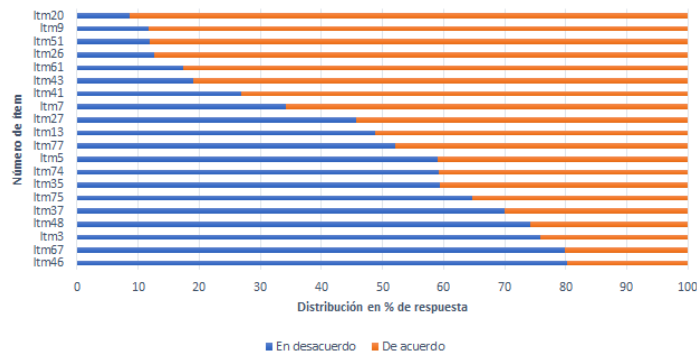
Source: self elaboration.

As can be seen in Figure 1, items 20, 9, 51, 26 and 61 show a predominant tendency to the response "agree", since this response calls for between 83 and 91% of the participants in each item; this allows us to interpret that those who have the active learning type are characterized by solving problems methodically and step by step; they normally fit in with reflective people; they think that acting intuitively can be as valid as acting reflectively and they regularly listen to what they talk about.

In turn, the response tendency "disagree" is located in percentages between 70 and 80% where items 46, 67, 3, 48 and 37 stand out, giving evidence that people do not agree with preferring original and novel ideas; enjoying preparing work and doing it conscientiously; admitting and adjusting to rules only if these are the way to achieve personal goals; characterized by saying bluntly what they think and preferring structured things to those that are messy.

Figure 2. Reflexive learning style
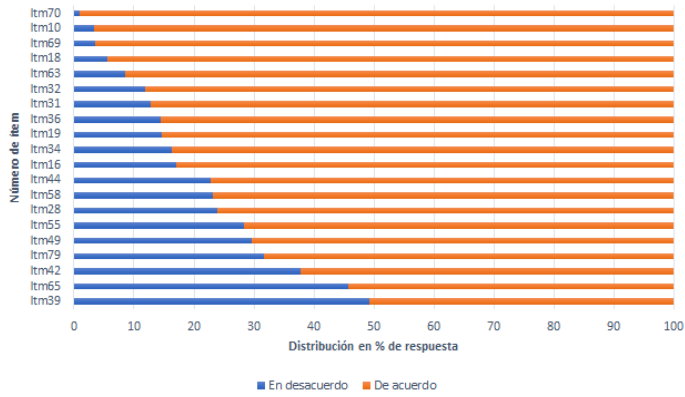
Source: self elaboration.

The response tendencies of this learning style can be identified in Figure 2, where in items 70, 10, 69, 18 and 63 the predominance of response was "agree" ranging between 92 and 99%, therefore. It can be indicated that the sample reports agreeing that they get overwhelmed if they are forced to speed up work to meet the deadline; they almost always try to be consistent with their criteria and value systems; they judge the ideas of others by their practical value; they dislike getting emotionally involved in the school environment and in discussions they like to observe how the other participants act.

In addition, the response choice "Disagree", calls for between 28 and 49% of participants in items 39, 65, 42, 79 and 49, thus indicating that the participants do not agree with, experiment and practice latest novel techniques; feel uncomfortable with quiet and over-analytical people; be cautious in drawing conclusions; in meetings support practical and realistic ideas; in general, tend to be perfectionists.

Figure 3. Theoretical learning style
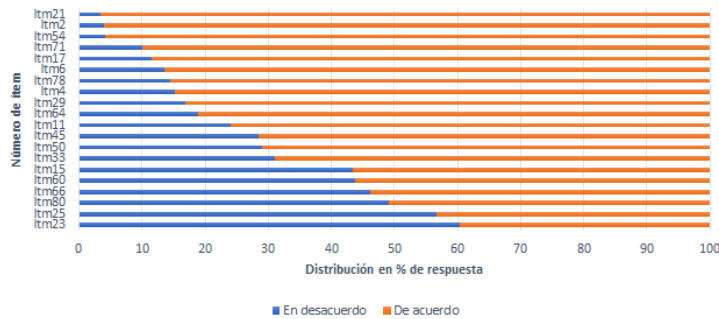
Source: self elaboration.

Figure 3 gives evidence of items that have high tendencies for the option chosen to be "agree", providing that between the range of 88 to 98% are items 21, 2, 54, 71 and 17 which allow us to recognize that participants agree that they often realize practical ways to develop things; they are focused on enjoying the present rather than thinking about the past or the future; they always try to get clear conclusions and ideas; they make several drafts before the final writing of a paper and they consider that rules need to be broken more often than they need to be followed.

In turn, the tendency to respond "disagree" is predominant between 43 and 60% in items 60, 66, 80, 25 and 23, indicating that participants disagree with not wasting time with superficial conversations; checking beforehand whether things really work; observing whether one is the most objective person in discussions; distancing oneself from facts and looking at them with other perspectives; and talking more than one listens.

Figure 4. Pragmatic learning style
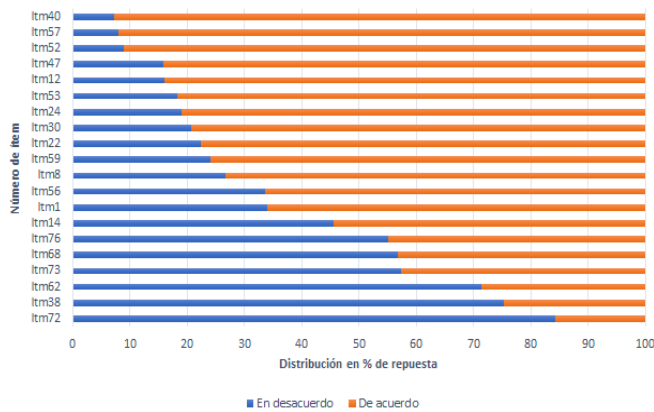
Source: self elaboration.

Figure 4 gives evidence of items that have high tendencies for the option chosen to be "agree", providing that between the range of 88 to 98% are items 21, 2, 54, 71 and 17 which allow us to recognize that participants agree that they often realise practical ways to develop things; they are focused on enjoying the present rather than thinking about the past or the future; they always try to get clear conclusions and ideas; they make several drafts before the final writing of a paper and they consider that rules need to be broken more often than they need to be followed.

In turn, the tendency to respond "disagree" is predominant between 43 and 60% in items 60, 66, 80, 25 and 23, indicating that participants disagree with not wasting time with superficial

conversations; checking beforehand whether things really work; observing whether one is the most objective person in discussions; distancing oneself from facts and looking at them with other perspectives; and talking more than one listens. It can be identified that the response style "agree" is between 84 and 93% in items 40, 57, 52, 47 and 12 showing that students identify with reflecting on situations and problems; they are party people; when faced with events they try to discover the principles and theories on which they are based; working conscientiously is satisfying for them and they like to weigh up various alternatives before making decisions.

In addition, items 72, 38, 62, 73 and 68 showed a tendency from 57 to 84% to the response "disagree", which allows us to characterize that they are not usually people who, when working in groups, try to follow an order and method, do not believe that the end justifies the means in many cases, do not agree that people often believe that they are not very sensitive to feelings, are not interested in finding out what people think and do not tend to get carried away by situations.

Conclusions

All students were found to have each of the cognitive skills proposed by Honey and Alonso. There is no specific age group at UNAD, which means that its students are of any age and population group, thus fulfilling one of its mission functions.

Due to the massive participation of the students, it is inferred that it is of interest to them to learn about their learning styles in order to apply it to the learning of english and in the future to any area of knowledge.

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Chapter 9

Discourse about teaching english in Colombia: suggested changes to impact society

New trends and experiences

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Abstract

Given ongoing debates about the present and future of english teaching in Colombia, a CDA (Critical Discourse Analysis), was made about the Ministry of Education's and english teacher's beliefs and educational proposals. Qualitative findings revealed that these discourses reflect that their "ideal teaching practice" is to mix communicative, traditional, and functional approaches, albeit decontextualized for the students and social realities. Hence, the research suggests changes in the understanding that these educational leaders have about the teaching of english so that they change their discourse and pedagogical decisions. The purpose is to focus the english teaching in Colombia on an active, situated, sociocultural, and critical perspective that contributes to the student's and society's development to accomplish positive social transformations.

Keywords: critical discourse analysis, critical thinking, social transformations, society.

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Discurso sobre la enseñanza del inglés en Colombia: Cambios sugeridos para impactar a la sociedad

Resumen

Ante los debates en curso sobre el presente y el futuro de la enseñanza del inglés en Colombia, se realizó un ACD (Análisis Crítico del Discurso), sobre las creencias y propuestas educativas del Ministerio de Educación y de los profesores de inglés. Los hallazgos cualitativos revelaron que estos discursos reflejan que su "práctica docente ideal" es mezclar enfoques comunicativos, tradicionales y funcionales, aunque descontextualizados para los estudiantes y las realidades sociales. De ahí que la investigación sugiera cambios en la comprensión que estos líderes educativos tienen sobre la enseñanza del inglés para que cambien sus discursos y decisiones pedagógicas. El propósito es enfocar la enseñanza del inglés en Colombia en una perspectiva activa, situada, sociocultural y crítica que contribuya al desarrollo de los estudiantes y de la sociedad para lograr transformaciones sociales positivas.

Palabras clave: análisis crítico del discurso, pensamiento crítico, sociedad, transformaciones sociales.

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Introduction

The "communicative approach," which seeks that students become communicatively competent, has been questioned because its tasks seldom involve students in contextualized and transcendental real-life situations (Nunan, 1987). Instead, its focus remains on making them learn phrases, words, and expressions that assure their fluency and comprehension of oral and written texts (Littlewood, 1981). This research highlighted that the Ministry of Education and english teachers in Colombia agree with its traits. Unfortunately, one problem identified in the CDA of their discourses is that they conceptualize that the essence of the english class does not go further than being "conversations" about topics of the daily routine. For instance, they design simplistic tasks such as asking for a coffee, greeting someone, talking about music, traditions, and sports. However, the research concluded that it limits the purpose of english teaching since it concentrates on form, function, and shallow interaction, neglecting to intertwine and analyze relevant aspects such as the study and debate of inequalities, injustices, and other social problems society encounters worldwide. Furthermore, when students exclusively focus on functional language and pragmatics, they often miss learning and discussing issues that may be helpful in their process to become active citizens with critical thinking.

For these reasons, the vision that the Ministry of Education and english teachers in Colombia have about english teaching and learning should change to be more humanistic and social-oriented. The research concluded that, undoubtedly, teaching english should go beyond the mere functionality of the language and superficial interaction. Instead, communication in the english class should be meaningful to the student's lives. It should become a space where they learn to be curious, form their own opinions, and use their creativity to solve social problems inside and outside the school.

Theoretical framework

Discourse

The "discourse" is a social practice essential to carry out social processes (Fairclough, 2001). It is a communicative act or event in which language's function is to communicate ideas, feelings, and situations, seeking to reproduce the status quo and govern people through emotions, explicit and implicit words, images, and voice tone (Weedon, 1987). Discourses have ideological effects on people's lives and society. They intend to maintain unequal power relations that benefit those who already exert power (institutions, companies, influential people) (Wodak and Meyer, 2009).

Critical Discourse Analysis (CDA)

The prime target of CDA is to analyze critically written and oral texts to disclose the veiled and subtle ideological and power relations that they transmit. This action facilitates oppressed people to open their minds, identify embedded messages and decide to emancipate themselves through reflection and self-awareness from the domination of institutionalized and organized power groups. Additionally, they can plan strategies of "resistance" to control their feelings, thoughts, knowledge, and actions in social relationships (Wallimann, Tatsis, and Zito, 1977; Wodak and Meyer, 2009).

Methodology

This research initially involved 53 written and audiovisual discourses. Some criteria to select the documents were that they had to be published by educational leaders and present guidelines for teaching english in Colombia. The actors were the Ministry of Education and english teachers. In the first case, the documents were made by "experts" seeking to boost bilingualism and student's competencies in the english language. In the second case, the lesson plans and contributions from the in-service teachers were of paramount importance because they revealed their understanding of teaching english and the strategies they apply in school.

Accordingly, each document was analyzed through the CDA. The researcher designed and validated with specialists on the field a CDA matrix that included the textual, intertextual, and contextual dimensions of their discourses, the previous and posterior co-text, the power relations, and their pedagogical contributions or limitations. Videoconferences recordings were initially transcribed in english, then translated into spanish. The transcripts for each document were segmented according to the data collected in the matrix and then rechecked for emergent themes and patterns to compare evidence of shared or differentiated beliefs and practices across them.

Results and discussion

The discourses of the Ministry of Education and the english teachers explicitly suggest that teaching english should consider "active learning," "critical thinking," and "student-centered learning." Nonetheless, the methodologies that they describe and exemplify through possible activities to develop in english class establish that the essence of teaching english is to reinforce grammar teaching through modeling; and prioritizing vocabulary and fluency before the

knowledge of the social context. Consequently, they do not conceive students as active subjects in their learning process. On the contrary, the discourses implicitly define them as mere recipients of english words. For this reason, they devote almost the whole time of their oral interventions to describe that an appropriate way of teaching english is to make students repeat sounds, collocations, fixed expressions, formulaic utterances, sentence starters, verb patterns, idioms, and catchphrases. Their primary focus is to train students to reach a fluent connected speech based on memorized strings. The research also identified that the discourses leave aside the back and the bone of languages: promoting interaction to carry out social transformations. Then, they combine a traditional and communicative approach to teaching and learning english. Consequently, they do not require that the students build critical positions of the social realities surrounding them and the world, even though it is interconnected.

As a result, the most common verbs used in their discourses are linked to traditional tasks students should perform in english classes. For instance: "to inform," "to describe," "to recognize," and "to identify." Besides, collaborative learning only intends to verify formal aspects of the language. For example, for english teachers, collaborative work only targets to make students correct the mistakes of their classmates or the omission of phrases or vocabulary required in their interventions. However, overcorrection, according to Bonwell and Eison (1991), promotes passive learning, which only requires students to listen and repeat what is in textbooks or what teachers want them to memorize to replicate in "conversations" and "interactions." Instead of focusing on mistakes, Bloom's taxonomy suggests peer-evaluation, where students can learn to analyze the global productions of their peers and criticize each other's work not only in the formality of the language but also in the content (arguments, intentions, examples). The purpose is to learn from each other, complement their knowledge, and discuss their accomplishments, strategies, and weaknesses (Fobes and Kaufman, 2008).

Moreover, the discourses do not encourage students to learn this language from a humanistic perspective. They do not recognize the language as a tool to explore different cultures, ways of life, and past and present challenges of communities that have been oppressed throughout history to the present day. Instead, the documents of the Ministry of Education sell an aspirational perspective of the english language, assigning it adjectives such as "international," "global," and "of great opportunities," trying to motivate students to learn that language to compete economically, move up socially, enter the world of business and strengthen commercial ties with hegemonic countries. In addition, Colombian students are defined as beings with deficiencies that must reach this goal because probably "this is the most effective way" to have a meaningful life and future. This situation limits students from opening their minds and making their own opinions about other cultures, knowledge, behaviors, and traditions, despite their significance to stop reproducing stereotypical beliefs, inequalities, and injustice (Sousa, 2010).

Conclusions

Summarizing key elements identified and discussed above, the Ministry of Education and teachers mentioned the importance of active, critical, and student-centered learning. They also stated that students should interact and enhance "complex thinking." Notwithstanding their affirmations, their written and audiovisual documents did not consistently translate this vision of english teaching. In fact, their lesson plans, examples of their "ideal classes," the content of their speech, and the english curricula that they designed revealed that they focused on working on lower level thinking skills such as "knowledge" and "comprehension." Overall, the CDA identified that the discourse of teaching english in Colombia treated students as passive beings. Their crucial factor was that student's role was to retain structures and repeat them in oral and written productions.

Hence, the research proposes that teachers and the Ministry of Education reform their discourse (conferences, oral contributions, official and institutional curriculum, and lesson plans) to break traditional structures. This job must start with understanding the significance of helping students think critically, learn, and discuss real social issues. If english classes harness these competencies, students can become citizens that make positive social transformations. One step to change their discourses is to unmask their misconceptions about the students because they are not merely subjects that absorb and assimilate. It is necessary to reach that awareness so that teaching english goes further than helping students dominate the language "accurately." This research suggests that english classes could be an opportunity to train students to be innovative, make plans, be strategic, make abstract relations, evaluate and judge reality with objective criteria. The Ministry of Education and english teachers should recognize that successful english classes involve assisting students to be active and creative.

The focus of english classes should encourage the activation and training of higher-order skills. Taking that into account, they should allow students to build their learning, going beyond grammatical and lexical formulas and opening the opportunity to use the language to plan, think critically, learn by doing, experimenting, and living in the current diverse world. These will be a foundation that may be useful for students to apply and continuously adapt throughout their lives. Therefore, it is essential to break with the traditional structures in the teaching of english and help the students reach higher levels of thinking. As a result, they would be able to enrich their abilities and motivation to generate questions, knowledge, and solutions to problems at all times. Following this approach, discourses about english teaching in Colombia should promote that students work collaboratively, solve problems together, enliven their spirit to learn, be curious, do projects and carry them out with creativity. Relevant english learning focuses not only on linguistic matters but also on political, social, cultural, and economic realities.

This research recommends that one of the targets of english classes is that students become subjects and citizens with an investigative and critical spirit and have the humility to assume that they can learn from other convergent and divergent perspectives. This study defends the idea that collaborative work is not a tool to overcorrect students or make them the juries of their peers. Its main objective should be that students attain specific goals according to their role in the group, share ideas, strategies, and knowledge with their peers, solve problems together, perform worthwhile projects, come to agreements and feel free to exchange their arguments.

Learning a foreign language should be used as an opportunity for students to learn more about the world, adopt a social stance and define the learning of english not only as a means to move up socially or to demonstrate that they master a "supreme" language. Thus, the research proposes the paradigm shift from a conception of reproduction and repetition to the student's opportunity of facing challenges, researching, questioning, and building new knowledge with the help of their teachers and academic peers.

To conclude, the research suggests that the discourses and teaching practice demand and inspire students to think, discuss, question, and analyze social realities. It gives students the opportunity of using the language for social purposes, such as seeking society's welfare. Student's role is not to memorize "formulas" to speak, write and understand english. Instead, their role should be to create with the language, foster active and intellectual communication, collaborate with others, have an open mind for different cultures, realities, and perspectives, contest preconceived biases, develop and defend solid arguments, and evaluate their ideas. Those elements contribute to forming engaged citizens who struggle pacifically for more social justice from the word and action.

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Chapter 10

Beyond language and culture: a critical analysis of national history in the EFL classroom

Pre-service teacher experiences

Author:

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Abstract

The current economic, political and academic landscape of the postmodern era has shown the need to integrate intercultural and social elements in language teaching. Despite the numerous efforts carried out by scholars around the globe, this dimension is still under development. Particularly, in Colombia, the intercultural dimension requires deeper analysis and integration in the EFL classroom. Hence, this research report explores the student's analysis of a national historical event in an english class. The event under study was the Siege of the Justice Palace (Bogotá, 1985). This study adopted a critically oriented view of intercultural language teaching and intercultural citizenship. Questionnaires, journals, focus group sessions and essays were used to gather data which were analyzed through content analysis. The results suggest that the students identified the importance of the critical analysis of historical events, their role in social transformation and the importance of empowering students as critical social agents.

Keywords: culture, interculturality, history, critical pedagogy, foreign language teaching.

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Más allá de la lengua y la cultura: un análisis crítico de la historia nacional en el aula de clases de lenguas extranjeras

Resumen

El actual panorama económico, político y académico de la era posmoderna ha mostrado la necesidad de integrar elementos interculturales y sociales en la enseñanza de lenguas. A pesar de los numerosos esfuerzos llevados a cabo por académicos alrededor del mundo, esta dimensión aún está en desarrollo. Particularmente, en Colombia, la dimensión intercultural requiere un análisis e integración más profunda en el salón de clases de lenguas extranjeras. De allí, que este reporte de investigación explora el análisis de un hecho histórico nacional hecho por estudiantes en un curso de inglés. El evento analizado fue la Toma del Palacio de Justicia (Bogotá, 1985). Este estudio adoptó una visión crítica de la enseñanza intercultural de lenguas extranjeras y ciudadanía intercultural. Cuestionarios, diarios, sesiones de grupos focales y ensayos fueron las técnicas usadas para recolectar los datos que fueron posteriormente analizados mediante la técnica de análisis de contenido. Los hallazgos sugieren que los estudiantes identificaron la importancia del análisis crítico de hechos históricos, su rol en la transformación social y la relevancia de empoderar a los estudiantes como agentes críticos sociales.

Palabras clave: cultura, interculturalidad, historia, pedagogía crítica, enseñanza de lenguas extranjeras.

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Introduction

The multi-faceted nature of communication and globalization have pushed for an ever-growing integration of cultural and social elements in language learning. Therefore, the analysis of intercultural phenomena has reached a higher place in language teaching. However, the intercultural dimension of intercultural studies still requires deeper analysis and integration in the EFL classroom. Hence, this study aims to explore the student's critical analysis of national historical events in an english class. This presentation focuses on one of the several historical and social events discussed in class.

Theoretical framework

Following the principles of the intercultural view of language teaching, this study adopted a critically oriented perspective of intercultural language teaching. First, culture is seen in terms of Kramsch's (2013), perspective as the ever-changing multi-layered framework that individuals acquire in primary socialization and allows them to interpret actions and events. Culture is also modified through social interaction and reflection (Liddicoat and Scarino, 2013). Hence, cultures are not seen from a national or essentialized perspective (Baker, 2012; Kramsch, 2015). Furthermore, intercultural language teaching thrives for a deeper understanding of one's own and the other's culture (Byram, 1997; Wagner and Byram, 2018).

In the same vein, the intercultural view must go beyond the simple acceptance of other cultural perspectives in order to develop a nuanced understanding of other cultures as Byram (1997) proposes it in the skill of critical cultural awareness. Therefore, the intercultural view of language teaching adopts a critical perspective in order to promote the student's consciousness of their role in social transformation (Álvarez, 2014; Bonilla, 2012).

Consequently, this study focused on the critical analysis of historical and social events in Colombia and the world. In this case, the present research report explores the student's analysis of a national key event such as the Siege of the Justice Palace in order to examine the student's development of critical interculturality and self-discovery.

Methodology

This qualitative action-research study was developed at Universidad Santiago de Cali in an advanced course of anglophone culture and civilization belonging to the B. A. in foreign languages. 22 students (11 men and 11 women) participated in this research and their ages varied between 21 and 28 years.

Data collection

This process involved four data collection techniques: questionnaires, focus groups, journals and essays. Two questionnaires were used: one at the beginning of the study and another one at the end. The initial questionnaire aimed at gathering information concerning the student's previous ideas about culture, the relationship language-culture-language learning and the role of history in the EFL classroom. In the second questionnaire, the participants shared their views about the topics inquired in the first questionnaire and their experiences in the research in order to compare potential changes in their ideas.

Similarly, at the end of the course, the students participated in focus group sessions in which they discussed the concept of culture and its impact in language learning, the importance of history as catalyst for cultural and critical thinking and the acknowledgement of teaching as a tool for social change in times of crisis. Weekly learning journals were used by the students along the research in order to examine their views and reflections. Finally, an argumentative essay about the Siege of the Justice Palace was examined in order to analyze the student's critical analysis of the event.

Data analysis

Content analysis was used in order to identify the key categories and patterns in the student's ideas, reflections and thoughts. This technique was used due to its versatility to process qualitative data and establish relationships among categories. Some of the examples presented in the results are translations of some of the student's commentaries written or said in spanish.

Pedagogic experience

Three key activities displaying diverse perspectives were applied in order to critically analyze the Siege of the Justice Palace:

1. Reading of a report written by a journalism student from Cali.

2. Watching two documentaries about the event.

3. Class session with a veteran soldier who participated in the event and shared his experience.

The student's reflections and commentaries from these activities are discussed here.

Results and discussion

Three key axes led the discussion in this study: the understanding of history in language learning, identification of social issues and the role of education as a tool for social change. These axes are described below.

The understanding of history in language learning

Questionnaire's analysis showed that most students identified that history is a paramount element in language learning. Figure 1 shows that 92% of the participants assigned a high value to history as an important element in language learning. This finding shows that students were able to recognize the relationship between history and language and the way these dimensions overlap in the EFL classroom.

Figure 1. Importance of history in the EFL classroom

6. How important is history to learn a foreign language? (Select a value from 1 to 5, where 5 is the most important and 1 is the less relevant)

14 respuestas
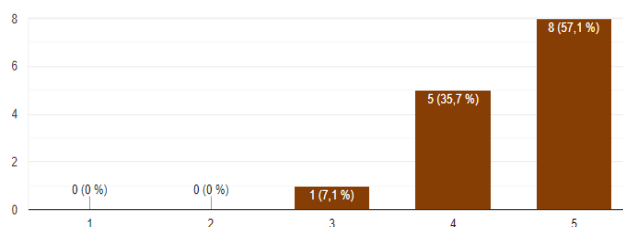
Source: self elaboration.

Byram (1997), Liddicoat and Scarino (2013), describe the importance of history in language learning. From an intercultural view, history is a key component of Byram's (1997) ICC model (in the skill of knowledge) and Liddicoat and Scarino (2013), include history as part of the understanding of language and culture. This shows that beyond being a factual component of cultures, history has the potential to allow the comprehension of social, cultural and even critical symbols emerging from the interaction among people, languages and cultures.

Social issues awareness

After identifying the importance of history in the EFL classroom, students were also able to recognize the presence and implications of social issues as a determining factor to go beyond an essentialist understanding of language. The example below illustrates this finding:

> Truth always shakes you. To know that things are not the way we were told is meaningful. There will be several perspectives about the same story and the event taught me to think twice before taking something for granted. (Student A, survey #2, 2019).

In this case, student A identified that the Government hides and manipulates information, a fact that reveals the ethical crisis that Colombia undergoes. This fact leads people to mistrust the official versions and our representative's ethics which guides citizens to adopt a critical view. Taking a stance and using arguments are part of what Byram (1997), calls critical cultural awareness, the ability to consciously take a position towards cultural events or documents from the analysis of several versions with varied angles. Therefore, the exploration of historical events is a powerful tool to allow students to develop their own views and identify how social issues manifest in our sociocultural context.

The role of education in social transformation

Analyzing the Siege of the Justice Palace guided learners to understand how education is the springboard to promote the breakdown of oppression and social violence patterns. One of the examples of this reflection is shown below:

> I loved this week because thanks to Mr. XX [special guest], I understand Colombian history and thanks to him I know that through me and my lessons I can transmit important topics for my students, and I can train them to be better people in life. (Student V.P. Journal, 2019).

This student reveals at what extent the guest's experience encouraged her to take the challenge of changing the reality from her lessons. This student acknowledges that beyond learning about national topics, she could also see that social transformation is possible from the classroom. This excerpt shows the relationship between education and social impact, therefore, in order to understand the social reality of our context, we must study political, historical and critical factors to acquire options leading to social transformation from educational spaces (Wagner and Byram, 2017; Kincheloe, 2007). Indeed, critical pedagogy implies understanding social issues and engagement with the local context (Kumaravadivelu, 2008; Freire, 1972) that allows learners to act from their context to overcome patterns of social inadequacy.

Conclusions

In conclusion, the findings showed that the students identified the relevance of studying historical events in the EFL classroom as a pivotal practice to understand the sociocultural context.

This understanding must guide learners to a critical comprehension of their social and cultural spaces in order to explore the emergence, shaping and transformation of social issues. Furthermore, the participants understood how education opens new paths to achieve social justice, emancipation and equity in a country that is facing one of its darkest moments in history. These results should encourage other scholars to address the intercultural and critical dimensions in the foreign language classroom in order to construct diverse alternatives for social change.

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Chapter 11

Incorporation of the institution's social-emotional skills development model in the teaching of english at UNICA

In-service teacher training and research

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Abstract

This paper presents a compilation of the pedagogical experiences of english teachers incorporating the Socioemotional Skills Development Model (SEL) in the bilingual teaching degree program at the Institución Universitaria Colombo Americana UNICA. UNICA's SEL Model was created at the institution in response to the call of the OECD about the current importance of socioemotional skills. Following the methodology of systematization of experiences, the practices of the english teachers and the incorporation of the task performance, emotional regulation and resilience domains, and character strengths for the development of socioemotional skills were compiled. The results show the incorporation of activities to promote each of the three dimensions of the model and the constant use of character strengths by teachers and students alike.

Keywords: social-emotional skills, english as a second language, teacher training, university teaching, systematization of experiences.

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Incorporación del modelo de desarrollo de habilidades socioemocionales de la institución en la enseñanza del inglés en UNICA

Resumen

Esta ponencia presenta una compilación de las experiencias pedagógicas de los profesores de enseñanza de inglés incorporando el Modelo de Desarrollo de Habilidades Socioemocionales (SEL) en la licenciatura en docencia bilingüe de la Institución Universaitria Colombo Americana UNICA. El Modelo SEL de UNICA fue creado en la institución respondiendo al llamado de la OCDE, en referencia a la importancia actual de las habilidades socioemocionales. Siguiendo la metodología de la sistematización de experiencias se compilaron las prácticas de los docentes a cargo de la enseñanza del inglés y la incorporación los tres dominios: desempeño de tareas, regulación emocional y resiliencias, y un eje transversal llamado fortalezas del carácter; para el desarrollo de habilidades socioemocionales. Los resultados obtenidos muestran la incorporación de actividades para promover cada una de las tres dimensiones del modelo y el uso constante en los intercambios de la clase de las fortalezas del carácter de los alumnos y sus profesores.

Palabras clave: habilidades socioemocionales, inglés como segunda lengua, formación docente, enseñanza universitaria, sistematización de experiencias.

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Introduction

Teachers of the 21st century, especially those who teach a second language, require, in addition to the technical mastery of the language, the expert management of social-emotional skills (SEL), to understand how useful they are, use them diligently, and develop them in their students (Ghanizadeh and Moafian, 2010; Fadel *et al.,* 2015; Nikoopour and Esfandiari, 2017; Garcia Cabero, 2018; Hattie and Yates, 2018).

Every teacher needs effectively developed social-emotional skills to relate to their students, create a positive work environment, and make decisions when a problem arises (Dörnyei, 2019). Although different social-emotional skills have been identified, the indispensable ones for a teacher are the ability to communicate assertively, establish and maintain positive and respectful relationships with their students, and understand the emotions of others, and know how to manage their own.

According to Sucaromana (2012), every language teachers must know the language and strategies for learning it, and be trained in the emotional accompaniment of their students so that their learning experience is meaningful and promotes well-being.

Theoretical framework

Nowadays, several educational institutions include in their mission the integral education of their students. A comprehensive education involves the cultivation not only of cognition but also of life skills. Although, until recently, socio-emotional skills were not given a predominant role in the educational systems in Latin America, their development has been included in current curricula (Fiszbein *et al.,* 2016). For this reason, specific skills are being promoted from the elementary to secondary level. Educational systems must prepare students for their future, a changing future, where knowledge evolves very fast. The most critical challenges are self-knowledge, socioemotional skills, and coexistence (Robinson and Aronica, 2016).

The Institución Universitaria Colombo Americana UNICA of Bogotá aims to train competitive bilingual teachers with linguistic competence, pedagogical solvency, investigative attitude, and multicultural mentality to improve quality of life and equity in the new global environments (UNICA, 2013). Following a liberal arts philosophy, at the end of 2019, the university decides to incorporate a socioemotional skills development project (SEL) seeking to turn UNICA into the first compassionate university with its proprietary model of positive education in Colombia. The institution had promoted, since previous years, the incorporation of SEL elements in teacher

training within the staff. However, this time around, it decides to initiate a more structured project that involves all the actors and processes of the institution towards the generation of its own socioemotional development model (Garassini and Aldana, 2020). The SEL Model created by UNICA is presented in the following table:

Table 1. SEL ÚNIC@ model (Únic@Integra proposition)

TRANSVERSAL AXIS ÚNICA@Fortalecida - Recognition and use of character strengths: Character strengths allow identifying our profile and how it compassionately and systemically contributes to the group dynamics in the different contexts to which we belong, such as family, colleagues, friendships, and even communities and ethnic groups. It is a fundamental aspect regarding self-knowledge and the development of the three components of our model (cognitive skills, emotional regulation, and resilience) for the socioemotional development of teachers, preservice teachers, and administrative staff in UNICA.		
Única@ Hábil	Única@ Empática	Única@ Resiliente
Task performance	Emotional regulation	Resilience
This axis is based on the acquisition and development of cognitive and metacognitive skills that allow us to perform tasks effectively and efficiently. The elements that structure it are: -Growth mindset -Critical thinking -Self-efficacy -Determination -Mindfulness -Conflict resolution -Leadership -Systems thinking.	This axis focuses on the acquisition and development of emotional regulation and relationship skills. The elements that structure it are: -Emotional intelligence and management -Environmental awareness -Gratitude -Alterity -Active empathy -Assertive and non-violent communication	This axis revolves around the acquisition and development of skills that allow us to recover from personal and social adversities. The elements that structure it are: -Resilience -Forgiveness -Tolerance -Cooperative learning -Intrapersonal and interpersonal skills -Life Project

Source: self elaboration.

Methodology

The methodology used was based on the systematization of experiences. It is a qualitative research method defined by Gagneten (1990), as the process that turns practice into a theory. It involves a critical reflection of the practices where the systematization of the actions leads towards innovative and transformative proposals, which is what happened with the incorporation of the elements proposed in UNICA's SEL Model in the english teaching courses (basic, low intermediate, intermediate, upper, advanced and speech).

First, it is necessary to establish the object of the systematization and the justification or reasons for carrying out the study. In this sense, the study's general objective was: to systematize the experience of incorporating strategies for the development of socioemotional skills of UNICA's SEL model in the english teaching courses in the bilingualism degree program of the Institución Universitaria Colombo Americana UNICA.

The phases of the systematization method are proposed from the initial conceptualization and the determination of the objective. Some authors mention three phases: preparatory, field, and analytical (Peresson, 1997; Guzmán, 1998; Gordon de Isaacs, 2010, Jara, 2018). In the preparatory phase, the justification and background of the study are collected, carried out in this research highlighting the importance of socio-emotional skills in teaching a second language. In the field phase, all the meetings held with the actors are collected. This study collected all the meetings, interviews, exchanges of strategies created, and participation in events. The analytical phase seeks to categorize all the data or experiences carried out. This study sorted out the registration and systematization of all the practices found in the different english classes. The methodology for systematizing experiences proposes that the first step should be to reconstruct the experience through a descriptive account, followed by an analysis of the experience considering all the participants, (Gagneten, 1990).

1. A training and support plan for teachers in the principles of social-emotional learning, compassionate schools, and positive education that support UNICA's SEL Model.

2. The design and implementation of strategies for the incorporation of the development of social-emotional skills in the english teaching chairs.

3. The systematization of all the experiences regarding the elements of social-emotional skills of the SEL model

Results and discussion

The incorporation of the elements proposed in UNICA's SEL Model in the english teaching courses (basic, low intermediate, intermediate, upper, advanced and speech) were systematized as follows:

1. Strategies for the development of the transversal axis of character strengths (Unic@Strengthened)

• Creative writing about their visions for the future highlighting the strengths of creativity, optimism, and empathy (Basic english).

• Setting three goals to improve your english based on your first three-character strengths (Advanced english).

2. Strategies for the development of task performance (Unic@Skillful)

• Weekly Mindfulness exercises to improve attention in class (Basic english)

- Discussions on how to incorporate social-emotional elements in the pedagogical practice considering elements of culture (Basic english)

- Creation of a syllabus and analysis of the presence of socioemotional elements in the curriculum (Low intermediate english).

- Plenary discussions to develop critical thinking (Advanced english).

- Discuss the use of the five senses to learn (Advanced english).

- Development of academic writing using smart goals (Advanced english)

- Creating a smart goal using distinctive character strengths to improve fluency in english (Speech).

3. Strategies for the development of emotional regulation (Unic@Empathic)

- Exercises to put oneself in the other's place with conversations about the differences between students to develop understanding and empathy (Basic english)

- Writing an essay of your personal story highlighting the impact another person has had on your life to develop relationships and empathy (Advanced english)

- Conversations in all classes about student relationships emphasizing empathy and compassion (Low intermediate english).

- Discussion on emotions on a topic proposed by the group about pets and the *Hang a Pet* program.

- Discussion of videos on compassion (Low intermediate english).

- Creation of unit of study based on Emotions with text readings and discussion for understanding diversity (Arrival of afghans in Colombia).

4. Strategies for the development of resilience (Unic@Resiliente).

- Discussions for conflict management and the implementation of restorative circles (Basic english)

- Creation of emotion-based unit of study with text readings and discussion for understanding resilience (Paralympics games) (Low intermediate english)

- Writing essays that narrate personal or community experiences of resilience (Advanced english).

The results obtained allow us to affirm that english teachers are incorporating strategies for the development of social-emotional skills in all the elements proposed by UNICA's SEL Model.

Conclusions

In response to the results of recent research on the importance of the development of social-emotional skills in teacher training and the teaching of a second language, the Institución Universitaria Colombo Americana UNICA has proposed its institutional SEL model. This model has served as an inspiration and guide for english teachers to incorporate the development of social-emotional skills as an integrated element in their curricula.

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Workshops

Chapter 12

We teach more than languages: understanding the role of culture in the EFL classroom

In-service teacher training and research

Author

Alejandro Fernández Benavides[1]

Abstract

The nature of the highly globalized world has prompted language professionals to acknowledge the role of intercultural communication in EFL classrooms. Particularly, the adoption of an intercultural perspective of language teaching implies the change of paradigm in favour of culture-learner-centered approaches that validate the exploration of one's own and other cultures in order to comprehend the extremely symbiotic relationship between culture and language. Due to the increasing interest awakened in Colombia by scholars, the intercultural view of language teaching has received growing attention nevertheless, the nation-wide adoption of an intercultural perspective is still incipient. Hence, this workshop aims at presenting alternative practices that allow the adoption of intercultural views in language teaching. This workshop is divided in three sections: sensibilization about the need of culture in the EFL classroom, presentation of activities to understand the interactions between language and culture and a space for reflection.

Keywords: culture, intercultural language teaching, interculturality, communication, pedagogy.

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Enseñamos más que lenguas: entendiendo el rol de la cultura en el salón de clases de lenguas extranjeras

Resumen

La naturaleza del mundo altamente globalizado ha dado pie a los profesionales de lenguas a reconocer el rol de la comunicación intercultural en el salón de clase de lenguas extranjeras. Particularmente, la adopción de una perspectiva intercultural de enseñanza de lenguas implica el cambio de paradigma a favor de enfoques centrados en el aprendizaje y en la cultura que validen la exploración de la cultura propia y otras culturas con el fin de comprender la relación extremadamente simbiótica entre la lengua y la cultura. Debido al interés creciente despertado en Colombia por algunos académicos, la visión intercultural de la enseñanza de lenguas ha recibido creciente atención, sin embargo, la adopción a escala nacional de una perspectiva intercultural, aún es incipiente. De allí, que este taller tiene por objetivo presentar prácticas alternativas que permitan la adopción de visiones interculturales en la enseñanza de lenguas. Este taller está dividido en tres secciones: sensibilización acerca de la necesidad de la cultura en el salón de clase de lenguas extranjeras, presentación de actividades para entender las interacciones entre lengua y cultura y espacio de reflexión.

Palabras clave: cultura, enseñanza intercultural de lenguas, interculturalidad, comunicación, pedagogía.

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Introduction

The nature of the highly globalized world has prompted language professionals to acknowledge the role of intercultural communication in EFL classrooms. Particularly, the adoption of an intercultural perspective of language teaching implies the change of paradigm in favour of culture-learner-centered approaches that validate the exploration of one's own and other cultures in order to comprehend the extremely symbiotic relationship between culture and language. This situation has led to the emergence of different challenges in language teaching. One of those challenges is the integration of the intercultural view of language learning.

Especially, the integration of a culturally focused perspective of language teaching in Colombia calls for a major engagement (Fandiño, 2014; Meadows, 2016). This is evidenced in the way essentialist and nationalist views of culture still linger in some educational EFL contexts (Álvarez, 2014; Bonilla, 2012; Fernández, 2019). Due to this increasing interest awakened in Colombia by scholars, the intercultural view of language teaching has received growing attention nevertheless, the nation-wide adoption of an intercultural perspective is still incipient. Therefore, language teachers call for alternatives and training in methodologies that facilitate addressing intercultural elements in the EFL classroom. Hence, this workshop aims to present some techniques to address the intercultural dimension in foreign language teaching.

Theoretical framework

This workshop adopts the intercultural view of language teaching. Under this vision, culture is conceived as the ever-changing referential framework that determines the individual's choices in particular circumstances and the interpretation of social and cultural events and documents (Kramsch, 2015; Liddicoat and Scarino, 2013). In this sense, culture is dynamic, particularistic, context-based and it shares links at individual and social levels. Liddicoat and Scarino (2013), mention that culture is a multi-layered phenomenon that addresses social interactions and individual perspectives. Additionally, some authors (Byram, 1997; Liddicoat, 2002; Gómez, 2015; McConachy and Hata, 2013; Álvarez Valencia and Bonilla, 2009) propose that the integration of the intercultural perspective in language teaching should address the self and the other's cultures and reach different levels of cultural identity beyond nationality and geographical boundaries in order to achieve learner's agency that guides them to change their sociocultural contexts.

This workshop is based on Liddicoat's (2008) proposal of intercultural education. He proposes four processes of intercultural language teaching:

- Noticing: in this stage learners identify key elements, behaviors, symbols and expressions on the other and their own cultures.

- Comparing: in this process, learners establish similarities and differences between their own and the other's cultures.

- Analyzing: when analyzing, students use the previous elements acquired through the processes of noticing and comparing to interpret and assess different cultural manifestations. In this process students build their own conceptions about culture, interaction, the self and the other.

- Interacting: finally, when students have used the identified elements, the similarities and differences found and their constructions about key elements of intercultural interaction, they use those experiences in order to interact with others in terms of equality, respect and acceptance.

Practical activities

This workshop covers some key stages in order to allow language teachers to explore pedagogical alternatives to address the intercultural perspective in their classrooms. In the first part, the participants will implement an activity of sensibilization in order to identify key issues in intercultural communication derived from cultural misunderstanding.

In the second part, the participants will develop some activities in order to discover particularities in different social and cultural groups. These elements will be discussed in the third section where the participants will establish comparisons between cultures and in the final stage, the attendees will develop an exercise based on interaction. All these activities will also address communicative tasks to promote intercultural communication.

Questions will be answered at the end of the workshop with the aim to widen the discussion about the intercultural view of language teaching.

Conclusions

In general terms, culture is a dynamic, evolving and multidimensional phenomenon that cannot be overlooked in the EFL classroom. Due to the embedded and interconnected nature of culture, language teachers can easily experience the connection between language and culture. This connection can be experienced in the language learning context by integrating some proposals based on intercultural language teaching. One of those proposals is Liddicoat's

(2008) who advocates for the direct engagement of students in four processes (noticing, comparing, analyzing and interacting) that lead learners to discover the intercultural nature of language learning. Those processes are not by themselves exclusive or linear and they allow the integration of alternative approaches and practices. The activities of this workshop call for an increasing interest in intercultural communication and for the active participation of teachers in the creation of alternative spaces.

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Chapter 13

Getting support from technology, a guide for teachers

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Abstract

The advance in technology has had an important impact on pedagogical praxis. Today, it is easier to get access to a great variety of digital components in the educational field. Notwithstanding, applying technologies in a learning process goes beyond understanding how digital resources work. In this sense, it is paramount to be aware of effective pedagogical strategies and the importance of developing ICT competences to get efficient support from technology. Achieving the right balance between what technology offers and how to incorporate these resources into a lesson, demands a pedagogical perspective that allows the teacher to acknowledge how essential digital literacy is and the link it has with pedagogy; it is more efficient to create a learning environment to engage students, assess the learning process and accomplish learning outcomes. In sum, teachers face new prospects to develop their technology-supportive teaching skills and provide learners with new learning opportunities.

Keywords: pedagogical strategies, ICT competences, learning outcomes, engagement, assessment.

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La tecnología como soporte, una guía para profesores

Resumen

El avance de la tecnología ha tenido un impacto importante en la práctica pedagógica. Hoy en día, es más fácil acceder a una gran variedad de componentes digitales en el campo educativo. No obstante, aplicar tecnologías en un proceso de aprendizaje va más allá de comprender la forma en que funcionan los recursos digitales. En este sentido, es primordial ser consciente de la efectividad de las estrategias pedagógicas y la importancia de desarrollar competencias TIC para obtener un apoyo eficiente de la tecnología. Lograr el equilibrio adecuado entre lo que la tecnología ofrece y cómo incorporar estos recursos en una lección, exige una perspectiva pedagógica que le permita al docente reconocer cuán esencial es la alfabetización digital y el vínculo que esta tiene con la pedagogía; y así facilitar la creación de un entorno de aprendizaje que permita involucrar a los estudiantes, evaluar el proceso formativo y lograr resultados de aprendizaje. En suma, los docentes se enfrentan a nuevas perspectivas para desarrollar sus habilidades docentes apoyados en la tecnología y brindar a los alumnos nuevas oportunidades de aprendizaje.

Palabras clave: estrategias pedagógicas, competencias TIC, resultados del aprendizaje, disposición al aprendizaje, evaluación.

Authors biodata

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Introduction

Technology offers an essential complement in the educational field, providing tools that allow several multifunctional didactic components that revitalize our pedagogical praxis. However, we still face some challenges to meet our student's learning needs and accomplish their learning outcomes. To understand this situation, it is important to appreciate the dynamics of educational contexts and assess the relevance of technological tools as stimulating factors in the learning process.

Theoretical framework

When introducing technology in teaching practice, some aspects should be considered. These aspects are ICT competences, learning outcomes, pedagogical strategies, pedagogical strategies, engagement, and assessment which are described below.

ICT competences

Berge (1996), assures that having an effective teaching praxis is not a guarantee of having an effective one in the virtual environment. In this respect, teachers need to take part in ongoing training to understand the benefits of digital literacy and harness the potential of digital tools to innovate education and have effective pedagogical practices. The European Commission in its text "The Digital Competence Framework for Citizens (2017)", showcases a framework with five competence areas. These areas comprise the ability to surf through the information to select, evaluate and process it; the ability to communicate and work with others using digital technologies; the ability to develop content and protect data in digital environments; and the ability to support others with digital development.

Learning outcomes

When using digital technology in pedagogy, it is essential to understand what the learners need to accomplish in the learning process. In this sense, technology enhances the learning experience, but it is not the end. That is why to set clear learning outcomes is foremost since they determine the types of learning activities, methodology and assessment into a learning process. To establish clear and precise learning outcomes, teachers can get support from Bloom's taxonomy which was developed in the 1950s. In this regard Anderson and Krathwohl (2001), revised and developed a framework to facilitate an understanding on how to structure learning outcomes in a transparent and efficient way. It is also worth pointing out that Bloom's taxonomy includes different levels which lead to fine-tune and enhance the quality of the learning experience.

Pedagogical strategies

Once you have established what your learning outcomes are, it is essential to think of the learning path your learners will follow to accomplish the learning outcomes. It is here where learning activities are designed to support learning. Those activities can be designed with the support of technology; however, knowing which technology to use can be sometimes tough. Fortunately, there is a vast array of digital resources available to enhance the learning process. Likewise, it is important to apply different strategies that offer learners opportunities to develop their skills according to their learning styles (Honey and Mumford, 1992).

Engagement

Perhaps one of the biggest challenges teachers have when teaching is to encourage students to have an active role in their learning process. Teachers look for a combination of student's time on task and their willingness to participate in activities (Stovall, 2003). In this regard, there are some strategies to engage and motivate students in their learning such as establishing clear rules, administering learning activities, managing time accurately, promoting participation through different learning activities and providing appropriate feedback; aspects that contribute directly to desired outcomes (Krause and Coates, 2008).

Assessment

Assessing a learning process is an essential part of the pedagogical praxis. In this respect, different angles should be considered to evaluate the process in a holistic way (self-reflection, peer and student feedback, among others). In that matter, technology provides several tools to store student literacy progress. Watts-Taffe and Gwinn (2007), assure that there are several approaches which serve to evaluate the student's learning process. Of course, it is essential to develop a pedagogic vision to know how to effectively assess the learning process and identify those opportunities for improvement and growth.

Practical activities

- Throughout the development of the workshop, the structure of a class supported by ICT strategies is shown.
- The description of a class and a specific topic is given to analyse the context and set the learning activities and the assessment strategy to reach the learning outcome with the support of the application of the digital resource: Nearpod.

- During the development of this workshop, the chosen digital resources allow the audience to have an active role to be aware of the importance of the application of technology as a pedagogical tool.

- The audience is given a brochure with relevant information about digital resources to engage students in their learning process.

Conclusions

- Technology is not the focus, but it is an important asset to complement our teaching praxis and accomplish learning outcomes.

- Planning is essential in any learning process. Therefore, technology must be an estrategical ally to enhance the student's participation in their learning process.

- Assessing the type of technology that best suits teaching guarantees the success of the student's learning experience.

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Chapter 14

Gender identities: are we shaping them or are they shaping us?

Inclusive learning and cultural diversity

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Abstract

Even though there has been some research on identities in Colombia (Díaz, 2013; Fajardo, 2013, 2014; Torres-Cepeda and Ramos-Holguín, 2019, 2021; Ubaque-Casallas, 2021), when it comes to pre-service english teacher's gender identities, studies are still limited. Thus, participants in this workshop will walk through three stops. Firstly, they will interact by discussing about the concepts of the terms gender, identities, and gender identities. Secondly, they will work synchronously on practical exercises where they will reflect upon their own position towards each term by displaying their own true selves. Thirdly, they will build an answer for our main concern: Are we shaping our gender identities or are they shaping us? Ultimately, this workshop is aimed at raising awareness on the importance of understanding pre-service teacher's gender identities at ELT programs as a way out to fill up a gap that is still present in many Colombian educational contexts.

Keywords: gender identities, gender, identities.

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Identidades de género: ¿las estamos construyendo o ellas nos están construyendo a nosotros?

Resumen

Aunque se han realizado algunas investigaciones sobre identidades en Colombia (Díaz, 2013; Fajardo, 2013, 2014; Torres-Cepeda y Ramos-Holguín, 2019, 2021; Ubaque-Casallas, 2021), cuando se trata de las identidades de género de docentes en formación de inglés como lengua extranjera, los resultados son limitados todavía. Por tanto, las personas que participen en este taller recorrerán tres estaciones. En primer lugar, interactuarán al discutir sobre el concepto que tienen de los términos género, identidades e identidades de género. En segundo lugar, desarrollarán sincrónicamente ejercicios prácticos donde reflexionarán sobre sus posiciones frente a cada término mostrando su propia y verdadera esencia. En tercer lugar, construirán una respuesta a nuestra principal preocupación: ¿Construimos nuestras identidades de género o ellas nos están construyendo? En conclusión, este taller pretende crear conciencia sobre la importancia de comprender las identidades de género de docentes en formación de inglés como lengua extranjera, como una salida para llenar un vacío que todavía está presente en muchos contextos educativos colombianos.

Palabras clave: identidades de género, género, identidades.

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Introduction

Gender is still a non-explored issue in the pedagogical field, even when teachers are main actors into the coming generations formation. Some years ago, Mojica and Castañeda-Peña (2017) carried a research about a gender course implementation as part of a M.A. in the TEFL curriculum. As a result, it is evident how important is to address gender and its incidences in teaching practices, and even more when what we are teaching is a language as it is the main way human beings portray themselves with their surroundings. In a certain way, gender and language are important components in what people consider as their identities. Hence, through this workshop, we pretend to raise awareness about gender, identity, and gender identity in the Colombian TEFL community in order to deconstruct and reconstruct themselves as teachers since "classrooms should become a place which respect can be the main aspect that supports the learning process, as it is the scenario where interaction takes place" (Benavides, 2017, p. 12).

We decided to propose a workshop, instead of a lecture, because there are certain concepts that should be addressed through exercises and direct experience. By other hand, beyond identifying the issue and providing elements to solve, we preferred to share a way in which these topics can be included in EFL courses at schools and universities, and it is by creating and implementing workshops that can lead the community to a deep reflection and introspection, due to classrooms have become to be the place where diversity of any kind takes place. All our students are different; thus, all of them think, behave, perceive, and learn in different ways as well as each one constructs their own identities (Vásquez-Guarnizo and Álvarez-Contreras, 2021, p. 2).

Theoretical framework

For the development of this workshop, we will be addressing three main constructs which are: gender, identity, and gender identity.

Gender

Nowadays, gender is conceived as the social component while biological sex is the one in charge of the roles and identities construction. This perception defends the interaction between biology and culture and the sociocultural product that is derived from this: masculinities and femininities, in the plural form, because there is not a unique way to be a man, woman, or a non-binary person (Spence, *et al.,* 1974). To be free from that gender jail imposed, we need to understand that, nowadays, we ignore the true meaning of being a woman, a man, or a non-binary person. In this sense, as we are in a process of discovering ourselves, we can

turn that gender idea we all have acquired by heritage into a place where we can be authentic as Colombia is facing new challenges. Thus, it is vital to stop trying to fix that oxidized machine called patriarchy, and its motionless wheels full of masculine and feminine conceptions (Thomas, 2020).

Identity

The concept of identity has been addressed from different views long the educational filed. Authors who have attempted to define identity seem to agree with the perspective of conceiving identity construction as a dynamic, ongoing process (Beijaard *et al.,* 2004; Flores and Day, 2006), involving interpretation and reinterpretation of experiences as one lives through them (Kerby, 1991). As an example, for Norton (2011), identity is defined as "multiple, contradictory, and dynamic, [which entails a constructed process] within diverse discourses or sites of practice" (p. 172). Salamanca (2014) argues that identity "is each person's truth and for the other, it is an ambiguity" (p. 143). Thus, the term identity varies from the lens under it is observed because there are socio-political, sociological, humanistic, and poststructuralist perspectives about what identity means and implies. In this sense, it is conceivable to affirm that identity is the core of humanity when socio-cultural actors being in diverse settings and that is why there is not just one identity, but multiple ones. Indeed, in the infinity of identity possibilities, there lies the gender identity that will be useful to position people from the way they perceived themselves.

Gender identity

Gender identity, as any other identity performed by human beings, is constructed considering the specific socio-cultural context, space, and time where the individual belongs to. Based on Ramos-Holguín *et al.,* (2021), construction entails that "identities are socially constructed and negotiated, which depicts a multifaceted dimension where the individual and diverse contexts play a significant role" (p. 17). Consequently, gender identities are dynamic as they are changing all the time because what we consider masculine today was not the same some generations ago. Since every person develops a different perspective about what masculinity and femininity imply, gender roles and attitudes are not inherited (Koestner and Aube, 1995); therefore, gender identities construction is then developed interpersonally, but at the same time, it is possible because of the interaction with other's gender roles, stereotypes, and behaviors (Barberá, 1998).

Practical activities

This workshop will be divided into three stages: gender, identity, and gender identity. Each stage will be developed inductively because the researchers will ask questions to lead the participants into a reflective process about themselves and the perceptions they have about gender,

identity, and gender identity. The answers provided by the participants will be confronted with some theory and definitions provided by the researchers to construct a meaningful concept about these terms. Additionally, at the end of each stage, an exercise is proposed as displayed in the following table.

Table 1. Exercises descriptions

Stage	Exercise	Description
Gender	The gender unicorn	This exercise aims at clarifying some misconceptions regarding gender and sex.
Identity	The identity iceberg	This exercise aims at demonstrating that human beings count on different identities according to three parameters 1) what is visible to everyone, 2) what is visible to certain people or under specific circumstances, and 3) what is visible for anyone but me.
Gender identity	The gender identity X-Ray	This exercise aims at showing from our own example the way we can state our gender identities.

Source: self elaboration.

Additionally, it is important to remark that each exercise will be carried out together with the audience. In this sense, researchers will develop each one individually, and after that, a co-construction process will take place along the participation from the audience.

Conclusions

This workshop is aimed at raising awareness on the importance of understanding pre-service teacher's gender identities at ELT programs as a way out to fill up a gap that is still present in many Colombian educational contexts. Thereby, participants in this workshop will walk through three stops. Firstly, they will interact by discussing about the concepts of the terms gender, identities, and gender identities. Secondly, they will work synchronously on practical exercises where they will reflect upon their own position towards each term by displaying their own true selves. Thirdly, they will build an answer for our main concern: Are we shaping our gender identities or are they shaping us?

As a result, we expect our audience to be informed about the three main concepts we will address in order to raise awareness on the importance of understanding we all are different.

We cannot keep positing all of us into the same bag as they are many who identify with a non-standardized model to be fit. In this sense, our focus is ELT programs in Colombia since we consider professors are the main actors in this process of constructing a more equitable and inclusive society.

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Chapter 15

Challenge and support with authentic materials: a first-hand experience

Research in-service teacher training and research

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Abstract

With the unprecedented increase of Internet use resulting from the current times, people are exposed to a great variety of media. Authentic materials and resources (i.e., not created for pedagogical purposes) can be more beneficial for english students if used in a systematic way. One way to accomplish such a goal is by framing them within a pre-, while-, and post stage cycle. Moreover, it is essential to design appropriate activities to accompany the resources to be used, which can be achieved by finding a balance between challenge and support in the activities created so that the content can be scaffolded for students, and learning is maximized. Based on a sample of authentic materials, this workshop will offer the opportunity to experience first-hand how to find challenge and support to design tasks. Participants will take away some pedagogical tips that can guide them to select materials and create activities systematically.

Keywords: authentic materials, challenge and support, listening comprehension.

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Nivel de dificultad y de apoyo para materiales auténticos: una experiencia de primera mano

Resumen

El uso sin precedentes del Internet como resultado de los tiempos actuales ha expuesto a la humanidad a una gran variedad de medios. Los materiales auténticos, (i.e., no creados con fines pedagógicos) pueden traer un mayor beneficio a los estudiantes de inglés si se usan de forma sistemática. De igual forma, es esencial diseñar actividades pertinentes para los materiales que se van a usar, lo cual se puede lograr al encontrar equilibrio entre el nivel de dificultad y el de apoyo de las actividades creadas, de manera que el contenido sea escalonado para comprensión, y, así, maximizar el aprendizaje. Este taller les ofrece a los participantes la oportunidad de experimentar, de primera mano, cómo hallar equilibrio entre el nivel de dificultad y de apoyo para diseñar tareas basado en una muestra de material auténtico. Los participantes recibirán algunas sugerencias pedagógicas que los guiarán para seleccionar los materiales y crear actividades.

Palabras clave: materiales auténticos, comprensión de escucha, nivel de dificultad y de apoyo.

Authors biodata

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Introduction

By using TV series, movies, Tik Tok videos, podcasts, etc. (i.e., authentic materials), english learners can be exposed to a richer input, which, as it is well-known, can benefit their learning process. Yet they need guidance in this attempt. As teachers and teacher trainers, we can provide tools for learners to take advantage of non-pedagogical resources in a pedagogical way. This can be done by creating activities that contain the right balance between challenge and support so that teaching and learning using the resources mentioned can be maximized. To that end, some practical pedagogical steps will be shared in this workshop.

Theoretical framework

Authentic materials are not new in language teaching and learning. As early as 1988, Rogers and Medley published an article promoting the use of this type of resource. More recently, the use of authentic materials has been studied in depth and detail in doctoral dissertations such as the one by Gilmore (2011), and even scholars such as Zyzik and Polio (2017) have published complete books on the subject. Studies about the use of authentic materials can be found globally (Abdulrahman, 2018; Kim, 2015; Kraiova and Tsybaniuk 2015; Segueni, 2016); similarly, in our Colombian local context, representative samples of research on this topic are found, too (Alfonso-Vargas and Romero-Molina, 2019; Camacho-Castellanos and González-Carreño, 2019; Franco-Vidal, 2014; Zárate-Reyes, 2017). Yet even though these kinds of resources are used, it is still necessary to reflect on the sort of activities that should accompany them.

Succinctly speaking, authentic materials can be considered as non-pedagogical resources. However, they can be used for pedagogical purposes, especially in these times with the increase of Internet use. To this end, it is required to know how to select a kind of material suitable for the teacher's audience (e.g., student's age, language level), and most importantly how to convert a general material into a pedagogical one by using them within a systematic framework and designing activities that help exploit the material effectively.

One way to use materials in a systematic way is by following the stages to work with listening and reading, that is, designing activities to go before, during, and after using the material. For videos and audio material, the pre-, while-, and post- cycle works well.

Additionally, finding a balance between challenge and support may be a pivotal principle to design the activities accompanying the material selected. Mariani (1997), illustrated this by using a matrix with challenge and support as the axis, in which too much challenge with little support

might lead to student's frustration, while too much support with little challenge might lead to student's boredom. Conversely, he explained that a suitable dose of challenge and support helps scaffold understanding. Thus, in this workshop, participants will have the opportunity to experience a set of activities exemplifying the principles described above.

Practical activities

Participants will watch two video clips from the show *Brain Games* by Natgeo, and then they will complete some accompanying activities to have a first-hand experience with authentic materials. Afterward, the participants will be asked to discuss the features that offer support and those that offer challenge in the activities completed before. Later, the presenter and the participants will put in common what they came out with during the discussion. Lastly, the participants will be presented with some practical pedagogical steps to choose authentic materials and design activities to accompany them.

Steps

- To choose the materials considering these features: i) topics that are compelling and stand the test of time (e.g. compassion) ii) an appealing format (e.g. games that interact with the audience) iii) a close correspondence between images and audio.

- To design the activities: i) Framed them within a pre-, while-, and post- cycle ii) let the video/material guide the activities iii) once you have thought about the activity ask yourself: a. Is the activity challenging? If so, where is the challenge? b. Is there support to help students face the challenge? If so, how is this support provided?

Conclusions

The current times have proved that Internet use, videos, streaming platforms and new media are here to stay, and these media facilitate a connection between learning and entertainment. Thus, teachers, pre-service teachers and learners can benefit from the resources offered. Teachers can help maximize learning through these media by guiding learners to use them in a pedagogical way.

Using non pedagogical authentic materials with pedagogical purposes is possible by following some practical steps to select the resource and design the accompanying activities.

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