

# Annual Conference on Formative Research on EFL

Practices that inspire change







# **Annual Conference on Formative Research on EFL**

**Practices that inspire change**

Corporación Universitaria Minuto de Dios – UNIMINUTO  
2022



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# Presentation



Nothing has so much power to broaden the mind as the ability to investigate systematically and truly all that is observable in life.

Marcus Aurelius

Formative research has become progressively merged as a way of improving educational processes, which generates a synergy between teaching and research. Therefore, in higher education, investigation is considered as a convenient tool in the teaching and learning process with the purpose of disseminating existing information so that students can join it and transform it in their professional training. Formative research can be defined as an act of teaching through research, promoting teaching using the research method (Parra, 2004). In this way, research allows students' knowledge to be expanded and opens up new horizons and perspectives in the educational, social and cultural fields.

Promoting research in students is to open up the development of critical thinking, broaden the worldview and promote reflective teaching in education from meaningful learning to make way for effective changes in the fact of educating, such as learning by discovery. This is based on the principle of doubt that generates the questioning of a situation or a reality from a vision guided by curiosity, reflection and willingness and turning it into a starting point to follow a rigorous, formal and investigative process. This meets the demands of the scientific method with the uncertainty of the result. More doubts will be generated, some will be solved and others will remain unsolved, which will promote new research processes.

Let me quote Marcus Aurelius, "nothing has so much power to broaden the mind as the ability to investigate". Through formative

research, a student takes on new challenges, promotes creativity, concern, the ability to investigate, argue, analyse, rethink processes, overcome obstacles, but, above all, to increase the initiative to propose different didactic and methodological strategies to be a transforming agent and generator of change. They assume their own learning from a more dynamic role by empowering themselves with greater responsibility for their progress in knowledge, which allows them to transform existing knowledge and generate new knowledge, share it and contribute to a further social welfare.

As Marcus Aurelius states, “everything is susceptible to observation in life”. Accordingly, through research, teachers open this window for students to observe the real world, question, document, reflect and act while putting their knowledge and theoretical elements into practice. In this investigative journey, the teacher becomes the guide; he or she becomes an inspirer of scientific work and a promoter of the aptitudes and skills inherent to the exercise of research in their students, in both curricular and extra-curricular spaces. This is the case of the research seed groups.

From this perspective, UNIMINUTO’s Bachelor’s Degree Programme in Foreign Languages with an Emphasis in English holds the Annual Conference on Formative Research on EFL. Practices that inspire change. This strategy strengthens the research culture in teaching and learning in foreign languages articulated to the social and educational commitments to promote critical thinking processes and spaces for reflection and socialization of creative proposals in the field of education that generate new perspectives and academic discussions.

There were roughly 200 participants in the conference, including students and professors from 56 national and international institutions such as Universidad Autónoma de San Luis Potosí-Mexico and the Universidad Tecnológica Centroamericana, Universidad Surcolombiana, Universidad Pedagógica y Tecnológica de Colombia, Universidad Distrital Francisco José de Caldas, Universidad de la Salle, Fundación Universitaria Panamericana, Universidad Libre, Universidad Industrial de Santander, Universidad de la Amazonía, Universidad Pedagógica

## Annual Conference on Formative Research on EFL.

Practices that inspire change

Nacional, Universidad Cooperativa de Colombia, Institución Educativa Luis María Jiménez, Liceo de Mujeres Nuestra Señora del Pilar and Colegio Morisco IED.

The following is a compilation of the Conferences of the third meeting of formative research and research workshops in foreign languages, which took place in November 2020. We are pleased to present this work, which is the product of the research process of teachers and students who have presented new proposals that bring about transformations in the field of education and which are an important contribution to improving our teaching practices and reflecting on the processes that take place inside and outside the classroom. At the same time, it is a valuable input that will serve as a source of inspiration for new teachers and students to be motivated to take on research as a fundamental element integrated into the pedagogical and educational work that promotes lifelong learning, enquiry and reflective teaching as a fundamental part of teaching performance.

**Blanca Lucía Cely Betancourt**

Directora, Licenciatura en Lenguas Extranjeras con énfasis en inglés.

### Referencias

Parra, C. (2004). Apuntes sobre la investigación formativa. *Educación y Educadores*, 57-77.

# Introduction



The Conferences of the *Annual Conference on Formative Research on EFL. Practices that inspire change* held on November 4<sup>th</sup> and 5<sup>th</sup>, 2020, focused on practices that inspire change and gather research articles, reflections, and pedagogical experiences about social issues, teaching foreign languages, teacher training, language, and interculturality. The primary purposes of the event are to generate pedagogical reflections and knowledge about new trends in teacher training, interculturality, and bilingualism, acknowledge innovative practices, and provide an academic scenario for making educators' and students' research skills visible. The conference hosted speakers from diverse educational backgrounds and institutions. Professors and university students from national and international institutions shared their research experiences as language learners, educators, teachers, trainers, beginners, and senior researchers in foreign language teaching, applied linguistics, and interculturality.

Articles about social issues discuss feelings and situations during pandemic times. The theme review "Domestic Violence: The Shadow of Victimized People" analyzes statistics, the aggressors' profile, two specific cases, and possible ways to tackle the problem. The research report "Social Impact of the Pandemic on Childhood Interaction in Colombia 2020" develops the social dimension of research by describing children's feelings and opinions about their lack of interaction and highlighting the responsibility that parents and the academic community should have of acknowledging and discussing those feelings. The article "The Feelings behind the Pandemic Time" focuses on the emotional intelligence of an academic community at a private university in Bogotá. All of them are significant research initiatives in the social strand that show future



teachers' social responsibility and take the teacher's job beyond the walls of a class or a remote learning environment.

There are pedagogical experiences and a research report on current teaching trends and language skills in language teaching and training. In the pedagogical experience about gamification, the reader finds concepts around games and tools for their design. In the research report about metacognitive strategies for academic writing, it can be seen how students made more significant improvements in academic writing performance after experiencing metacognitive processes. Finally, an innovative interdisciplinary pedagogical experience fosters learners' speaking skills at the IED Morisco called "Mundo Animado: una experiencia creativa en el Morisco IED." These articles exemplify how educational research is developed meaningfully in school and university settings to answer teachers and learners' current needs.

There are pedagogical experiences, reflections, and research reports on a two-fold view of teachers' role in the teacher training section, both as educators and as researchers, in different moments of their professional training. In the research report called "peace in ELT as a resilient doctoranda: a pleasing metamorphosis" the author shares her reflections and transformation as an academic and human being in the process of investigating peacebuilding in English Language Teaching. Similarly, the article "Manifiesto for the Humanization of Formative and Educational Research" reflects a teacher trainer who has directed pre-service teachers' research projects. Her manifesto argues the importance of the humane dimension that research advisors should strengthen to make research endeavors possible, enjoyable, and a part of future teachers' career ladder towards becoming article writers and teacher-researchers. Similarly, the article "SIPEL 2020: trayectoria y proyección del semillero de investigación en pedagogías del lenguaje" describes the pedagogical characteristics, methodology, foundations, milestones, and ongoing research training process that students experience as members of the research hotbed affiliated to the language department of Universidad Pedagógica Nacional. Also, the research report "Pre-service Teachers' Learning in a Virtual Learning Community" presents pre-service

teachers' reflections about their beliefs, practice, and theory on language teaching during their practicum. All in all, this section includes training experiences, both teaching, and researching.

There are cross-disciplinary and intercultural approaches to teach foreign languages in the last section. The research report "Using Music and Artists' Perspectives of Some Historical Events to Develop Language and Critical Skills in EFL" proposes the initiative of teaching English and 20<sup>th</sup>-century history through the critical analysis of music. Interculturality is developed through African tales to approximate francophone culture through a virtual learning environment and a curricular course design about the French culture directed to high school students. On the whole, interdisciplinarity is developed through new teaching approaches and exploring diverse cultural expressions and artifacts.

This compilation gathers teaching and research experiences and learnings. Feedback indicated that participants enjoyed the congress and its diversified approach to social issues, teaching and learning foreign languages, teacher training, and interculturality. This document compiles experiences in all educational levels and from the teacher's and teacher-researchers' reflections. Therefore, it is written evidence of language teachers' professional development. For assistants, it was meaningful to meet students from other universities, form new friendships, and create research networks and collaboration opportunities. Students reported that their congress participation allowed them to connect with others, increase their self-confidence, heighten their ability to take risks and connect with other seedbeds. The congress was successful beyond expectations, and it opens new undergraduate research opportunities in the coming years.

# Scheduling



## November 4th

Opening ceremony

**Plenary session:** Manifiesto por la humanización de la investigación formativa

**Speaker:** Carolina R. Buitrago – ÚNICA.

**Place:** Via Teams

**Time:** 8:00-9:30 am

**Current sessions:** Research reports and pedagogical experiences

**Place:** Via Teams

**Time:** 9:30-12:30 pm

**Plenary session:** Linguistic Corpus. Uncharted Research Scope in Language Teaching

**Speaker:** Mauricio Buitrago – Universidad de los Andes.

**Place:** Via Teams

**Time:** 2:00-3:00 pm

**Current sessions:** Research reports and pedagogical experiences

**Place:** Via Teams

**Time:** 3:00-5:00 pm

**November 5<sup>th</sup>**

**Plenary session:** Peacebuilding in ELT as a Resilient Doctoral Candidate

**Speaker:** Yeraldine Aldana – Universidad Distrital Francisco José de Caldas.

**Place:** Via Teams

**Time:** 8:00- 9:00 am

**Current sessions:** Research reports, pedagogical experiences, poster session, workshops

**Place:** Via Teams

**Time:** 9:00-12:00 pm

**Current sessions:** Research reports, pedagogical experiences, poster session, workshops

**Place:** Via Teams

**Time:** 2:00-5:00 pm

**Panel:** Formative Research in Language Teaching Programs

**Participants:** Yeraldine Aldana, Carolina R. Buitrago

**Place:** Via Teams

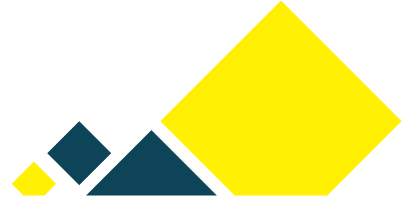
**Time:** 5:00-6:00 pm



Conferences

# Part 1. Social issues





# DOMESTIC VIOLENCE: THE SHADOW OF VICTIMIZED PEOPLE

VIOLENCIA DOMÉSTICA: LA SOMBRA DE LAS PERSONAS  
VICTIMIZADAS



*Jenssy Daniela León López<sup>1</sup>*

*Gabriela Murcia Gutiérrez<sup>2</sup>*

*José Alexander Benito<sup>3</sup>*

## **Abstract**

Domestic violence has stalked humanity for a long time; however, it has become a frequent scourge in many Colombian homes in times of pandemic, leaving heartbreaking stories and incomplete families with it. This violence causes impotence and anger in society since many of the victims are defenseless women and children who only want to live in tranquility, but sometimes this tranquility is only a dream that perhaps a blow might destroy.

This themed review aims to show the actual reality of domestic violence in Colombia, know different views and opinions of a

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society beginning to wake up and not silent, and illustrate two cases narrated by the victims. Likewise, this review is intended to raise awareness since it is urgent to reduce the rates of domestic violence and make it more visible in the light of justice.

In the same way, this theme review presents some critical points regarding types of violence and their psychological and social aspects.

**Keywords:** Domestic violence, pandemic

## **Resumen**

La violencia doméstica ha acechado a la humanidad durante mucho tiempo; sin embargo, en tiempos de pandemia se ha convertido en un flagelo frecuente en muchos hogares colombianos que deja historias desgarradoras y familias incompletas. Esta violencia genera impotencia y enfado en la sociedad, ya que muchas de las víctimas son mujeres y niños indefensos que solo quieren vivir en tranquilidad, pero a veces esta tranquilidad es solo un sueño que quizás un golpe pueda destruir.

Los objetivos de esta revisión temática son mostrar la verdadera realidad de la violencia intrafamiliar en Colombia, conocer diferentes puntos de vista y opiniones de una sociedad que empieza a despertar y a no callar e ilustrar con dos casos narrados por las propias víctimas. Asimismo, esta revisión tiene como objetivo crear conciencia, puesto que es urgente reducir las tasas de violencia intrafamiliar y hacerla más visible a la luz de la justicia.

De la misma forma, esta revisión temática presenta algunos puntos importantes sobre los tipos de violencia y sus aspectos psicológicos y sociales.

**Palabras clave:** violencia doméstica, pandemia

## Literature Review

In pandemic times, many social phenomena have increased during mandatory isolation for COVID-19, especially in Colombia; however, there is one phenomenon that needs urgent attention. The percentages of femicide cases are going up steadily this year compared to 2019. To understand the violence of children, teenagers, women, and men, it is indispensable to consider all aspects, such as the psychological factors that can explain the aggressing behaviors and the hurt this leaves in the victim as domestic violence has severe consequences for the victims in the short and long term from physical to psychological perspectives.

Indeed, society is taking measures to reduce these high percentages as people are starting to submit claims against abuse, and this has avoided many femicide cases in the long term. It is essential to report what COVID-19 has caused in Colombia regarding the number of deaths and report the number of conflicts at homes considering drugs and alcohol consumption have become one leading cause of children's and women's lives destruction.

Similarly, sexual violence is another latent factor at homes. This kind of violence also affects the workplace environment. This scourge, unfortunately, does not discriminate between gender, religion, race, and age. According to a report by RCN Radio (2020), there have been 10,056 cases of abuse against girls in this time of pandemic in Colombia, 3,028 against adolescents and 3,296 against children aged 6 to 11. In most of these cases, the aggressor humiliates, threatens, and has control over the victim to abuse them without being witnessed or perceived by anybody else.

Thus, domestic violence is not always visible for everyone as some people show normal behavior to others, but when they are at home, they act differently, revealing aggression and inappropriate attitudes towards their relatives. In this case, domestic violence is not easily identified by a third party.

Domestic violence is a big problem worse than a virus since it does not have a vaccine to be stopped. It seems that there is a lack of awareness



in our society to understand how badly this is affecting many Colombian homes and families. However, people could help in so many ways to reduce domestic violence if more active roles as citizens should be taken. For instance, technology might become a tool for making claims against aggressors as anyone can send an anonymous virtual claim despite being scared to be revealed. In this sense, the ways to help the victims have increased a lot, so now it is easier to help them without the necessity of getting involved directly.

## **Method**

We used mixed research designed for constructing this theme review. According to Bartholomew (2012), “mixed methods designs are procedures for collecting, analyzing, and mixing both quantitative and qualitative data in a single study or a multiphase series of studies” (p. 22). First, we collected and analyzed experiences on two domestic violence cases in Colombia; the first is a case of verbal, psychological, and physical violence, and the second is femicide.

Next, we used data from official sources and contrasted the rates of domestic violence between 2019 and 2020 in Colombia to support the information collected from the cases.

## **Domestic violence: The shadow of victimized people**

Domestic violence in Colombia has come to generate fear over the years; according to the National Domestic Violence Hotline (2020), domestic violence happens to achieve a purpose to gain and maintain control and authority over another person. The aggressor plays with different emotions, which he uses to generate fear, guilt, and shame so that the victim manages to stay intimidated and under his control.

When speaking of domestic violence, it is necessary to refer to different types of it. There are four types of domestic violence: psychological violence when the aggressor humiliates and harasses, causing emotional damage. Physical violence instead occurs when physical

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force is used against the victim to injure and endangers them affecting the integrity of the person. Verbal violence can be disguised in various ways as comments and insults. Finally, sexual violence is a situation in which the victim is forced to participate in unwanted or degrading sexual activity, including sexual violence by your partner (National Domestic Violence Hotline, 2019).

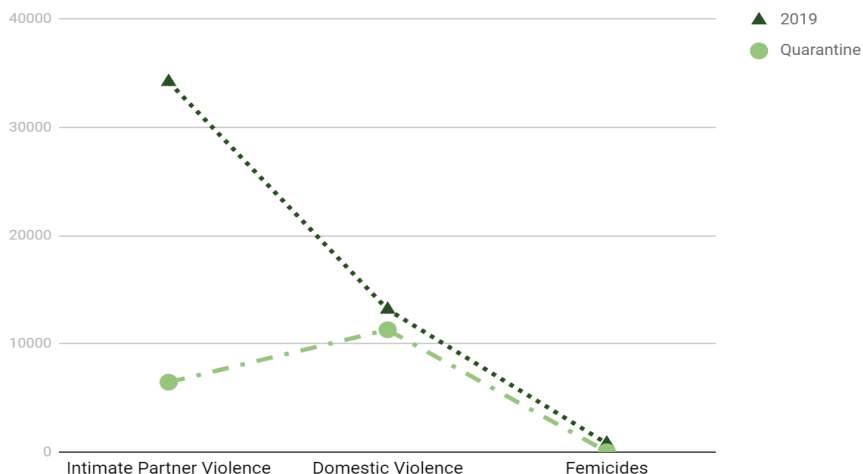
These types of violence can occur within the home and even in public places. According to Pradas (2018), they begin with normal behaviors such as a joke or taunt (verbal and psychological violence), but its consequences can be fatal and even lethal.

Consequently, the violence is not just physical but also is psychological and verbal. In some cases, society is indifferent to verbal violence. It is easier not to say anything and keep walking, ignoring the hurt of the victim. However, verbal violence is more difficult to overcome than physical violence; the victim is humiliated to the point of not feeling love for themselves. Victims say that consecutive psychological violence, which is continuous emotional torture and terrible memories, apparently often is more intolerable than physical brutality, as Unicef (2000) states.

Some experiences lived in childhood, such as having witnessed discussions or fights between parents or having suffered sexual and physical abuse, are risk factors for children. During childhood, the children can perceive the abuse between their parents, so there is a possibility of developing the same attitude. Children that perceive the abuse between their parents can learn that violence is the solution for their problems (Unicef, 2000). On the contrary, it might be the case that other children are less prompt to perceive the abuse between their parents, so they might not develop psychological aspects in this sense either repeat the same actions that their parents do.

According to a report by RCN Radio (2020), violence increased in Colombia amid mandatory isolation due to COVID-19 since there were 6,452 cases of intimate partner violence and 11,290 cases of domestic violence in which there were sexual attacks on children and adolescents, as Figure 1 illustrates.

Figure 1. Statistics by type of violence



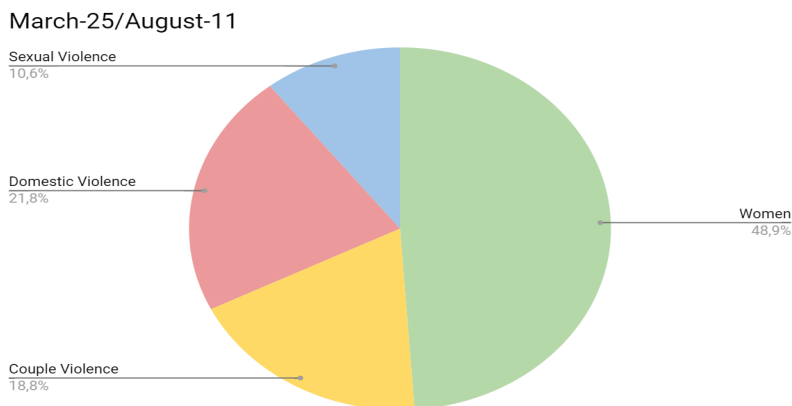
*Note.* The figure represents the number of cases per a different kind of domestic violence.

Source: RCN Radio

Similarly, during the pandemic in Colombia, violent deaths increased by a considerable number are the primary victims. To support this idea, a study carried out between March 25 and August 11 of 2020 (RCN Radio, 2020) demonstrated that 19,782 women died after receiving psychological and physical violence. It was also revealed that 7,592 women died after being attacked by their partner; sexual assaults left 4,281 women dead. During the mandatory isolation, domestic violence took place in Colombian homes since 8,799 deaths were registered, as Figure 2 illustrates:

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Figure 2. Percentage of violence



Source: Own elaboration

### The DNA of an aggressor

Some of the psychological aspects show the apparent reason for aggressors' behaviors. Mental disorders can be a principal reason for violence, which is developed during childhood, since witness abuse, affecting people in their youth during their relationships. Another aspect is alcohol dependence, which causes the loss of memory, behavior, and character change, influencing the relationship since it creates conflicts with the partner, causes fights and discussions.

Likewise, mixed behavioral and emotional disorders are another aspect that affects people. Their behavior tends to be aggressive, asocial, and depressible. Therefore, regarding domestic violence, the people who have this kind of emotional disorder directly affect social group, family, and relationships. This behavior is developed in their childhood.

So, jealousy is another aspect in this line of discussion since jealousy is always present in a relationship, but in some cases, jealousy becomes a factor in committing a homicide. According to Psicoglobal (2020), a specialized virtual psychology platform, people with pathological jealousy

create negative emotions in a relationship environment. Therefore, the people's behavior can change depending on the situation; thus, the person's self-esteem plays a vital role in a relationship, since one of them can think that the other has been unfaithful, thus in a discussion, both can beat and in the worst cases commit a murder. Other disorders might be classified as restlessness, melancholy, and anger that can be constant rage uncontrollable.

## **Two cases to remember**

The femicide and the constant abuse is a reality that in Colombia was increased in pandemic times, so domestic violence began to be a big problem during 2020; many cases were known using communication. Colombia was not the exception; two cases show the difficult situation of some women and children in our country. Such as femicide in Soacha and others in Patio Bonito.

When a relationship ends, it is customary to say that all kinds of abuse finish, but in this case, the physical and verbal violence persisted. The violence case from which one will be discussed is about a Colombian woman that has been constantly abused, this case was not public in any information media thus it was investigated by us. It is a case with an evident abuse from part of a violent husband. So according to the testimony her husband has been abusing her physically, psychologically, and verbally from many years ago, also she told that the violence was seen by her little son in many occasions. In 2017 she decided to end the relationship, but his husband's violence against her did not stop. In a recording she told that in a moment of desperation she tried to commit suicide, after that she was hospitalized where she was unconscious for two days. She knows well her husband abuses her, but she wants to go back been in a relationship with him after everything happened.

On the other hand, the Observatorio Femicidios Colombia (2020) revealed that during the quarantine, there were 243 femicides. One of them is a case in the municipality of Soacha, where a woman from Venezuela lost her life at the hands of her partner, who escaped. After

weeks, he was then handed over to the Colombian authorities (Rojas & Gallego, 2019). The victim's neighbors say that fighting was typical of them, but they never imagined such an atrocious crime. The woman was wrapped in blankets after being stabbed several times

### **Attempts to stop this scourge**

The world has decided to start stopping the abuse in some way. Supporters going against violence created a world signal where the violence victims can ask for help without saying any word to placate the violence claims. This word signal is based on raising the hand and bringing the thumb to the center of the palm.

Despite these graphics and the fact that these cases occur frequently, domestic violence is brutal to see since the main obstacles are appearances. According to Alberdi and Matas (2002), the phenomenon of violence is like "hidden drawings" (p. 9). At first glance, they are challenging to see because you only see the surroundings, but after finding them, you cannot unsee them. For this reason, different helplines have been created in Colombia, such as "Linea Purpura" 3007551846, "Linea Nacional" 155, and "Policía Nacional" 123, to help and guide victims of domestic violence.

### **Conclusions**

In conclusion, domestic violence is not something that starts in adulthood; instead, the abuse and psychological hurts start in childhood, from the first violent experiences, when the children realize that at their homes there is not any dialogue or healthy conversation but discussions that mostly end up in violence, as a consequence the children acquire psychological damage. It is necessary to clarify that not all children witness the abuse or realize that their behavior differs from others. Domestic violence is not just battering and harmful treatment. It is also sexual violence. In some instances, the abuse also begins from childhood, and it lengthens up to adolescence; the aggressor controls his victim to the point of silencing them and hides the abuse for months or years.

Domestic violence can be caused by psychological aspects that play an essential role as much as the victims, and the aggressors can suffer from mental disorders, such as to conduct disorder and mixed behavioral and emotional disorders.

Due to these pandemic times, violence increased in the months of mandatory isolation, and the cases of femicide and violence are increasing each month to the point that a world signal to ask for help was created to reduce countless cases of femicides and home abuse.

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# SOCIAL IMPACT OF THE PANDEMIC ON CHILDHOOD INTERACTION IN COLOMBIA 2020

IMPACTO SOCIAL DE LA PANDEMIA EN LA INTERACCIÓN INFANTIL  
EN COLOMBIA 2020

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## Abstract

Interaction among children has been a big challenge during the COVID-19 as the spread of this virus has caused substantial social and psychological impacts on them. It has made many children change their attitudes and adapt to others that do not benefit them in any way. It is something that worries us a lot; nobody knows what our kids' luck could be. Accordingly, this article aims to reflect on the importance of social interaction in Colombian childhood during the first year of the pandemic. To carry out this reflection, we made some specific research on children aged 3 to 11 years in

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different parts of Colombia, considering the interaction quality they have had during this period of pandemic time and the changes they had to face to overcome it. We did qualitative research. The instruments used were online interviews and surveys with open-ended questions, which allowed us to classify and categorize the findings and analyze the information to comprehend how children and parents felt during that time. Furthermore, we highlight the relevance of interaction and sharing the results with the family and friends of the children interviewed.

**Keywords:** Behavior, children, interaction, pandemic, transformation.

### Resumen

La interacción entre los niños ha sido un gran desafío durante el covid-19, ya que la propagación de este virus ha causado fuertes impactos sociales y psicológicos en ellos. Por ejemplo, ha hecho que muchos niños cambien de actitud y se adapten a otros cambios que no les benefician de ninguna manera. Esto es algo que nos preocupa mucho, pues nadie sabe cuál podría ser la suerte de nuestros hijos. Por eso, el objetivo de este artículo es reflexionar sobre la importancia de la interacción social en la infancia colombiana durante el primer año de pandemia en 2020. Para llevar a cabo esta reflexión, realizamos una investigación específica en niños de tres a once años en diferentes puntos de Colombia considerando la calidad de interacción que han tenido durante este período de tiempo pandémico y los cambios que tuvieron que enfrentar para superarlo. Realizamos una investigación cualitativa y los instrumentos que se utilizaron para hacerlo posible fueron entrevistas en línea y encuestas con preguntas abiertas, que nos permitieron clasificar y categorizar los hallazgos y hacer un análisis de la información para comprender cómo se sintieron los niños y los padres durante ese tiempo. Además, destacamos la relevancia de la interacción y de socializar los resultados con familiares y amigos de los niños entrevistados.

**Palabras clave:** comportamiento, niños, interacción, pandemia, transformación.

## **Introduction**

On March 25<sup>th</sup>, 2020, the confinement started, schools were obliged to close. From one day to another, children's friends, teachers, and families went missing. Kids had only one option; they started to meet their friends, teachers, and families again through cellphones and computers. The family is everything children have in pandemic times. However, parents do not usually have time because they must work, and many of these parents work on computers and cell phones. Boys and girls at any age attempt to complement what they need desperately, interaction and attention. It is intended to understand the importance of the lack of social interaction in Colombian childhood during the pandemic and to know the impact that this pandemic has on them, highlighting those emotions and prominent social and psychological characteristics lead the protagonists to demonstrate the effects and consequences at this stage considering children and parent's opinions. This article is based on the result of research on children living in different parts of Colombia, aged 3 to 11 years, especially in the department of Boyacá and Bogotá capital city, all of them, young students who were impacted by the pandemic and interviewed to find out their opinions and feelings about the lockdown.

## **Research question**

How has the pandemic of COVID-19 affected social interaction in children between 3 and 11 years old in Colombia?

## **Objectives**

### **General objective**

To understand the importance of childhood's lack of social interaction in Colombia during the COVID-19 pandemic in 2020.

### **Specific objectives**

- To describe the impact of the pandemic on children's behavior and its realities.

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- To explain the different alternatives that children create to reach the interaction they need.
- To identify the role of adults in the development of childhood interaction.
- To comprehend childhood's voices and perspectives about the lockdown in Colombia in 2020.

### Theoretical framework

Interaction is the most critical concept in this article. “Interaction is a situation where two or more people or things communicate with each other or react to each other” (Cambridge, n.d.a). In this document, the attention is focused on children’s interaction with their families and peers, in other words, the value of reciprocal action for them and their feelings about the lack of it because of quarantine restrictions.

According to Piaget (1972), social interactions are reflected in how we act and react to those around us; they form the basis of any relationship among two or more people. These interactions include physical movements (body language), conversation, playing together, sharing, and cooperating. Social interaction is one of the most critical factors for health and development, from young children to the elderly. In addition, positive social interactions have a wide range of physical and mental benefits, including increased cognitive ability, good mental health, communication skills, independence, and improved physical health, especially in older people. Clarifying the meaning of an interpersonal relationship is essential in this article.

On the website Discover Living alive, Diane says that:

Social relationships—both quantity and quality—affect mental health, health behavior, physical health, and mortality risk. Studies show that social relationships have short- and long-term effects on health, for better and for worse, and that these effects emerge in childhood and cascade throughout life to foster cumulative advantage or disadvantage in health. (2019)

It is remarkable the relevance of interpersonal relationships to develop life early and grow up healthy. In addition, it is an advantage to create and strengthen these kinds of social abilities for real-life challenges.

On the other hand, isolation plays a vital role in this research. "Isolation is the condition of being alone, especially when this makes you feel unhappy" (Cambridge, n.d.b). This word has been more common than usual with the pandemic. In this paper, it is essential to consider it as children have been isolated for months, which is a massive problem for their mental health.

Eventually, during the 1970s, Baumrind (1973) conducted extensive studies on parent-child interactions at home. She developed the theory that there were four main types of parenting styles, and those differences in parenting styles explained how children functioned socially, emotionally, and cognitively. She also felt there were four dimensions to parent-child interactions, and then he identified four parenting styles and found four main patterns of upbringing that he defined as authoritarian, permissive, democratic, and negligent.

Next, we will look at the parenting styles Baumrind (1966) discovered and how these parenting styles have continued to this day. They remain common parenting styles in all families around the world (Table 1).

The concept of parenting guidelines is complex in its identification. It includes at least five relevant aspects as society's values: 1) The vision and relationship with the world, 2) the limits and social norms, 3) the appreciation of oneself and the affective relationship. Therefore, it can also increase parents' stress, depending on the age of children, the socio-economic situation of the family, the number of children, the age of parents, their resilience in the face of crises, the physical conditions of the home among other factors.

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Table 1. Effects of authoritative parental control on child behavior

STYLE	CHARACTERISTICS	BEHAVIOR
AUTHORITARIAN (Too hard)	High level of control and demands for maturity and low levels of communication and explicit affection	Parents give great importance to obedience, authority, punishment, and disciplinary measures and do not facilitate dialogue.
PERMISSIVE (Too soft)	Low level of control and maturity demands but with a high level of communication and affection	Parents show a positive attitude towards the child's behavior, accept it, and use little punishment.
DEMOCRATIC	High level of verbal interaction, explanation of reasons when giving rules, and use of satisfactory answers	Parents set limits and offer guidance to their children; they are willing to listen to their ideas and reach agreements with them.
NEGLIGENT	They are not receptive or demanding, and seem to be indifferent to their children. The child is given less than the bare minimum.	Parents present deficient levels in the four dimensions: affection, communication, control, and maturity demands.

Note. This chart shows four parents' styles of behavior and the main characteristics of each one.

Source: Baumrind (1966)

### Method

The current article derives from research that we have been developing on the pandemic effects on people. We decided to develop a qualitative research because it allows us to experience beneficial results and comprehend how the pandemic has impacted children's lives, and know how their feelings and thoughts are being impacted during this worldwide health crisis. In order to develop this inquiry and find results, we used different kinds of sources such as online interviews and surveys with open-ended questions. We classified and categorized the findings

and analyzed the information to comprehend the root of the problem and then write this article that introduces and gives us the answer and some solutions to allow our children to have better interaction during this time of crisis. The participants of this project were eight children between three and eleven years old, who are from different places in Colombia, especially from Saboya and Raquira Boyacá, and Bogota DC. Besides, an open-ended questionnaire was administered to parents to determine their children's behavior in pandemic situations.

## **Findings**

From the analysis of the information collected in the questionnaires, we can say that the lack of interaction can affect children's lives highly. For example, they can have more tantrums or disobedience; they ignore what their parents say, start to respond or react negatively to these instructions, their mood changes a lot, and fights between brothers and sisters increase.

According to Piaget (1972), interaction is a crucial component in children's development. If we compare a child who interacts more frequently in his or her environment to another who does not, we will notice that the former has stress reduction, mental wellness, and physical healing, and the latter presents physical and mental traumas. It is also explained in some case studies that kids who have been isolated show traumas and intellectual disabilities. However, we must clarify that those relations should be positive to get positive results, as it might be seen in the actual contexts and scenarios that not all interactions have the same positive consequences.

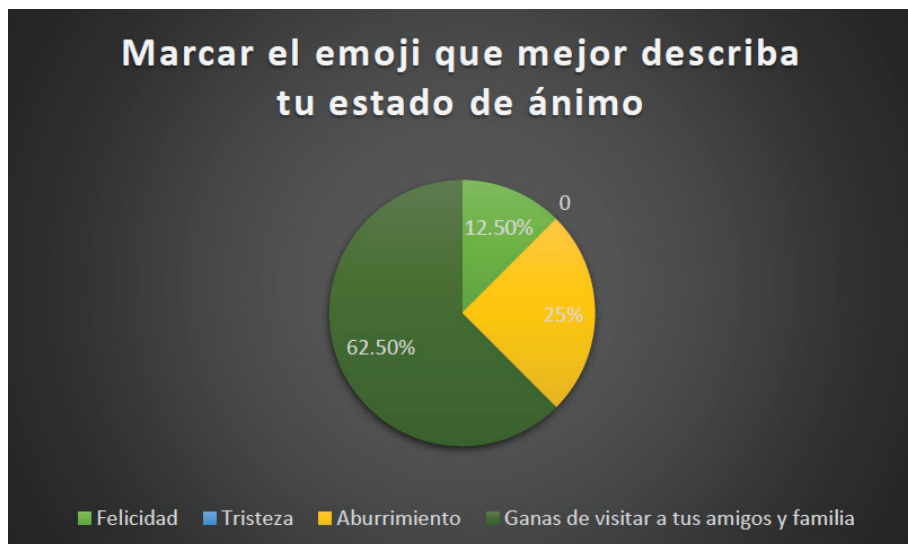
In the next part of the article, we will find examples of the questions provided to the participants of this research. Each question has the corresponding options and the results as well. These questions helped us analyze the importance of the interaction.

As shown in Figure 3, children were asked to select one emoji that describes their mood in those six months the most. Five of them stated that they wanted to visit their friends and family. Additionally, two of

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them answered that their familiar feeling was boredom. Only one kid feels happiness in this circumstance.

Figure 3. Select the emoji that describes your mood the best



*Note.* Question from the survey administered to children during the quarantine in 2020.

Source: Own elaboration

As we can see in Figure 4, children had to think about their actions when their families are busy. Half of the questionnaire respondents said that they play with their toys. Two of them prefer to look for another relative or family member willing to pay attention to them. One of the children watches videos on YouTube, and the other child watches TV.

On the other hand, Figure 5 shows children's opinions about virtual classes. Four children said that they sometimes like to have classes on the computer, but they miss school and their friends. None of them think that virtual education is quite interesting to them.



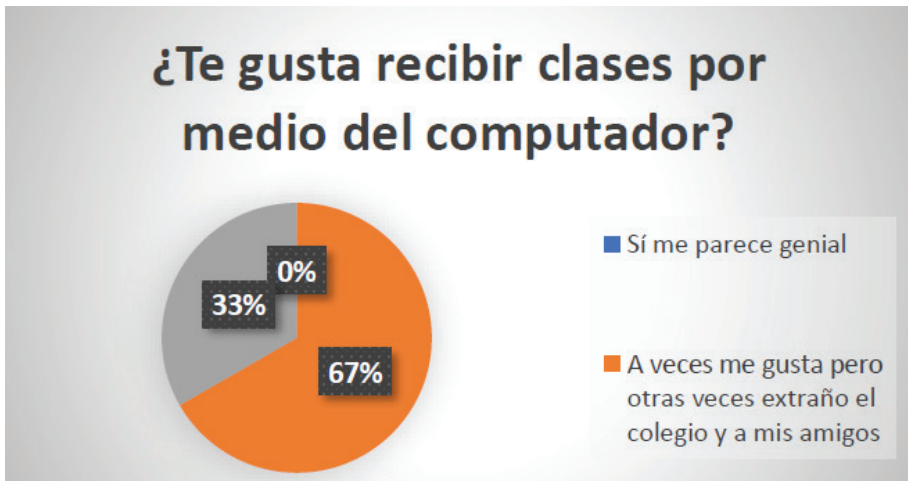
Figure 4. What do you do when your family ignores you because they are busy?



Note. Question from the survey administered to children during the quarantine in 2020.

Source: Own elaboration

Figure 5. Do you like having virtual classes?



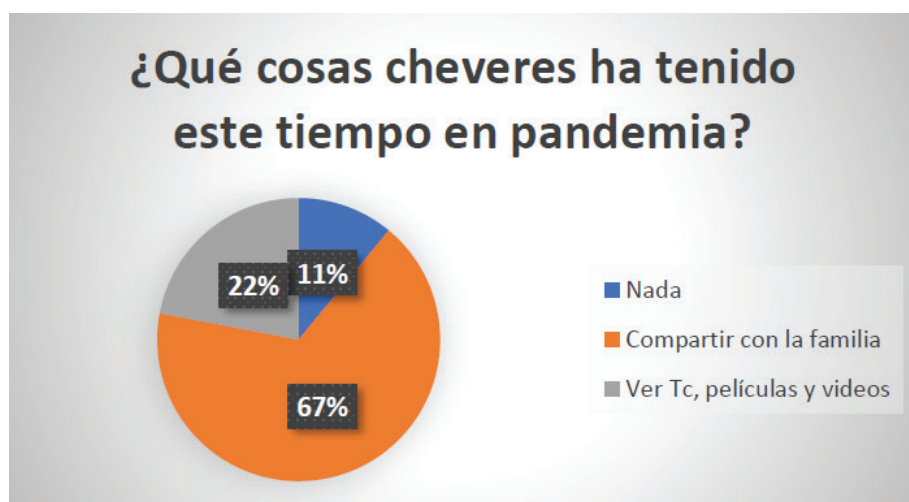
Note. Question from the survey administered to children during the quarantine in 2020.

Source: Own elaboration

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As shown in Figure 6, children also answered about funny or happy situations in COVID-19 times. Five children expressed that they were happy because they could share time with their families and do different activities. Two kids told us that they found fun when they watch TV, videos, and movies. The other child thought that there is nothing funny in this situation.

Figure 6. What are the funny things about this pandemic time?



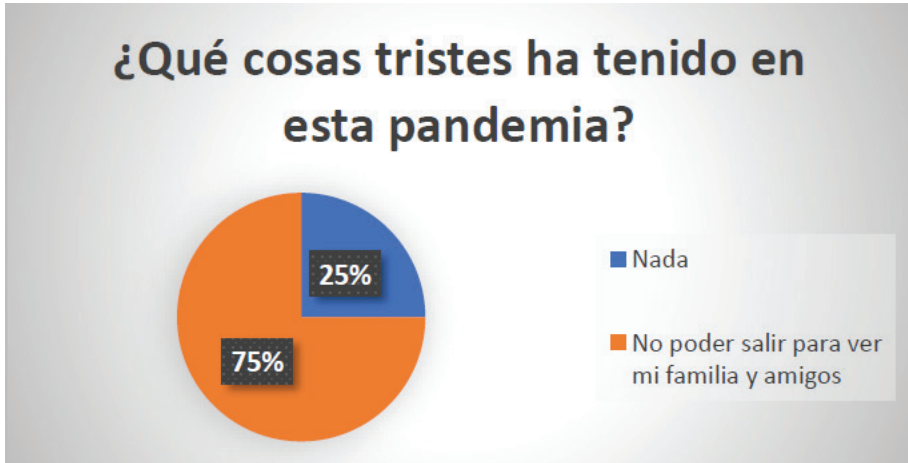
Note. Question from the survey administered to children during the quarantine in 2020.

Source: Own elaboration.

The next question invited the children to write sad things they have experienced in the pandemic. As shown in Figure 7, six kids manifested that they miss the interaction between them and their families and friends. Two of them thought that nothing is sad enough.

In the last question, we wanted the children to give their opinion on the COVID-19. Figure 8 shows that children want this virus to disappear.

Figure 7. What are the sad things about this pandemic time?



Note. Question from the survey administered to children during the quarantine in 2020.

Source: Own elaboration

Figure 8. Select the answer with which you feel best identified



Note. Question from the survey administered to children during the quarantine in 2020.

Source: Own elaboration

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As we can see in the answers given by children, the general average shows that they are facing difficulties regarding lack of interaction and socialization. To fill this significant gap speaking of interaction, boys and girls create new worlds by using their toys as their last chance to feel well. We also could interpret that a school is an important place where children share time, activities, and feelings. As we checked in the previous part of this article, not only at schools but also at home, parks, and other places, interaction is vital for our children's development.

After the questionnaires, Roldán (2020), an educational psychologist, states that children could have traumas and suffer from anxiety. The number of fights can increase between siblings because of those issues, as the answers of children and adults reach the same point, in which the pandemic is good because they spend time in the family, but they need more interaction with children of their ages and different from the members of their families so that they can get an appropriate development of personality.

As it is visible on the graphics in the previous pages of the article, children showed that they need more attention and interaction in their lives. Consequently, kids have changed their behavior in six months of the pandemic, according to a questionnaire administered to some parents.

After considering interaction as a crucial element in children's lives in general for their healthy development, we now focus our attention on understanding the role of adults and how they are involved in the development of children's interaction. To start, the experience of the pandemic in the 21st century has changed many of children and parents' habits, for this reason, it is possible to verify and understand some significant changes that were obtained through a survey answered by parents in 2020, to know their perspective on the psychological and social aspects caused by pandemic.

Parents' most important issues when facing isolation are interaction, playing, and sharing outside the home. They also reveal the fact that difficulties in terms of communication have been improving throughout time. In addition, the most important values they nurture or teach their

children are respect, discipline, and tolerance. However, parents mostly in isolation feel stressed and distressed.

Parents also stated that they have had to modify some customs; however, these have been significant changes since communication has improved and the educational process continues despite adversities, as these are aspects considered essential for children's development.

We positively agree that children spend time with their parents and the responsibilities they grant, as their involvement contributes significantly to a child's happiness. It has been shown that children have greater well-being when the relationship with their parents is safe, sensitive, close, and caring, as estimated by Biller (1993). Although it is understood that the socialization of children is a priority, it can be interpreted that it is the parents who show higher levels of intolerance, stress, and frustration towards them.

Furthermore, it is mentioned that to avoid feeling overwhelmed or falling into a routine, adults use this time to do enjoyable activities, such as reading, playing, dancing, singing, among others. Johnson, who is a physical therapist of the Mayo Clinic Healthy Life Program, says for BBC Mundo news (2020):

Right now, it is important that we stay active at home because physical activity influences how we handle stress... It makes us feel good; it helps us think better, we make better decisions. Including some activity in your routine can help with productivity and physical activity improves our immunity.

According to him, we must consider it during this crisis, and we can notice that many parents are doing it to keep their body and mind healthy. As BBC Mundo News (2020) suggests, they need to be comfortable, happy, and new-look and to feel good to resume activities when all this happens.

Due to the change of roles taking place today, parents begin to have an increasingly important role in their children's education, and according to their experiences, it is a challenge for those who supervise or accompany. For some parents, the possibility for children to acquire better

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management from educational platforms and autonomy in their school activities is worrying. Additionally, not everyone can afford or have a computer at home, or they do not have the same skills and abilities to use digital technologies is even more worrying.

The concern that they express is not only to provide content to their children; in general, the central role should be transmitted to them the importance of learning, motivating them, and accompanying them in the process, even affectively and emotionally. However, parents feel overwhelmed as they have their work and do cleaning duties at home, and many of them are educators. Within their role as educators, professional teachers also play, listen, stimulate, among others, a function that parents are not used to fulfilling.

There is evidence of one common aspect that concerns adults: the change from face-to-face classes to remote learning, including the significant challenges parents and students face. Sangrá (2001) comments the following:

Education and virtuality complement each other to the extent that education can enjoy the creative possibilities of virtuality to improve or diversify its processes and actions aimed at teaching and learning. In contrast, virtuality as a system benefits from the educational and communication work methodology, necessary in those usual cases in which the purpose of the relationship in the network surpasses that of searching for information. All virtual educational processes do not seek that their participants establish empathy, tolerance, respect, values where those responsible are the parents who accompany this process and help the child be aware of their transformation. (p. 119)

Parents should realize that if they assume the role of educators, they must be in charge of the education their students receive, but they should know that virtuality has essential aspects that help them teach their sons in a good way, and such virtuality also allows them to improve many different skills and their creativity, as well. However, parents should

also understand that it is not a simple and easy task; instead, they must face it with love and patience, always thinking about the wellbeing of their sons.

Another aspect identified in the questionnaire analysis is values and education amid virtuality, where it is possible to confirm what Duarte (2003) says. He points out that education in values can also be conceived from virtuality and comments the following:

If values are not openly manifested through our sensations, our experiences, it is logical to think that they are also learned through them. Talking about education in values is not talking about specific didactics or techniques to promote certain ways of being or acting. To speak of education in values is to speak of the need to create and promote living spaces in which people can feel or experience; experience something that shakes our indifference, something that excites us and impacts our interior. It can be affirmed that environments in different facets are spaces where values are learned since these are not taught, they are practiced, they are modeled and transmitted, and in virtuality, the communicational exchange of affectivity and emotions is fostered. (Chapter 1)

In retrospect, values are so vital if we have significant experiences, and if we also have in mind those values that deeply increase our way of thinking about others, our way of behaving with others, that increase the way of loving others from the internal part of their being, revealing our deepest feelings.

## **Discussion**

This article gives a quick view of the pandemic times and their impact on children's interaction and contexts. As we explained previously, interaction takes an essential role in humans' lives because many people get a crucial social reinforcement with it, and it favors the adaptation to many environments. The Fundación Iberoamericana Down21 (2019) published in their magazine DownCiclopedia that people who achieve

## Part 1. Social issues

good interaction have fewer possibilities to suffer from anxiety and depression. It should start at an early age and it should start at an early age with the purpose of improving improve interpersonal relationships in all ages of a person.

We can say that kids, even in pandemic times, should be promoted enough interaction to avoid dangerous behaviors in the future. As we infer from the analysis, it is much better to establish social interaction from an early age because it helps children reduce stress, mental wellness, and physical healing, as stated by Advent Health Gordon (2018). We should remember that good mental practices in children could build better future societies.

In this part of the text, we want to analyze the graphics of the questionnaires administered. Figures 3, 5, 6, 7, and 8 show the importance of the lack of interaction of the children interviewed. In all the answers, we can realize that children claimed the need to share time with others. Roldán (2020) highlights the importance of this interchange of words and actions necessary to happen between children and friends because this interchange provides security and support. As these boys and girls cannot share the same time with their friends and teachers, they expressed that the good part of the quarantine is that they can share time with their parents doing different activities at home (Figure 6), which indicates the necessity of communication and interaction for them again.

On the other hand, Figure 4 presents how children solve these issues they are living. Most of them play with their toys when their parents are busy. The reason is that they need to interact, they need to share their thoughts and distract their minds, and the most straightforward solution they find is the game itself. When we see children playing with their toys, we can notice that they keep a conversation with them, and in some way, children think they are being listened to. In other cases, these children answered that they watched TV and videos on YouTube to distract themselves from boredom at home. As a result, the questionnaires showed that childhood interaction is essential for children, and for this reason, they feel they lack contact with friends and family to such an extent of pretending to fill these gaps with the internet, television, and toys.



Regarding the last part of the article, which is about the people in charge of children, it is essential to point to the responsibility of children's caretakers in this conjuncture. Parents have an undeniable responsibility to educate their children. As explained previously, fathers and mothers have many things in their minds, such as economic issues, jobs, household duties, and other factors. The school helps parents with children, but this burden has fallen on parents directly because of the pandemic. On the other hand, regarding the values taught in scenarios, school, and home, virtual environments can teach such values. Even though teachers do their best to practice, model, and transmit these values, it is harder for students to acquire them. They should experiment with learning values in authentic contexts, and a good scenario is a school (Duart, 2003). Learning values are the most influential factor nowadays because kids can build their personalities and future generations.

Additionally, Baumrind (1973) explains in his study of educational styles the differences between certain types of parents and the way they deliver knowledge to their children. In this case, parents need to identify strategies that help children feel better regarding their isolation nowadays. In this sense, the UNICEF (2020) in Italy, in one of the studies about psychology, advised scholars to promote activities such as establishing daily school routines and extracurricular activities (do homework, go to the park, walk, read). We must also advise using different ways to express the feelings children have to know how to solve them. Listening to music to release energy is another proper technique that could work in these times. The last and the most crucial strategy is to keep in contact between families and friends using technology.

To conclude, "responsibility in parenting refers to the fact that parents include in the reasons for their behavior the anticipation of the possible effects of their behavior on the optimal integral development of their children" (Torres *et al.*, 2008, p. 6). Providing them time and attention to prevent future behaviors is the best way to face this pandemic. Even though parents may have many things to do daily, children are the priority, and it is necessary to take care of them.

## Conclusions

Understanding the impact that pandemic has on children is an important aspect that has many different effects and results. To comprehend it in the analysis of the research made, we can notice that the interaction with other people, especially in the childhood stage, is essential for the development of children's identity and personality because interaction allows them to have different perspectives of life. Besides, through interpersonal relationships, children can adapt to an environment in which they can identify many aspects of society; as a result, they can recognize the importance and the role they meet in it.

On the other hand, the pandemic has had a substantial impact on children's attitudes. It leads children to lose behavioral attitudes such as wanting to help in the house, kindness, respect for their families or relatives, tidiness to do different works and tasks, and many others. Besides, they start disobeying their parent's instructions because of the independence that the pandemic has caused on them, a factor that is affecting the normal development of children of those ages. Moreover, many parents said that although their children have online encounters, they need to socialize physically with people of their age because these online encounters cannot give them all the security and support that society demands.

Considering children's feelings and emotions, we could notice they need more special attention from their parents, teachers, and classmates; sometimes, they feel alone, which makes them lose the wish to interact and socialize with any group of people. In addition, they expressed they want to share time with their friends, as it allows them to have better communication skills and strengthen their attitudes to interact with people different from their family. In this sense, entertainment scenarios are essential for their natural development, as well.

Nevertheless, not all things go wrong in these scenarios; we should mention that despite the pandemic and the dire consequences it has to children, there is something good related to resilience. During the research, we noticed that many children could learn how to overcome

different kinds of problems or crises, and it is something magnificent because it seems now, children might be more prepared or willing to face any situation. Resilience can be a word that defines the excellent part of children in the pandemic, and it can be categorized as the best and the essential thing during COVID-19 in 2020.

In summary, it is fundamental that children interact with people of their age because this interaction allows them to understand how life is, find out their own identity, find their likes and dislikes, and do things they like to do. Also, society offers children exceptional security and sources that they cannot have at home. In this sense, interaction with others is crucial to develop many different abilities and learn how to behave in different contexts with different people.

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# THE FEELINGS BEHIND THE PANDEMIC TIME

## LOS SENTIMIENTOS DETRÁS DE LA ÉPOCA PANDÉMICA

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*Daniela Vivas Puentes<sup>9</sup>*



### Abstract

In this research, we want to present the concept of emotional intelligence and the different ways that can be reflected or observed in people's daily lives connecting their emotions with their daily situations during the COVID-19 pandemic. To show what this pandemic time has caused in the emotional intelligence of an academic community at a private university in Bogotá, the results of a survey previously designed to elicit a person's emotional intelligence have been analyzed, categorizing the principal items that affect or are related to our emotional intelligence during this time. These categories are self-esteem, emotions in our daily lives, and emotions as a way of self-identity. In the same way, it seeks to present background and relevant information on how everyday

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situations that happen during a quarantine affect the human being in different ways.

**Keywords:** Emotional intelligence, academic community, COVID-19, pandemic.

### Resumen

En esta investigación, queremos exponer el concepto de inteligencia emocional y las diferentes formas en que se puede reflejar u observar en el día a día de las personas mediante la conexión de sus emociones con sus situaciones cotidianas durante la pandemia del covid-19. Con el fin de mostrar qué ha provocado este tiempo pandémico en la inteligencia emocional de una comunidad académica en una universidad privada de Bogotá, se han analizado los resultados de una encuesta previamente diseñada para conocer la inteligencia emocional de una persona y se categorizaron los principales ítems que afectan o están relacionados con nuestra inteligencia emocional durante este tiempo. Estas categorías son la autoestima, las emociones en nuestra vida diaria y las emociones como forma de autoidentidad. De la misma forma, busca presentar antecedentes e información relevante sobre la forma en que diferentes situaciones comunes que ocurren durante una cuarentena afectan al ser humano de diferentes formas.

**Palabras clave:** inteligencia emocional, comunidad académica, COVID-19, pandemia.

## **Introduction**

According to Mestre and Barchard (2019), emotional intelligence is the ability to perceive, express, understand, and manage emotions. It is essential because the more we understand these aspects of ourselves, the better our mental health and social development will be. However, to what extent does everyone know what emotional intelligence is, the different strategies proposed to manage it, and even develop it since; not everyone knows how to carry out their daily lives with it.

It is crucial to contextualize ourselves about emotional intelligence and the negative or positive effects in our lives, especially in this new reality. A pandemic, like the one we are facing, according to the World Health Organization (2010), is defined as the worldwide spread of a new disease. For example, an influenza pandemic occurs when a new influenza virus emerges and spreads worldwide, and most people do not have immunity.

That is precisely what we are experiencing in this period. We live a pandemic due to COVID-19, a disease that many of us have had to learn to live with and completely changed our lives. In this environment, full of worries of new realities, many of us do not know how to manage our emotions, and it is there where emotional intelligence plays an essential role in society.

That is why our research project seeks to collect and analyze information related to the emotional intelligence of an educational community from a private university located in Bogotá in which we have been developing our academic studies. We are curious to know how the community, in general, are going through their days, how they face their emotions in the face of the different activities, what experiences they show, and how their classes are led and managed in the situation we are experiencing. We also believe that it is vital to analyze how this population has tried to continue daily with their life facing the different situations that we can face with this “new reality” in which everything that was known must be reinvented.

## **Research objectives**

### **General Objective**

To analyze the different factors of emotional intelligence affected in a private university population by the pandemic period during the elective year 2020.

### **Specific Objectives**

1. Establish the factors and characteristics of human beings' emotional intelligence to describe the critical factors in people's lives.
2. Describe the obtained results through the survey administered to this specific academic population.
3. Categorize and analyze how emotional intelligence factors have been affected by the period of the pandemic.

## **Method of the pedagogical experience**

At the time of defining the topic, we decided to analyze some teachers and students (135 people) from a private university located in Bogotá, Colombia. To obtain the desired results and analyze them, it was decided to conduct a pre-established survey with 16 questions that pretended to demonstrate different perspectives and reactions from daily situations of the people regarding emotional intelligence during the pandemic COVID-19.

Emotional Intelligence has caused awareness of how pandemic has impacted people socially and psychologically. This topic was highlighted in university students since March 2020 when it was declared a mandatory quarantine in the city of Bogotá by the national government. On March 24th, 2020, mandatory preventive isolation of all the inhabitants of the Republic of Colombia is decreed, from zero hours (00:00 am) on March 25, 2020, until zero hours (0:00 am) of April 13, 2020, within the framework of the health emergency caused by the Coronavirus COVID-19 (Decreto 491 de 2020). From this moment on, as there was mandatory isolation,



most of the universities began classes in the virtual mode, revealing several obstacles such as connectivity, ICT, and isolation.

It has been eight months since the beginning of the quarantine. Students had to adapt themselves to virtual classes, which leads us to observe the different emotions that confinement could provoke in young people, such as stress, depression, internal conflicts, anxiety, and many more. Consequently, it was decided to take this topic as a starting point because when we conduct the survey, many of the participants have not managed their emotional intelligence properly.

In conclusion, this topic was chosen based on the experience of how the living conditions have been modified by the pandemic (COVID-19) since educational institutes have stopped permanently and adapted the development of face-to-face to online sessions. On the other hand, teachers have had to adapt their way of teaching using different technological resources and strategies for the development of classes, facilitating students' learning process. Therefore, the population was faced with different hypothetical triggers caused by the pandemic, which can be included in factors such as self-esteem, everyday life situations, and recognition of emotions.

## **Pedagogical experience description**

### **Reflections on praxis**

In the survey, the results related to emotional intelligence leave evidence that most people have had an abrupt change in their lives regarding this pandemic period. In this area, three important categorizations were made: self-esteem, emotions in our daily lives, and emotions as a means of self-identity.

### **Self-esteem**

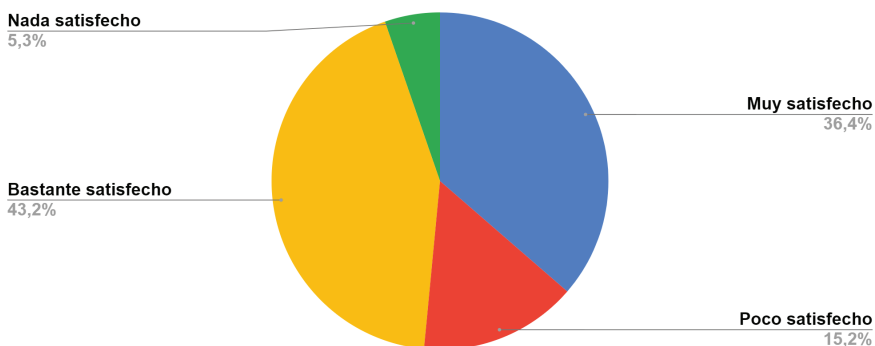
It can be found that despite this critical period, people are giving the best of themselves. We can observe in Figure 9 that people feel pretty satisfied and satisfied with who they are. It indicates that they are

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working on and reinforcing their emotional intelligence. Consequently, in this idea in Figure 10, we can see that it is important to learn from our mistakes and that self-constructive criticism is not as bad as society pretends to show us.

Figure 9. How people feel about themselves

### Recuento de En términos generales, ¿estás satisfecho con quién eres?

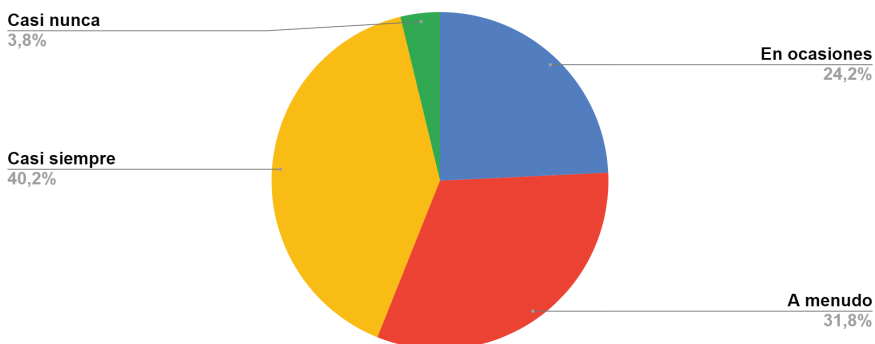


*Note.* Results from the survey about emotional intelligence in a private university.

Source: Own elaboration

Figure 10. Self-criticism

### Recuento de Cuando haces algo mal, ¿te criticas a ti mismo internamente?



*Note.* Results from the survey about emotional intelligence in a private university.

Source: Own elaboration

According to Kauth (2016),

Any criticism made corresponding to the laudatory manifestations, meekness, acquiescent docility and, if possible, surrounded by adjectives flowery with roses without thorns, that aim to highlight the “good” parts of the work developed, will be considered constructive to be developed (p. 213).

It allows us to see the other point of view of criticism, generating an introspection that is related to negative things and positive ones. Finally, when we create a criticism because we already did a process that generates a conscious review of what we must improve or what we are doing well.

In the same way, we can observe that somehow this period has led people to introspect on the role they play in the lives of others. As we can see in Figure 11, most of the participants consider that they can positively influence the lives of others. Figure 12 is reinforced with Figure 3, as most people affirm it costs them little to open their feelings to others, which creates a more excellent bond and contributes to their self-esteem and others'. However, we must recognize that a significant percentage of the consulted people think they cannot share their feelings efficiently, creating a communication barrier between them and their relatives. All this leaves us with the results of Figure 13, which states that many people feel energetic, which further contributes to the fact that people's self-esteem has increased considerably in this new space. On the other hand, there is still a significant percentage of people with a passive or even pessimistic perspective of their life, which we must also consider.

### **Emotions in our Daily Lives.**

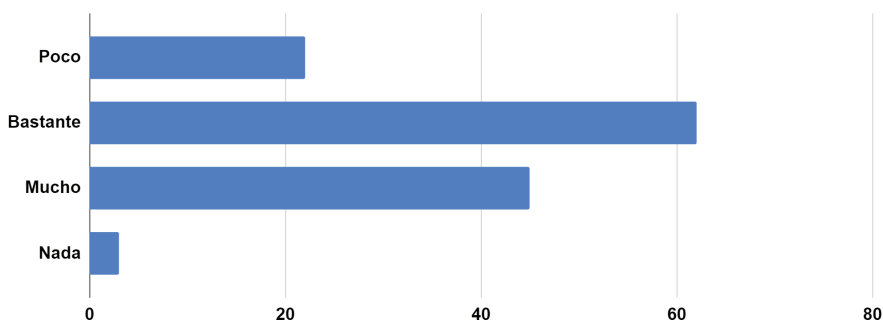
The figures below reveal that the population is exposed to their feelings every day, depending on the factors. Figures 14 and 14 show a contrast between what they do in a discussion when they know that they are partly to blame or if it is something unfair. In front of these two areas, people think it is fair to make things clear, not keeping their feelings

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behind. According to Ciompi (2007), “However, it is true that all of us are somehow way, ‘experts in feelings’ and, even, it is also true that we live our whole lives, as Hermann Hesse well put it, essentially ‘through the feelings’” (p. 154). We can conclude that feelings play an essential role in people’s lives and that although not everyone wants to express what they feel, there is no way to escape from them.

Figure 11. The influence we have on people

**Recuento de ¿Te consideras capaz de influir positivamente en los sentimientos de alguien que está pasando por un mal momento?**

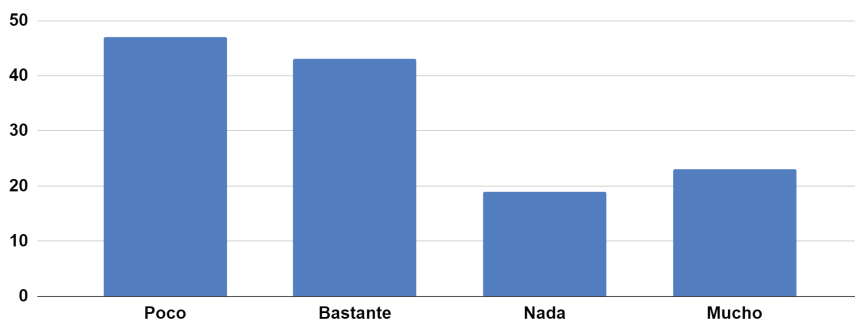


*Note.* Results from the survey about emotional intelligence in a private university.

Source: Own elaboration

Figure 12. Showing feelings

**Recuento de ¿Te cuesta mostrar tus sentimientos a aquellos que más quieres?**

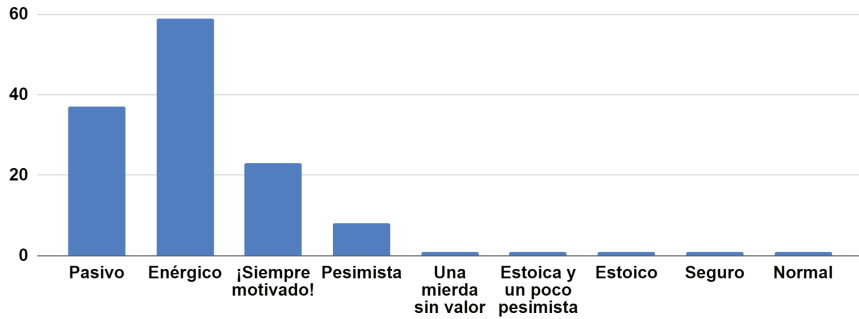


*Note.* Results from the survey about emotional intelligence in a private university

Source: Own elaboration

Figure 13. Attitude towards life

Recuento de Con respecto a tu actitud frente la vida, ¿cómo te describirías?

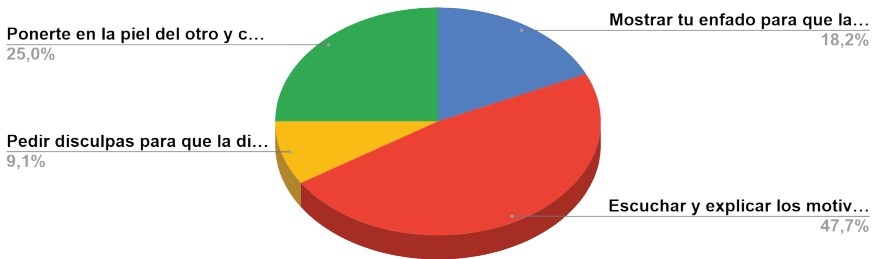


Note. Results from the survey about emotional intelligence in a private university

Source: Own elaboration

Figure 14. Reactions to a specific situation

Recuento de En una discusión acalorada, siempre intentas...



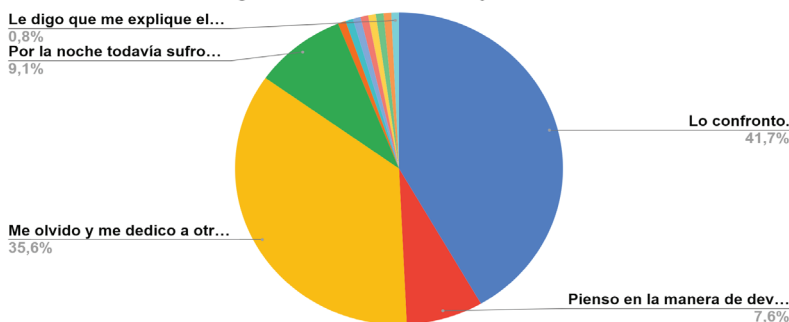
Note. Results from the survey about emotional intelligence in a private university.

Source: Own elaboration

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Figure 15. Injustice

### Recuento de Un amigo/a me ha atacado injustamente:



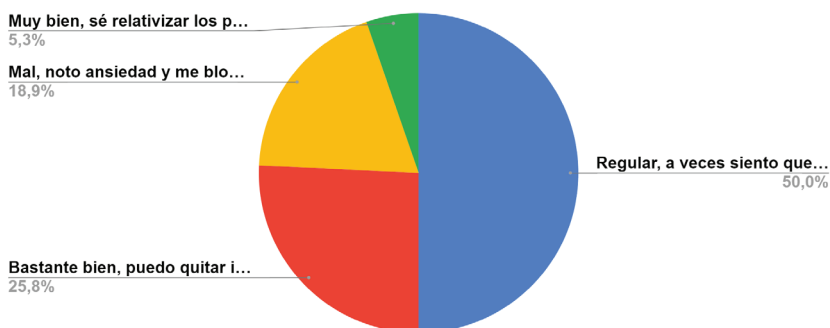
*Note.* Results from the survey about emotional intelligence in a private university.

Source: Own elaboration

In the same way, this is reflected when we talk about Figures 16, 17, and 18. There we can find that the population when it comes to concerns, tends to feel that their feelings overwhelm them and are not capable. While, if they must face a change or defend their opinion, they feel safe and support their thinking until the end, which indicates that feelings may vary depending on the context in which the person is involved.

Figure 16. How you react to stress or worries

### Recuento de Cuando estás estresado o tienes varias preocupaciones, ¿cómo lo llevas?

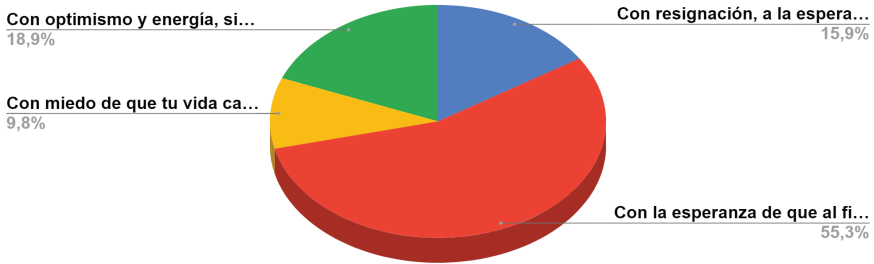


*Note.* Results from the survey about emotional intelligence in a private university.

Source: Own elaboration

Figure 17. Unforeseen changes

**Recuento de ¿Cómo reaccionas ante un cambio imprevisto aparentemente negativo?**

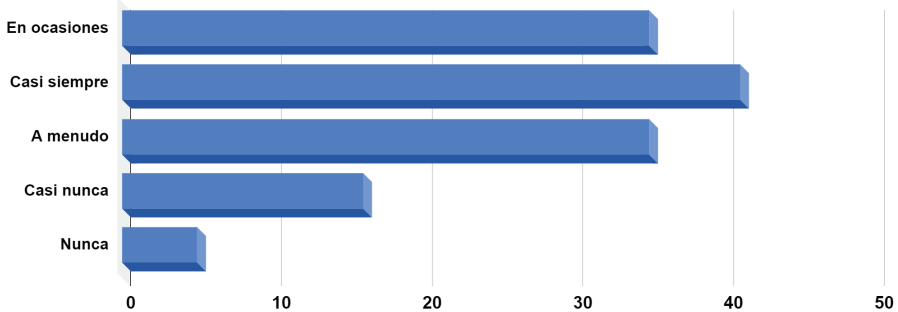


*Note.* Results from the survey about emotional intelligence in a private university.

Source: Own elaboration

Figure 18. Arguments

**Recuento de Cuando crees que tienes razón pero la gente te lleva la contraria, ¿insistes en tus argumentos?**



*Note.* Results from the survey about emotional intelligence in a private university

Source: Own elaboration

## Emotions as a way of self-identity

The results of this last category indicate that people. However, they do not always express what they feel, identify with different types of emotions to express their feelings, which can be seen in Figures 19, 20, 21, and 22, where the survey participants affirm that sometimes it is difficult for them to express their emotions and that other times, they stop thinking about what they are feeling to identify their problems. While they see an image, it is easier for them to agree or identify with what the image expresses. In this way, we can see that people do not always expectedly express their emotions, which indicates that people do not necessarily have to express what they feel in the same way; everyone has a different way of expressing their feelings.

Figure 19. Expressing emotions



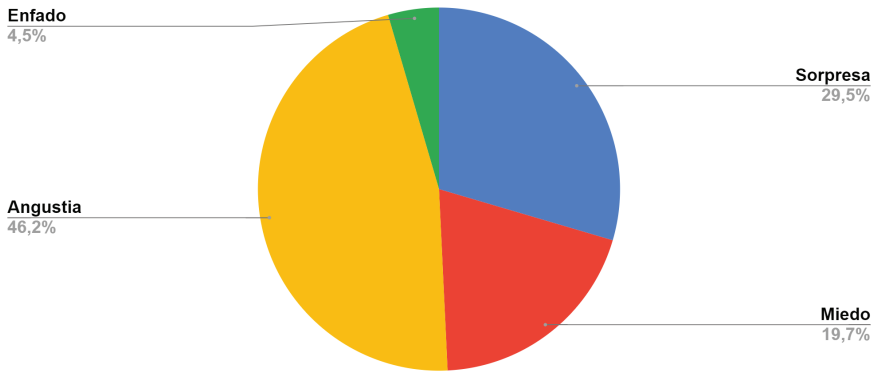
*Note.* Results from the survey about emotional intelligence in a private university.

Source: Own elaboration



Figure 20. What can you identify?

Recuento de ¿Qué emoción está expresando?

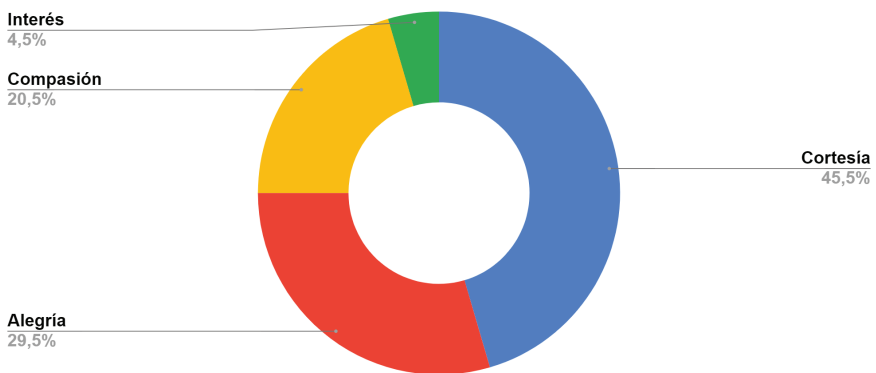


Note. Results from the survey about emotional intelligence in a private university.

Source: Own elaboration

Figure 21. What can you perceive?

Recuento de ¿Qué es lo que está expresando?



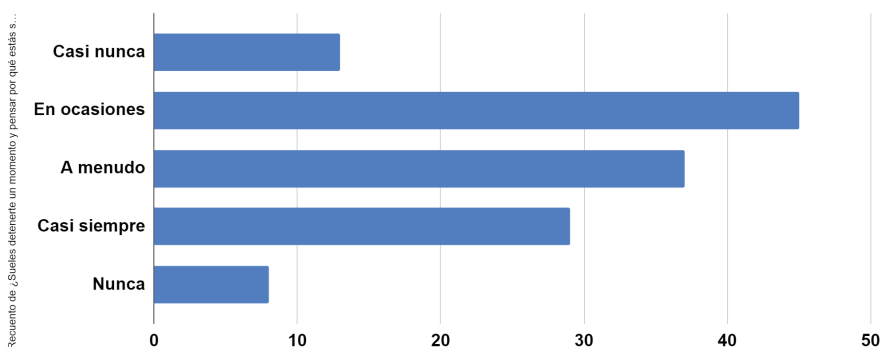
Note. Results from the survey about emotional intelligence in a private university.

Source: Own elaboration

## Part 1. Social issues

Figure 22. Do you stop to think?

### Recuento de ¿Sueles detenerte un momento y pensar por qué estás sintiendo una emoción en concreto?



*Note.* Results from the survey about emotional intelligence in a private university.

Source: Own elaboration

On the other hand, we can see that emotions are a crucial factor in making decisions and that some words or phrases can define us, as shown in Figure 23. According to the survey conducted, a considerable percentage feel identified with the phrase *“I am used to avoiding personal conflicts, and when I am into one, I get too nervous.”* On the contrary, more people do not feel identified with the phrase mentioned before. At this point, it can be said that after the analysis, the subjects may have different reactions to the situation and as shown in Figure 24. All people have a very different and unique way of defining their feelings. In this way, we can make it clear that each person thinks and has different ways of dealing with the given situations, as well as some other people show that in their daily lives, each person has different expressions and levels of emotional intelligence with which their identity is created.

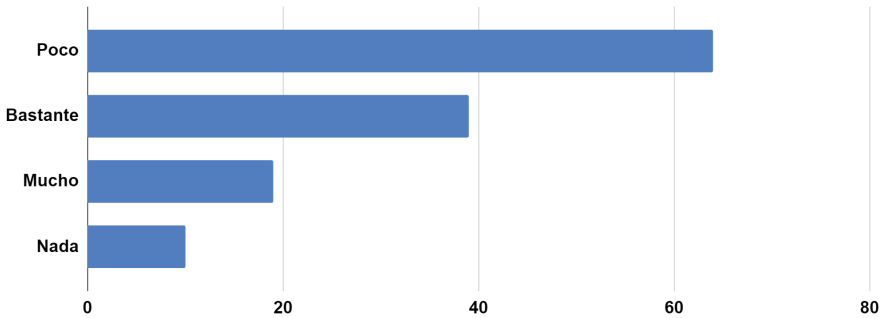
According to Cano and Zea (2012),

We have two types of intelligence: emotional intelligence and rational intelligence. In emotional intelligence, we can feel everything that we live, situations that range from deep and full joy to events of immense sadness. That is how the

decisions we make are based on these feelings. On the other hand, in rational intelligence, all individuals activate their thinking skills and almost always lean towards decisions considered more relevant (p. 61).

Figure 23. Personal conflicts

**Recuento de Acostumbro a evitar los conflictos personales, y cuando me veo en medio de uno, me pongo muy nervioso....**

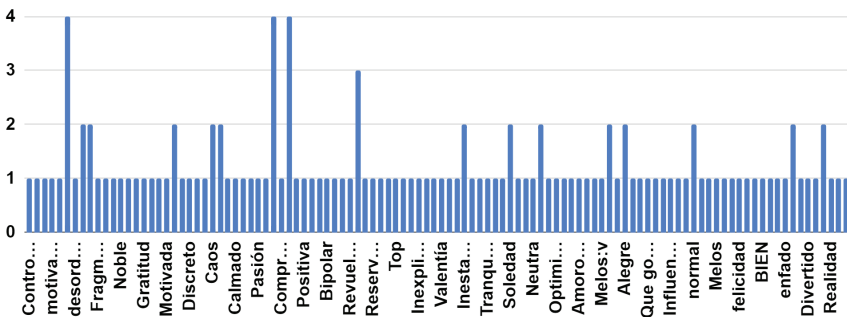


Note. Results from the survey about emotional intelligence in a private university.

Source: Own elaboration

Figure 24. How do you describe your feelings?

**Recuento de Si tuvieras qué describir tus sentimientos utilizando una palabra, ¿Cuál sería?**



Note. Results from the survey about emotional intelligence in a private university.

Source: Own elaboration

Finally, we can conclude that all people should know more about emotional intelligence since it is part of our daily life. It is important to remember that with its help, we can accurately act, which indicates calm, patience, and tranquility in the face of situations we can find in our daily lives.

## **Conclusions**

Based on our experience as students, it is known that there are certain situations that the population in question has faced during the pandemic. This period has currently affected the world, making changes in people's perspective, especially in the student environment, it has changed students' daily activities. The mandatory isolation and prevention regulations have caused the confinement to trigger a change in the students' emotions since, by these regulations, the schools and institutes have had to close and change their teaching method to the virtual environment. This change from face-to-face to virtuality has caused students in several cases to not be able to understand their classes similarly, causing stress, anxiety, and loneliness, due to the abrupt change in interpersonal relationships that the population had before the pandemic.

After a lengthy analysis of the answers, several perspectives can be found towards emotional intelligence during the pandemic. For example, we can observe how the situations that happen to us daily during this reality make our emotions change. Depending on the situation, we can suffer from stress, joy, sadness, among others. It is essential to consider that "feelings play a fundamental role in navigating through the incessant current of personal decisions that life forces us to make" (Goleman, 1995, p. 52). We take this as an example since we are daily exposed to changes in life that affect our emotional intelligence, such as today's reality, where we do not have control over the situations we find ourselves. Therefore, it does not help make our decisions adequately when using emotional intelligence since it helps us face different environments.

On the other hand, it was found that, despite the isolation and drastic change, the population better manages their emotions, which leads

to better management of emotional intelligence, suggesting that despite the reality and that the population shows their feelings differently or does not show them publicly. However, the population showed in the survey that they could identify feelings and show empathy towards other people, despite the ups and downs that life can handle an outstanding balance of emotions, attentively recognizing emotions to create well-being for both an individual and society.

Finally, we will advise this population to consider their emotions by knowing their limits, weaknesses, and strengths. It is also essential to know how to deal with the negative emotions that come with changes beyond our control. Despite the reality we live in, different ways have been found to handle feelings in the face of this adversity, such as learning something new, and even in confinement, we can better manage time for our tasks. All individuals have their way of understanding and expressing their emotions, and this new reality has shown us how each person has adapted to the new reality in different and unique ways without losing the essence of being a human person.

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## Part 1. Social issues

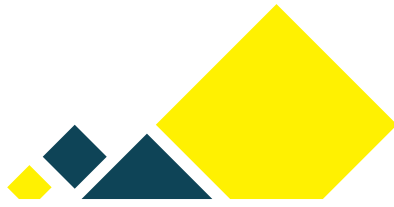
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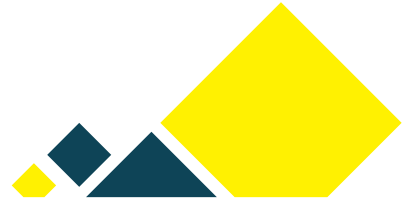
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## **Part 2. Teaching foreign languages**





# GAMIFICATION AS A LEARNING AND MOTIVATION STRATEGY IN REMOTE EDUCATION

LA GAMIFICACIÓN COMO ESTRATEGIA DE APRENDIZAJE Y  
MOTIVACIÓN EN EDUCACIÓN REMOTA



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*Andrea del Pilar Pérez<sup>11</sup>*

## **Abstract**

Games have been traditionally used in the classroom since they motivate learners for more extended periods, control emotions, and develop cognitive and social skills. In addition, given the current situation in the country and the conditions in which teachers and students are, games become a tool to enhance and motivate learning from virtual environments and enrich teachers' pedagogical and didactic knowledge. This workshop aims to familiarize participants with the concepts around games and provide tools for its design. These allow them to improve and transform the practice or learn new ways to acquire and apply knowledge. The workshop will be divided into two parts. Initially, game-based learning and

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gamification concepts, their characteristics, and types of games will be addressed. Then, participants will have the opportunity to explore and experiment with web tools to gamify classes, design escape rooms, trivia, or scavenger hunt games. With this workshop, participants are expected to include gamification in their practices and explore new web tools for their design.

**Keywords:** Games, gamification, motivation

## **Resumen**

Los juegos se han utilizado tradicionalmente en el aula, ya que contribuyen a motivar a los alumnos durante períodos más prolongados, a controlar las emociones y a desarrollar habilidades cognitivas y sociales. Además, dada la situación actual del país y las condiciones en las que se encuentran docentes y alumnos, los juegos se convierten en una herramienta para potenciar y motivar el aprendizaje desde entornos virtuales y enriquecer los conocimientos pedagógicos y didácticos de los docentes. En este sentido, el propósito de este taller es familiarizar a los participantes con los conceptos en torno a los juegos y brindar herramientas para su diseño. Estos les permiten mejorar y transformar la práctica o aprender nuevas formas de adquirir y aplicar conocimientos. El taller se dividirá en dos partes. En principio, se abordarán los conceptos de aprendizaje basado en juegos y de gamificación, sus características y tipos de juegos. Luego, los participantes tendrán la oportunidad de explorar y experimentar con herramientas web para gamificar clases y diseñar salas de escape, trivias o juegos de búsqueda del tesoro. Con este taller, se espera que los participantes estén interesados en incluir la gamificación en sus prácticas y explorar nuevas herramientas web para su diseño.

**Palabras clave:** juegos, gamificación, motivación

### Introduction

In these times of health crisis where classrooms have been changed by computer screens, maintaining students' attention, interest, and motivation to learn has been a significant challenge for teachers. Therefore, it has become interesting to use games and gamification as essential techniques during synchronous sessions.

To understand how to use both; gamification and games, we will start with a brief explanation of what a game is, its advantages, types of games, and the reasons for their implementation as a teaching-learning technique, whether in remote or face-to-face learning. Then we will discuss gamification, some essential elements for its creation, and some types of games that can be used to design gamified classes.

To begin with, "gaming" is defined as a series of meaningful and exciting actions to complete a goal (Kim *et al.*, 2018). It has been in our lives since we were children, especially in our social and academic lives. Through each of the actions carried out within it, we can develop social skills and essential learning for our lives. Therefore, playing games becomes a strategy capable of promoting meaningful learning while having fun.

The advantages that games have in the learning processes are innumerable. For example, Plass *et al.* (2015) point out that "gaming" encourages interest among students to be motivated to learn for more extended periods; while Osatuyi *et al.* (2018) and Kim *et al.* (2018) suggest that games have a more comprehensive range of coverage in terms of social, affective, cognitive and academic commitment that students thrive for, during the game.

There are some applicable games in the classroom. For example, Moursund (2006) includes games, puzzles, riddles, problem-solving games, individual games, group games, large groups, and simulations. Tejada (2020) proposes games such as trivia, memory games, and Pictionary. These games are characterized by focusing mainly on entertaining students, being short, promoting individual or group competition, and rewarding student performance (Tejada, 2020).

The difficulty with these types of games is achieving a balance between fun and learning. We can make the mistake of setting up a lesson where students have a pleasant time in class, but without developing any type of learning; or, conversely, worrying too much about each of the learning actions within the game that students lose their interest in playing.

By balancing these two elements, gamification arises as a pedagogical strategy that uses elements of games to develop learning. Kim *et al.* (2018) and Osatuyi *et al.* (2018) coincide in defining gamification as a series of activities to solve problems in contexts other than gambling, including game elements such as prizes, rules, and competitions that motivate the students to learn.

As can be seen, unlike using games in class, where there is only one activity, gamification allows integrating different activities in the same context, which leads to work on topics or skills that you want to develop from the same scenario. It also allows the design of a long-term objective (Tejada, 2020) and not only for the class.

When thinking about gamifying a class, there are some fundamental principles to consider for its design. Tejada (2020) suggests five essentials: (i) a narrative with an epic meaning; (ii) levels that allow the student to challenge their knowledge; (iii) empowerment; (iv) accumulation of something; and (v) curiosity.

On the other hand, Plass *et al.* (2015) state that to gamify a class should include game mechanics, creating an aesthetic visual design, a narrative, content, and skills to develop. These elements allow greater attention, interest, and motivation on the part of the students towards the class while helping them solve problems.

Based on the information presented above, it can be concluded that when talking about gamification, it does not refer only to an activity or game used in a single class; gamification must permeate the course permanently, its design should include all the required elements to reach high levels of motivation and generate significant learning.

Thus, the objective of this workshop is to bring participants closer to gamification as a learning technique within face-to-face and virtuality.

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For this, the theoretical bases and the essential elements to gamify classes will be presented, and then some tools for their design will be explored.

### Method

At the beginning of the workshop, there will be a brief presentation with the essential theoretical elements about “gaming” and gamification. Then two Web 2.0 tools will be shown to design games based on gamification, such as *genially*, *seppo*, and *Microsoft teams*. Later, other tools for game design such as *nearpod*, *deck.toys*, learning apps, and *action bound* will be socialized.

### Contributions

It is expected that participants become interested in including gamification in their teaching practices; also, that they recognize the difference between games and gamification, the elements, and principles for gamification; and finally become familiar with some web 2.0 tools for game development and gamification

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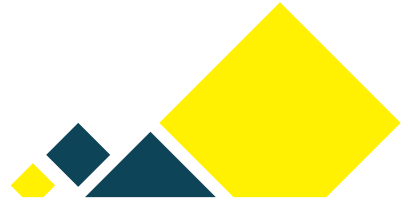


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# MUNDO ANIMADO: UNA EXPERIENCIA CREATIVA EN EL MORISCO IED

MUNDO ANIMADO: UNA EXPERIENCIA CREATIVA EN EL MORISCO IED



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## **Abstract**

It is important to recognize that some of the objectives of the teaching of English as a foreign language are based on the national parameters proposed by the National Ministry of Education (MEN) for educational institutions and the Basic Standards of Competences in Foreign Languages - English. Thus, to achieve these objectives, work in the classroom must be based on communication skills, which are divided into production skills (speaking and writing) and comprehension skills (listening and reading). In this context, the Morisco School IED annually carries out a curricular organization and planning based on all the educational proposals made by the District Education Secretariat (SED) and the MEN. However, after analyzing the planning and methodology proposed for 2019, we identified with the help of the British Council Manager that the ability to speak was less improved in the academic proposal for the seventh grade. We detected

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the problem and proposed to carry out a series of sequential activities to achieve conceptual objectives (typical of planning), students' objectives (where their creativity was developed to the maximum), and coexistence objectives (involving families and the entire educational community) to see an actual use of the language based on the students' interests. These activities were supported by technology as a fundamental tool for learning and the arts as a basis for the development of creativity, which is one of the pillars of the institutional educational project "My creative Being in Search of Better Coexistence."

Thus, the proposal called Animated World: A Creative Experience in the Morisco IED was born, which condenses into three phases a series of activities focused on improving speaking skills in seventh-grade students. Supported by the arts and technology, we could note impact lessons at the curricular level, at the student level, and the community level.

Therefore, gradually achieving that the curriculum is integrated and mainstreamed to other areas and student interests is a highlight for learning English because it becomes real and meaningful. It allows to plan and implement creative strategies in the future that motivate learning from the students themselves without deviating from the conceptual bases proposed for the language.

**Keywords:** Communicative competence, digital competence, artistic competence, creativity, pedagogical experience

## Resumen

Es importante reconocer que algunos de los objetivos de la enseñanza del inglés como lengua extranjera se basan en los parámetros nacionales propuestos por el Ministerio de educación Nacional (MEN) para las instituciones educativas y los Estándares Básicos de Competencias en Lenguas Extranjeras – inglés. Para alcanzar estos objetivos, se debe partir del trabajo en el aula con las habilidades comunicativas que a su vez se encuentran divididas en habilidades de producción

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(hablar y escribir) y habilidades de comprensión (escuchar y leer). En este contexto, el Colegio Morisco IED realiza cada año una organización y planeación curricular a partir de todas las propuestas educativas planteadas desde la Secretaría de Educación Distrital (SED) y el MEN. Sin embargo, después de un análisis de la planeación y de la metodología propuesta para el año 2019, se identificó con ayuda del Gestor del British Council que la habilidad de hablar tenía menos potenciación en la propuesta académica para el grado séptimo. A partir de esto, se identifica la problemática y se propone realizar una serie de actividades secuenciales que permitan cumplir con objetivos conceptuales (propios de la planeación), objetivos personales de los estudiantes (donde se desarrolló al máximo su creatividad) y objetivos convivenciales (donde se pueda involucrar a las familias y a toda la comunidad educativa) con el fin de ver un uso real de la lengua basados en los intereses de los estudiantes. Estas actividades se apoyaron en la tecnología como herramienta fundamental del aprendizaje y en las artes como base para el desarrollo de la creatividad, que es uno de los pilares del proyecto educativo institucional “Mi ser creativo en busca de una mejor convivencia”.

Así pues, nace la propuesta denominada Mundo Animado: Una experiencia creativa en el Morisco IED, que condensa en tres fases una serie de actividades enfocadas a mejorar la habilidad de hablar en los estudiantes de grado séptimo. Todo lo anterior se apoya de manera divertida y significativa en las artes y la tecnología, cuyo desarrollo permite observar lecciones de impacto a nivel curricular, a nivel de estudiantes y a nivel comunitario.

Por consiguiente, lograr poco a poco que el currículo se vaya integrando y transversalizando a otras áreas y a los intereses estudiantiles es un punto positivo para el aprendizaje del inglés en la institución porque se vuelve real y significativo. Esto permite a futuro planear e implementar estrategias creativas que motiven el aprendizaje desde los mismos estudiantes sin desvincularse de las bases conceptuales propuestas para la lengua.

**Palabras clave:** competencia comunicativa, competencia digital, competencias artísticas, creatividad, experiencia pedagógica



## Introducción a la revisión de la literatura

La experiencia pedagógica desarrollada en el colegio Morisco IED fue una práctica concreta y sistemática de enseñanza-aprendizaje en el área de inglés que pretendió promover y potenciar el uso del idioma a través de acciones artístico-creativas basadas en los intereses y necesidades identificadas en los estudiantes de séptimo grado de la institución. Esta experiencia se concretó en tres fases: 1. fase superhéroe 2. fase Pokémon y 3. fase dibujo animado, en las cuales se iban poniendo en práctica las habilidades comunicativas, las competencias artísticas y las competencias digitales paso a paso.

Al ser una experiencia pedagógica y no un proceso de investigación, el fundamento teórico se desarrolló básicamente desde la perspectiva institucional (sustentada debidamente en documentos ministeriales) que se propone en el Proyecto Educativo Institucional, el manual de convivencia y los debidos procesos de intervención. Esto quiere decir que los términos que se muestran a continuación se desarrollan desde una postura institucional, a saber:

### Competencia comunicativa

Desde la perspectiva de los Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés (Ministerio de Educación Nacional [MEN], 2006), se entiende por competencia comunicativa un saber/hacer flexible que se actualiza en contextos significativos y supone la capacidad para usar los conocimientos acerca de la lengua en diversas situaciones, tanto dentro como fuera de la vida escolar. Así pues, esta competencia comunicativa desde la posición institucional es un desarrollo más allá del conocimiento gramatical de la lengua; es ofrecerles a los estudiantes posibilidades del uso real de la lengua en contexto para que interpreten la realidad.

### Competencia digital

La competencia digital desde el documento “Qué Son Las Competencias Digitales” (Mondragón Unibersititea 2020) se define como el uso crítico y seguro de las Tecnologías (dispositivos) de la Sociedad

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de la Información para el trabajo, el ocio y la comunicación. Requiere un conjunto de conocimientos, habilidades, actitudes y estrategias para el uso de los medios digitales y de las tecnologías de información y comunicación. Así pues, desde la postura institucional planteada en el proceso de intervención, la competencia digital se focaliza en el uso de dispositivos y de entornos virtuales de manera pedagógica, crítica y responsable.

### Competencias artísticas

Desde la perspectiva de los Orientaciones Pedagógicas para la Educación Artística en Básica y Media (MEN, 2010), las competencias artísticas son la posibilidad de percibir, comprender, y apropiarse del mundo al movilizar diversos conocimientos, medios y habilidades que son aplicables tanto al campo artístico, como a las demás áreas de conocimiento.

### Metodología de la experiencia pedagógica

La experiencia pedagógica se enmarca en el aprendizaje significativo (método a nivel institucional) y el enfoque comunicativo que es la metodología que sustenta las prácticas de los docentes de inglés para el desarrollo de las clases. La razón primordial del trabajo bajo el enfoque comunicativo es que da máxima importancia a la interacción como medio y como objetivo final en el aprendizaje de una lengua. Además, el enfoque comunicativo hace énfasis en ayudar a los estudiantes a usar la lengua de aprendizaje en una gran variedad de contextos y da importancia al aprendizaje de las funciones de la lengua. Su principal objetivo es ayudar a los estudiantes a comunicarse en una diversidad de contextos, a través de diferentes medios, con el fin último de lograr un proceso de comunicación efectivo.

### Características del enfoque comunicativo

- Pone énfasis en la comunicación en la lengua extranjera a través de la interacción.
- Introduce textos reales en la situación de aprendizaje.
- Da importancia a las experiencias personales de los estudiantes como elementos que contribuyen al aprendizaje del aula.

- Pretende que los estudiantes relacionen la lengua aprendida en el aula con actividades realizadas fuera de ella.

### ¿Cómo y por qué se trabaja el enfoque comunicativo en el colegio Morisco IED y en la experiencia pedagógica?

- Se brinda a los estudiantes diferentes contextos para que interactúen con base algunas veces en sus intereses, gustos y necesidades.
- Las actividades realizadas en las clases incluyen actividades individuales, en parejas y en grupo en las que se requiere la negociación y la cooperación de los estudiantes.
- Se planean actividades basadas en un producto final, que genera motivación, trabajo en equipo, uso de la lengua y socialización.
- Se proponen actividades creativas y transversales que cuentan con el apoyo de otras áreas como medio de trabajo colaborativo donde se ve el uso real de la lengua.

### Descripción de la experiencia pedagógica

La experiencia pedagógica *Mundo Animado: una experiencia creativa en el Morisco IED* nace de la necesidad de mejorar procesos en la habilidad de hablar en los estudiantes de grado séptimo, además de que se enmarca en el proceso de intervención Communicate ICT y la línea de acción institucional de creatividad. Esta experiencia tiene como objetivo general promover y potenciar el uso del idioma a través de acciones artístico-creativas basadas en los intereses y necesidades de los estudiantes y como objetivos específicos tres miradas en torno a:

- Aspectos conceptuales: propiciar una planeación curricular periodo a periodo para obtener un producto específico, apoyado en otras áreas del conocimiento.
- Aspectos personales de los estudiantes: desarrollar el potencial creativo de los estudiantes mediante actividades propuestas por ellos que motiven el aprendizaje de la lengua extranjera

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- Aspectos convivenciales: involucrar a las familias y a toda la comunidad educativa en la socialización de las actividades que se basan en el trabajo en equipo y la responsabilidad.

Con el fin de lograr estos objetivos, la experiencia pedagógica se dividió en tres fases: 1. fase superhéroe (tabla 2), 2. fase Pokémon (tabla 3) y 3. fase dibujo animado (tabla 4).

Tabla 2. Fase superhéroe

FASE SUPERHÉROE	
Aspecto	Descripción
Periodo de desarrollo y habilidades por potenciar	Segundo periodo académico Escritura, escucha y habla
Objetivo y temáticas abordadas	Describir de manera oral y escrita los poderes, habilidades y características de los superhéroes haciendo uso de la creación de oraciones en presente simple y el futuro “be going to”
Recursos	Tecnológicos: tabletas Pedagógicos: recursos audiovisuales sobre los superhéroes, diccionarios Fungibles: materiales de clase como colores, hojas.
Descripción de la fase	La actividad se inicia con la división del salón en diferentes subgrupos, quienes eligen según su interés los superhéroes por trabajar.  En segunda instancia, a partir de un video en inglés con subtítulos en inglés, ellos recolectan la mayor cantidad de información y características del superhéroe elegido. De ahí, nace la descripción que ellos mismos plantean de su superhéroe.  En tercera instancia, lo importante es la socialización de las ideas en inglés mediante la creación de un mapa mental grupal, donde cada uno aporta superhéroes al mundo.  Por último, entre todos crean un superhéroe institucional con características que van enfocadas hacia la convivencia y su mejoría en el colegio.

*Nota.* planeación de la primera fase de la experiencia pedagógica.

Fuente: elaboración propia.

Tabla 3. Fase Pokémon

<b>FASE POKÉMON</b>	
<b>Aspecto</b>	<b>Descripción</b>
Periodo de desarrollo y habilidades por potenciar	Tercer periodo académico Lectura, escritura, habla
Objetivo y temáticas abordadas	Realizar una completa descripción del Pokémon de su elección apoyado en insumos artísticos, en la que pongan en práctica el presente simple, el presente continuo, “can/have to” y el vocabulario en general.
Recursos	Artísticos: siluetas, bosquejos, retoques y técnicas propias del dibujo y arte.  Pedagógicos: recursos escritos y averiguaciones sobre la historia de los Pokémon.  Fungibles: materiales de clase como colores, hojas, plastilina, etc.
Descripción de la fase	El trabajo se realiza en parejas e inicia con la elección del Pokémon, basándose en sus interés y gustos  En segunda instancia, durante algunas semanas se va realizando una consulta exhaustiva de las características, historia y particulares del Pokémon, así como la revisión del texto descriptivo que ellos iban proponiendo. En clase de Artes también se iba avanzando en la elaboración del Pokémon para la socialización.  En tercera instancia, se concreta el texto descriptivo y se inicia un proceso de retroalimentación entre pares donde los estudiantes empezaron a practicar sus exposiciones con otros de grados superiores 10 y 11, quienes les hacían correcciones y les ayudaban a eliminar la sensación de miedo al hablar en público.  Por último, se logra la socialización con invitados externos como padres de familia, personal del British Council y de la Secretaría de Educación, las directivas del colegio y otros estudiantes. Allí, logran mostrar el resultado de todo su trabajo en inglés y artes, pueden practicar en un espacio real la lengua y superar las barreras idiomáticas para hacerse entender.

Nota: planeación de la segunda fase de la experiencia pedagógica.

Fuente: elaboración propia.

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Tabla 4. Fase dibujo animado

FASE DIBUJO ANIMADO	
Aspecto	Descripción
Periodo de desarrollo y habilidades por potenciar	Cuarto periodo académico Lectura, escritura, habla
Objetivo y temáticas abordadas	Socializar el programa favorito de la niñez de manera fluida y clara, utilizando el pasado simple y progresivo
Recursos	Tecnológicos: tabletas, computadores, celulares. Pedagógicos: recursos audiovisuales sobre los superhéroes, diccionarios. Fungibles: materiales de clase como colores, hojas.
Descripción de la fase	<p>Para finalizar el año con una experiencia enriquecedora, se decide trabajar el pasado simple y pasado progresivo mediante el trabajo con muñecos animados (cartoons).</p> <p>En primera instancia, los estudiantes en grupos de tres eligen su muñeco animado, pero para esta socialización se debe utilizar una herramienta de Office. Al final, se decidieron por una presentación en PowerPoint.</p> <p>Durante varias sesiones, asistimos a la sala de informática institucional y ellos van avanzando en la elaboración de su presentación, obviamente con una asesoría clase a clase.</p> <p>Como segunda instancia, los estudiantes realizan una presentación a otro grupo mediante el ejercicio de rotación, donde pueden encontrar sus puntos débiles y mejorar sus niveles de pronunciación para la socialización final.</p> <p>Por último, el día de la socialización tuvimos la visita del programa Saber Digital de la Secretaría de Educación, y allí mediante un ejercicio de rotación, cada estudiante tuvo la oportunidad de conocer el trabajo de los otros grupos. Al final, mediante un ejercicio en la plataforma Quizziz, se realizó la evaluación.</p>

Nota. planeación de la tercera fase de la experiencia pedagógica. Las evidencias del trabajo se pueden observar en el siguiente enlace de Red Académica: <https://www.youtube.com/watch?v=jEQaa2t8ccg&t=4s>

Fuente: elaboración propia.

## Reflexiones sobre la praxis/Innovaciones pedagógicas

Los resultados de la experiencia pedagógica *Mundo Animado: una experiencia creativa en el Morisco IED* se analiza desde dos aspectos: producción oral en segunda lengua y participación y creatividad.

La producción oral se consideró al principio como la habilidad comunicativa con menos intensidad de trabajo y explotación desde el plan de estudios. Los resultados en cada fase, tras un proceso de evaluación y análisis de criterios de las presentaciones de los estudiantes, demostraron una mejora porcentual hasta de un 70 % mediante actividades motivadoras e interesantes para ellos. Estas posibilitan procesos de adquisición y desarrollo en lengua extranjera de manera significativa y permiten su uso según las necesidades comunicativas.

Cabe resaltar también que, una organización enfocada en un producto por periodo direcciona de manera exigente el trabajo y permite ir conociendo el proceso que todas las partes incluidas en el proceso enseñanza-aprendizaje llevan a cabo para tal fin.

Además, reconocer una de las habilidades como detonante del trabajo por desarrollar permitió involucrar el trabajo holístico de las otras habilidades. Esto contribuye a elaborar actividades donde se ve un engranaje de las cuatro habilidades para el uso real de la lengua en contexto, que es el fin último del trabajo del área de inglés del colegio Morisco IED.

En torno al segundo aspecto, participación y creatividad, los resultados se pudieron observar en diferentes líneas. La participación de otras áreas como la de Artes propició la transversalidad académica durante las fases del desarrollo de la experiencia y permitió vincular aprendizajes y dar un significado diferente al proceso de aprendizaje, lo que hizo que los estudiantes vieran más representatividad de sus trabajos y su esfuerzo.

Asimismo, la participación total de los estudiantes permitió generar un sentido de trabajo en grupo, colaboración, exigencia y excelencia en el desarrollo de toda la propuesta, así como una satisfacción al final de obtener un gran aprendizaje y buenas calificaciones. En este mismo sentido, la participación de los padres de familia fue uno de los aspectos

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que se deben rescatar por su gran auge; muchos de ellos se involucraron en el desarrollo de las actividades y participaron de forma activa en las socializaciones de sus hijos al reconocer el gran trabajo y los avances que sus hijos demostraban.

En lo que respecta a la participación de entidades externas, este proceso permitió que el trabajo desarrollado fuese reconocido en algunos espacios aparte de la institución educativa. La asistencia de delegados del British Council y de la Secretaría de Educación Distrital hicieron de cada una de estas socializaciones una oportunidad de muestra del trabajo y el avance gradual de la institución hacia el bilingüismo.

Por otro lado, los trabajos realizados mostraron una alta calidad creativa porque expusieron de manera clara, precisa y excelente el trabajo mancomunado de ambas áreas, lo que da a entender que la transversalidad es una gran herramienta para el desarrollo de uno de los pilares institucionales que es la creatividad.

Finalmente, la puntualidad y la motivación fueron elementos que, aunque no se tenían como puntos de análisis de resultados, terminaron siendo aspectos destacados durante las fases de desarrollo que se vieron en cada una de las actitudes positivas frente al trabajo propuesto y desarrollado.

### Conclusiones

Esta experiencia pedagógica en el aula permitió entender que la enseñanza del inglés no se limita solo al aprendizaje de un código o de una estructura. La actividad generó en sí misma una apertura al conocimiento y a las posibilidades de enseñanza. Al partir de los intereses de los estudiantes, se modificó la manera de manejar el currículo, de explicar y de abordar la lengua, de enfrentarse a situaciones comunicativas simuladas y reales y de ver que la motivación hacia la lengua es el primer peldaño para construir un mundo de aprendizaje y producción en lo que antes se creía muy difícil.

Por otra parte, la experiencia pedagógica abrió un sendero de trabajo en equipo entre toda la comunidad académica, vinculó a los padres de familia a reconocer el trabajo que realizan sus propios hijos en segunda lengua



y visibilizó prácticas educativas por parte de entidades externas. Esto se vio consolidado en invitaciones a eventos distritales y a participaciones en eventos de estudiantes de diferentes localidades y colegios.

Referente a la producción oral, esta experiencia dejó grandes resultados y retos. Por una parte, se destacó la gran fluidez en los estudiantes a la hora de hablar en público, el manejo de un vocabulario amplio referente al tema que desarrollaron, un uso adecuado de la pronunciación de palabras, una motivación por presentar sus propios productos, una habilidad en el uso correcto y responsable de las herramientas tecnológicas, excelencia a la hora de presentar trabajos y una actitud de trabajo en equipo para lograr objetivos.

Con relación a las limitantes para el desarrollo de la experiencia encontramos que, al ser una institución pública, el acceso a internet es muy limitado, impedía en algunas ocasiones tener la conectividad requerida y generaba situaciones de estrés y ansiedad. Sin embargo, estas dificultades nos enseñaron a hacer una planificación rigurosa para contar siempre con un plan A, B o hasta C.

Por otro lado, el colegio no cuenta con muchos espacios de diálogo pedagógico con los maestros de otras áreas que desean participar en el proyecto, situación que limita la expansión de la práctica al nivel institucional que es al que se desea llegar.

Finalmente, esta experiencia pedagógica fue en lo personal un punto de partida para explorar nuevas didácticas y metodologías de enseñanza que se verán reflejadas en las propuestas curriculares para años venideros.

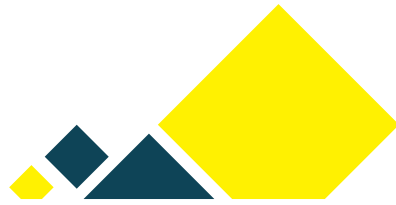
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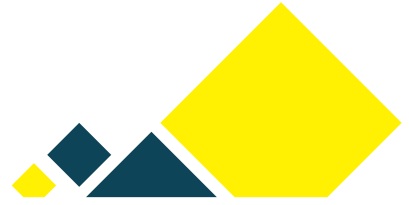
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## **Part 3. Teacher training**





# PEACE IN ELT AS A RESILIENT DOCTORANDA: A PLEASING METAMORPHOSIS

LA CONSTRUCCIÓN DE LA PAZ EN ELT COMO DOCTORANDA  
RESILIENTE: UNA METAMORFOSIS AGRADABLE



*Yeraldine Aldana Gutiérrez<sup>14</sup>*

## **Abstract**

Once, a colleague told me that Applied Linguistics (AL) to English Language Teaching (ELT) is not connected to Peace Construction (PC) because the latter belongs to Social Sciences and History (comment made by a colleague). As an English Language teacher, I problematize PB in ELT through a qualitative research study aiming to co-understand English teachers' experiences when creating their proposals around PC in ELT. This paper attempts to account for both the particular decisions and results in each research stage and my own experience and transformation as a human being. A metaphor has been created to illustrate and construct knowledge from these experiences and teacher education transformation. Preliminary results suggest PC in ELT could be linked to the multiple phenomena occurring in teachers' bodies when creating their pedagogical proposals. At the same time, methodological decisions in research could be more dynamic as linking life to

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research and challenging naturalized hierarchical relationships in teacher research that may hinder cognitive, social justice in education to happen.

**Keywords:** ELT, language teacher education, peace construction, teachers' experiences.

## **Resumen**

Una vez un colega me dijo que la Lingüística Aplicada (LA) a la Enseñanza del Idioma Inglés (EII) no está relacionada con la Construcción de la Paz (CP), porque esta última pertenece a las áreas de conocimiento de las Ciencias Sociales y la Historia (comentario de un colega). Como profesora de inglés, problematizo la CP en la EII a través de un estudio de investigación cualitativa que tiene como objetivo la co-comprensión de las experiencias de los profesores de inglés al crear sus propuestas en torno a la CP en la EII. Este artículo intenta dar cuenta tanto de las decisiones particulares como de los resultados en cada etapa de la investigación, pero también de mi propia experiencia y transformación como ser humano allí. Se ha creado una metáfora para ilustrar y construir conocimiento a partir de estas experiencias, y también hacia la transformación de la formación docente. Los resultados preliminares sugieren que la CP en la EII podría estar vinculada a los múltiples fenómenos que ocurren en el cuerpo al crear sus propuestas pedagógicas. Al mismo tiempo, las decisiones metodológicas en la investigación podrían ser más dinámicas al vincular la vida con la investigación y desafiar las relaciones jerárquicas naturalizadas en la investigación docente que pueden obstaculizar la justicia social cognitiva en la educación.

**Palabras clave:** ELT, formación de profesores de idiomas, construcción de paz, experiencias de profesores.

### Introduction

This presentation revolves around my experiences when going through creating and developing a research project about peacebuilding in ELT. Thus, a different narrative will be employed to account for what participants and I did in this project, plus what I lived as part of my learnings. For achieving so, I will use a metaphor through which those experiences could be re-presented towards knowledge construction from an alternative epistemological positioning, *i.e.*, the decolonial one with some critical elements. Even when these two possibilities to relate to knowledge and the world are historically linked, I consider it relevant and healthy for the ELT field to explicitly acknowledge them. Indeed, they may impact the approach given to Peace Construction (PC) here and the transformation during research processes I will refer to in this presentation and text.

Mainly, I will use the butterfly's metamorphosis to connect processes and ongoing learnings in this research within my permanently transformed being. It encompasses an ethical and personal concern about a possible neglected link between an instrumental "how" in research and an important "who." Through interactions with participants in this project, an ontological and epistemological interest emerged, and it attempted to make these two words, sites, and processes behind co-substantial, which refers to the possibility of re-humanizing research in ELT –who–, and return to ourselves as human beings when engaged with inquiry processes –how–.

As it may occur in diverse types of transformations, the metamorphosis I have experienced in creating and developing this project has been suffering and a pleasing one. Multiple learnings, un-learnings, and re-learnings have shown me diverse manners of existing in PC from ELT through re-humanizing research. In other words, each process developed in this study is directly related to alive bodies that have experienced teaching and research situations beyond the *technical* level (Kumaravadivelu, 2003). Challenging specific monolithic and universal

perspectives in ELT research to embark on a journey<sup>15</sup> where PC was possible from pluriversality (de Sousa, 2018) produced divergent feelings within pleasing struggles that allowed me to reconfigure my locus enunciation. This one, in turn, corresponds now to a set of epistemological sites and identities, describing where I am talking about this study.

Throughout this proposal, I suffered and pleasing locus of enunciation includes diverse dimensions of my being at this point of the research, which I had not realized before. More precisely, I perceive my *self* as a woman/mestiza/bilingual/language teacher educator/middle class/armed conflict plus an epistemic violence victim and a resilient doctoral student. When teaching and researching, we have the possibility and the right and delightful pleasure to reconfigure or re-invent our locus of enunciation within different moments and scenarios of research. It seems vital for the construction of different types of knowledge. In this presentation and text derived, I explain it through the resignification of the butterfly's metamorphosis through this research phases interconnected. It is worth specifying that I have decided to narrate it towards constructing knowledge from an otherwise epistemological position as a political one to produce knowledge from my experiences when doing research. Thereby, I will explain the specifics of this research project in each stage while sharing with you those transformations towards a possible collective empathetic learning. I consider this can contribute to language teacher education.

Initially, I will tackle the research problem or problematization by connecting it to the relationship between a butterfly and its egg. Indeed, since the first moment of this research, the epistemological (relationships to knowledge and reality) and ontological (questions related to the beings involved in the research) assumptions started challenging our roles and processes in this inquiry. Thus, I will refer to the research question and objectives construction based on the previous assumptions. There,

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15 This "journey metaphor" was proposed in the second version of the problematization chapter submitted in April 2019. The strategy to check its consistency was a chart shared in the PhD classes on May 7th, 2019.

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I refer to the egg and its care by the butterfly. Subsequently, I present the most important theoretical foundations behind this proposal, and I connect *myself* with reflections made there to the caterpillar's condition. Contrastively, I continue with methodological decisions, which I associate with the pupa stage for its uncertain nature of time/space, the diverse colors and shapes it comprises and suggests. The pupa stage is exceptional for representing one of the significant expressions of life unpredictability. Some prior experiences during knowledge construction –data collection in mainstream language—are shared afterward from the first sighting of butterfly's wings to reinitiate this *cycle* as meaning research.

#### **Problematizing peace construction in ELT: The butterfly and its egg**

When starting research in different academic cultures, students' first requirement, particularly preservice teachers, has to do with the problem search, statement, or identification (Freeman, 1998). It might be related to a hidden cause-effect and linear mechanism behind the emergence of research projects which seems to be inherited from a positivist interpretive framework and understanding of educational research (Creswell & Poth, 2018). According to the modern paradigm and the modern scientist, every research interest would be the product of a set of causes, more than other relational possibilities that could be equally accepted because of its human relevance. Rational ways of understanding, teaching, and practicing research in teacher education seem to enact modern comprehensions of the human world as white, patriarchal, Eurocentric, north, anthropocentric, phallogocentric, cognitive, and strongly universalizing, as argued by de Sousa (2014, 2018). That configuration of modernity may influence the order that has regulated the research processes by starting with a rigorous search for a problem that is supposedly waiting for us, rather than a possible creation of the researcher that he or she needs and transforms (Haber, 2011).

In other words, research processes and knowledge in teacher education within humanities and even social sciences areas seem to reveal



a sort of complicity with the colonialities of power, knowledge, and being, as Puentes (2015) suggests, which is manifested in problem statements where the deficit approach to understanding world realities prevails within the researcher's eye. In the same vein, world phenomena are submitted to the diagnosis/solution regime where a researcher is invested with the necessary power to solve it. I consider this is an imagined authorized amount of power granted to an objectified researcher who is now introduced in the mechanics of modernity. The question here seems to go beyond the well-known and overgeneralizing belief that the researcher holds all the power in inquiry and knows how and why to exercise it, in contrast to a passive participant or subject matter. This issue seems more ontological (coloniality of being) and epistemic. Geopolitics of knowledge (Mignolo, 2000), which seems consistent with the coloniality of knowledge (Lander, 2000), is supported by a hegemonic distinction of concentric and peripheral positions within a permanent and seemingly unbreakable dominance to guarantee a political and economic social order (coloniality of power). Both the modern researcher and "his" *objects of study* seem to naturalize prescriptive subjectivities through violent labels and languages that make them victims of epistemic violence (Spivak, 2008), according to the inner logics of modernity.

Along these lines, we could consider the problem statement may not necessarily be that phenomenon we think of as a negative issue abstracted or separated from our daily lives to be solved or treated by ourselves, but a constant problematization we share and construct with participants. When I relate it to the interaction between the butterfly and its egg, I mean that the problematization constitutes a collective creation where researchers and other participants in the research construct a relationship for caring for each other where we respect our positions from diverse subjectivities the product of our experiences. The multiple colors and shapes of butterflies' wings may represent the particularities of our subjectivities as sites of political decisions such as contestation and resistance (Butler, 1995). Eggs as coming from alive butterflies represent life too, and thus they illustrate the creation of problematic situations. Problematizing research topics while constructing relationships of

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care with participants constitutes an important step in decentralizing modernity in research and moving towards more cognitive social justice (de Sousa, 2014) within re-humanizing research.

Regarding peace construction (PC) in ELT from my locus of enunciation and through the interaction with English teachers participating in this project, we could think and feel that English language teachers may differently live PC through their proposals silenced by modern peace frames. That is to say, PC in ELT seems to appear within instrumental, silencing, and objectifying universals towards a civilizing project which may enact a colonial matrix. This one, in turn, employs mechanisms from different types of colonialities to silence teachers' little voices. This problematization has had about four versions so far<sup>16</sup>, and it is supported by three problematic situations, which stand for its rationale. I consider it essential to point out that problematization seems a continuously developed strategy and a process that supports our created responses to an authentic situation understood as a problem by some (Foucault, 1984). When we problematize PC in ELT, we may approach new social reactions to PC in ELT while understanding how is that these two different phenomena and interests came together, which is proposed here from different dimensions and phenomena inside teachers' silenced experiences –as they have their voices–, when constructing peace in ELT.

More precisely, some phenomena in teachers' silenced experiences discussed in these problematization versions include their feelings, spiritualities, possible struggles, and tensions emerging when enacting, resisting, or doing both in PC. A modern and, thus, rational PC seems to subject itself and teachers to a *cognitive* agenda (de Sousa, 2018), which has set aside teachers' bodies when they differently experience constructing and developing their PC proposals. We may still need to understand our wounds, dilemmas, fears, and struggles ignored by a rational modern subject who seems concerned about linear, continuous, and cognitive phenomena objectified in separated fields. Does being different from or disobedient to that modern PC in ELT have a cost? Which one(s)?

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16 November 2018; April 2019; October 2019; April 2020.

EL teachers' dynamic experiences in PC inside complex realities suggest a not-yet. When turning up teachers' voices, this research addresses the (silenced) "who" behind the what or how in PC.

Once exploring PC projects and abstracts in ELT, most research approached students as participants. Studies involving teachers treated them as passive instructors who followed prescribed peace-driven teaching strategies for evaluation purposes (Bickmore, 2004). In interactions with teachers participating here, some felt uncomfortable with similar instrumental roles. What about their experiences in their lifeworlds' transformation throughout PC in ELT proposals? Research on more organic PC around teachers' lives as humans seems relevant in our field. Bearing that in mind, I posed a research objective towards co-understanding English language teachers' experiences in PC from their "little" voices. For these research interests to be achieved in this study, processes of co-understanding supported by mutual care need to occur, as the butterfly relates to nature and its eggs when putting them in suitable places for letting life appear.

To finish this first part, I would like to comment on an implication from the above for language teacher education. Problematizing our research interests in ELT when supported by our participants and the sufficient room for constructing knowledge may constitute key opportunities for avoiding both the incorporation of well-received or trendy topics and interests in ELT research, and the pursue of strictly validating authoritative sources' theories through "confirming data" collected in particular settings. Alternatively, language teacher education could be concerned about preservice and in-service teachers' creativity to problematize a real issue from their inner bodies, so that challenging a lazy reason (de Sousa, 2014) which seems to colonize some curricula for language teacher education in all academic levels, while appealing some teachers' beings too. Hence, the question here, and since the beginning of research processes, revolves around *ethics*, but a different or resignified one which is not that instrumental, but relational and re-humanized. This study proposes this type of ethics that have appeared throughout the creation, development, and sharing of this research project.

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To continue, I will introduce those English teachers participating here with whom this research has been permanently constituted since the beginning. They are four English language teachers who have worked on PC differently in their particular settings. One of them is from Antioquia; she works in rural peripheral areas, and she has contributed to critical PC at the school when involved in different collectives and social movements, such as the feminist one in the Marinilla municipality. The second teacher is from Bogotá, and she works in public education, where she has explored the role of resiliency and narratives with her students. The third teacher is also from Bogotá, and she works in the Usme neighborhood, where she has promoted PB through environmental care, agency, and community concerns.

Last but not least, the fourth teacher works in another school from Ciudad Bolívar neighborhood where he has participated in the “Carnaval en entornos de paz” and “El movimiento rock por los derechos humanos” initiatives. He has been an activist in that locality to approach internal displacement there. These four special guests to this project have contributed to the conceptual and methodological resignifications here.

#### **Theoretical framework: The caterpillar’s life**

Positioning ourselves epistemologically in research may constitute an even more painful but also pleasing experience in which we can think and feel about our realities and ourselves from multiple sites. These, in turn, may include, among other dimensions of our beings, the epistemological and ontological ones which constitute a space for us to self-discover. When I refer to that tension of multiple feelings together, I shed light on the complexity behind the construction of dialogues with other authors’ voices in this stage, when trying to understand PC, teachers’ experiences, and voices. Alike the caterpillar’s effort in the journey to survive inside a world of giants, reading published voices in books and articles may be intimidating for us at first. Nevertheless, our self-discovery sets the scenario for dialoguing with authors around the concepts that inform our study.

In this research project, the critical theory's decolonial frame or epistemological positioning allowed me to adjust my lens to theorize about PC in ELT, teachers' experiences, and voices as the main concepts here. Epistemologically speaking, the decolonial turn deals with the possibility of rethinking and looking for alternatives to the colonialities of power, knowledge, and being (de Sousa, 2018). According to Castro-Gómez y Grosfoguel (2007), modern colonialisms are now global colonialities that seeks to perpetuate dominance provoked by the hegemonic distinction between the center and the periphery where the former is constituted as the superior lifestyle to be replicated in the second. As a result, the decolonial project may reclaim those situated in a nonbeing (Fanon, 2010) periphery where they seem denied the possibility to exist out of the Eurocentric and Euro-North model of PC in ELT. The decolonial effort would address the disappearances of some who are not authorized to be and perform certain practices, such as PC in ELT.

Furthermore, the epistemological positioning behind this research also acknowledges the role of the critical theory as an interpretive perspective too whose contributions may complement the decolonial one. Towards a pluriverse (de Sousa, 2014, 2018) of understandings around the world, the critical views on PC in ELT could shed light on oppressed teachers' bodies and silenced voices that also display, in some cases, their resistance from those unheard positions. Mainly, critical perspectives are consistent with a focus on power issues behind PC that may instrumentalize the role of language teachers in PC. In effect, a critical lens lets us be attentive to those "deskilled models of teaching that infantilize teachers by giving them scripts to read to their students" (Kincheloe *et al.*, 2011, p. 166) within PC in ELT. Critical theories may guide and complement the decolonial option to construct knowledge in this project.

The caterpillar's life becomes more challenging and enjoyable because it starts feeding on Nature's provisions as leaves, but always keeping in mind the importance of giving back something to Nature. Indeed, the caterpillar constitutes a promising butterfly, an overriding organism for natural pest control and pollination. When translating this metaphor into research processes, it symbolizes a different attitude

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concerning our role throughout the theoretical discussion of those constructs that inform our research projects. Specifically, we are not talking about a hierarchical relationship between isolated authors' ideas and ours that silences our possibilities to react. On the contrary, we are referring to a collective effort to re-signify theoretical concepts. As the caterpillar has a turn to contribute to Nature which has sustained her, we have turned in the theoretical framework to construct knowledge relevant for the literature by recombining authors' ideas and ours towards further ones, plus adding the ethically significant acknowledgment of their research work. Even when knowledge is for all, other humans' thoughts and feelings in research are worth valuing explicitly, rather than dispossessing them of their contributing voices when used.

As part of the theoretical discussion within this study, there are two primary constructs, namely, PC in ELT and English teachers' experiences and voices. Regarding the former, the challenged liaison between PC and ELT is tackled through the role of language in violence and peace relationships development (Aldana, 2021). Considering PC, and the use of languages plus their teaching as part of our daily life, some teacher-researchers within applied linguistics assert that we rely on language as a resource to construct peace-driven relationships with one another and the world. That is why Gomes de Matos (2004) suggests the presence of language of violence and language of peace. About the latter, experiences are created by ourselves, more than only lived, according to Gomes de Matos (2004), because we actively participate in our experiences' construction and resignification, based on diverse situations (Barber, 2006). When those experiences are neglected in the ELT field, even in proposals concerned with PC, humans' voices may emerge as a vehicle and a relational space to know, understand, and learn from ontologies which are alternative to the experience privileged by the white and euro modernity (Escobar, 2014). Voices as also representing political agency could constitute, when turned up, a possible access route towards experiences as knowledge is alive but oppressed and displaced English language teachers who remain in a nonbeing zone (Fanon, 2010; Sousa, 2018).

In short, theoretical discussions may also work as scenarios where we can dialogue with other community members while simultaneously making their and our voices turned up and acknowledged, which means theoretical frameworks appear as ontological and epistemological sites where we can constitute ourselves as thinkers. Emotional human beings hold diverse types of knowledge inspired by realities *felt* and *sensed* (Barber, 2006). When weaving multifaceted ideas dealing with a theoretical concept, we could give back the conceptual resources to the field in the form of re-signified perspectives based on the conceptual tools it provided us with at first. As a collective project, emerging perspectives may support and contribute to others' process of reflexivity (Kincheloe *et al.*, 2011). This collaboration among multiple bodies differently experiencing their realities does not necessarily overlap an extractivist practice to take advantage of the contributions by other members and coequals in the field –understood here as a community and a territory–. Instead, this represents an opportunity to build up knowledge(s) together, grounded in search of the own, which emerges as counter conduct (Foucault, 2006) to the hegemonic colonial wounds (de Sousa, 2018).

### Methodological tensions: The living pupa

Paradigms, approaches, methods, techniques, and some other procedural decisions to make and explain in the modern world may legitimize or validate research projects in the academic setting. A recipes-driven understanding of research method seems to colonize language teacher education curricula to the extent that it is portrayed as a list of a prescriptive list of choices to be inserted in the reports, as we usually do in a filling in the blanks exercise. The issue to be debated or challenged here has to do with different givens inside the educational “how” in research. During 2019 and part of 2020<sup>17</sup>, an interest in re-humanizing research processes emerged from this study, particularly during the interactions

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17 During the presentations in 2019 within the PhD activities, but specially a text on my first methodological tensions which was created in December 2019 and submitted in January 2020.

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with teachers participating in this project, which was epistemologically translated and discussed through the word game: How/who, which connects what we call research designs in mainstream perspectives with humans behind them and their lives<sup>18</sup>.

Throughout rethinking a research study's processes and practical options to communicate and interact with those participating in it as human beings, a willing and humble attitude in alternative ethics may allow us to unlearn or recall differently (de Sousa, 2018) mainstream understandings of research method. More than a recipes-driven or prescriptive set of procedures, the canonical "how" in research could be part of a re-humanizing process, in which the "who" could inform the former too in a joint articulation. In this manner, those who participate in our research could gain more room to collaborate as not only known subjects or objects in an extractivist version of the research, but they would also appear as knowers (Vasilachis, 2009) to support the weaving of research strategies to construct knowledge while understanding each other. This principle challenges the still hierarchical and objectifying relationships among the researcher and participants in qualitative approaches<sup>19</sup>.

With that in mind, methodological decisions may constitute themselves in a field of uncertainties where we are invited to move towards the bricoleur's role (Kincheloe *et al.*, 2011), and even the artisan's (de Sousa, 2018), when harvesting knowledge, from a different type of re-interpretation around the world. At the moment of problematizing these methodological tensions throughout 2019, I was inspired by the life complexity and unpredictability of teachers' experiences where multiple relational ontologies beyond dominant ones could co-understand each other without prescribing how to achieve. Therefore, an interest emerged: what if we allow the "how" in research to flow in order to live

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18 This connection was inspired by the first and second problematization, plus the first consistency chart (May 7th, 2019), as a strategy in the PhD to keep track of methodological and epistemological coherence.

19 This was an idea weaved with teachers participating in this project, and it is explained within the first version of the methodological tensions chapter created at the end of 2019 and finally submitted in January.



the dynamics of research as they appear in daily life? What if this mutual understanding of experiences becomes co-substantial to creating what we canonically call data collection methods or techniques?

When interacting with English teachers as known subjects and knowers, they have also drawn on further resources that are not planned to complement their interventions, but these spontaneously emerged with a supportive and complementary function; pictures, students' works, songs, and even graphics may assist teachers' experiences' resignification. Once those choices appeared to interact with teachers, I could perceive how transformed our interactions became without planning so, which is explained in terms of the multimodal tenet our encounters acquired and the type of unforeseen questions coming from both teachers participating here and me. Research processes and mainstream knowledge were challenged in situ when the alphanumeric language and the hierarchical interactions were insufficient and artificial scenarios for constructing knowledge about PC in ELT. Rather than ignoring teachers' initiatives to complement their interventions when interacting, I realized we were co-constructing *an-other* (Mignolo, 2000) way of doing research processes, at least in ELT.

The eternal nature of qualitative research seems more evident when connected to life, which is unpredictable and complex, as mentioned above<sup>20</sup>. That is why the living pupa that contains life inside while producing curiosity, suspense, and even uncertainty, may well represent those experiences when collectively devising how/who in research, as I have lived. In the same vein, language teacher education could revisit its modern perspectives and scripts around research in education to prioritize re-humanized emerging possibilities, creativity, and relational skills in curricula beyond a rational research method. This educational, curricular, and our bodies' transformation could principally challenge logic-based, cognitive, and linear teaching of how to research Applied Linguistics to

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<sup>20</sup> The role of life in this project has been explored in both the problematization and the methodological tensions chapters beyond a trendy-driven decision. Life in research doing should not become another trivialized concept.

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ELT. The possibility for pre-service and in-service teachers to construct or generate knowledge with their collaborators or participants as known subjects and knowers (Vasilachis, 2009) seems relevant in their projects for decolonial purposes that search for *the own* (Castro-Gómez & Grosfoguel, 2007) in teacher-research.

For the previous research insights to be possibly approached in concrete real scenarios within language teacher education in different levels, *i.e.*, from Bachelor's to PhD programs, another ethics needs proposing for teaching and doing research. More precisely, I refer to ethical positions where all humans involved in any teacher-research process could build up interpersonal and communication relationships with no extractivist purposes, directly embracing both the actual and mutual care among all known subjects and knowers in a research project. In other words, this ethics as bidirectional care encompasses the recognition of knowledge produced and which has generated it. Based on some decolonial perspectives such as Sousa's (2014,2018), we could claim this type of ethics may challenge epistemic violence among hierarchical and canonical relationships such as teacher-student and researcher-participant, or object of study positivist and postpositivist scenarios. This ethics towards cognitive, social justice (S) needs protecting from strategic subjectivities through which extractivism occurs while silencing flows simultaneously.

#### **Preliminary findings: The sighting of the butterfly's wings**

As concerned with experiences lived by the teacher researcher and participants as known subjects and knowers within PC in ELT, this research project may have a twofold purpose. On the one hand, the resignified experiences include intellectual or cognitive voices and the rest of our bodies that embrace our feelings, spiritualities, or other transpersonal, and even imagined phenomena as both psychological and highly sociopolitical (Benesch, 2018). On the other hand, this project aimed at proposing a possible research method to approach participants when researching ELT. At this initial stage, we have approached part of both objectives here as a still-ongoing study.

About the first objective above, interactions with two known subjects and knowers have naked our bodies, ontologically and epistemologically speaking, when displaying their experiences from PC in ELT with me. One of them has allowed us to understand that PC might be articulated to a sort of inner peace where English teachers' emotions and spiritualities –here pluralized–, constitute relevant and urging scenarios to resist inequalities produced by modern PC. For instance, epistemic violence (Spivak, 2008) that reduces teachers' role to the instructor one (an instrumentalized involvement in PC from ELT) may produce different wounds related to an affective and spiritual cost for teachers who resist that instrumentalization through an alternative position, such as the creator or mediator one in PC from ELT. One of the teachers referred to not only one but multiple concurrent emotions, including frustration, fear, eagerness, and a sense of happiness when telling the coordinator about his proposal and hearing a silencing response back. Another teacher experienced a similarly fragmented emotionality when sharing her ideas around PC from her spiritual position with English and other discipline teachers, yet receiving judgmental and mocking reactions.

This type of fragmented emotionality inspired and empowered these teachers, to a certain extent, to carry out their initiatives. Hence, these body phenomena do not seem only related to psychological dimensions of humans but also sociopolitical ones (Benesch, 2018), in which resistance and emancipation emerge as possible projects because teachers' subjectivities are co-substantial to them, and they constitute sites of contestation, too (Butler, 1995). As soon as emotional or affective dimensions of teachers' subjectivities are at stake, political positioning could also be achieved. The modern PC and its modern subject, who is cognitively constituted (de Sousa, 2018), get challenged through this political and re-humanizing diverse emotionality and spirituality. Much work on it needs doing throughout the development of research studies, without involving them as trendy or thriving sound topics in decolonial stances.

Moving to the next aim behind these research methodological tensions and decisions made throughout the path, more than on a prescriptive basis, we have transited to epistemological and ontological

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indiscipline regarding the institutionality (Haber, 2011) in ELT. The canonical rigidity in research designs has been challenged through a re-signified qualitative-interpretive approach in which humans developing research do not necessarily have to follow the researcher (knower) and object (participant) relationship, but rather cooperative and horizontal ones. In so doing, we could pave the ways to create alternative methodologies from the *how/who* possibilities, more than filling in canonical blanks from the recipes-driven research designs coming from comfort epistemologies (Aldana, 2020; Sousa, 2018). Language teacher education could incorporate more (re)humanizing research perspectives towards dialogical *how/who* possibilities. Pre-service and in-service teachers have not only the emotional, spiritual, physical, and intellectual capacities to do so, but the right too, considering the importance of cognitive, social justice (de Sousa, 2014) in ELT. At this point, the butterfly's wings start appearing to tension given and technical research method in ELT.

### Conclusions

Throughout this paper, I have shared experiences from both participating teachers and mine concerning PC in ELT. I have approached it here as part of the different stages we usually consider when researching while sharing knowledge. In this manner, different types of knowledge regarding PC in ELT were constructed since the problematizing moment to the preliminary findings. Indeed, the construction of this study has shown the opportunity to learn from problematization and produce knowledge throughout all research moments, rather than only the theoretical framework or research findings. In other terms, contributions of ELT research do not only lie in theoretical discussions but also methodological ones. Givens in knowledge construction as part of research or inquiry could be revisited.

In the case of this research project, problematizing has been a transversal strategy since the beginning to approach realities from a diverse epistemological perspective (Navarrete, 2009), which articulates decolonial and critical elements towards reading PB in ELT otherwise. Thereby, cognitive, and further body phenomena are considered relevant

to understand teachers' experiences in PC from ELT as knowledge. This one, in turn, has embraced not only an instrumental side, but a multifaceted nature which gets diversified or polyphonic (Bajtín, 1988) when hearing silenced experiences that come from these teachers' voices, which are minor, just for the silencing practices through the colonial matrix of *power, knowledge, and being* (Castro-Gómez & Grosfoguel, 2007), really concerned with the defense and protection of the modern institutionality of PC in ELT. When turning those voices up, other possibilities to conceptualize, become and do PC in ELT, along with research upon it, could be heard. Lastly, the cycle is not finished yet, as it occurs with Butterflies.' This research seems about to finish only its first cycle of many others.

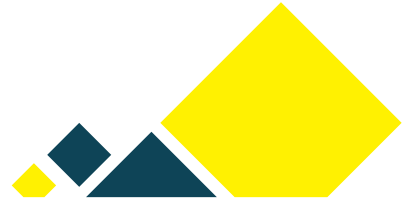
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# MANIFESTO FOR THE HUMANIZATION OF FORMATIVE AND EDUCATIONAL RESEARCH

MANIFIESTO PARA LA HUMANIZACIÓN DE LA INVESTIGACIÓN  
FORMATIVA Y EDUCATIVA



*Carolina Rodríguez-Buitrago<sup>21</sup>*

## Abstract

The present paper presents the reflection of a teacher educator who has witnessed students' struggle towards completing their research projects and writing their theses and who thinks the solution lies in the humanization of the research process and the demystification of educational research. Making educational research approachable and accessible to young researchers can change the perception they have about the process of investigation and transform them into eager investigators and writers who will push our profession forward. The paper is written in a personal tone to invite the reader to relate with the ideas herein presented in their role as a teacher educator, student, future teacher, administrator, among others. Also, it suggests a few principles work with young researchers to optimize and facilitate the process.

**Keywords:** Formative research, humanization, positive education, teacher education

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## **Resumen**

El presente trabajo presenta la reflexión de un formador de docentes que ha sido testigo de la lucha de los estudiantes para completar sus proyectos de investigación y redactar sus tesis y que piensa que la solución está en la humanización del proceso de investigación y la desmitificación de la investigación educativa. Hacer que la investigación educativa sea accesible para que los investigadores jóvenes puedan cambiar la percepción que tienen sobre el proceso de investigación y para transformarlos en investigadores y escritores ansiosos que impulsarán nuestra profesión hacia adelante. El artículo está escrito en un tono personal para invitar al lector a relacionarse con las ideas aquí presentadas en su papel de formador de docentes, estudiante, futuro docente, administrador, etc. Además, sugiere algunos principios para trabajar con jóvenes investigadores a fin de optimizar y facilitar el proceso.

**Palabras clave:** investigación formativa, humanización, educación positiva, formación docente.

### Introduction

The regulations and guidelines proposed by Colciencias (Departamento Administrativo de Ciencia, Tecnología e Innovación - Colciencias Dirección de Fomento a la Investigación) for research groups and researchers are vigorous. Doing and publishing meaningful research is essential to “ensure that new knowledge generated from research and national technological development has the biggest impact on the productive system and contributes to the solution of problems in the Colombian society” (Colciencias, 2016, p. 1). Thus, research is one of the missions of all universities in the country. However, educational research is widely done by universities and their professors, leaving classroom teachers, the ones with the laboratories in front of them, on the sidelines. The publication regulations in highly indexed journals are an arduous process, forcing teachers to publish their work in lower-level journals.

Unfortunately, this situation is experienced because of a myriad of unfortunate reasons. Teachers in schools are primarily dedicated to teaching, planning, and reporting on their work, leaving insufficient time in their workload for research. Moreover, some recently graduated teachers have such traumatic experiences with their formal education programs (*e.g.*, undergraduate or master’s) that they swear never to do formal research again.

Educational research and academic writing present personal and emotional challenges for novice researchers, so the process becomes more complicated than it is. Young teachers have the idea that research is unreachable and that it is only reserved for the enlightened. Also, some senior researchers in our field make research seem unapproachable for the young in the profession, creating a problematic situation for the upcoming generation of researchers. Young teachers need to do and publish research but do not know how and fear asking those experienced researchers in the field.

This paper puts forward a manifesto for the humanization of educational and formative research in teacher education programs. It proposes principles to work with young and emerging researchers, so they are willing and eager to execute and write research regularly to further the field.

## My experience as a young researcher

Educational research has been an inspiration for me as an educator. When doing my undergraduate program, I did not have a very good experience with research. The initial research course methodology was unclear, indigestible, and insufferable. Then, during my first master's program, I had a great experience with the class called *Developing Researchers Competence*. I was asked to keep a research journal and note all my musings before, during, and after a class. The professor carefully crafted research prompts that made me reflect at every step of the way and connect the content I was learning in the other courses with my research project. It was a great exercise. Unfortunately, when the moment to write the thesis came, I faced multiple difficulties and had to write the document practically independently and with very little guidance from my advisor. As we say, I learned the hard way. It was rough, but I could see a gleam of light at the end of the tunnel when I submitted my thesis, and it was approved (with merit).

Later, I started to work at a very prestigious university in the city, well-known for its researchers in education and bilingualism. I felt it was going to be a great learning experience. However, politics inside the university and established pecking order in the research group never allowed me to belong. The university was not interested in mentoring inexperienced researchers; they needed people who could publish in top journals and raise the university's academic level as a whole. Unfortunately, I was not ready for that, and even though I was very enthusiastic about innovation in teaching, research for me was still at an incipient stage, and of course, they could not wait. I think I felt the "publish or perish" dichotomy we hear researchers talk about first hand.

Fortunately, I arrived in a new institution where I have taken my time to become the researcher I want to be. I started different projects, ascribed to a research group practically upon arrival to the institution, started a young researchers group (hotbed), taught research courses, and directed theses. Regardless, I still consider myself an emerging researcher.

## **My experience as a thesis advisor**

Even though I am not one of the top researchers in our field yet, I have been able to help almost fifty students in different programs (*i.e.*, undergraduate, specialist, and master's programs) finish their theses and graduate. I have done so by adopting many different roles: advisor, thesis director, coach, listener, and understanding that there is more to educational research than meets the eye.

The process of doing research and writing a thesis pushes people to look inward and solve self-appreciation, self-image, self-perception, and other personal issues. Unfortunately, some research advisors do not (cannot) take the time to help the student in this process. Thus, some people spend years in a loop not graduating and seeing their professional life stuck because of this process.

## **Manifesto: Humanizing formative and educational research**

I know the word manifesto has had a problematic meaning over the years. It usually happens before a shooting. However, this is not the case here. I plan to make you, the reader, reflect on your role as a teacher educator, a future teacher, or a professor in this situation and propose some solutions. We need to humanize the process of formative research and help our students understand its positive impact on their lives, the lives of their learners, and the advancement of education. However, before doing this, we, professors, need to understand that all unknown processes might be scary and help our undergraduate and graduate students understand their value by exemplifying good practices ourselves. We need to consider some ideas about formative research in this manifesto:

### **Students in teacher education programs need to learn to love research and academic writing**

When a student registers in a language teaching program, they might have different motivations in mind. Nevertheless, it is my informed guess that being a researcher is not one of them. Some of the students I have advised dread reading, lack organizational skills, are absorbed by

distractions, and think that research and writing are academically futile. I have had to convince them that their work and their perspective on the field matter. We keep complaining about how our country brings in models from other countries and applies them, disregarding our context. With research and writing, teachers could support these complaints and make stakeholders understand the impact those models have on Colombian students throughout the territory. Student-teachers need to find value in their thinking and understand that they are leaving a footprint on the profession by researching and writing. I need to remind myself of this, too, every once in a while.

### **Research is an enjoyable endeavor**

Doing research is like going back to being a child and being surprised at every little thing we see. When we are children, the inquiry is part of our being. However, school vanishes curiosity from our minds (Robinson, 2006). Curiosity is central to the research process because it all starts with a burning interest. However, some students do research they are not profoundly in love with just because it is what their advisor told them they had to do (to feed in the research line or the research group to make the points count). Allowing students to work on their passion is part of the humanization exercise, and it is our role as educators to guide them in the topic selection process so they can pursue their passion and still make some points.

### **Educational research is not painful but needs to be scaffolded**

Research is a window to learn many valuable skills in life: inquiry, critical reading, organization, task management, time management, study skills, among others. If students approached research with a project management perspective, they could see it as a series of tasks to complete, not as a monster hiding under the bed. Also, if advisors understood that students might experience issues with their self-esteem while doing the research process, they would be more prone to help the student see the light. We cannot expect that students figure things out on their own. We can share our path and experience to make our own; we can scaffold the process.

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### Formative research is high-stakes, so be thoughtful

When students pursue an undergraduate or graduate program, research is usually high-stakes and proves that they deserve to receive that diploma. For obvious reasons, this generates pressure and fear. We, research directors, can help soothe those bad feelings instead of aggravating them. I understand some professors still believe that ‘to spare the rod is to spoil the child,’ but recent research on positive education (Global Happiness Council, 2018) and neuroscience (Feinstein, 2016) has revealed that positive emotions make learning happen. Merely labeling students as ‘snowflakes’ will not change them, and it might deprive them of good instruction on resilience and problem-solving. Even if we do not like it, students nowadays are different from twenty years ago, and we need to adapt our teaching to respond to their needs.

### Seasoned researchers can make research approachable

I understand that we have had our struggles and have understood what to do in research by doing it. However, we do not need to complicate students in undergraduate and graduate programs and deny them the opportunity to learn from our experience. We can do workshops, bring guest speakers, leverage current technologies to make research approachable to the new generation of researchers. We can empower them by “adopting” them as our apprentices. University professors must come down from our pedestals and empower emerging scholars to pursue their work; we can guide them, mentor them, and see them flourish (R. Mora, **personal communication**, September 16, 2020).

### Principles to work with emerging researchers

Teacher educators have a critical mission as inspirers of good practice and innovation (Rodriguez-Buitrago *et al.*, 2019). We cannot ignore our impact on young scholars’ willingness to continue researching and writing academically. For that reason, I propose some principles to work with them:

### **Acknowledge their skills and competencies and help them grow**

Student-teachers need to graduate loving research, not hating it. We need teachers willing to go into the profession with the knowledge and skills to document their practice from day one. However, this goal cannot be achieved only by expecting them to figure it out independently. We need to provide meaningful and valuable feedback on the process (Hattie & Clarke, 2019), and we need to devote time to their projects. For that, program directions need to gauge professors' time realistically versus the number of students they receive to optimize the process and not expect it to happen in tutors' spare time.

### **Include positive psychology and education practices into the teaching of research**

Seligman (n.d.) proposes a model for positive psychology that can change people's lives and help them flourish. His model, PERMA, suggests that there are five key aspects to well-being: P (positive emotions), E (engagement), R (positive relationships), M (meaning), and A (achievement). If we examine these elements in the light of guiding formative research, we can see the connections. We can help our tutees feel positive emotions related to writing their theses by teaching them to get organized and by helping them move the needle towards completion. We can promote engagement and a state of flow (Csikszentmihalyi, 2008) by allowing students to work on a topic about which they are passionate or by helping them find their passion. We can build a positive relationship with them, one based on respect and trust as colleagues. We can help them achieve meaning by supporting them in making changes in their context with their project. Moreover, last but not least, we can guide them towards achieving their goal of graduating by walking with them, understanding their struggles, and remembering what we felt when in their position. Empathy and kindness are also essential elements in positive education (Seligman & Adler, 2018).

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### Use technology to your advantage as a research director

Leverage technology to bring the research process to the students' level and communicate research information to them in a way they can understand. Find YouTube channels from various universities (or create your own as professor Juan Diego Mejía from Medellín did) (Mejía, n.d.), use social media (*e.g.*, Facebook) as a way to communicate with them and share resources (Rodriguez-Buitrago, 2020), help your students manage their thesis project using tools like Trello, or even Excel. In short, try to speak your students' language while you help them understand yours.

### Help students develop a growth mindset

Writing academically in a foreign language makes students vulnerable (all of us, I would say), so they need to learn to take feedback and separate the comments you make about their work from who they are as people. For too long, students have been defined by their grades. However, the work of Dweck (2006) on mindset shows us that intelligence is malleable and grows as we learn. So, as teachers, we can help our students develop a growth mindset and learn from their mistakes instead of judging whom they are based on how they write. Brock and Hundley (2018) suggest some phrases we can use with students to replace our unconsciously destructive comments on their work. We can go a long way if we pay attention to the way we comment on students' work. We can also help them save their self-esteem.

## Conclusions

As a university professor and research director, I have witnessed the actual pain of students stranded by their advisors or guided by someone with very little empathy towards their suffering. I have also seen how patience, empathy, and understanding to help students get their theses out the door and move on with their professional lives. If we all have to publish or perish, we ought to construct a network of teachers-researchers where the experience in research of university professors and the expertise in classrooms of school teachers and practitioners



combine to strengthen teachers' identities and their ideas and perceptions of teachers how our educational setting works. We need to publish what we write due to genuine inquiry and interest, not what gives more points in a system. We need to tend for the humans in our care and those in the care of the ones we are educating.

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# SIPEL 2020: TRAYECTORIA Y PROYECCIÓN DEL SEMILLERO DE INVESTIGACIÓN EN PEDAGOGÍA DEL LENGUAJE

SIPEL 2020: TRACK RECORDS AND PROJECTION OF THE RESEARCH  
HOTBED IN LANGUAGE PEDAGOGY

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## **Abstract**

The Language Pedagogy Research Hotbed (SIPEL) promotes the strengthening of the investigative and pedagogical training of the students of the degrees attached to the Department of Languages, of the Universidad Pedagógica Nacional since 2017, the hotbed has ensured learning experiences within qualitative research, critical literacy, and pedagogical practice. Likewise, it builds a bridge of dialogue between the Department of Languages' educational project, the professional-academic projection of the teacher trainees, the Practicum Committee of this department, and the developments of the GIPELEC research group, to which it is attached.

**Keywords:** Formative research, qualitative research, pedagogical practice

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### Resumen

El Semillero de Investigación en Pedagogía del Lenguaje (SIPEL) promueve el fortalecimiento de la formación investigativa y pedagógica de los estudiantes de las licenciaturas adscritas al Departamento de Lenguas de la Universidad Pedagógica Nacional. Desde el año 2017, el semillero vela por el desarrollo de experiencias de aprendizaje en el marco de la investigación cualitativa, la literacidad crítica y la praxis pedagógica. Asimismo, constituye un puente de diálogo entre el proyecto educativo del Departamento de Lenguas, la proyección profesional-académica de los profesores en formación, el Comité de Prácticas de este departamento y los desarrollos del grupo de investigación GIPELEC, al cual se encuentra adscrito.

**Palabras clave:** investigación formativa, investigación cualitativa, praxis pedagógica

## Introducción

El presente documento tiene como propósito socializar el programa formativo del Semillero de Investigación en Pedagogía del Lenguaje (de aquí en adelante SIPEL). Su misión contempla la cualificación y profundización de la formación investigativa de los estudiantes del Departamento de Lenguas en la práctica pedagógica y en los saberes asociados a la investigación educativa sobre la literacidad crítica en la enseñanza de lenguas. De esta manera, se presenta la fundamentación metodológica y conceptual del semillero para luego exponer los hitos que marcaron su inicio a través de cuatro experiencias significativas. Por último, se describe el estado actual del programa académico del semillero en respuesta a la dinámica educativa del sector en tiempos de pandemia. De esta manera, se generan puntos de reflexión sobre el papel de los semilleros de investigación en la formación docente y sobre la pertinencia de la literacidad crítica y la praxis pedagógica en la construcción de identidad pedagógica en el campo del lenguaje.

## Metodología de la experiencia pedagógica

SIPEL asume los rasgos distintivos de un semillero de investigación cualitativa orientada a procesos pedagógicos. De esta manera, se promueven acercamientos reflexivos a realidades educativas con la finalidad de reconocer, comprender e intervenir propuestas de formación-innovación desde modelos teóricos y alternativas didáctico-curriculares (Izcara, 2014; Katayama, 2014). Debido a la naturaleza interpretativa y crítica de los estudios paradigmáticos sobre literacidades y pedagogía del lenguaje, SIPEL acoge diseños investigativos amparados en la perspectiva cualitativa (Mirhosseini, 2017).

La orientación investigativa con mayor recurrencia y trayectoria en los trabajos de grado del Departamento de Lenguas de la Universidad Pedagógica Nacional (UPN) ha sido la investigación-acción. Richer (2011) indica la importancia de la investigación-acción en la búsqueda de la profesionalización de los docentes en formación a partir de la reflexión constante sobre su quehacer en el aula, los avances conceptuales en el ámbito educativo y la complejidad inherente a las dinámicas vigentes

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de socialización, cultura y enseñanza. Igualmente, Burns (2010) invita a pensar la formación docente más allá de la automatización de la enseñanza y así establecer una actitud de profesional activo y reflexivo que, en lugar de avalar concepciones rígidas o deterministas sobre el quehacer docente, opte por la gestión constante de cuestionamientos hacia las rutinas de enseñanza, los enfoques didácticos, las características de la población educativa, los contextos de aprendizaje y las perspectivas y valores que entrecruzan los vínculos entre el saber profesional y las decisiones del diseño educativo.

SIPEL asume la propuesta de Cohen *et al.* (2007) en tanto que enuncian la capacidad de la investigación-acción para la evaluación de métodos de enseñanza preexistentes; la adopción de estrategias de aprendizaje situadas en contextos educativos específicos; la mejora de sistemas de evaluación en el aula; el desarrollo de sistemas de valores y actitudes en los estudiantes en conexión con su proyecto de vida; el incremento en la eficiencia de dispositivos presentes en la estructura curricular o administrativa de las instituciones educativas, entre otros. En términos de la estructura procedimental de la investigación-acción, el semillero acoge una visión de la investigación como proceso emancipador (Kincheloe, como se cita en Cohen *et al.*, 2007), en la cual las tareas esenciales de observar, planificar, actuar y reflexionar se actualizan en acciones macro que pretenden: a) construir sistemas de significado, b) comprender diversos mecanismos de interacción con la realidad educativa, c) elegir con rigurosidad los objetos de estudio, d) dominar estrategias para la gestión de datos, e) interpretar información con sentido, f) generar conciencia sobre conceptos y teorías específicas que orientan la práctica pedagógica y g) generar conciencia de la enseñanza fundamentada en la praxis pedagógica.

### Caracterización de la experiencia pedagógica

SIPEL se configura como un escenario de estudio, discusión y construcción de saberes asociados a la pedagogía e investigación educativa de las lenguas materna y extranjeras (inglés y francés). El semillero concentra sus esfuerzos en la formación investigativa de estudiantes

que cursan el ciclo de profundización de los programas de pregrado del Departamento de Lenguas, por lo cual fomenta el diálogo constante entre sus intereses investigativos, los lineamientos académicos propuestos por el proyecto educativo de las licenciaturas y las exigencias educativas de las instituciones escolares que reciben a los profesores en formación en su estancia de práctica pedagógica. A su vez, el accionar del semillero se articula con la agenda de trabajo del grupo de investigación en Pedagogía del Lenguaje (GIPELEC), adscrito a la –UPN y destacado en las recientes convocatorias de Minciencias. Entre los objetivos del semillero, se destaca su interés por:

- Brindar lineamientos para la caracterización de contextos educativos y la identificación de necesidades potenciales de aprendizaje u objetos de estudio, relacionados con la literacidad crítica en la enseñanza de las lenguas.
- Establecer marcos de referencia teóricos, curriculares y metodológicos pertinentes con procesos situados de aprendizaje en el marco de las prácticas pedagógicas del Departamento de Lenguas de la UPN.
- Consolidar saberes de orden conceptual, investigativo, pedagógico y didáctico en la formación continua de jóvenes investigadores mediante actividades de apropiación social de conocimiento a nivel institucional e interinstitucional.

## **Fundamentación conceptual**

Además de la fundamentación en investigación cualitativa, SIPEL concibe dos pilares conceptuales: literacidad crítica y praxis pedagógica. Se entiende por literacidad crítica el actuar reflexivo de las personas en situaciones de comunicación que involucran propósitos personales y colectivos acordes con prácticas cotidianas de índole social y cultural (Cassany y Castellá, 2010). De esta manera, las habilidades comunicativas y su respectivo desarrollo a lo largo de los ciclos de la vida se instalan en el campo de la construcción de un ser humano en ejercicio de una ciudadanía en búsqueda de participación democrática, que a su vez

pretende el establecimiento de una propia identidad en diálogo y tensión con sus congéneres.

Lo anterior implica trascender las concepciones funcionales sobre la formación en procesos de lectura y escritura con el propósito de dirigir el dominio de los códigos y sistemas de comunicación verbal y no verbal de una o más lenguas hacia actos de percepción, comprensión y transformación de la realidad mediante la comunicación entre seres sociales con identidad propia. Tejada y Vargas (2007) describen la literacidad crítica como el ámbito en el cual la lectura y la escritura se abordan desde su naturaleza sociocultural, lo que implica la influencia recíproca entre procesos cognitivos y la valoración de conocimientos socioculturales. Los autores afirman la transición del texto hacia el discurso con la respectiva repercusión en la enseñanza-aprendizaje de capacidades discursivas para el tratamiento de artefactos culturales de mediación comunicativa (tipologías textuales, discursivas, formatos de difusión audiovisuales y digitales, etc.) en el marco de experiencias y saberes compartidos por comunidades situadas de interpretación e intercambio comunicativo.

Con respecto a la praxis pedagógica, SIPEL ha generado un primer acercamiento a la construcción de conocimiento desde la experiencia de acompañamiento a los maestros en formación; así, Rojas (2020) ha afirmado que:

(...) la praxis pedagógica sobrepasa la mera tensión entre la teoría y la práctica para instalarla en un escenario en el cual el docente asume situaciones problemáticas, las analiza en función de un propósito específico, las contrasta con experiencias propias y externas, análogas o cercanas, las interpreta con su inventario de conocimientos y referentes teóricos (ya sean previos o emergentes de una consulta específica) y finalmente operacionaliza un proceder conforme a sus posibilidades y condiciones. (p. 168)

El planteamiento anterior se apoya en la voz de Altet (2005), quien sugiere que la articulación de los saberes existentes hacia una adaptación vinculada al hacer permite la construcción del saber práctico en los



docentes. Precisamente, la comprensión y evaluación de los marcos teóricos de referencia con los cuales se asume la preparación profesional para la vida en la escuela implican la búsqueda de alternativas de consolidación y transferencia de nuevo conocimiento. La tensión entre las epistemologías y constructos conceptuales que estructuran el aprendizaje de los licenciados en la universidad requiere de dinámicas de problematización y renovación de los saberes. De este modo, la gestión de tareas investigativas bajo el liderazgo de los propios maestros en formación y la articulación con las líneas de acción de los grupos de investigación reconocidos a nivel institucional constituyen un escenario adecuado para el desarrollo de la identidad docente, desde los retos y crisis de la profesión en la actualidad.

### **Hitos fundacionales**

SIPEL comenzó en el año 2017 en el marco de formación de la práctica pedagógica e investigativa del Departamento de Lenguas de la UPN. Desde ese año, los profesores Carl Machuca y Ronald Rojas han orientado el espacio académico *Proyectos de Investigación en el aula* en las líneas de enseñanza del español como lengua materna y enseñanza del francés como lengua extranjera. En el curso de su mentoría, se destacan dos experiencias significativas que desencadenaron el interés por la formación de ciudadanos críticos y gestores de tejido social en escenarios de aprendizaje innovadores. La primera de ellas es la de las estudiantes Diana Montilla y Mariana Borda (2018), quienes abordaron procesos de literacidad crítica en FLE a través del libro-álbum. Uno de sus hallazgos más destacados fue el hecho de generar transformaciones y mejoras en las relaciones interpersonales en un grupo de estudiantes de básica primaria en una institución educativa distrital en la ciudad de Bogotá. Esta experiencia tuvo la oportunidad de ser compartida en el Congreso Internacional de la Asociación para la Educación Moral, realizado en el año 2018.

La segunda es la de la estudiante Tatiana Tabares (2018), cuyo objetivo era transformar las prácticas escolares de formación escritural al articular procesos de lectura semiótica, pensamiento crítico y estrategias de interacción cultural con entornos cercanos. Los logros

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de la intervención pedagógica dieron cuenta de notables aprendizajes en las estudiantes de grado noveno de una institución educativa de Bogotá, tanto en sus habilidades comunicativas como en la expresión y descubrimiento de talentos en los campos de la oratoria, la escritura y el análisis discursivo. Producto de la evaluación de este proceso investigativo, el Comité de Práctica Pedagógica del Departamento de Lenguas sugirió el reconocimiento como trabajo de grado meritorio.

Previo a la declaración inicial del semillero, se ubican dos experiencias que despertaron los deseos de incrementar las alternativas de apoyo a los profesores en formación en su intención de trascender los logros personales en la licenciatura. Las estudiantes Yuri Posso y Yenny Urrego (2015) crearon el plan de estudios para la enseñanza del francés en la educación primaria de un colegio público en Bogotá. Además de su implementación, se convirtió en un elemento de referencia para el diseño de propuestas curriculares innovadoras. Lo anterior fue avalado por el Consejo Académico de la institución educativa, por los asistentes al Quinto Encuentro Nacional de Estudiantes Universitarios de Francés – ACOLPROF (Tuluá, Colombia) y el Segundo Coloquio sobre la Interdisciplinariedad en la Formación del Profesor de Lenguas Extranjeras - CIFLEX (Cartagena, Colombia) y por el Comité de Prácticas del Departamento de la UPN.

Igualmente, el estudiante Felipe Micán (2016) desarrolló un estudio que relacionaba la construcción de discursos de género al interactuar con tareas comunicativas en un programa de enseñanza de inglés para adolescentes. Este trabajo fue una invitación a actualizar la apuesta investigativa del ciclo de prácticas del departamento desde nuevos objetos de estudio y enfoques metodológicos. En consecuencia, recibió el reconocimiento meritorio por el Comité de Prácticas y por los asistentes del Primer Encuentro de Jóvenes Investigadores de la UPN; 1st Symposium of Educational Research, Universidad Industrial de Santander, Bucaramanga; 13th Research Symposium, Universidad de la Sabana; VIII Coloquio Internacional sobre Investigación en Lenguas Extranjeras, Universidad Nacional de Colombia; II Congreso Internacional y VIII Nacional de Investigación en Lenguas Extranjeras, Universidad Pontificia Bolivariana,

Montería; XXII Symposium on Research in Applied Linguistics & IV International Symposium on Literacies and Discourse Studies, Universidad Distrital Francisco José de Caldas.

### Formación en curso

En años recientes, el semillero ha acompañado el desarrollo de trabajos de grado a lo largo de los tres semestres académicos finales de los programas de licenciatura. El primero de ellos con énfasis en la contextualización de poblaciones educativas, caracterización de necesidades de aprendizaje y diseño inicial de propuestas de intervención pedagógica en coherencia con lineamientos metodológicos de investigación-acción. Los dos semestres siguientes se especializan en la implementación y evaluación continua de las propuestas para culminar en la socialización de saberes con la comunidad académica. En cada semestre académico del período comprendido entre 2017-I y 2020-I, los profesores Machuca y Rojas han dirigido el primer semestre de práctica para grupos conformados entre 5 y 8 estudiantes cada uno. Asimismo, se destacó el acompañamiento a un grupo de 10 estudiantes en los tres semestres de la práctica pedagógica, 4 en la línea de enseñanza del español como lengua materna y 6 en la línea de francés como lengua extranjera, durante el período 2017-II – 2018-II.

El año 2020 ha sido un año de nuevos retos, motivados por los cambios inherentes al modelo de educación virtual tanto en la universidad como en las instituciones educativas a las que acceden los maestros en formación. Aquello que podría considerarse como una crisis, ha generado nuevas oportunidades de ejercicios investigativos en el programa del semillero y del comité de prácticas. Ejemplo de ello, es la posibilidad de efectuar propuestas de innovación pedagógica y didáctica que apoyen procesos de educación a distancia y sean pertinentes con los referentes curriculares a nivel institucional y nacional en la enseñanza de las lenguas materna y extranjera. Dichas propuestas optan por el acceso a contextos educativos específicos, adecuados para el curso de la praxis pedagógica *in situ*, o se diseñan como referentes de uso múltiple y adaptable en instancias de formación continua de docentes en propiedad.

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Asimismo, se ha avalado el desarrollo de estudios de caso orientados a la consolidación de conocimiento pedagógico, didáctico o disciplinar desde el análisis documental de referentes teóricos o de experiencias pedagógicas e investigativas. Otra opción posibilita el estudio de concepciones o explicación de fenómenos asociados a la pedagogía del lenguaje y ubicados en comunidades educativas específicas. Lo anterior ha permitido sensibilizar a los estudiantes de pregrado con las dinámicas de investigación previstas por los cursos de posgrado o los planes de acción de los grupos de investigación del Departamento de Lenguas.

Al final del semestre 2020-I, los coordinadores del semillero acompañaron el diseño inicial de cinco propuestas de innovación pedagógica orientadas a la cualificación de los saberes en literacidad crítica en lengua materna para estudiantes de bachillerato desde didácticas variadas, tales como: clubes de lectura poética, análisis crítico de información *viral* en redes sociales y talleres de sensibilización-acción sobre fenómenos de vulneración a derechos civiles. En el campo de la enseñanza del francés, cinco estudiantes se encargaron de diseñar una ruta metodológica para la construcción de planes de estudio situados en coherencia con los marcos de referencia internacionales y los proyectos educativos institucionales concretos de las comunidades de aprendizaje. En el semestre 2020-II se evalúa la viabilidad de dichas propuestas y se estructura el diseño metodológico adecuado para su conclusión el semestre 2021-I.

### Conclusiones

- El semillero SIPEL ha dinamizado el diálogo continuo con los procesos curriculares del Departamento de Lenguas y de su comité de prácticas con el fin de responder a las circunstancias actuales de adaptación investigativa y pedagógica provenientes de la renovación curricular de los programas de licenciatura y las demandas educativas que la pandemia ha originado.
- El semillero SIPEL ha favorecido los alcances de la línea de investigación en Pedagogía del lenguaje, adscrita al grupo de Investigación GIPELEC, mediante la formulación de propuestas de innovación educativa en los contextos de práctica del

Departamento de Lenguas y el fortalecimiento en la formación de jóvenes investigadores, prevista por el grupo en su programa de trabajo.

- El semillero SIPEL ha demostrado desarrollos investigativos mediante la socialización de trabajos de grado significativos, en los que se destaca idoneidad conceptual y práctica pedagógica de excelencia en instituciones del sector público en Bogotá.
- La estructura de investigación cualitativa con énfasis en literacidad crítica y praxis pedagógica en la enseñanza de las lenguas posibilita el desarrollo de múltiples actos de consolidación y construcción de conocimiento en la formación de profesores.
- El semillero SIPEL requiere la sistematización y socialización permanente de los aprendizajes y experiencias que genera semestre a semestre, para así establecer un marco de referencia riguroso y de fácil acceso a la comunidad académica.

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# PRE-SERVICE TEACHERS' LEARNING IN A VIRTUAL LEARNING COMMUNITY

EL APRENDIZAJE DE LOS PROFESORES EN FORMACIÓN EN UNA  
COMUNIDAD VIRTUAL DE APRENDIZAJE

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## Abstract

This paper exhibits the theoretical foundations and preliminary results of pre-service teachers learning in a virtual learning community. This virtual learning community (VLC) was coined to make pre-service teachers reflect on their beliefs, practice, and theory about language teaching. Three main concepts were necessary to explore: Virtual Learning Communities, reflective practice, and learning.

The study was conducted with 25 pre-service teachers from the Language Teaching Undergraduate Program from a private university in Bogotá. They were taking didactics, methodologies,

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and their first professional practices. The instruments used were a focus group where participants shared their reflections and learning acquired during their participation in the VLC and the activities of the VLC.

In the preliminary results, it was identified that pre-service teachers learn about new techniques for teaching vocabulary, classroom management, and how to implement methodologies for teaching the language,

**Keywords:** Learning, reflective practice, virtual learning communities (VCLs)

### Resumen

Este artículo exhibe los fundamentos teóricos y los resultados preliminares del aprendizaje de los profesores en formación en una comunidad virtual de aprendizaje. Esta comunidad virtual de aprendizaje (CVA) se acuñó para que los profesores en formación reflexionen sobre sus creencias, prácticas y teorías sobre la enseñanza de idiomas. Fue necesario explorar tres conceptos principales: comunidades virtuales de aprendizaje, práctica reflexiva y aprendizaje.

El estudio se realizó con 25 profesores en formación de la Licenciatura en Enseñanza de Idiomas de una universidad privada de Bogotá. Estaban cursando didáctica, metodologías y sus primeras prácticas profesionales. Los instrumentos utilizados fueron un grupo focal donde los participantes compartieron sus reflexiones y aprendizajes adquiridos durante su participación en el CVA y las actividades del CVA.

En los resultados preliminares, se identificó que los docentes en formación aprenden sobre nuevas técnicas para la enseñanza de vocabulario, gestión del aula y cómo implementar metodologías para la enseñanza del idioma.

**Palabras clave:** aprendizaje, práctica reflexiva, comunidades virtuales de aprendizaje.



## **Introduction**

Reflective practice has been considered a process whereby teachers think about their performance before, during, and after their practicum. This process allows teachers to reflect on the different circumstances in the classroom, such as the students' needs and difficulties acquiring the target language, classroom management, techniques, and language teaching methodologies, among others.

In this sense, pre-service teachers of the English Undergraduate Program in a private university in Bogotá were invited to reflect on their beliefs about language teaching and learning through biographical narratives. The narratives showed that it was necessary to promote reflection on their practice to contribute to pre-service teachers' learning about language teaching. That is why a VLC was designed to promote learning and reflection on beliefs and language teaching methodologies.

Even though pre-service teachers reflected on different aspects of language teaching methodologies, this paper will focus mainly on reporting what they learned from their participation in the VLC.

## **Literature review**

Previous studies regarding reflection have been exploratory and descriptive cases (Cote Parra, 2012; Olaya Mesa, 2018). This means they tended only to describe teachers' reflections, but they do not promote any change in the teaching practice itself. Besides, reflective journals, one-on-one interviews, and classroom observations (Cote Parra, 2012) were mainly used to provide participants and teacher educators an opportunity to understand the reflection better. Other studies have implemented observations, portfolios, blogs, metaphors, conferences, questionnaires, interviews, and autobiographical diaries (Bozu & Imbernon-Muñoz, 2009; Insuasty & Zambrano Castillo, 2010; Morrison, 1996; Zahid & Khanam, 2019) to collect the most critical data.

However, those instruments tend to promote just self-reflection; so, there is not chance to construct knowledge, share their thoughts, beliefs and learning from other's reflections and practices.

## Theoretical framework

### Virtual Learning Communities

Virtual Learning Communities (VLC) are technological spaces in which a group of people, more likely students of a specific career or school grade, think collectively about a specific issue or question. As Ortega *et al.* (2016) state, a virtual learning community “allows to consolidate a teaching from the perspective of mutuality and multi- participative collaboration” (p. 4). It is to say, this is not only individual tasks in which each one thinks and feels differently about a situation, but also it promotes collaborative work in which the members are expected to be able to fulfill specific skills or learning abilities.

Dillenbourg (1999) remarked two kinds of VLCs: formal and informal. On the one hand, the formal VLC occurs in an educational context for a particular period, and a teacher leads it. On the other hand, the informal VLC lacks a teacher (in most cases). Also, it is unstructured, and it does not necessarily depend on a designed course. Although, the members are free to share their knowledge about the topic they would prefer to discuss or figure out.

Benavides (2012) and Hernandez *et al.* (2014) coincide in some characteristics of the VLC, among which are accessibility through communication channels, participation that involves exchanging various information flows, and the acquisition of communication skills that strengthen the construction of concrete and clear knowledge. For example, in a foreign language learning process, Rodríguez Hernández (2014) states that “the design of virtual areas focuses on tasks learning with collaborative working that promote communicative skills between members. It promotes oral and writing communication and a level of listening and understanding of English.” (p. 17).

Another essential aspect of having in mind is the benefits and difficulties that virtual learning communities provide. Firstly, a VLC ensures closer interaction and participation between its members. It has limited availability, free and enough time for learning. Incorporating the VLC within the language learning programs establishes an integral

education of the student inside and outside the educational context. It is a learning process that is active and collaborative; for instance, in learning a second language, the most developed aspect is vocabulary. However, according to an interview with Botero Monroy (2012), part of the population does not feel benefited because of some people who explain the concepts wrongly or have no training or experience in teaching a language.

To sum up, a VLC is open to everyone, the accessibility is simple, and the opportunities that can be taken into the space are tremendous. A VLC is an innovative tool for new learners and professionals seeking new knowledge collected by the participants' competencies and the monitors' faculties. Additionally, any VLC needs someone well trained to address the parameters to make the experience pleasant and organized.

### **Reflective Practice**

According to Farrell (2013), reflective practice is considered “what you do in the classroom why you do it. It means thinking about the beliefs and values related to English language teaching and seeing if classroom practices are consistent with these beliefs and values” (p. 4). Furthermore, it is a skill that allows people to contemplate their performance and make better decisions for future actions.

Reflective practice helps teachers abandon impulsive and routine practices, create their daily tasks, act purposefully and appropriately, and increase their teaching awareness; it improves understanding and introduces positive changes (Osmanović, 2019).

Schön (1987) proposed two moments of reflection, inaction, and action, and Farrell (2013) incorporated a third moment called for action. The first moment of reflection, “reflection in action,” that takes place during the class is to say that the teacher evaluates the positive and negative things happening at the moment. Later on, in the second stage, “reflection on action,” which is a more profound process that involves reflecting on pre-service teachers' actions after they have finished it, questioning and analyzing their practices. In the last stage proposed by Farewell (2013),

### Part 3. Teacher training

called “*Reflection for action*,” the teacher analyzes the things in the class and prepares the following lessons by taking future improvements.

Reflective practice can help pre-service teachers enrich their process, be more aware of their practices, and build strategies to develop their role as mentors and leaders. Additionally, reflective practice gives a vast landscape of working things and things that must be double-checked to manage a better lesson.

#### Learning from a sociocultural perspective

From the sociocultural perspective, Johnson (2009) states that learning is a process that emerges from constructing and reconstructing knowledge, beliefs, and ways of teaching using interactive, collaborative tasks between the teacher with the students, colleges, and even external educators who can influence by giving some advice to support teachers’ and pre-services teachers’ professional experiences.

A theory regarding learning from a sociocultural perspective proposed by Vygotsky (1978) was considered in this study. In this theory, learning is seen as a social process in which learners are exposed to interact and share ideas in several contexts and cultures. For instance, he emphasizes a process called the zone of proximal development (ZPD), where there is a huge connection between what the learners can do with the support of other people towards leaping to a bigger stage where the person is capable of controlling and regulating several activities by himself or herself and finally the activities that the person cannot develop quickly.

Carnell *et al.* (2005) had acknowledged that the learning process is done in four main stages: do, review, learn, and apply. The first stage concerns looking around to identify a situation or a problem that requires to be handled. After that, check the most critical points that will allow pupils to connect their experiences, and finally, they transfer these aspects with what they already know. However, a weakness of this argument is that teachers need to carry it out differently because of students’ learning styles, reactions, and motivation toward the learning process.

In summary, learning from a sociocultural perspective comes from the idea of constructing and reconstructing knowledge, beliefs, and ways of thinking collaboratively, taking into account the essential role of human beings' social practices, experiences, and thoughts that allows new meaningful learning day by day throughout many conditions on a human being's life such as context, population, learners' attitudes, and motivation.

## **Method**

This project was designed under a qualitative paradigm. According to Hernández *et al.* (2014), this approach includes various concepts, visions, and techniques on research through various subjective realities, learning, and experiences. In that sense, in this project, experiences, ideas about learning, beliefs, and points of view were explored analytically and reflectively.

This study adopted the praxeological practice (Table 5). It is worth highlighting that praxeology was followed as a type of research, not a pedagogical model. Julio Vargas (2011) presents to us a clearer idea about praxeology from a research approach. On one side, this approach is carried out by an external viewpoint where people's practice is analyzed after their theoretical acquisition.

This author proposes four steps to research his model. In the first moment called "observe," we looked around us to identify the difficulties or issues in the classroom to identify the pre-service teachers teaching practicum problems. The second moment was called "judgment," where the possible causes of the problem were pre-service teachers' lack of experience and lack of connection between their theory and practice. It was followed by a stage called "act," where decisions were taken to handle the situation, looking for the best strategies and possible solutions. Last but not least was the "prospective" stage, which was a reflective moment focused on looking at the positive and negative things that emerged from this situation and the learning acquired by the participants. In order to develop this reflective process, a virtual learning community was created.

### Part 3. Teacher training

Table 5. Praxeological model stages

Stages	Observe	Judge	Act	Prospective
	Observe the context and participants to identify an issue or situation that needs to be solved in their teaching practices.	The focus was to identify the causes of the problem: pre-service teachers' experiences during their learning process, pedagogical challenges to apply what they have learned theoretically, and external factors that influence pre-service teachers' performances.	A virtual learning community was created to create reflection and see pre-service teachers' learning from their performances. It was divided into three different stages: hypothetical case study, pre-service teachers created and implemented their lesson plan and recorded them, and in the last stage was the reflective moment for them to watch their classmates' videos and analyzed them.	A focus group was implemented to reflect on pre-service teachers' participation and learning in the VLC.

Note. The previous table emphasizes what was done at each step of the praxeological model with the project participants.

Source: Own elaboration

### Participants

The population of this research group was composed of 25 pre-service teachers from the Language Teaching Undergraduate Program from a private university in Bogotá. There were ten men and 15 women who participated voluntarily in the virtual learning community. The population was between 20 to 50 years old who was in the seventh semester. These participants took two didactic classes in which students

acquired a deeper understanding of different learning and teaching styles. One of the activities was to participate in a virtual learning community (VLC) and practicum first.

In their first practicum, students were allowed to practice what they have learned in different private and public institutions. They reflected on different aspects that happened in the classroom, such as classroom management, methodologies, and even implementing their lesson plan. However, from this group of 25 participants, just six finished all the project activities and were chosen as the primary research sample.

### Instruments

**Pre-service Teachers' Activities in a VLC** It includes the activities pre-service teachers developed during the three moments of the reflection (in, on for)

**Focus Group.** It focuses on understanding the reflective process pre-service teachers lived on the different moments of reflection (in, on, for) and the learning acquired through the discussion of teaching experiences.

### Preliminary results

Based on the previous research, it was seen from a social perspective two crucial concerns. On the one hand, pre-service teachers acquired some meaningful learning from others' performances and had some reflection from the aspects that were working well and required some modifications. For instance, in the peer evaluation, pre-service teachers identified that their lessons mainly were focused on vocabulary and grammar rather than on the communicative aspect.

Also, they gained learning about some strategies to control the time, discipline, how to implement the lesson plan, and the organization of the activities. Pre-service teachers could provide feedback to each other to know how to use flashcards, the dictionary, songs, and images in a good way as techniques for teaching grammar and vocabulary.

### Part 3. Teacher training

On the other hand, they learned from their lessons and analyzed them for improving their future ones. Two of the elements discussed by them were the importance of knowing the context and the kind of population they were working with. It made pre-service teachers understand how, what to teach, and why their students' needs, context, and ways of learning. It led them to comprehend that they not always have to use the same methodologies and techniques for teaching vocabulary or even grammar because each population works differently and for various reasons.

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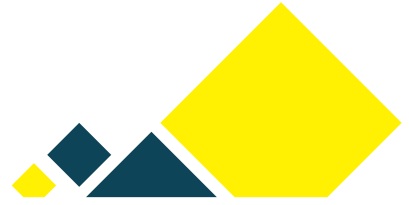
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## **Part 4. Language and interculturality**





# EL CUENTO AFRICANO: UNA APROXIMACIÓN A LA COMPETENCIA INTERCULTURAL EN FLE

THE AFRICAN STORY: AN APPROACH TO INTERCULTURAL  
COMPETITION IN FLE



*Laura Sofía Barrera Camacho*<sup>26</sup>

## Abstract

This presentation presents the development of a monographic work framed in a research hotbed of language pedagogy and whose purpose is an approach to developing intercultural competence from the development of pedagogical and didactic innovation. Thus, given the importance of including this competence in the foreign language classroom, the objective of the documented research is to identify the value of cultural diversity in the teaching of French as a foreign language (FLE) thanks to the use of children's stories of African origin. In this case, it becomes a cultural product that opens the doors to intercultural contact and includes language's linguistic and grammatical aspects. In this sense, a virtual learning environment (VLE) is being developed that includes cultural, intercultural, and linguistic elements. Students can interact with the contents both in diachronic sessions autonomously and synchronously under the teacher's guide.

**Keywords:** Intercultural competence, African story, FLE.

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## **Resumen**

La presente ponencia presenta el desarrollo de un trabajo monográfico enmarcado en un semillero de investigación de pedagogía del lenguaje, y cuyo propósito es una aproximación al desarrollo de la Competencia intercultural a partir del desarrollo de una innovación pedagógica y didáctica. De esta forma, dada la importancia de incluir esta competencia en el aula de lenguas extranjeras, el objetivo de la investigación documentada llevada a cabo es identificar el valor de la diversidad cultural en la enseñanza del francés como lengua extranjera (FLE) gracias a la utilización de cuentos infantiles de origen africano, que en este caso se convierten en un producto cultural que no solo abre las puertas al contacto intercultural, sino que incluye además el aspecto lingüístico y gramatical del lenguaje. En ese sentido, se está desarrollando un ambiente virtual de aprendizaje (AVA)<sup>27</sup> que incluye elementos de índole cultural, intercultural y lingüístico, de manera que los estudiantes puedan trabajar e interactuar con los contenidos tanto en sesiones diacrónicas de forma autónoma, como sincrónicas bajo la guía de un docente.

**Palabras clave:** competencia intercultural, cuento africano, FLE.

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27 Entorno de aprendizaje mediado por la tecnología.

## Introducción

La concepción de la lengua ha estado influenciada de forma constante por los diferentes momentos históricos que portaban un paradigma propio del pensar y de los modos de conocer la realidad. Por esta razón, a lo largo de la historia la lengua ha sido concebida de diferentes maneras centrándose en los aspectos que en cada época en particular la definen, como por ejemplo la gramática, la funcionalidad y su papel en la comunicación. Hoy en día la lengua ha ampliado su valor y es considerada como manifestación de los distintos procesos sociales, y además como una materialización de las relaciones que se tejen entre los locutores de una lengua y los elementos que constituyen su cultura.

No obstante, la saturación de información y la libre circulación de elementos culturales traen al contexto actual distintos desafíos como los prejuicios producidos por el desconocimiento, y además por la influencia de la cultura de origen sobre la manera en la que los sujetos interpretan la realidad. Es por eso que las relaciones que tienen los estudiantes con otras culturas suelen basarse en generalizaciones de rasgos específicos que se atribuyen de manera errónea a todos los miembros pertenecientes a una cultura.

En particular, este fenómeno sucede con el francés, pues Francia posee cierto dominio sobre las manifestaciones culturales y artísticas que se hacen en esta lengua. Esto dificulta a los estudiantes descubrir otros países que han decidido adoptar la lengua francesa como su forma de expresión, como es el caso de algunos países en África.

Es por esto que el aula de lengua extranjera debe constituirse un espacio de intercambio intercultural que exige ir mucho más allá del simple conocimiento de aspectos culturales descontextualizados, para inclinarse más bien a una comprensión más profunda del otro.

A partir de esta necesidad de comprensión, se establece un diálogo entre la cultura de origen y la cultura de destino, y se pide del interlocutor una nueva habilidad capaz de hacerlo.

El Marco Común Europeo de Referencia (MCERL) nos plantea una definición de la Competencia Intercultural como:

El conocimiento, la percepción y la comprensión de la relación entre «el mundo de origen» y «el mundo de la comunidad objeto de estudio producen una consciencia intercultural (similitudes y diferencias distintivas), que incluye la consciencia de la diversidad regional y social en ambos mundos. (Instituto Cervantes, & y España. Ministerio de Educación, 2002, p. 101)

Byram *et al.* (2002) proponen cinco componentes de la competencia intercultural, que son parte integral de las diversas identidades sociales de cada uno (p. 12).

Los puntos de vista o el “**Saber ser**” son la parte más importante para establecer un enfoque hacia la competencia intercultural. En la medida en la que el interlocutor tiene voluntad de relativizar sus propios valores es capaz de abrirse a nuevas perspectivas, y de esta forma descentralizar su visión del mundo y aceptar que no es la única posible.

Los conocimientos o “**Saberes**” como mencionamos anteriormente no son solo un cuerpo de conocimiento del aspecto superficial de la cultura, sino más bien, el conocimiento de los diferentes grupos sociales y los elementos involucrados en una interacción intercultural tanto en el país de destino como en la cultura propia del país de origen. Sercu (2004) agrega que el “Saber” incluye no solo el aspecto específico de la cultura, sino también el aspecto general de la misma y la forma en que afecta el lenguaje y la comunicación.

De este componente surge otro: el “**Saber comprender**” o las capacidades de interpretación y puesta en relación que se refieren a la aptitud general para interpretar un documento o un evento relacionado con otra cultura para explicarlos y acercarlos a documentos o hechos vinculados a la cultura propia. Se añadieron otras actitudes como el respeto, la flexibilidad y la tolerancia a la ambigüedad.

Por otro lado, encontramos las capacidades de descubrimiento e interacción, “**Saber aprender/hacer**” que describen la capacidad de adquirir nuevos conocimientos sobre una cultura y prácticas culturales determinadas y de manejar conocimientos, puntos de vista y habilidades bajo la restricción de la comunicación y la interacción en tiempo real.

Es decir que este componente no solo incluye el aspecto cognitivo de aprendizaje sobre la cultura meta, sino que además posee un aspecto pragmático que exige del interlocutor la capacidad de ponerlos en práctica en las interacciones interculturales reales.

Finalmente, encontramos la columna vertebral de este proceso, que va más allá de la cultura ajena, y nos lleva a una conciencia de nuestros propios valores y cómo estos se convierten en el prisma a través del cual cada uno de nosotros percibe el mundo y, en algunos casos, cómo influyen en los prejuicios y estereotipos que determinan cómo nos relacionamos con las diferentes culturas. Hablamos entonces de una visión culturalmente crítica o **“Saber involucrarse”**, en la que el interlocutor adquiere la capacidad de evaluar—críticamente y con base en criterios explícitos los puntos de vista, prácticas y productos propios países y otras naciones y culturas.

En ese sentido, para propiciar el encuentro intercultural se decidió abordar los cuentos como elemento cultural principal, dada su diversidad de representaciones que permiten vislumbrar en muchos casos las costumbres, tradiciones y modos de pensar de la comunidad en la que son creados. Sobre eso, Piña-Rosales (2009), al presentar los elementos que componen la anatomía del cuento, incluye la visión del mundo del autor quien es a su vez parte de un grupo social. Así, aunque el cuento presente una visión fragmentaria de la realidad, este puede tener también un carácter global. Del mismo modo, este fenómeno de globalidad es descrito por Propp (1977) a partir de la morfología de los cuentos desde la que se puede estudiar y evidenciar su similitud en el mundo entero.

Así, dado el gran acercamiento cultural de los cuentos, el propósito de este trabajo es identificar el valor de la diversidad cultural en el aprendizaje de FLE a través de la utilización de dos cuentos francófonos de origen africano que serán el medio de acceso a algunos rasgos culturales de estos países, de modo que los estudiantes puedan tener una aproximación al desarrollo de la Competencia Intercultural. A continuación, se presentará la metodología de investigación que está siendo realizada y luego se hablará sobre las contribuciones que se esperan con el proyecto, así como una pequeña descripción sobre cómo se llevará a cabo.



## Método

Dada la naturaleza de los conceptos abordados en esta propuesta de innovación pedagógica y didáctica, y una vez identificada la problemática, se optó por una metodología cualitativa con enfoque de orden documental para revisar textos de orden teórico e investigativo en los cuales se trabajaba por un lado la interculturalidad en la enseñanza aprendizaje de lenguas extranjeras y, por otro lado, el cuento como una herramienta para llegar a la Competencia y a la conciencia intercultural.

Para los documentos de investigación se realizaron fichas de lectura en las que se organizaron de manera cronológica nueve investigaciones de orden institucional, nacional e internacional que permitieron identificar pautas teóricas sobre la importancia de integrar la competencia intercultural en el curso FLE, no solo para que los estudiantes comprendan el valor de la relación lengua y cultura y la relación entre ellos, sino también como una forma de propiciar espacios de reflexión que surgen del proceso de descubrimiento y comprensión del Otro acerca del respeto que debe existir siempre entre todos los seres humanos.

De esta manera, y tomando en cuenta la naturaleza pragmática de los estudios y de la interculturalidad misma, surgió la necesidad de dar a la investigación un enfoque práctico y establecer un posible modelo de enfoque de propuesta pedagógica bajo los preceptos de la investigación-acción. Además, las investigaciones consultadas, como por ejemplo *“L’échange épistolaire : un renforcement de l’aspect interculturel en FLE”* realizada por Camila Mora (2018) en la que se desarrolló la propuesta basadas en diversos aspectos del enfoque intercultural, nos dieron guías para el diseño metodológico de la innovación con elementos como los pasos para llegar a la CI, elementos para evaluar la competencia, limitaciones y sugerencias para próximos estudios.

Con base en lo anterior y dadas las circunstancias actuales se identificó que la utilización de los AVA permite la creación de un espacio en el que los cuentos como producto cultural adquieran sentido gracias al diseño, creación y futura aplicación del sitio realizada por el maestro, siguiendo unos propósitos pedagógicos que puedan sobrepasar las barreras del aula

de clase, ya que pueden ser utilizados igualmente de manera autónoma y promueven la motivación de los estudiantes por el aprendizaje.

### Contribuciones

Con el proyecto se espera realizar un primer acercamiento a la lengua francesa, pero esta vez, a partir de una cultura diferente a la de Francia para que los estudiantes puedan evidenciar, por un lado, cuáles son los falsos estereotipos que normalmente se tienen sobre una cultura y por otro, la riqueza cultural existente en África, en Colombia, y las posibles relaciones que se tejen entre ambos países. Esta visión podría promover también una actitud de respeto y valoración de los demás, lo que mejora las relaciones sociales en su contexto inmediato. Además, este proyecto contribuiría a la investigación sobre el desarrollo de la Competencia Intercultural en francés como lengua extranjera, porque incluye una herramienta muy rica y poco trabajada como son los cuentos africanos, y además se aborda desde el ámbito de la virtualidad lo que permite explorar diversos recursos con los cuales pueden ser trabajados en el aula de clase.

En esta medida, los principios metodológicos que vamos a adoptar son los que pertenecen al enfoque intercultural que como explica Feliciano (2018) tiene como objetivo específico que los aprendices de una lengua extranjera puedan asimilar la Competencia Intercultural, es decir, “desarrollar un sentido de relatividad de sus propias creencias y valores y asumir su identidad cultural reconociendo la de los demás” (Windermüller, 2011, p. 20).

En este sentido, la propuesta de intervención que espera ser implementada en un futuro con estudiantes entre 4<sup>o</sup> y 5<sup>o</sup> de primaria será un ambiente virtual de aprendizaje que tiene como objetivo desarrollar la Competencia Intercultural a través de dos cuentos africanos francófonos: “*L’hyène et l’aveugle*” de Senegal (Taralalère, 2010), y “*Le garçon aux grands oreilles*” de Marruecos (Taralalère, 2012). El número de sesiones se acordará con el profesor y los padres, pero serán alrededor de 17 sesiones entre lecciones virtuales (no mayores de 50 min) sincrónicas (conectadas simultáneamente con el profesor) y diacrónicas (que no necesitan para

iniciar sesión a la hora de la clase). La propuesta se dividirá en tres etapas principales, que se han organizado de acuerdo con el proceso de adquisición de CI, teniendo en cuenta cuatro de sus cinco componentes. “Saber-ser”, “Saberes”, “Saber-comprender”, “Saber-aprender/ hacer”. No se tendrá en cuenta el quinto componente “Saber- involucrarse”, ya que es el resultado de un largo proceso de aprendizaje que requiere más tiempo del estimado.

### **Primera etapa: “Passage d’un Retour Sur Soi”**

Se basó en el componente “Saber-ser” y consta de cinco sesiones que se centran en el reconocimiento de la cultura propia de los estudiantes y representan también un primer paso para abrirse a la de los demás.

### **Segunda etapa: “Le conte et celui qui conte”**

En la que se abordarán los “Saberes” y tendrá ocho sesiones destinadas a descubrir los aspectos de la cultura de los países de origen de los cuentos, Senegal y Marruecos, y además a acercarse a las posibles similitudes y diferencias con su cultura.

### **Tercera etapa: “Le début d’un voyage”**

Tendrá cuatro sesiones según el “Saber-comprender”, tendrá como objetivo establecer un diálogo entre culturas a través de la creación de un cuento muy corto que incluya elementos culturales y lingüísticos abordados a lo largo de la intervención educativa. Cabe mencionar que el componente “saber aprender/hacer” se abordará durante las tres etapas porque se trata de esta capacidad de descubrir, adquirir y poner en práctica conocimientos culturales.

En la mayoría de estas etapas trabajaremos con elementos culturales, interculturales y lingüísticos de los cuentos francófonos ya mencionados y algunos cuentos de origen local. Para fortalecer la motivación de los estudiantes, trabajaremos con el personaje de Candelita, una niña de la región del Pacífico que en las sesiones diacrónicas será quien viajará con nosotros y presentará los elementos culturales a ser abordados en cada cuento; Candelita, permitirá a los niños mantener la

diversidad cultural siempre presente durante el proceso y abordar con ella las distintas aptitudes que según Unesco (2013) son fundamentales para adquirir Competencias Interculturales como por ejemplo: el respeto (“valorar a los demás”), autoconciencia/identidad (“comprender el prisma a través del cual cada uno de nosotros percibe el mundo”), la capacidad de mirar las cosas desde una perspectiva/punto de vista diferente (“reconocer las similitudes y diferencias entre estos puntos de vista”) y la humildad cultural (“combinar respeto y autoconciencia”).

En el AVA los alumnos encontrarán los contenidos temáticos, diferentes talleres y actividades a desarrollar divididas según cada una de las etapas e incluso si las sesiones sincrónicas son dirigidas por el maestro, todos los recursos discutidos en clase estarán disponibles allí ara que los estudiantes puedan consultarlos cuando consideren necesario.

También se hará uso de diferentes plataformas virtuales como quizizz, wordwall y learningapps, con el fin de poner en práctica contenidos temáticos y lingüísticos y se trabajarán las historias con videos, textos, imágenes y talleres dinámicos para que el proceso de enseñanza sea más atractivo y promueva la participación de los alumnos.

### Conclusiones

Finalmente, durante este proceso de investigación documental, se identifica en primera medida un desconocimiento de otras culturas francófonas y en ese sentido, la importancia del trabajo constante en el desarrollo de la Competencia Intercultural, en especial en el aula de FLE, dado que la lengua y la cultura son dos elementos que deben permanecer en continua relación, puesto que favorece el aspecto intercultural y otras dimensiones consideradas también indispensables en el aprendizaje de lenguas.

De igual forma, los cuentos se nos presentan como un elemento propicio para abordar una gran variedad de aspectos culturales, además de su flexibilidad y versatilidad que les permite ser integrados y abordados de diversas formas en el aula de clase, y en el caso de la Competencia Intercultural permiten construir un puente con otras culturas que

propicia un espacio de reflexión y diálogo sobre la riqueza de la diversidad cultural existente tanto en las distintas regiones del país de origen, como en aquellas de un país extranjero de forma que se promuevan actitudes de curiosidad y respeto hacia los demás.

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# LA FRANCOFONÍA Y YO: UNA PROPUESTA CURRICULAR HACIA LA INTERCULTURALIDAD

THE FRANCOFONIE AND I: A CURRICULAR PROPOSAL TOWARDS  
INTERCULTURALITY

*Sylvana María Salazar Ariza*<sup>28</sup>

## **Abstract**

The Jaime Quijano Caballero School included French in its curriculum as one more subject, seeking to develop a communicative and non-grammatical perspective as evidenced in the analysis of the English class, the only foreign language learned by students. This curriculum in French with an intercultural approach arises as a response to the dichotomy between language and culture, and the concern to integrate them effectively in class, thus responding to the needs and interests of students to develop communicative and strategic skills that allow them to interact effectively and reinforce institutional values such as leadership and autonomy. This action research was developed in four phases: I) The curricular diagnosis was carried out in 2018 by analyzing institutional documents and interviews with different educational actors to establish the strengths, weaknesses, and expectations. II)

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## Part 4. Language and interculturality

The phase of designing the curriculum in French, considering national and institutional guidelines and pedagogical objectives, focused on interculturality. III) The implementation phase of the high school curriculum in 2020, following a task-based approach, whose products and student voices allowed triangulation and data analysis and the development of the evaluation of the program that will conclude at the end of the school year. IV) The results phase shows that the integration of communicative and cultural aspects facilitates the use of French with a defined intention, seeking mechanisms to solve the needs and evidencing a reflection on one's own and foreign culture. Likewise, the task-based approach allows learning to contextualize and demonstrate competencies in various fields, strengthening autonomy and confidence.

**Keywords:** Communicative competence, curriculum, task approach, Francophonie, interculturality, action research

### Resumen

El Colegio Jaime Quijano Caballero incluyó el francés en su pensum como una asignatura más que busca desarrollar una perspectiva comunicativa y no gramatical tal como se evidenció en el análisis de la clase de inglés, única lengua extranjera aprendida por los estudiantes. Este currículo en francés con enfoque intercultural surge como respuesta a la dicotomía entre lengua y cultura, y a la preocupación por integrarlas de manera efectiva en clase, lo que responde a las necesidades e intereses de los estudiantes para desarrollar competencias comunicativas y estratégicas que les permitan interactuar con eficacia y reforzar los valores institucionales como el liderazgo y la autonomía. Esta investigación-acción se desarrolló en cuatro fases: I) la fase del diagnóstico curricular realizado en 2018 mediante el análisis de documentos institucionales y entrevistas a diferentes actores educativos para establecer las fortalezas, debilidades y expectativas. II) La fase del diseño del currículo en francés, teniendo en cuenta las directrices nacionales, institucionales y los objetivos pedagógicos enfocados hacia la interculturalidad. III)



La fase de implementación del currículo en bachillerato en 2020, siguiendo un *enfoque por tareas*, cuyos productos y voces de los estudiantes permitieron la triangulación y análisis de datos, así como el desarrollo de la evaluación del programa que concluirá al finalizar el año escolar. IV) La fase de resultados muestra que la integración de aspectos comunicativos y culturales facilita el uso del francés con una intención definida mediante la búsqueda de mecanismos para solventar las necesidades, lo que evidencia una reflexión sobre la cultura propia y extranjera. Así mismo, el enfoque por tareas permite contextualizar el aprendizaje y demostrar competencias en diversos ámbitos, lo cual fortalece la autonomía y la confianza.

**Palabras clave:** competencia comunicativa, currículo, enfoque por tareas, francofonía, interculturalidad, investigación acción.

## Introducción

Desde hace varias décadas, Colombia ha buscado fortalecer el bilingüismo principalmente en inglés y, en los últimos años, el francés se ha posicionado como el tercer idioma más estudiado y la segunda lengua extranjera más enseñada. Esto se debe a la popularidad de Francia como destino para estudiar y a la creciente inversión de este país en nuestra industria, de acuerdo con los datos registrados por el gobierno francés y por el Campus France en el marco de la Cumbre del francés organizada por la Universidad Javeriana en el 2017. No obstante, pese a los esfuerzos del gobierno y de las instituciones educativas por fortalecer los procesos de enseñanza de lenguas, las cifras internacionales nos ubican en un nivel bajo de dominio de idiomas, tal y como lo plantea la novena edición del EF English Proficiency Index (EF EPI) que recopila información sobre las pruebas presentadas en 2018 por adultos de 100 países y cuyos resultados fueron analizados por la revista Portafolio (2019).

Esto se debe principalmente a la existencia de planes de estudios basados en la gramática y a la imperante necesidad de establecer currículos que recreen situaciones comunicativas similares a las de un contexto endolingüe, las cuales solo pueden lograrse mediante la inclusión de aspectos culturales como pilares del proceso. El Colegio Jaime Quijano Caballero no es ajeno a este panorama, y en su deseo por ampliar la oferta educativa en bilingüismo, incluyó el francés como una asignatura del currículo durante el 2020, mediante una propuesta novedosa que cumpliera con los objetivos nacionales e institucionales. Por lo tanto, se hizo un diagnóstico y revisión del Proyecto Educativo Institucional PEI y del plan de estudios de inglés, con el fin de reconocer las fortalezas, debilidades, expectativas y posibilidades para esta nueva clase.

Como resultado de dicho proceso, se identificó un desconocimiento de estrategias comunicativas para interactuar espontánea y efectivamente en inglés, además de un entendimiento parcial o nulo de las culturas angloparlantes. Esta situación se debe principalmente al énfasis gramatical y a la falta de conexión entre la teoría y su aplicación, lo cual no es algo exclusivo de esta institución, pues como lo explica Kramsch (1993), la frontera impuesta entre lengua y cultura ha limitado la enseñanza a la

estructura; se promueve la cultura como una quinta competencia que solo puede ser dominada luego de la oralidad y la escritura. Además, no encontramos una coherencia total entre los objetivos del curso y el modelo pedagógico constructivista que promueve el colegio, ya que las actividades y la evaluación siguen un modelo conductista de memorización y relevancia de los resultados finales que se perciben como la mayor prueba del aprendizaje y como criterios para la modificación curricular.

Teniendo en cuenta este panorama, surgió el siguiente interrogante: ¿cómo establecer estrategias efectivas para elaborar un plan de estudios en Francés como Lengua Extranjera (FLE) que integre los componentes lingüístico, comunicativo e intercultural desde el primer ciclo, con el fin de desarrollar una competencia comunicativa eficaz que permita interactuar de forma efectiva en distintos contextos, independientemente del nivel de lengua?

En vista de la urgencia por lograr una *comunicación intercultural* o dominio del contexto, y de las dinámicas sociales en las cuales la lengua toma vida, esta investigación establece como objetivo la creación de un currículo en FLE, basado en la interculturalidad, que responda a las necesidades e intereses de los estudiantes, que permita el desarrollo de diferentes competencias para interactuar con eficacia y que, además, refuerce los valores institucionales de liderazgo y autonomía. Para ello, se plantearon unos objetivos intermedios que buscaban el desarrollo de un proceso de revisión curricular y de análisis de las voces de los actores educativos, seguido por el diseño de un plan de estudios que favorezca el acercamiento a la francofonía, el cual fue aplicado durante un año escolar y sometido a un proceso de evaluación continuo para verificar su pertinencia y el logro de los objetivos educativos.

## Marco teórico

Para enmarcar este trabajo, debemos considerar seis fundamentos teóricos que sirven como sustento. En primer lugar, *el currículo* que es un término polisémico y que se abordará desde los planteamientos de la ley 115 de 1994, de Pansza (1993) y Posner (2005). Según estas perspectivas, el currículo se percibe como una disciplina o proceso dinámico y activo

que conduce a una reflexión constante que engloba los criterios, planes de estudios, metodologías y procesos que contribuyen a la construcción de una identidad nacional e individual y a la formación integral de los educandos. Además, añaden que esta opción educativa facilita la implementación de las políticas nacionales y del Proyecto Educativo Institucional PEI. En este caso, teniendo en cuenta la mirada constructivista del colegio, se opta por un diseño curricular en espiral que parte de una perspectiva teórica cognitiva (Posner, 2005), ya que se debe identificar la manera en que los estudiantes aprenden y le dan sentido al mundo, animándolos a pensar de manera productiva y creativa.

Por otro lado, encontramos la *competencia comunicativa* que según la perspectiva de Abbou (1980), Canale y Swain (1980), Hymes (1972), y el Marco Común Europeo de Referencia para las Lenguas (2001), en adelante MCER, se entiende como el conocimiento de las reglas psicológicas, culturales y sociales que dirigen el uso de una lengua en un contexto social. Esta competencia requiere que el hablante sepa cómo comportarse de manera adecuada en situaciones comunicativas reales mediante el manejo de sus tres componentes: una *competencia lingüística* que se refiere al uso consiente e inconsciente del léxico, fonética y sintaxis; una *competencia pragmática* que se remite al uso de la lengua según las funciones comunicativas y los actos de habla; y una *competencia sociolingüística* asociada a los factores culturales de uso, reglas de interacción y dinámicas sociales (Conseil de L'Europe , 2001).

Es importante aclarar que, en los estados iniciales del aprendizaje, los docentes y diseñadores curriculares deben tener en cuenta la *interlengua* del estudiante, ya que esta demuestra un fortalecimiento de la competencia comunicativa. Dicha noción se entiende como la lengua que construye un locutor a medida que entra en contacto con los elementos del idioma extranjero, y que es el fruto de una actividad cognitiva y analítica propia, tal y como lo manifiestan Vogel *et al.* (1995) y Puren (1997). Los autores añaden que este sistema lingüístico transitorio parte de una serie de hipótesis formuladas individualmente y, por ende, no coincide totalmente con la lengua estudiada, debido a la influencia que ejerce la lengua materna y otras lenguas segundas o extranjeras que maneje el estudiante.

Por otra parte, encontramos la *interculturalidad* que hace parte de la competencia sociocultural y se explica desde la perspectiva de Abdallah-Preteceille (1998), Beacco (1995), Charaudeau (1995), Courtillon (1984) y Ladmiral y Lipiansky (como se cita en Gardies, 2003). De acuerdo con estos autores, dicha noción se relaciona con el aprendizaje de una cultura nueva, de sus modos de vida, actitudes y pensamientos, con el fin de comprender los comportamientos individuales y aumentar el capital cognitivo propio. Todo esto mediante la observación, análisis y reflexión de representaciones de manera objetiva. Este proceso conlleva a un reencuentro con el otro y a un cuestionamiento sobre el sistema cultural propio, que desemboca indefectiblemente en la toma de conciencia del *etnocentrismo intrínseco*, es decir, una mirada cruzada entre culturas.

La *francofonía* por su parte se entiende como el conjunto de países que comparten el uso total o parcial de la lengua extranjera y un sistema de valores, cuyo objetivo es visibilizar las creencias, historia e importancia de los países que hablan francés. Senghor (1962) y Provenzano (2006), indican que esta incluye un trasfondo histórico, político y económico positivo al asociarlos con las personas que pese a estar en diferentes rincones del mundo, comparten un mismo espíritu de cultura y civilización. No obstante, el trasfondo puede ser negativo al asociarlo con la homogeneidad o la *globalización cultural gentil* (Provenzano, 2006) que busca la dominación y explotación de territorios fuera de Francia.

El quinto término para tener en cuenta es el *enfoque por tareas* que fue la metodología de enseñanza escogida, debido a que su énfasis está en el estudiante y en su proceso de aprendizaje, lo que genera espacios de participación en las diferentes etapas y una retroalimentación correctiva, así como se muestra en los trabajos de Nunan (1989) y Long y Norris (2000). La tarea, según el MCER (2001), es un conjunto de acciones en un área determinada que tiene un objetivo y producto definido. Este tipo de enfoque ha ganado popularidad debido a que le permite al profesor y a los estudiantes ser sujetos activos y fomentar la corresponsabilidad, comunicación, transmisión, comprensión y negociación de significados lingüísticos y culturales, como lo manifiesta Vargas (2007). A su vez, resaltamos que se manejarán dos clasificaciones de las tareas: la

primera según Nissen (2010) y su perspectiva comunicativa, que incluye la monotarea, el proyecto y el currículo programado. La segunda clasificación propuesta por Puren (2004) que remarca la existencia de una tarea comunicativa desde la perspectiva anglosajona y el enfoque comunicativo, y la tarea según la perspectiva centrada en la acción que tiene una finalidad didáctica y social.

En último lugar, se debe abordar la noción de *autonomía* que según Holec (1979), Bosh (2009), Arcúrio (como se cita en Santos y Cámara, 2010) y la Universidad Incca de Colombia (2020), se entiende como la capacidad para asumir responsabilidades, gobernarnos de manera crítica y ponderar el impacto de nuestras elecciones en los demás, de manera que se fortalezcan los campos intelectuales, morales y sociales. En el ámbito del aprendizaje, esta requiere de disciplina, toma de decisiones, organización, persistencia, motivación, evaluación y responsabilidad.

De acuerdo con Puren (2010), esta capacidad se divide en tres tipos: el primero, la autonomía como independencia, es decir, el aprendizaje sin profesor dónde el estudiante es un consumidor libre y gerente de su proceso. El segundo tipo es la autonomía como fruto del ejercicio activo de la responsabilidad del aprendiz, quien debe tomar decisiones individuales o con el apoyo de otros respecto al aprendizaje, lo cual desemboca en una autodirección para organizar su propia experiencia. Aunque este proceso no siempre es consciente, ya que puede aprender a aprender de manera accidental, implícita o incluso intuitiva. El tercer tipo de autonomía es la más relevante para la investigación, pues la relaciona con la capacidad de aprendizaje de manera explícita y cognitiva, que permite no solo fortalecer la toma de decisiones y la organización de la experiencia de aprendizaje, sino que busca el soporte de otros como los compañeros y el docente. Este último se vuelve un guía que presenta actividades específicas de empoderamiento, promueve la reflexión sobre el sistema lingüístico y cultural y anima a analizar las competencias y estrategias que el estudiante empleó o debería emplear. De esta manera, se desarrollará de manera progresiva el saber-aprender y se tomarán decisiones individuales sobre qué, dónde, cuándo y cómo aprender.

## Método

Este estudio se realizó bajo un paradigma cualitativo que pretende verificar una teoría de diseño curricular basada en la interculturalidad, mediante el análisis del aprendizaje de Francés como Lengua Extranjera (FLE) en un contexto exolingüe. De igual forma, el diseño metodológico corresponde a una investigación acción, abordada desde Galisson y Puren (1999), Álvarez-Gayou (2003) y Merriam y Tisdell (2016) que busca resolver un problema cotidiano e inmediato, con la participación de los actores en varias fases de la investigación, con el fin de mejorar el análisis de los procesos de enseñanza y aprendizaje de lenguas. Según Montagne-Macaire (2007), esta investigación sigue cinco fases cíclicas, que corresponden al diagnóstico, la planeación de la acción, el análisis, la evaluación y la retroalimentación o transferencia, y se caracterizan por su flexibilidad y apertura a un proceso empírico, como en este caso, que se siguió un diseño en espiral que retoma estas etapas en cada una de las fases de la propuesta.

La población participante pertenece al Colegio Jaime Quijano Caballero, la cual es una institución educativa privada ubicada en la localidad octava de Bogotá. La muestra seleccionada está conformada por doscientos diez (210) estudiantes entre doce (12) y dieciocho (18) años de grados séptimo a once, de los cuales el 96% no había tenido contacto con el francés, a quienes se les aplicó el plan de estudios durante un año escolar, con una intensidad de dos horas semanales.

El presente estudio fue implementado en cuatro fases, el cual comenzó por un *diagnóstico o evaluación curricular* que se llevó a cabo mediante el análisis documental del Proyecto Educativo Institucional y del plan de estudios de inglés, así como la aplicación de cuestionarios a los docentes, directivos, estudiantes y padres de familia de algunos cursos, y seis diarios de campo recogidos durante la implementación de un curso extracurricular de FLE en 2018. Los resultados de los cuestionarios revelaron el deseo por hablar de manera espontánea en el entorno próximo, contar con espacios de participación como juegos o actividades artísticas que les permitieran mejorar su nivel y vencer el temor a hablar en otro idioma, además de resaltar la disminución de actividades gramaticales y

uso del libro de texto, para dar paso a ejercicios más vivenciales y que les permitieran prepararse para sus proyectos de vida, en especial estudios o viajes al exterior.

La segunda fase corresponde al *diseño curricular* con base en las directrices nacionales e institucionales, así como las necesidades, sugerencias y expectativas de los actores educativos. Este diseño tomó como eje central en cada bimestre un aspecto cultural de la francofonía, como situaciones de la vida cotidiana o festividades de distintos países, que servían de introducción para presentar elementos más abstractos de la lengua como la gramática, el vocabulario, la fonética y rasgos sociolingüísticos necesarios para obtener un nivel de dominio A1 contemplado por el MCER, dentro de los que se encuentran las reglas de cortesía, los roles de los locutores y los elementos paralingüísticos. Es importante resaltar la comparación constante establecida entre la lengua y cultura extranjera con situaciones cercanas al sistema lingüístico y cultural materno, para facilitar la comprensión, al relacionarlas con hechos conocidos de los que se pudieran desprender redes semánticas más complejas. De esta forma, se propicia también un nivel de análisis cultural profundo para evitar la formación de estereotipos o prejuicios.

Posteriormente, en el año 2020, se implementó el currículo en los grados de bachillerato, pero debido a la modalidad de *Aprende en casa* ligada a la emergencia sanitaria, fue necesario la adaptación de las temáticas, tareas y objetivos del programa inicial, que conserva los ejes lingüísticos y culturales fundamentales para cada curso. No obstante, hubo una reducción en algunas actividades en grupo y temáticas secundarias, así como la modificación de las tareas finales de cada periodo, de manera que se involucraran los elementos tecnológicos y que resultaran motivantes para los estudiantes. Por último, en la fase de *evaluación y análisis* de datos obtenidos, se han examinado los efectos de la intervención y la pertinencia del plan de estudios según los objetivos iniciales.

Estas dos últimas fases son realizadas simultáneamente, pues toman como base el análisis de los exámenes bimestrales, los procesos de autoevaluación y las tareas finales de cada periodo. Dicho análisis se desarrolla mediante rúbricas y ejercicios que permiten la autoevaluación,



coevaluación y heteroevaluación del proceso, y que concluye con una revisión final del programa. Para esto, se usa una rejilla que mida la coherencia metodológica, en cuanto al desarrollo de habilidades comunicativas e interculturales en los estudiantes y su aporte al fortalecimiento del PEI quijanista.

Los datos recolectados han sido sistematizados y clasificados según unas categorías previas: competencia comunicativa, interculturalidad, autonomía y reflexión sobre el sistema lingüístico y cultural; y otras emergentes como el impacto de las Tic en el proceso de enseñanza de lenguas. De esta forma, se ha facilitado la comparación y reflexión sobre los datos obtenidos y el ajuste de la intervención pedagógica en cada una de las etapas, con el fin de hacer los objetivos del currículo alcanzables y pertinentes según la realidad del colegio.

## **Resultados**

Estos resultados parten del análisis de los documentos institucionales, de los productos de los estudiantes y de los procesos de evaluación implementados a lo largo del año, los cuales fueron examinados mediante rúbricas que contienen aspectos lexicales, gramaticales, fonéticos, culturales, así como la coherencia, pertinencia, comprensión y creatividad en el discurso y en la tarea propuesta.

En términos generales, el 80 % de las producciones demuestran una amplia apropiación de los conceptos culturales y lingüísticos abordados en cada periodo, lo cual es significativo al ser su primera experiencia con el francés. Estas presentaciones audiovisuales incluyeron oraciones completas, coherentes y con una intención comunicativa definida. Así mismo, reutilizaron los contenidos trabajados mediante la adaptación del vocabulario con base en el mensaje a transmitir y en los requerimientos de la tarea, sin copiarlos indiscriminadamente como sucedía al comienzo.

Dichos resultados ponen de manifiesto el desarrollo de una competencia comunicativa acorde al nivel A1 del MCER en cada uno de sus componentes: en cuanto a la comprensión oral y escrita, el 70% entendió globalmente el mensaje de documentos y videos cortos relacionados con la vida cotidiana. Con respecto a la expresión oral y

escrita, se construyeron frases cortas que en el 80% de los casos, eran comprensibles e incluían conectores lógicos como “maintenant”, “jusqu’à”, “continuez avec” y “puis”. Esto revela el conocimiento, conceptualización y creación de redes semánticas que integran los saberes previos y las nuevas temáticas abordadas, así como el deseo de construir un discurso con coherencia y cohesión.

En cuanto al aspecto intercultural, las tareas finales e intermedias suscitaron una ampliación de los saberes sobre la francofonía, gracias a la búsqueda e inclusión, en el 60% de los trabajos, de países, personajes, deportes y comidas diferentes a los abordados en las sesiones. Así mismo, en las presentaciones y videos realizados, se evidenció un uso adecuado de expresiones como “voilà” o “bon appétit”, de elementos no verbales y de algunos comportamientos discutidos en clase como la distancia social, el saludo con dos, tres o cuatro besos, y el uso de *tu* y *vous* según el contexto. Esto expone una comprensión, preparación e integración de la cultura meta como pieza clave en la comunicación en francés.

Es importante resaltar que, en el 80% de los casos, los estudiantes recurrieron a cinco de las estrategias de comunicación propuestas por Manchón (1993) para superar las lagunas lingüísticas propias del desequilibrio entre sus objetivos de interacción y el conocimiento limitado de la lengua meta: en primer lugar, las *estrategias de reducción de contenido* mediante la construcción de estructuras simples (sujeto, verbo y complemento) o el uso de palabras sueltas. En segundo lugar, están las *estrategias de expansión*, que pese a pausar la conversación de manera momentánea, revelaban el esfuerzo de los niños por transmitir un mensaje completo con ayuda de aplicaciones o diccionarios en línea, y así producir frases acordes al contexto como “cuire à feu doux”, o “rendez un peu plus esthétique”.

En tercer lugar, están las *estrategias basadas en otros conocimientos* en las que se recurre a la mímica, dibujos, gestos e imitación de sonidos para hacerse entender, o al uso de silencios prolongados y onomatopeyas para buscar la ayuda o corrección del interlocutor (profesora y compañeros). Por otra parte, las *estrategias basadas en el apoyo de la lengua materna y otras lenguas* corresponden a la construcción de frases que contengan dos o más

idiomas (“ajoutez le agua” o “couper le beicon”), las traducciones literales o calcos de otras lenguas (“prendre onzes” por “prendre une collation” o “Ligue de légendes ” por “League of Legends”) y la interferencia en la pronunciación o escritura (“faire de l’exercise”, “couper les tomates”, “mélanger la gelatiné”) para superar las barreras lingüísticas.

Las últimas *estrategias empleadas se basan en la interlengua* y consisten en generalizaciones del francés con base en los conocimientos adquiridos a lo largo del proceso que provocan la formación de neologismos (*cucharé* por *cuillère*, *cuchillé* por *couteau* o *ultimé* por *dernier*), uso de paráfrasis (“Il travail dans l’hôpital” para referirse a *médecin*) o la selección de términos semánticamente relacionados, aunque aplicados en diferentes categorías o contextos (“Je suis Colombie”, “voir la télé”).

Sin embargo, estas deformaciones lingüísticas o errores no deben considerarse como faltas irremediables que empañan el proceso de aprendizaje, sino que revelan la construcción de la interlengua de los estudiantes, el nivel de análisis alcanzado sobre la francofonía y su creatividad en el aprendizaje. Además, permiten corroborar la hipótesis de Puren (2010) que nos invita a aprovechar los aprendizajes paralelos en todos los idiomas, de manera que se integren los conocimientos previos y de mundo para favorecer la comprensión del nuevo código y se haga una transferencia de estrategias cognitivas de una lengua a la otra, lo que genera redes semánticas sólidas. Esto es posible gracias a los elementos universales que comparten las culturas y a las tácticas comunicativas propias de cualquier hablante nativo o extranjero. Así mismo, el conocimiento cultural se convierte en un apoyo para propiciar el análisis inductivo de la gramática, gracias a la observación de frases en contexto y el surgimiento de generalizaciones sobre la francofonía.

En la presente investigación, estas generalizaciones se manifestaron mediante preguntas e intervenciones, que anticipaban o complementaban la explicación de la docente, y que, en la mayoría de las ocasiones, resultaban un poco más sintéticas para el resto de los compañeros, debido a la conexión que establecían con elementos cercanos a su realidad. Esto es una clara muestra de la hipótesis cognitiva propuesta por Vogel et al. (1995), según la cual, el aprendizaje de lenguas es una actividad

mental individual que varía de acuerdo con las capacidades cognitivas del estudiante y la formulación de hipótesis sucesivas sobre el funcionamiento del sistema lingüístico y sociocultural.

Es por esto, que los niños lograron distintos niveles de abstracción haciendo uso de los dos tipos de destrezas presentadas por Puren (1997): la primera es la *asimilación* o integración de la lengua meta al sistema lingüístico existente, mediante la comparación con el funcionamiento del español o el inglés. La segunda es la *acomodación* o adaptación de las nuevas características lingüísticas y culturales del francés. En el 60% de los estudiantes, se estableció una diferenciación en la pronunciación, el tono de voz, la escritura de letras y acentos exclusivos del francés, la autocorrección en la articulación de cadenas de sonidos y la imitación de tradiciones propias de la francofonía. No obstante, persistieron un número considerable de fallas en la ortografía, puntuación o pronunciación, principalmente de la S, R, E, T y Z al final de las palabras y en la conjugación de verbos regulares para la primera y tercera persona del plural.

Por otra parte, en lo que respecta a la autonomía, los estudiantes dieron varias muestras de su desarrollo mediante la autocorrección de sus producciones orales y escritas, la búsqueda de soportes electrónicos y humanos para superar los obstáculos en la transmisión de mensajes, la revisión objetiva de sus tareas y la solicitud de espacios para mejorarlas, independientemente de la valoración final. De igual forma, los procesos permanentes de auto, hetero y coevaluación contribuyeron a la formación de una mirada crítica sobre su propio proceso, en la que se identificaron fortalezas, debilidades y oportunidades. Por esto, el 96,3% de ellos reconoció un avance en su autonomía con respecto al aprendizaje anterior de lenguas extranjeras y calificaron como pertinente el enfoque por tareas porque contribuye a su futuro y proyecto de vida,

Es importante añadir que hubo una apertura frente a la expresión y recepción de opiniones sobre el trabajo del otro, sin considerar este proceso como un juicio o un requerimiento para la nota, sino como un elemento enriquecedor de los espacios. De este modo, la evaluación pasó a ser una actividad que ayuda a reconocer el avance propio y del compañero, y visibiliza las expectativas e intereses frente al curso de francés.

Para concluir, es importante indicar que los resultados del proceso de evaluación final del curso muestran que el 94,4% de los niños establecieron una relación positiva con la francofonía y 86,9% deseaban continuar con el proceso de aprendizaje en el año 2021. De igual forma, los estudiantes han afirmado en varias ocasiones, que el francés es una lengua posible de entender y usar, debido a dos hechos en particular: la cercanía lingüística con el español que se emplea para establecer el significado global de audios y textos; y la proposición de actividades en las que pueden interactuar en francés desde el comienzo, lo que genera un sentimiento de avance y de satisfacción al pensar que pueden establecer un diálogo corto en este idioma.

## **Discusión**

El diseño curricular en lengua extranjera no es una labor sencilla porque requiere un trabajo riguroso de diagnóstico y análisis del contexto nacional e institucional, de las necesidades e intereses de los estudiantes y la definición de objetivos claros para cada competencia que se pretenda alcanzar. Sin embargo, es muy importante seleccionar los contenidos teniendo en cuenta los tiempos y edades de los estudiantes, pues como se apreció en la fase de implementación, la versión inicial fue bastante amplia y requirió una reducción considerable para adaptarla a la intensidad horaria de la clase y contribuir a los objetivos trazados. Aunque cabe aclarar que es posible abordar el componente intercultural desde un nivel inicial, ya que es un elemento que facilita la comprensión del funcionamiento y significado del idioma, lo que además ayuda a cimentar una competencia comunicativa.

Estos resultados se conectan con la investigación de Aguirre Garzón (2018), que resalta los beneficios de dicha integración, mediante la obtención de un aprendizaje significativo y del uso legítimo de la lengua, como sucede en el enfoque por tareas. Este enfoque otorga un propósito al aprendizaje y fortalece el liderazgo y la autonomía para cumplir los retos que representan cada una de las tareas. De la misma forma, se comprobaron los planteamientos de la investigación de Manaa (2009) que muestra las ventajas del contacto entre dos sistemas lingüísticos (francés y árabe),

pues favorece la conexión entre culturas diferentes, cuyos conocimientos permiten que el locutor extranjero evite malentendidos, bloqueos y aclare situaciones conflictivas.

Es así como resultaría bastante interesante aplicar esta propuesta en un contexto de aprendizaje inverso, cuya lengua materna fuera el francés y la lengua extranjera el español, con el fin de fortalecer la relación entre ambas culturas. De esta manera, se podría hacer un análisis comparativo de los resultados, reflexionar sobre la pertinencia de los temas y tareas propuestas, y revisar la relación intercultural que los estudiantes francófonos establecerían con los pueblos hispanohablantes, así como la deconstrucción de los imaginarios con que inician y finalizan el proceso.

Por otro lado, se debe mencionar que, aunque se parte de un contexto específico, el currículo puede adaptarse a otra institución o lengua extranjera, mediante un proceso de diagnóstico que conduzca al ajuste de ciertos componentes como la organización temática, las tareas propuestas o las competencias e indicadores de logros. De esta manera podría adaptarse a otros colegios en Colombia, a institutos de educación no formal, e incluso a países que compartan el español o el modelo por competencias.

Además, en años posteriores, sería pertinente analizar la aplicación de la versión inicial del currículo en un contexto presencial o en un periodo de tiempo más prolongado, con el fin de identificar el desarrollo de una competencia intercultural en los estudiantes, teniendo en cuenta que es un concepto evolutivo y dinámico que se enriquece con el tiempo y que no es factible de desarrollar en un año escolar.

## Conclusiones

Las conclusiones indican que la implementación de un currículo basado en la interculturalidad permite materializar, desde los niveles iniciales, lo que Puren (2010) denomina *integración didáctica*, es decir, el trabajo paralelo de elementos lingüísticos, gramaticales, fonéticos, léxicos, culturales, ortográficos y de las cuatro competencias lingüísticas. Esto contribuye al fortalecimiento de la confianza para usar el francés en

situaciones cercanas, tal y cómo se propone en el nivel A1 del MCER y como lo esperaban los estudiantes al iniciar el proceso.

Además, al revisar las producciones y tareas finales pudimos observar que los niños desarrollaron distintas estrategias para interactuar de forma efectiva, sin importar las barreras lingüísticas o el desconocimiento de algunos elementos, y pese a que llevaban poco tiempo en el proceso de aprendizaje, se sintieron capaces de comunicarse en francés, siendo conscientes de sus limitaciones. De esta forma, comprobamos que un currículo que no se centre puramente en aspectos formales es fundamental, pues como lo plantea Manchón (1993), la motivación del locutor aumentará si sabe que, para comunicarse, no es necesario que su producción oral sea perfecta en términos gramaticales y fonéticos.

Esto no quiere decir que se dejen de lado los conocimientos lingüísticos, que constituyen uno de los pilares de la competencia comunicativa, sino que se favorezca la construcción de una relación afectiva positiva con la lengua y cultura francófona. Dicha relación es vital en los niveles iniciales, ya que determina el deseo por continuar con el aprendizaje y evita la frustración ligada al desconocimiento, lo que promueve el error como un medio para aprender y la retroalimentación para evitar su fosilización.

En cuanto al diseño curricular en espiral, es posible afirmar su eficacia por la conexión entre cursos y niveles, y la reutilización de temáticas a lo largo del año escolar, con lo que se logra un aprendizaje significativo gracias al repaso y afianzamiento de estas. Este diseño trajo consigo la interdisciplinariedad y un impacto en las dinámicas escolares, con la presencia de actividades institucionales como salidas pedagógicas, día del idioma y la aprobación para hacer del francés un espacio académico del currículo. Sin embargo, cabe aclarar que este éxito no sería posible sin el enfoque por tareas que nos permitió comprobar las ideas de Nunan (1989), al promover la integración de los objetivos de aprendizaje, favorecen el input lingüístico y cultural requerido para situaciones cotidianas, fomentar los momentos de práctica y consolidación de la autoconfianza, así como facilitar una retroalimentación constante.

#### Part 4. Language and interculturality

Con respecto a las habilidades interculturales, podemos afirmar que, aunque no haya una competencia intercultural como tal, surgió una comprensión de la relación indisoluble entre lengua y cultura, así como un fortalecimiento de la identidad de los estudiantes. Gracias a la reflexión sobre las dinámicas sociales de distintos países francófonos, se logró que los niños no solo se informaran sobre el otro, sino que fueran capaces de encontrarse con la francofonía, interactuar con ella e incluso sentirse en un contexto endolingüe, gracias al apoyo de la tecnología. Una muestra de ello fue la reconstrucción de los estereotipos o prejuicios iniciales, mediante la investigación autónoma que conducía a una discusión grupal y a un contraste con la cultura materna. De la misma forma, surgió una sensibilidad a las variaciones de registro, a los elementos no verbales y a los rituales sociales de la francofonía. Este es el primer paso para el desarrollo de una identidad intercultural, que se entiende como el contacto establecido con el otro, para comprenderlo, valorarlo y aprender de él.

Por otra parte, y retomando los elementos mencionados en el PEI del colegio y el postulado de Arcúrio (citado por Santos y Cámara, 2010) según el cual la autonomía es una conquista real que se consolida con madurez, crecimiento e intimidad, apreciamos que la mayoría de los estudiantes ha demostrado conductas autónomas en relación con el curso de francés y el uso de la tecnología. En estas condiciones, lograron adaptarse a nuevas formas aprendizaje, a los nuevos desafíos académicos, personales y emocionales y, sobre todo, debieron asumir la gerencia de su proceso, al no compartir un espacio físico con el profesor y el resto de los compañeros. Como resultado, el éxito de las tareas finales, exámenes y procesos de evaluación dependieron de su compromiso, participación, espíritu investigativo y autoconfianza. Además, comprobamos que es posible favorecer el desarrollo progresivo de la autonomía con el apoyo constante del docente y del grupo, lo que hace que el aprendizaje sea más rápido, agradable y transferible a las situaciones que surjan fuera de la escuela.

Para finalizar, una conclusión emergente del modelo *Aprende en casa* revela que el uso de materiales y tareas que involucren canales multimodales facilita la comprensión de la lengua extranjera y fortalece



la confianza, incluso en aquellos estudiantes que son tímidos, ya que demuestra que es posible comprender un idioma sin importar el nivel y el tiempo de aprendizaje del individuo. Pese a las dudas iniciales por la adaptación a la virtualidad, la inclusión de las TIC brindó una perspectiva diferente al saber-aprender al facilitar la búsqueda de recursos, promover nuevas estrategias para intercambiar experiencias y difundir sus saberes, además de ampliar los canales para resolver dudas. Los estudiantes pudieron demostrar además otro tipo de competencias que no están directamente relacionadas con el aprendizaje de lenguas.

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# USING MUSIC AND ARTISTS' PERSPECTIVES OF SOME HISTORICAL EVENTS TO DEVELOP LANGUAGE AND CRITICAL SKILLS IN EFL

EL USO DE LA MÚSICA Y LAS PERSPECTIVAS DEL ARTISTA EN  
ALGUNOS EVENTOS HISTÓRICOS PARA DESARROLLAR EL  
LENGUAJE Y LAS DESTREZAS CRÍTICAS EN ELF

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## Abstract

Considering the survey results of undergraduate students from the Foreign Languages Undergraduate Program enrolled in the course Pre-intermediate English II B2 + in 2020, some of their experiences learning history at school was related to memorizing data using traditional methods. It usually decreases the motivation to learn this subject in students.

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## Part 4. Language and interculturality

On the other hand, music has been generally used to teach vocabulary and pronunciation during English as a Foreign Language (EFL). During the second half of the 20th century, songs also contain critical components linked with historical events. Considering Bloom's taxonomy, this critical component makes students analyze the different parts of the song, considering the songwriter's intention, making them foster their critical thinking. In addition to this, students can learn history from the songwriter's point of view and perspective. However, it is essential to mention that It is a tool that shows one perspective of the historical event, the singer's one. A broader context is needed to teach history and develop critical thinking skills, facts, and other perspectives. For that reason, it was necessary to complement the workshops with articles or other songs related to the same historical event. The idea of teaching history and promoting the EFL language communicative skills is born from the research group RAVEN that means Radio and Voices in English conformed by the Foreign Languages and Social Communication and Journalism Undergraduate Programs. This project was carried out by implementing action research that includes the discussion and analysis of the results of a preliminary survey and four workshops developed with students of the institution. As a long-term objective, the researchers propose an elective course for undergraduate students of the University Corporation Minuto de Dios. Students can improve their knowledge about 20th-century world history and, at the same time, improve their EFL communicative skills. Moreover, it seeks to contribute to further research in terms of tools and subjects that can foster critical thinking using innovative tools like songs.

**Keywords:** Anglophone songs, critical thinking, 20<sup>th</sup>-century history

### Resumen

Considerando los resultados de una encuesta que se aplicó a estudiantes de pregrado de la Licenciatura en Lenguas Extranjeras matriculados en el curso Inglés Pre-intermedio II B2 + en 2020, algunas de sus experiencias de aprendizaje de historia en la escuela

se relacionaron con la memorización de datos mediante métodos tradicionales. Normalmente, disminuye la motivación para aprender esta asignatura en los estudiantes.

Por otro lado, la música se ha utilizado para enseñar vocabulario y pronunciación durante el proceso de aprendizaje del inglés como lengua extranjera (EFL). Durante la segunda mitad del siglo XX, las canciones también contienen componentes críticos y también están vinculadas con hechos históricos. Teniendo en cuenta la taxonomía de Bloom, este componente crítico hace que los estudiantes analicen las diferentes partes de la canción con base en la intención del compositor haciéndolos fomentar su pensamiento crítico. Además de esto, los estudiantes pueden aprender historia desde el punto de vista y la perspectiva del compositor. Sin embargo, es importante mencionar que es una herramienta que muestra una perspectiva del hecho histórico, la del cantante. Para enseñar historia y desarrollar habilidades de pensamiento crítico, se necesita un contexto más amplio; más hechos y otras perspectivas. Por eso, fue necesario complementar los talleres con artículos u otras canciones relacionadas con el mismo hecho histórico. La idea de enseñar historia y promover las habilidades comunicativas de la lengua EFL nace del grupo de investigación RAVEN que significa Radio y Voces en inglés conformado por la licenciatura en Lenguas Extranjeras y las carreras de Comunicación Social y Periodismo. Este proyecto se llevó a cabo mediante la implementación de una investigación acción que incluye la discusión y análisis de los resultados de una encuesta preliminar y 4 talleres desarrollados con estudiantes de la institución. Como objetivo a largo plazo, los investigadores proponen un curso electivo para estudiantes de pregrado de la Corporación Universitaria Minuto de Dios en el que los estudiantes puedan mejorar sus conocimientos sobre la historia mundial del siglo XX y, al mismo tiempo, mejorar sus habilidades comunicativas como EFL. Además, busca contribuir a una mayor investigación en términos de herramientas y temas que puedan ser útiles para fomentar el pensamiento crítico utilizando herramientas innovadoras como las canciones.

**Palabras clave:** canciones anglófonas, pensamiento crítico, historia del siglo XX.

## Introduction

This research aims to identify how music can be implemented during History lessons and how the songs help foster critical thinking. For the main objective, a review of songs, Historical events, books, lyrics, and artists' backgrounds has been carried out to obtain from a precise location, permeated by subjects and diverse points of view.

According to the initial survey results to students from the Foreign Language Undergraduate Program enrolled in the course Pre-intermediate English II B2 +, some high school teachers base their classes on memorization and traditional methods, which might cause a gap between students and this area of knowledge. On the other hand, music has usually been a tool for learning vocabulary, grammar, and pronunciation when learning and teaching a foreign language, in this case, English (EFL). Some songs composed after 1950 are accompanied by critical string components and include historical events in their lyrics. These facts make songs valuable and practical when exploring history from a critical perspective, in which students can thoroughly analyze the events from their point of view and the songwriter's perspective, generating debates and new knowledge. Besides, it promotes the use of the English language for communicative purposes. This project starts with the analysis of a diagnostic survey and mainly of four workshops developed with students of the institution to know if the use of Anglophone music as a tool for teaching history and the English language deserves to continue being explored and implemented not only in the university but in the whole country.

The origin of this research is the RAVEN (Radio and Voices in English) hotbed of research, made up of teachers and students of the Social Communication and Journalism Undergraduate Program (Faculty of Communication Sciences) and the Foreign Language - English LLEI Undergraduate Program (Faculty of Education) at Minuto de Dios University. In this research group, knowledge corresponding to these two areas of knowledge is exchanged. The practice of the English language and the exercise of journalism, interdisciplinary research, and communication are encouraged.



The origin of this proposal took place when the participants of this research group were carrying out a Radio Program. One of the sections was called Music Vs. History. In this section, different songs from the '80s and the '90s were analyzed, considering its topic, related to a particular historical event, and the songwriter's point of view in front of that event. Later, it was decided to develop a research project in which students from both majors could analyze this kind of song promoting their critical thinking and EFL communicative skills, especially their listening and speaking. One of the most important steps to follow was consolidating a list of Anglophone songs describing its content, its corresponding historical event, and the songwriter's point of view. Another critical aspect to consider was researching projects that used songs to teach different areas of knowledge. During this stage, different research papers related to the use of songs to teach Human Rights, Economy, Social Sciences, among others. Nevertheless, very few research papers about teaching history and EFL were found in Colombia and the world.

## **General objective**

To identify the usefulness of Anglophone music as a teaching tool of historical events while fostering the critical thinking of events between the 1950s and 1990s and for the practice of English as a Foreign Language (EFL) communicative skills.

## **Specific objectives**

- To explore the experiences, knowledge, and perspectives of the students of the Social Communication and Journalism and Foreign Languages - English Undergraduate Programs in terms of teaching//learning of EFL and history, critical thinking, and English-speaking music.
- To systematize the most significant events and aspects for the investigation that happened during the implementation of the workshops or workspaces with different groups of students

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from both majors around one or more English-speaking songs and the historical events to which they refer to.

- To analyze the data obtained during the implementation of the didactic workshops where the students had mainly to critically analyze the selected musical material considering its corresponding historical fact and the perspective or point of view of the singer-songwriter.

### Theoretical framework

#### Pedagogical use of Anglophone songs

Music as a teaching tool has had different effects when using it as a pedagogical tool to teach content (Lems, 2018). In the 1990s, Dolgin and Adelson (1990) developed a study with four, seven, and nine-year-old children who listened to a song and needed to describe particular emotions like happiness or sadness. Participants would listen to a soprano voice interpreting melody throughout this study, which represented different emotions; students were asked to describe their own emotions based on the melody. The results indicated that children were able to connect emotional concepts to the song that was being played. Likewise, it was noticed that the songs selected for this project that refer to a specific historical event contain a strong emotional charge identified by the participants of this project. This emotional charge allowed students to analyze the emotions of the singer or songwriter in front of the historical event.

In the academic field, music has also had an impact, as mentioned by Cabanac *et al.* (2013), “demonstrated that listening to a pleasant music while performing an academic test helped students to overcome stress” (p. 1) In terms of daily skills such, music has also impacted the process of learning to speak in public (Cohen & Wei, 2010). Students were highly surprised when finding out that music was being implemented to represent a powerful speech that referred to powerful messages a song may contain and should be discussed during a class. For this reason, when using music during a class, songs should be powerful enough to transmit

a message, so students are attracted and interested in the topic. Thus, the learning process results more effectively and faster, making wider the possibilities to learn more during a shorter period.

### Critical thinking

When referring to the content of history, critical analysis has a significant role in understanding and appreciate historical events. Modern tools such as songs can help students create or develop critical thinking about a specific period. This would be classified at the analyzing level considering Bloom's Taxonomy (Anderson & Krathwohl, 2001), in which the student analyzes the different parts of the songs from the songwriter's point of view and historical context. When composing a dedicated song or related to a historical event that marked the composer's life, they express their point of view of what happened during that time and express their feelings and emotions towards these events. That fact makes students think and reflect on different points of view and perspectives of a single historical event. That is why using these kinds of tools might produce a notable history teaching-learning process as having access to different materials and tools that result is interesting for students and can help catch their attention and curiosity (Combs *et al.*, 2009). Nonetheless, the ability to support and develop new arguments can also be highly impacted when other innovative tools are implemented.

### Method

To collect data, four workshops of this study were designed and implemented during the second semester in 2019 and the first semester in 2020.

The pilot workshop was first developed to introduce the historical event of the Fall of the Berlin Wall using mainly the song "Winds of Change" by the rock band Scorpions to RAVEN. This workshop consisted of different phases:

1. Listening to the song "Winds of Change" and identifying the rock band

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2. Location of the place where the historical event occurred
3. A conversation about the fall of the Berlin Wall and the characters who took part in this historical event
4. Activity location of events on a timeline
5. Watching the music video and describing its images
6. Listening to the song and organizing the lines of each verse to reinforce listening skills
7. Selection of essential words and relationship with the historical event
8. Answering critical reflection questions about the fall of the Berlin Wall

The BA in Social Communication and Journalism and BA in Foreign Languages professors' feedback of this first workshop was considered for the modification and development of the first workshop using the same songs and historical event held at the event of Formative Research by the Foreign Languages - English Undergraduate Program at UNIMINUTO University.

The second workshop was held again with the RAVEN research group in English and Spanish. For this occasion, fifteen people were divided into small groups of five to work with three songs: "Why? The King of Love is Dead" by Nina Simone, "Zombie" by Cranberries, and "Born in the U.S.A." by Bruce Springsteen. In this case, the workshop consisted of:

1. A brief biography of each selected artist or band
2. Watching the video clip of the songs
3. Selection of the relevant vocabulary of the historical event and identification of the grammatical time of each song
4. Identification of the context of each historical event
5. Identification of the protagonists of each event
6. Reflection questions for critical thinking
7. Feedback

Finally, the third workshop was developed in the Foreign Languages Undergraduate Program called PRE-INTERMEDIATE ENGLISH II B1 + using the song “Sunday Bloody Sunday” by the band U2 in 1983. This song refers to a historical event that occurred in 1972 that was called Bloody Sunday occurred in Derry, Northern Ireland, where, in the middle of a confrontation between Irish Protestants and British troops, 13 people died.

The debates were around some critical thinking questions about the band U2, the Bloody Sunday event, and the “Sunday Bloody Sunday” song. The students responded by describing and explaining what they had previously researched on these topics from their perspectives and perspectives. They also had the opportunity to comment and respond to the opinions of others. The discussion questions were:

1. What do you know about “Sunday Bloody Sunday”?
2. What do you know about the band U2 (specifically at the time when the song was released in 1982)?
3. What do you know about the historical event Bloody Sunday (1972)?
4. What do you think U2 wanted to express or convey by writing and singing “Sunday Bloody Sunday”?
5. What do you think was U2’s position or opinion regarding the historical event Bloody Sunday (1972)?
6. What do you think about the position or opinion of the English government regarding the historic Bloody Sunday event (1972)?
7. What do you think about the position or opinion of the people of Northern Ireland and English in the face of the historic Bloody Sunday event (1972)?
8. What do you think about “Sunday Bloody Sunday” and the historical event Bloody Sunday (1972)?

For this last workshop, a bimodality was implemented in the type of activities. While during the previous workshops, didactic activities,

and oral participation were carried out, in this workshop, a written component was also applied.

The written workshop was carried out to analyze the responses and critical thinking of the students after having carried out the oral debate in the virtual sessions. It consisted of two parts; the first was related to the knowledge of the song and the historical event; the second explored the students' opinions regarding the composition, the historical fact, and the actions of the actors involved.

### Findings

#### Learning history

In the results, most of the students stated that the last time they studied history was at school and some at university. However, it was a subject that was not studied in depth. The absence of history in students' lives is often justified by how boring it can be and the immense amount of data that must be learned or memorized. Finally, it is also a repeat offender that traditional methods are not optimal and can be accompanied by other more dynamic ones.

Nevertheless, throughout the workshops, we can affirm that the students learned history, specifically German, British, and Irish history that, according to them, they had not learned in school. Lems (2018) affirms that the application of music as a teaching tool can have different positive effects when any subject is taught; since a class that includes music can facilitate the student's learning process. At the beginning of each workshop, there was little resistance and little participation as the students were not ready to participate and did not have much to say. However, during the last sessions or parts of the workshops, the students expressed themselves more freely and spontaneously, describing and commenting on the facts and details about this historical event and the history of the songs.

## Practicing EFL communicative skills

In the diagnostic survey results regarding learning and practicing English, we found several points that caught our attention. We found that the affinity with the language was not so high for various reasons. The students explained that it was due to various factors such as the curriculum of schools and universities where traditional methods to teach the foreign language are still implemented. Similarly, the students were motivated to improve their EFL skills, highlighting the importance of finding useful and innovative strategies that support the traditional ones since they are not effective for everybody.

During the last parts or last sessions of the implemented workshops, they had to provide their opinions in front of the song, the historical event, and the band. They usually started speaking English using more extended and complex sentences, focusing not on the form and how to say it but on the message they wanted to convey and transmit. Although there were some errors in grammar and cohesion, the students managed to convey what they wanted to say by giving their opinions on these three topics. This fact proved that students were using this language for communicative purposes, enhancing their EFL communicative skills.

## Developing the students' critical thinking

In the diagnostic survey results, in critical thinking, the general panorama was quite positive since most of the students knew the meaning of this concept and had had different approaches to it at home, social circles, jobs, and at the university. Students recognized the importance of critical thinking in various daily, academic, and work-life aspects, including aspects of contemporary Colombian life and its history, in political, cultural, social, and economic terms.

During the development of the last sessions or parts of the workshops, it was interesting to see how the students began to give their point of view or critical opinion regarding events such as the one that occurred in Derry, Northern Ireland, in 1972, for example. They also related these events with the history and similar situations in Colombia,

where there has been a long history of conflicts between guerrilla organizations and the government.

When choosing a particular song to teach or critically analyze a historical event, it is crucial to select a piece that can motivate the student to debate and critique this historical event. In their study, Cohen and Wei (2010) affirm that when music is used in class, these songs must be powerful enough to convey a message to students that motivates them to investigate and debate on the subject, in this case, in the event. In this way, the critical thinking of the student can be developed.

### Conclusions

Notably, the difficulties and obstacles in the different groups of students were identified in learning history and EFL. They were closely related to the application of traditional methods and strategies to teach these two subjects. This fact allowed us to use English-speaking music as a tool that has been little explored in our country. Even though some students had negative experiences when learning English or history at school, they were open and receptive to the activities implemented in the workshops. They were executed effectively, according to the main objective of the project. It was to teach history, English and develop thinking critic using Anglophone music as a pedagogical tool.

We can affirm that, during the workshops, around the specific songs of each one, the students demonstrated being able to understand and analyze the events or historical periods from different points of view. In addition, they managed to generate a critical point of view or perspective towards the narratives of these events, questioning the perspective from which the story is told and proposing points for debate. They were equally aware of the importance of contrasting information and the points of view of the different actors in the events and those media that expose them to us. On the other hand, they recognized and contrasted certain factors of the events studied with events in the history of Colombia.

The point of view of the students and observers has been considered when improving workshop design. Elements such as the duration of the



activities, total time and reading recommendations, and complementary songs have been considered in preparing the workshops, which have been valuable tools in learning history in the opinion of the students.

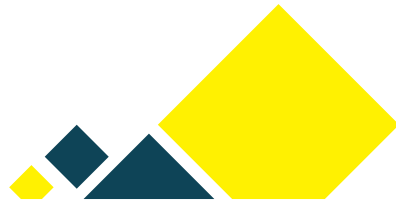
In this way, we introduce music as a pedagogical tool that allows us to critically analyze the history of the second half of the 20th century, allowing dynamic workshops where students can find a new way to analyze the data provided by other media and products (audiovisuals and texts) to generate reflections and debates. Importantly, not all history teachers use traditional methods to teach this subject; however, this project can help some include this strategy to help them enrich their classes.

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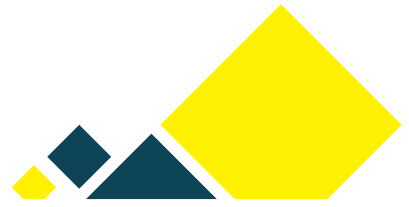
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# Abstracts





# E-LEARNING READING AS A PEDAGOGICAL STRATEGY FOR TEACHING ENGLISH TO YOUNG LEARNERS DURING THE PANDEMIC

Lectura sobre e-learning como estrategia pedagógica para la enseñanza del inglés en jóvenes en situación de pandemia



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## Abstract

This paper aims to describe the learning process conducted with primary graders related to the reading comprehension process in English as a foreign language. The main research techniques applied are based on action research. We will use a questionnaire, initial and final tests, class observations, and interviews. E-learning material is designed from the task-based learning approach and Bloom's Taxonomy for improving comprehension skills. The reading comprehension e-learning material will be developed through the five phases of the ADDIE model (analysis, design, development, implementation, and evaluation). The activities have been designed and proposed for e-learning searching supply students' needs for this health emergency.

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This research is focused on teaching English as a foreign language through reading comprehension as an online pedagogical strategy during this quarantine time. Unique material is designed with learning strategies; it comprises readings with remembering, understanding, and applying activities. Preliminary findings show great satisfaction and good students' attitudes toward online activities.

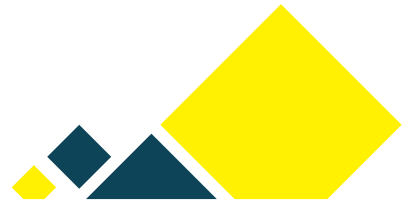
**Keywords:** ADDIE model e-learning, reading comprehension

## Resumen

El propósito de este trabajo es describir el proceso de aprendizaje que se llevará a cabo con los alumnos de primaria relacionado con el proceso de comprensión lectora en inglés como lengua extranjera. Las principales técnicas de investigación aplicadas se basan en el método de investigación-acción. Se utilizarán un cuestionario, pruebas diagnósticas de inicio y salida, observación en clase y entrevista. El material de aprendizaje electrónico está diseñado con elementos del enfoque de aprendizaje basado en tareas y la taxonomía de Bloom para mejorar las habilidades de comprensión. El material de *e-learning* de comprensión lectora se desarrollará a través de las cinco fases del modelo ADDIE (análisis, diseño, desarrollo, implementación y evaluación). Las actividades han sido diseñadas y propuestas para *e-learning* con el fin de suplir las necesidades del alumno para este momento de emergencia sanitaria.

Esta investigación se centra en la enseñanza del inglés como lengua extranjera a través de la comprensión lectora como estrategia pedagógica online en este tiempo de cuarentena. El material especial está diseñado con un conjunto de estrategias de aprendizaje, está compuesto por lecturas con actividades de recordar, comprender y aplicar. Sin embargo, hay hallazgos preliminares que muestran una gran satisfacción y buenas actitudes de los estudiantes hacia las actividades en línea.

**Palabras clave:** modelo ADDIE, e-learning, comprensión de lectura



# DEVELOPMENT OF CONTEXTUALIZED DIGITAL MATERIALS TO STRENGTHEN SCHOOL COEXISTENCE BY LEARNING ENGLISH AS A FOREIGN LANGUAGE

Desarrollo de materiales digitales contextualizados para fortalecer la convivencia escolar a través del aprendizaje del inglés como lengua extranjera



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## Abstract

This action-research project focused on the need to address coexistence as a 21st-century skill and the learning of English as a foreign language through the creation and implementation of contextualized teaching materials to motivate these processes in 20 third grade students to the Friendly Town bilingual experimental immersion project. This qualitative research was carried out six weeks; 5 contextualized books and their respective work guides were designed and implemented with

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topics related to school coexistence. Then, data was collected through semi-structured interviews, surveys, field journals, and the students' artifacts. The pedagogical implementation proved to be innovative since the students showed interest in the second language and reflected on the importance of tolerating, respecting, and being empathetic with their peers to stop school violence, which emerged as one of the main problem areas. As a result, two categories of research were generated. It was concluded that it is necessary to encourage English teachers to generate curricular content that promotes the development of life skills and motivation to learn English

**Keywords: Life skills, motivation, teaching materials.**

## **Resumen**

Este proyecto de investigación-acción se centró en la necesidad de abordar la convivencia como habilidad del siglo XXI y el aprendizaje del inglés como lengua extranjera, a través de la creación e implementación de materiales didácticos contextualizados, con el fin de motivar estos procesos en 20 alumnos de tercer grado pertenecientes a el proyecto de inmersión experimental bilingüe de Friendly Town. Esta investigación cualitativa se llevó a cabo durante 6 semanas, se diseñaron e implementaron 5 libros contextualizados y sus respectivas guías de trabajo con temas relacionados con la convivencia escolar; luego se recolectaron datos a través de entrevistas semiestructuradas, encuestas, diarios de campo y los artefactos de los estudiantes; De hecho, la implementación pedagógica resultó ser innovadora, ya que los estudiantes no solo mostraron interés por la segunda lengua, sino que también reflexionaron sobre la importancia de tolerar, respetar y ser empático con sus pares, como medio para frenar la violencia escolar, que surgió. como una de las principales áreas problemáticas. Como resultado, se generaron dos categorías de investigación. Se concluyó que es necesario incentivar a los profesores de inglés a generar contenidos curriculares que promuevan el desarrollo de habilidades para la vida y la motivación para aprender inglés.

**Palabras clave: habilidades para la vida, motivación, material didáctico**



# CORRELATIONAL STUDY BETWEEN AUDITORY MEMORY AND ENGLISH PERFORMANCE IN PRIMARY SCHOOL STUDENTS

Estudio correlacional entre memoria auditiva y desempeño en inglés en estudiantes de primaria.



*Jeyra Vannesa Vargas Sarmiento<sup>38</sup>*

## Abstract

Despite the efforts of the Colombian education ministry to promote English learning, our country is still in a low domain category. Thus, the main objective of this study is to improve English performance through pedagogical proposals that enhance auditory memory. The method of this study fits the definition of non-experimental and correlational research. The instruments used were two tests that evaluated the auditory memory, M-3, and M-4. They were administered to a sample of thirty students from third and fourth grade from Colegio Agropecuario Puente Sogamoso in Santander, Colombia. The results showed a highly significant and proportional correlation between the variables: auditory memory and English performance. Therefore, it is concluded that the proficiency in this language could be possible through intervention programs that promote auditory memory exercise.

**Keywords:** Auditory memory, English performance, pedagogical proposal

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## **Resumen**

A pesar de los esfuerzos del Ministerio de Educación de Colombia para promover el aprendizaje del inglés, nuestro país aún se encuentra en una categoría de dominio bajo. Así, el principal objetivo de este estudio es mejorar el rendimiento en inglés a través de propuestas pedagógicas que potencien la memoria auditiva. La metodología de este estudio se ajusta a la definición de investigación no experimental y correlacional. Los instrumentos utilizados fueron dos pruebas que evaluaban la memoria auditiva, M-3 y M-4. Fueron administrados a una muestra de treinta estudiantes de tercer y cuarto grado del Colegio Agropecuario Puente Sogamoso en Santander, Colombia. Los resultados mostraron una correlación altamente significativa y proporcional entre las variables: memoria auditiva y rendimiento en inglés. Por tanto, se concluye que el dominio de este lenguaje podría ser posible a través de programas de intervención que promuevan el ejercicio de la memoria auditiva.

**Palabras clave: memoria auditiva, desempeño en inglés, propuesta pedagógica.**



# PROBLEM-BASED ACTIVITIES TO RAISE NATIONAL CULTURAL AWARENESS AMONG A1 ENGLISH STUDENTS IN AN ENGLISH INSTITUTE

Actividades basadas en problemas para promover la sensibilización cultural nacional de los estudiantes de inglés A1 en un instituto de inglés



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## Abstract

A1 English students from a private university comprehend what culture means and enrich their local cultural knowledge and identity. Problem-based activities were designed. This presentation shows the theoretical foundations of how problem-based activities might promote local cultural awareness. This action-research proposal will use focus groups, questionnaires, students' artifacts, and teacher's interviews to collect data. This research is expected to contribute to students' local cultural knowledge, cognitive skills, and capacity to apply problem-solving skills in local cultural contexts.

**Keywords:** Cultural awareness, local culture, problem-based

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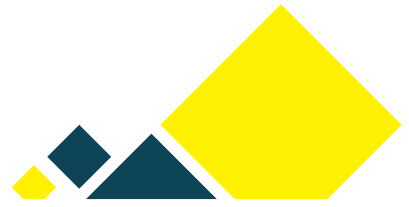
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## **Resumen**

Para que los estudiantes de inglés A1 de una universidad privada comprendan lo que significa cultura y enriquezcan su identidad y conocimiento cultural local, se planean diseñar actividades basadas en problemas. Esta presentación muestra los fundamentos teóricos de cómo las actividades basadas en problemas pueden promover la conciencia cultural local. Esta propuesta de investigación-acción utilizará grupos focales, cuestionarios, artefactos de los estudiantes y entrevistas con los maestros para recopilar datos. Se espera que esta investigación brinde oportunidades para contribuir al conocimiento cultural local de los estudiantes, sus habilidades cognitivas y su capacidad para aplicar habilidades de resolución de problemas en contextos culturales locales.

**Palabras clave: conciencia cultural, cultura local, basada en problemas**



# EDUCACIÓN POPULAR EN EL PIEDEMONTE AMAZÓNICO DURANTE LA PANDEMIA

Popular Education in the Amazonian Piedmont during the Pandemic



*Julián David Mejía Vargas<sup>41</sup>*

*Angie Lorena Chica Ramírez<sup>42</sup>*

*Lorena Mercedes Patiño Fajardo<sup>43</sup>*

## Abstract

The COVID-19 pandemic transformed the educational processes of the world, children and teachers changed the dynamics of face-to-face classes, and strategies were sought to guide the themes of the curriculum through video calls or asynchronous guides. For many families living in rural areas and, sometimes, within the urban area, the lack of an infrastructure that facilitates internet connectivity and the lack of devices to receive virtual classes made education during quarantine a privilege of a few. However, those who had the opportunity to receive classes could experience the improvisation of strategies and contents in virtuality, but they also witnessed the efforts and illusions of the teachers. From the hotbed, we think of ways to support families in learning English in the Amazon region, and for this, we open free virtual courses to school-age

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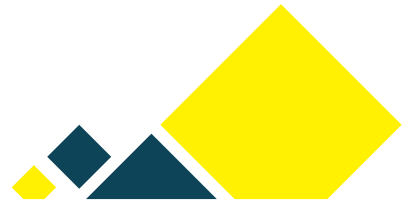
children. We made the call through social media and engaged 400 children from more than 50 educational institutions in the country's southwestern part. The presentation presents some challenges of popular education, achievements of these free courses, and the possibility of linking families to learning English from home.

**Keywords:** Language learning, popular education, pandemic, virtuality

## **Resumen**

Los procesos educativos del mundo se transformaron por la pandemia de la covid-19, niños y docentes cambiaron las dinámicas de las clases presenciales, y se buscaron estrategias para orientar las temáticas del currículo a través de videollamadas o guías asincrónicas. Para muchas familias que viven en zonas rurales y, en ocasiones, dentro del casco urbano, la falta de una infraestructura que facilite la conectividad a internet y el no contar con dispositivos para recibir clases virtuales hicieron que la educación durante la cuarentena fuera un privilegio de unos pocos. Sin embargo, aquellos que tuvieron la oportunidad de recibir clases pudieron experimentar la improvisación de estrategias y contenidos en la virtualidad, pero también presenciaron los esfuerzos e ilusiones de los docentes. Desde el semillero, pensamos en formas de apoyar a las familias en el aprendizaje del inglés en la región amazónica, y para ello abrimos cursos virtuales gratuitos a niños en edad escolar. Realizamos la convocatoria por redes sociales y vinculamos a 400 niños de más de 50 instituciones educativas del suroccidente del país. La ponencia presenta algunos retos de la educación popular, logros de estos cursos gratuitos, y la posibilidad de vincular las familias al aprendizaje del inglés desde el hogar.

**Palabras clave:** aprendizaje de lenguas, educación popular, pandemia, virtualidad



# UNVEILING THE COMPLEXITIES INHERENT IN THE IDENTITY/PROFESSIONAL DEVELOPMENT OF TEACHERS OF ENGLISH AS A FOREIGN LANGUAGE

Desvelando las complejidades inherentes a la identidad/desarrollo profesional de los docentes de inglés como lengua extranjera.



*Jhon Eduardo Mosquera Pérez<sup>A+</sup>*

## **Abstract**

Teachers' professional identity has become one of the most explored dimensions within applied linguistics in the Colombian context in recent years. Some authors have researched within the field of a professional teaching identity. However, through a review of the existing literature in this field, I was able to note that the relationship between the fields of professional teaching identity of English language educators and the possible contribution that the experience of undertaking postgraduate studies, such as completing a master's degree in didactics of English at a university in the southern part of the country, had never been explored. Therefore, this research emerged as a possible contribution to the field of professional teaching identity based on the possibility of being modified as a result of it.

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The information-gathering methods for this study were different. The three instruments used were three oral narratives, three phenomenological interviews (Seidman, 2001), and a field diary kept by the researcher during the information gathering stage. A partial analysis of the information collected suggests several changes at the level of identity that teachers experience when they are involved in the experience of carrying out a master's study. This opens the door for new research on teacher professional identity to emerge at the graduate level and, in the same way, contributes to the field of teacher professional identity continuing to expand within the field of applied linguistics in the Colombian context.

**Keywords:** Professional identity, teachers' identity, pre-service teachers

## **Resumen**

La identidad profesional de los docentes se ha convertido en una de las dimensiones más exploradas dentro de la lingüística aplicada en el contexto colombiano en los últimos años. Algunos autores han realizado investigación dentro del campo de identidad profesional docente. Sin embargo, a través de una revisión de la literatura existente en este campo, pude notar que la relación entre los campos de la identidad profesional docente de los educadores de la lengua inglesa, y la posible contribución que la experiencia de realizar estudios de posgrado, tales como la realización de una maestría en didáctica del inglés en una universidad en la zona sur del país, nunca habían sido explorados. Esta investigación, emergió, por lo tanto, como una posible contribución al campo de identidad profesional docente que parte de la posibilidad de que se modifique en consecuencia.

Distintos fueron los métodos de recolección de información para este estudio. Los tres instrumentos empleados fueron 3 narrativas orales, 3 entrevistas fenomenológicas (Seidman, 2001) y un diario de campo llevado por el investigador durante el desarrollo de la etapa de recolección de información. Un análisis parcial de la información recolectada sugiere que varios son los cambios a nivel de identidad que vivencian los docentes al verse envueltos en la experiencia de realizar un estudio de maestría. Esto

## Abstracts

abre la puerta para que nuevas investigaciones de identidad profesional docente surjan a nivel de posgrado, y, de igual forma, contribuye a que el campo de identidad profesional docente continúe expandiéndose dentro del campo de la lingüística aplicada en el contexto colombiano.

**Palabras clave:** identidad profesional, identidad del maestro, docentes en formación





# THE LOTO PEDAGOGY

La pedagogía de loto



*Felipe Augusto Reyes González<sup>45</sup>*

## Abstract

This research is about the term that exists in India, “The loto pedagogy.” It is mainly about implementing meditation in our class as students and teachers, having a calm mind, a focused mind and a gentle mood, and a good attitude and energy. My idea is to talk about this pedagogy but implementing something that is mine, such as martial arts, acupuncture, and massages. Taking into account that the system in the body discovered by Asians, that tells us that the energy and the blood pass through these channels named “meridians” the most of the problems relating to concentration, focus, attitude are related to this system because there are blocks in the meridians or the blood, this is called “blood stasis” which is in charge on making the energy flow through all the body. I have deep knowledge of this kind of art, and I would like to share this with everyone. I think this is another perspective of how we can see health in general and how these techniques could significantly improve English learning through a very focused mind and a very energetic body and attitude.

**Keywords:** Blood stasis, loto pedagogy, mediation

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## Resumen

Esta investigación trata sobre el término que existe en India “La pedagogía loto”. Se trata principalmente de cómo implementar la meditación en nuestra clase como alumnos y profesores, con el objetivo de tener una mente tranquila, una mente enfocada y un estado de ánimo amable, así como una buena actitud y energía. Mi idea es hablar de esta pedagogía, pero implementando algo que es mío como las artes marciales, la acupuntura y el masaje. Teniendo en cuenta que hay un sistema en el cuerpo descubierto por los orientales, que nos dice que la energía y la sangre pasan por estos canales llamados “meridianos,” la mayoría de los problemas relacionados con la concentración, el enfoque, la actitud están relacionados con esto. sistema porque hay bloqueos en los meridianos o en la sangre, a esto se le llama “estasis sanguínea” que se encarga de hacer que la energía fluya por todo el cuerpo. Tengo un conocimiento profundo de este tipo de artes y me gustaría compartirlo con todos. Creo que es otra perspectiva de cómo podemos ver la salud en general, y cómo estas técnicas podrían mejorar enormemente el aprendizaje del inglés a través de una mente muy enfocada y un cuerpo y actitud muy enérgicos.

**Palabras clave:** estasis sanguínea, pedagogía loto, mediación



# EMI, A STRATEGY FOR STRENGTHENING COMMUNICATIVE SKILLS IN ENGLISH AS A FOREIGN LANGUAGE

EMI, una estrategia para fortalecer las competencias comunicativas en inglés como lengua extranjera

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*Sebastián Concha Vargas<sup>47</sup>*

*Mabel Julia Diaz Franco<sup>48</sup>*

*Flor Marina Manrique<sup>49</sup>*



## Abstract

The processes of globalization have impacted the dynamics of the modern world in the field of communication and education; this is how English has positioned itself as the universal language of international relations, business, commerce, technology, medicine, culture, and education. It implies that individuals must modify and update their practices and get involved in these new educational dynamics to respond to the demands

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of the modern world. From this point of view, educational institutions are called upon to transform themselves into intercultural centers; since it is there where the interactions between educational communities of different nationalities and cultures take place, thus eliminating barriers, conflicts, stereotypes, and prejudices. These trends in the globalized world or global village have given way to new educational trends that directly or indirectly impact current teaching and learning processes.

In this context, EMI (English as a Medium of Instruction) arises as a response to the demands of the global world that imply that professionals develop competencies that allow intercultural educational interaction where those involved could acquire and exchange different types of knowledge taking English as a means of communication and instruction.

**Keywords:** EMI, globalization, interculturality

## Resumen

Los procesos de la globalización han impactado las dinámicas del mundo moderno en el campo de la comunicación y la educación, es así como el inglés se ha posicionado como el idioma universal de las relaciones internacionales, de los negocios, del comercio, de la tecnología, de la medicina, de la cultura y de la educación, lo cual implica que los individuos deban modificar y actualizar sus prácticas y se involucren en estas nuevas dinámicas educativas para dar respuesta a las exigencias del mundo moderno. Desde este punto de vista, las instituciones educativas están convocadas a transformarse en centros interculturales, puesto que es allí donde se desarrollan las interacciones entre comunidades educativas de diversas nacionalidades y culturas y se eliminan las barreras, los conflictos, los estereotipos y prejuicios. Estas tendencias del mundo globalizado o aldea global han dado paso a nuevas tendencias educativas que impactan directa o indirectamente en los procesos de enseñanza y aprendizaje actuales.

En este contexto surge EMI (English as a Medium of Instruction) como respuesta a las exigencias del mundo global que implican que los

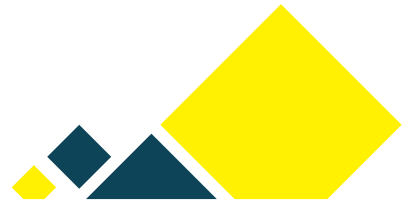


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profesionales desarrollen competencias que les permitan la interacción intercultural educativa en donde los involucrados tienen la oportunidad de adquirir e intercambiar diferentes tipos de conocimiento tomando el inglés como medio de comunicación e instrucción.

**Palabras clave:** EMI, globalización, interculturalidad



## I HAVE AN ACCENT. SO, WHAT!

Tengo acento, ¡y qué!



*Diego Andrés Marín Cerón<sup>50</sup>*

### Abstract

Globalization offers new opportunities for intercultural communication. As part of this process, English has taken a fundamental role as a lingua franca in international communication. Certain stereotypes about English speakers have become anachronistic. In other words, ownership of English has become problematic in the contemporary world. A language belongs to its speakers, either native or non-native. However, the teaching material we use and certain beliefs we have as foreign speakers seem to overshadow this alternative concept of 'language ownership.' Thus, it is relevant to discuss this topic in an event about foreign languages taking accents.

**Keywords:** Accents, globalization, lingua franca

### Resumen

La globalización ofrece nuevas oportunidades para la comunicación intercultural. Como parte de este proceso, el inglés ha asumido un papel fundamental como lengua franca en la comunicación internacional. En ese contexto, ciertos estereotipos sobre los angloparlantes se han vuelto

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anacronistas. En otras palabras, la propiedad del inglés se ha vuelto problemática en el mundo contemporáneo. De hecho, una lengua pertenece a sus hablantes, ya sean nativos o no nativos. Sin embargo, el material didáctico que utilizamos y ciertas creencias que tenemos como hablantes extranjeros parecen eclipsar este concepto alternativo de “propiedad de la lengua”. Por tanto, es relevante discutir este tema en un evento sobre lenguas extranjeras tomando como punto de vista los acentos.

**Palabras clave:** acentos, globalización, lengua franca.



# PLASTIC ARTS AS A STRATEGY FOR YOUNG LEARNERS TO EXPRESS THEIR EMOTIONS

Las artes plásticas como estrategia para que los jóvenes estudiantes expresen sus emociones.



*Elías Julián David Rodríguez Berrío<sup>51</sup>*

## Abstract

This live workshop wants to generate conscience about the importance of developing emotional intelligence in the classrooms and the students. Through artistic activities, the participants will sensitize themselves and understand/learn the principal emotions (Happiness, sadness, disgust, fear, anger) that affect the lives of the kids.

The workshop starts with the presentation of the basis-research, followed by a theoretical explanation about what emotional intelligence is and what the positive and negative consequences related to it, and finishes with a three-step activity. This activity is divided into developing an artistic craft, then sharing ideas of what the participants made, and finally, based on a graphology-analysis, the participants are going to understand what the craft they did means in terms of emotions.

**Keywords:** Emotions, emotional intelligence, plastic arts

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## **Resumen**

Este taller en vivo quiere generar conciencia sobre la importancia de desarrollar la inteligencia emocional en las aulas y en los alumnos. A través de actividades artísticas, los participantes se sensibilizarán y comprenderán/aprenderán las principales emociones (Alegoría, tristeza, asco. Miedo, enfado) que afectan la vida de los niños.

El taller comienza con la presentación de la investigación base, continúa con una explicación teórica sobre qué es la inteligencia emocional y cuáles serán las consecuencias positivas y negativas relacionadas con ella, y concluye con una actividad de tres pasos para finalizar el taller. Esta actividad se divide en desarrollar una manualidad artística, luego compartir ideas de lo que hicieron los participantes y, en último lugar, con base en un análisis grafológico, los participantes van a entender qué significa la manualidad que hicieron en términos de emociones.

**Palabras clave:** emociones, inteligencia emocional, artes plásticas.



# SPACE MISSIONS: AN INNOVATIVE STRATEGY FOR ASSESSING ESL STUDENTS

Misiones espaciales: una estrategia innovadora para evaluar a los estudiantes de inglés como lengua extranjera



*Mary Alejandra Mercado Cifuentes*<sup>52</sup>

*Lisa Daniela Ospina Castañeda*<sup>53</sup>

*Elías Julián David Rodríguez Berrío*<sup>54</sup>.

## Abstract

The constant changes of Education have been present through time to adapt itself to the needs of society, keeping in mind the situations that people undergo and facing the difficulties and challenges that the moving generations carry out. Currently, the world is facing a pandemic that has required different alternatives to transform what “normality” meant, and Education could not escape COVID-19 hands.

COVID-19 tremendously affected Colombian education, requiring the transformation of face-to-face modality into virtuality. However, this process has exposed the gaps in the education system. One of these deficiencies is in the evaluation system, which has been standardized under

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quantitative strategies, which are usually applied taking into account the teacher's criteria, but where students rarely have an opinion in their learning process. Due to this situation, there are new methodologies in which the primary purposes are to ensure that the student has an active role in the classroom, including co-evaluation.

As Practitioner-Teachers, we found in the EMI methodology a chance to change the way to score our students. This article will share our experience developing a thematic course based on the concept of "Space Experiences," applying this evaluation method that we designed, proposing new evaluation strategies to UNIMINUTO's Practicum Program.

The first level, named "Launching Station," is for beginners. Based on the concept of Astronaut Candidates, the students develop different activities and tasks to acquire parts of the spacesuit. This level is developed under the Teacher's Assessment.

The second level, named "Leaving the planet," is where the students adapt to an astronaut role. Their primary mission is to make a space diary telling what they have been learning and their own experience through the trip from the earth to the moon. The teacher's assessment concept is developed here, too.

The third level, named "Landing the moon," is where the students arrive at the moon and explore each satellite. The crew must work together. Managing the concept of an old-crew story that says: if they do not show a good performance, Apophis (a space monster) will eat them. At the end of the mission, on the dark side of the moon, they will find new extraterrestrial species who take them to their planet, passing to the next level.

The fourth level, named "Interplanetary Mission," and focused on the advanced students, there are four different planets where astronauts will develop some missions and win a gem on each planet. At the end of this adventure, they will return to earth to a ceremony where they will be named Captains and share their experience with the Earthers.

**Keywords:** EMI, evaluation

## Resumen

Los constantes cambios de la Educación han estado presentes a lo largo del tiempo, con el fin de adaptarse a las necesidades de la sociedad, teniendo en cuenta las situaciones que atraviesan las personas y afrontando las dificultades y desafíos que las generaciones en movimiento llevan a cabo. En la actualidad, el mundo se enfrenta a una pandemia que ha requerido de distintas alternativas para transformar lo que significaba la “normalidad”, y la Educación no podía escapar de las manos del covid-19.

El covid-19 afectó tremendamente a la educación colombiana, lo cual requirió transformar la modalidad presencial en virtualidad. Sin embargo, este proceso ha expuesto las brechas en el sistema educativo. Una de estas deficiencias está en el sistema de evaluación, que se ha estandarizado bajo estrategias cuantitativas, que se suelen aplicar teniendo en cuenta el criterio del docente, pero donde los estudiantes rara vez tienen opinión sobre su propio proceso de aprendizaje. Debido a esta situación, existen nuevas metodologías en las que los propósitos principales son lograr que el alumno tenga un rol activo en el aula, incluida la coevaluación.

Como Profesores-Profesionales, encontramos en la metodología EMI una oportunidad de cambiar la forma de calificar a nuestros estudiantes. A través de este artículo compartiremos nuestra experiencia en el desarrollo de un curso temático basado en el concepto de “Experiencias espaciales”, la aplicación de este método de evaluación que diseñamos y la propuesta de nuevas estrategias de evaluación al Programa de Prácticas de la UNIMINUTO.

El primer nivel, llamado “Estación de Lanzamiento”, es para principiantes. Al partir del concepto de Candidatos a Astronautas, los estudiantes desarrollan diferentes actividades y tareas, con el fin de adquirir partes del traje espacial. Este nivel se desarrolla bajo la Evaluación del Docente.

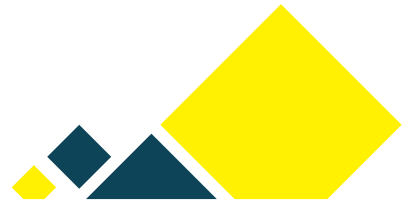
El segundo nivel, llamado “Dejando el Planeta”, es donde los estudiantes comienzan a adaptarse a un papel de astronauta. Su principal misión es realizar un diario espacial en el que cuenten lo que han ido

aprendiendo y su propia experiencia a través del viaje de la tierra a la luna. El concepto de evaluación del profesor también se desarrolla aquí.

El tercer nivel, llamado “Alunizando”, es donde los estudiantes llegan a la luna y exploran cada parte del satélite. La tripulación tiene que trabajar en conjunto bajo el concepto de una vieja historia de tripulaciones que dice: en caso de que no muestren un buen desempeño, Apophis (un monstruo espacial) se los va a comer. Al final de la misión, en el lado oscuro de la luna, van a encontrar una nueva especie extraterrestre que los lleva a su planeta para pasar al siguiente nivel.

El cuarto nivel, denominado “Misión Interplanetaria”, y enfocado a los estudiantes avanzados, hay cuatro planetas diferentes donde los astronautas van a desarrollar algunas misiones y ganarán una gema en cada planeta. Al final de esta aventura, regresarán a la tierra a una ceremonia donde serán nombrados Capitanes, y donde compartirán su experiencia con los terrícolas.

**Palabras clave:** EMI, evaluación



# GAMIFICATION AS A METHOD TO AVOID STRESS IN ENGLISH LEARNERS

La gamificación como método para evitar el estrés en  
estudiantes de inglés



*Hellen Dayanna Villareal Cuestas<sup>55</sup>*

*Jhon Sebastián Gómez Guarín<sup>56</sup>*

## Abstract

The knowledge of a word not only implies a definition but also implies how that word fits into the world.” Vocabulary knowledge is not something that can ever be fully mastered; it is something that expands and deepens throughout a lifetime. On the other hand, students should consider and know how to use vocabulary within a natural context, as pronounced and its definition.

Students of a new language are constantly learning new vocabulary to improve their knowledge, but most of the time, using the same methodologies causes them to feel stressed during lesson development. Learning English vocabulary can be different for each student. The stress problems we have observed in Stars Kids students (A1) are produced because they often do not know how to use vocabulary correctly, which causes stress in them and make them frustrated that they cannot make

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use of vocabulary, which is something that we have observed during the classes at Stars Kids. During the classes, I have observed that the students feel stressed during the development of the activities, which is notable for the expression of their faces since they often do not know how to use the vocabulary correctly within an authentic and coherent context.

**Keywords:** Gamification, stress, vocabulary

## **Resumen**

El conocimiento de una palabra no solo implica una definición, sino que también implica cómo esa palabra encaja en el mundo. El conocimiento del vocabulario no es algo que se pueda dominar por completo; es algo que se expande y profundiza a lo largo de la vida. Por otro lado, los estudiantes deben considerar y utilizar el vocabulario del saber hacer dentro de un contexto real, como se pronuncia y de ahí su definición.

Los estudiantes de un nuevo idioma están aprendiendo vocabulario nuevo de forma constante para mejorar su conocimiento, pero la mayoría de las veces, utilizan las mismas metodologías que hacen que los estudiantes se sientan estresados durante el desarrollo de la lección. Aprender vocabulario en inglés puede ser diferente para cada estudiante. Los problemas de estrés que hemos observado en los estudiantes de Stars Kids (A1) se producen porque muchas veces no saben cómo usar el vocabulario correctamente lo que les causa estrés y les frustra que no puedan hacer uso del vocabulario, esto es algo que hemos observado. Durante las clases en Stars Kids, durante las clases he observado que los alumnos se sienten estresados, durante el desarrollo de las actividades, se destaca por la expresión de su rostro, ya que muchas veces no saben utilizar de forma correcta el vocabulario dentro de un contexto real. y contexto coherente.

**Palabras clave:** estrés, gamificación, vocabulario



# CREATIVE WRITERS: DEVELOPING SIGNIFICANT LEARNING THROUGH POETRY IN THE EFL CLASSROOM

Escritores creativos: desarrollo de un aprendizaje significativo a través de la poesía en el aula de inglés como lengua extranjera



*Laura Katherin Vargas Vega<sup>57</sup>*

## Abstract

Creative writing refers to the stories our pupils can tell us about their lives. This study argues that poetry allows communicating and expressing opinions, feelings, and moods while working in language development. Using poetry in this pedagogical proposal offers a significant perspective on acquiring the English Language and relating written material with the learners' life goals. This qualitative action research inquired how 22 multilevel school class attendants perceived the introduction of literature in the syllabus and developed a compilation and description of their personal experiences while studying English through the appreciation, understanding, and creation of poems and how this might affect their learning process.

**Keywords:** Creative writing, language learning, meaningful learning, poetry.

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## Resumen

La escritura creativa se refiere a las historias que nuestros alumnos pueden contarnos sobre sus vidas. Este estudio sostiene que la poesía permite comunicar y expresar opiniones, sentimientos y estados de ánimo mientras se trabaja en el desarrollo del lenguaje. El uso de la poesía en esta propuesta pedagógica ofrece una perspectiva significativa sobre la adquisición del idioma inglés y relaciona el material escrito con los objetivos de vida de los alumnos. Esta investigación de acción cualitativa preguntó cómo 22 asistentes de clases de escuelas multinivel percibieron la introducción de literatura en el programa de estudios y desarrollaron una compilación y descripción de sus experiencias personales mientras estudiaban inglés a través de la apreciación, comprensión y creación de poemas y cómo esto podría afectar su proceso de aprendizaje.

**Palabras clave:** escritura creativa, aprendizaje de idiomas, aprendizaje significativo, poesía.



# IMPLEMENTATION OF A PLE AS AN EDUCATION STRATEGY IN A BLENDED LEARNING ENGLISH COURSE

Implementación de un PLE como estrategia educativa en un curso de aprendizaje combinado de inglés



*Erika Lisbeth Torres Romero<sup>58</sup>*

## **Abstract**

The teaching of the English language within the Universidad Santo Tomas- Vicerrectoría de Universidad Abierta y a Distancia, located in Bogotá (Colombia), is developed through a 6-level English course offered to great scale groups of students (between 300 and 500 students per course). These courses are managed in a blended learning modality through the Moodle platform. However, due to the high number of students in each course, the university offers a standard Basic English course, and therefore, it is not possible to personalize the contents to cover each student's professional purposes. This qualitative research exercise proposes creating a Personal Learning Environment (PLE) and developing several related learning activities as an educational strategy to meet the specific learner's needs in the context of the academic program, with the final aim to foster informal learning processes. The results of this study indicate that thanks to the individual and collaborative work done through the Personal Learning Environment, students develop

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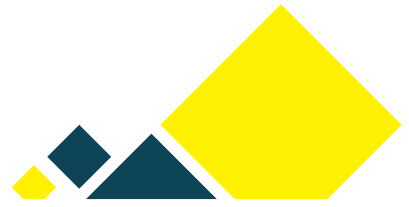
learning strategies related to metacognition, control of context, and interaction through this educational strategy. Likewise, working with a PLE transforms the way students perceive the English language, which is no longer seen as a mere object of study but also supports the learning process related to the student's professional interest.

**Keywords:** Autonomous learning, Personal Learning Environment (PLE), Personal Learning Network (PLN), Web 2.0 tools, English.

## Resumen

La enseñanza del idioma inglés dentro de la Universidad Santo Tomás- Vicerrectoría de Universidad Abierta ya Distancia, ubicada en Bogotá (Colombia) se desarrolla a través de un curso de inglés de 6 niveles ofrecido a grupos de estudiantes de gran escala (entre 300 y 500 estudiantes por curso). Estos cursos se gestionan en modalidad *blended learning* a través de la plataforma Moodle. Sin embargo, debido al elevado número de alumnos en cada curso, la universidad ofrece un curso estándar de Inglés Básico y, por tanto, no es posible personalizar los contenidos para cubrir las finalidades profesionales de cada alumno. Este ejercicio de investigación cualitativa propone la creación de un entorno de aprendizaje personal (PLE) y el desarrollo de una serie de actividades de aprendizaje relacionadas, como una estrategia educativa para satisfacer las necesidades específicas del alumno en el contexto del programa académico con el objetivo final de fomentar procesos de aprendizaje informal. Los resultados de este estudio indican que, gracias al trabajo individual y colaborativo realizado a través del Ambiente de Aprendizaje Personal, los estudiantes desarrollan estrategias de aprendizaje relacionadas con la metacognición, el control del contexto y la interacción a través de esta estrategia educativa. Asimismo, trabajar con un PLE transforma la forma en que los estudiantes perciben el idioma inglés que ya no es visto como un mero objeto de estudio, sino también como un medio para apoyar el proceso de aprendizaje relacionado con el interés profesional de los estudiantes.

**Palabras clave:** aprendizaje autónomo, entorno de aprendizaje personal (PLE), red de aprendizaje personal (PLN), herramientas Web 2.0, inglés.



# IS DOING RESEARCH BORING? AN EXPERIENCE TEACHING AND MOTIVATING FUTURE EDUCATORS TO DO RESEARCH

¿Es aburrida la investigación? Una experiencia enseñando y motivando a futuros educadores a investigar



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## Abstract

Developing students' research skills is an objective that requires learners' and professors' motivation. On the other hand, undertaking a research project is an endeavor that learners may consider challenging due to the complexity of developing research skills and the research environment. This paper reflects conditions that motivated a research tutor and a future teacher to teach and learn to do research both on regular research courses and in a students' research group in an undergraduate program in Bogota. As part of this experience, member students of RELATE, a research hotbed from the Language Teaching Undergraduate Program, a grantee of the call called Jóvenes Investigadores SENA-COLCIENCIAS who is also part of RELATE, and the tutor provides suggestions that may contribute to motivating learners and teachers to do research and by doing so generate professional development.

The objectives of this presentation are to share the reflections and twofold learning experiences from both a research tutor and a student

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member of a students' research group to analyze the conditions that motivated them to do research, to reflect on how research can contribute to professional development and provide suggestions to motivate learners to do research.

This presentation will start with contextualizing the tutor's experience as a professor of courses on research and leader of a students' hotbed. The tutor will make a reflection on the challenges and aspects learned by guiding formative research processes. Such aspects are pedagogical principles and conditions to develop research, the initial components of research competence, research skills, aptitudes and qualities to do research, and the need to promote the development of research on future teachers' pedagogical and teaching practice.

In the second part of the presentation, members of a research hotbed will reflect upon the aspects that may motivate and demotivate learners to undertake educational research. They will also share their experience in developing a research project that started in 2014 and has now gone through two phases of development. As a result of this learning process, one of the learning outcomes in the Project has been the participation in several events, and one of them was a grantee of the call Jóvenes Investigadores SENA-COLCIENCIAS. Finally, we will share suggestions for finding links between professional practice and research work.

**Keywords:** Research skills, hotbed, motivating, professional development

## **Resumen**

Desarrollar las competencias investigadoras de los estudiantes es un objetivo que requiere la motivación de estudiantes y profesores. Por otro lado, emprender un proyecto de investigación es un esfuerzo que los alumnos pueden considerar desafiante debido a la complejidad del desarrollo de habilidades de investigación y el entorno de investigación. Este artículo presenta una reflexión sobre las condiciones que motivaron a un tutor investigador y a un futuro docente a enseñar y aprender a investigar tanto en cursos regulares de investigación como en un grupo de investigación de estudiantes de un programa de licenciatura en Bogotá.

Como parte de esta experiencia, los alumnos integrantes de RELATE un semillero de investigación de la docencia del Grado en Idiomas, becario de la convocatoria Jóvenes Investigadores SENA-COLCIENCIAS que también forma parte de RELATE y el tutor brindan sugerencias que pueden contribuir a motivar a los educandos y profesores para investigar y, al hacerlo, generar desarrollo profesional.

Los objetivos de esta presentación son compartir las reflexiones y dobles experiencias de aprendizaje tanto de un tutor investigador como de un alumno miembro de un grupo de investigación de alumnos para analizar las condiciones que los motivaron a realizar investigación, para reflexionar sobre cómo la investigación puede contribuir al desarrollo profesional. y proporcionar sugerencias para motivar a los alumnos a realizar investigaciones.

Esta presentación comenzará con una contextualización de la experiencia del tutor como profesor de cursos de investigación y líder del semillero de estudiantes. El tutor hará una reflexión sobre los retos y aspectos aprendidos al orientar los procesos de investigación formativa. Dichos aspectos son los principios y condiciones pedagógicos para desarrollar la investigación, los componentes iniciales de la competencia investigadora, las habilidades investigadoras, las aptitudes y cualidades para hacer investigación y la necesidad de promover el desarrollo de investigaciones sobre la práctica pedagógica y docente de los futuros docentes.

En la segunda parte de la presentación, los miembros de un semillero de investigación reflexionarán sobre los aspectos que pueden motivar y desmotivar a los estudiantes a emprender una investigación educativa. También compartirán su experiencia en el desarrollo de un proyecto de investigación, que comenzó en 2014 y que ahora ha pasado por dos fases de desarrollo. Fruto de este proceso de aprendizaje, uno de los aprendizajes del Proyecto ha sido la participación en varios eventos y uno de ellos fue becario de la convocatoria Jóvenes Investigadores SENA-COLCIENCIAS. Finalmente, compartiremos sugerencias para encontrar vínculos entre la práctica profesional y la labor investigadora.

**Palabras clave:** habilidades de investigación, semillero, motivación, desarrollo profesional.



# PSYCHOLOGICAL IMPACTS OF ISOLATION BY COVID-19 ON PEOPLE

Impactos psicológicos que han tenido las personas como resultado del aislamiento por covid-19

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## Abstract

We decided to make a poster about the research we are doing in the hotbed of research Inspire, which aims to make a book that compiles different memories, which speak of the perspective of each person from the moment this pandemic began, as lives and some other situations that have arisen and could arise. Our objective is to make a poster that is focused on the different psychological aspects of people, which have been affected by the lockdown, specifically in the main symptoms that people have begun to notice in themselves, such as stress, exhaustion, anxiety, irritability, insomnia, deterioration of work performance and even rejection of work. Added to confinement and monotony, they cause negativity and can be harmful to people. Even these consequences above can generate a tenuous environment in families. So, from which nothing positive can be rescued, they are not simply problems that happen at that

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## Abstracts

specific moment, but they can also leave consequences in the population. We aim to reach accurate conclusions taking into account the opinion of a selected part of the population.

**Keywords:** COVID-19, mental health, pandemic

## Resumen

Decidimos hacer un póster sobre la investigación que estamos haciendo en el semillero de la investigación Inspire, que tiene como objetivo hacer un libro que recopile diferentes recuerdos, que hablen de la perspectiva de cada persona desde el momento en que comenzó esta pandemia, como vidas y algunas otras. situaciones que han surgido y pueden surgir, nuestro objetivo es realizar un póster que esté enfocado en los diferentes aspectos psicológicos de las personas, que se han visto afectadas por el encierro, en específico en los principales síntomas que las personas han comenzado a notar en sí mismas, como son estrés, agotamiento, ansiedad, irritabilidad, insomnio, deterioro del desempeño laboral e incluso rechazo al trabajo, que sumados al encierro y la monotonía, provocan negatividad y pueden ser perjudiciales para las personas, incluso estas consecuencias antes mencionadas pueden generar un ambiente tenue en las familias. Entonces de los cuales no se puede rescatar nada positivo, no son simplemente problemas que suceden en ese momento específico, sino que también pueden dejar consecuencias en la población, nuestro objetivo es llegar a conclusiones verdaderas teniendo en cuenta la opinión de una parte seleccionada de la población.

**Palabras clave:** covid-19, salud mental, pandemia.



# Conclusions



The COVID-19 pandemic of 2020 cast new light on the importance of identifying and addressing empowerment, equity, diversity, inclusion, decolonization, and technology use, among other issues within our society and our academic communities. The global pandemic has also brought the questions about how we can make the proceedings of the *Annual Conference on Formative Research on EFL. Practices that inspire change* more open, accessible, and inclusive.

With the support of the UNIMINUTO virtual platform and the technological skills developed by our students and teachers, the event took place on November 2<sup>nd</sup> and 3<sup>rd</sup>, 2020. During those two days, participants from different universities of Colombia accepted the invitation to be part of it. We reached the principal aim: to generate quality knowledge, contribute to the researching lines and areas of the professional field, and contribute to didactics of language teaching.

The presentations covered a wide range of topics like social issues in domestic violence: the shadow of victimized people, the childhood interaction, and its social impact in Colombia 2020. In addition, we discussed teaching foreign languages through research about gamification as a learning and motivation strategy in remote education, the appropriation of metacognitive strategies to improve the quality of English language learners' academic writing products. In teacher training, we could find topics about peace construction in ELT as a resilient, humanizing formative research, virtual learning community implementation in English language teachers' professional practices. Finally, in language and interculturality, we could identify some topics

## Conclusions

related to Anglophone music as a useful pedagogical tool for critical analysis of world history events of the second half of the 20th century.

The socializing opportunities afforded by our good scheduling allowed the participants to form connections with professionals from diverse areas in our field that was the case for our guests' plenary speakers: Yeraldine Aldana (MA in Applied Linguistics to Spanish as a Foreign Language from Pontificia Universidad Javeriana), Carolina Buitrago, a teacher from Colombo Americano, Mauricio Buitrago (MA in Teaching Spanish as a Foreign Language from Universidad Internacional Iberoamericano).

The conference became a setting for socializing and learning about research. Students reported that their congress participation allowed them to connect with others and increase their self-confidence. It also heightens their ability to take risks at sharing their initial research ideas, interim results, and finished projects. Members from diverse hotbeds get to know each other acknowledge, provide feedback, and remark what the groups have been working on. Undergraduate students could see how educational research becomes alive and see its actual practical, academic, and social dimensions from the initiatives and projects shared by peers. The congress was successful beyond expectations, and it opens new undergraduate research opportunities in the coming years.

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The conference papers of the Annual Conference on Formative Research on EFL. Practices that inspire change collect pedagogical experiences, research reports, and reflections about social issues, language teaching, teaching training, interculturality under the panorama of the Covid-19 pandemic. Each paper invites the reader to implement changes in their teaching practice through disruptive pedagogies, reflect on the social and emotional consequences of the lockdown, new paths for teacher training and different approaches for teaching interculturality. We expect to inspire new ways to train pre-service teachers and teach languages in this changing times.



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