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ÍNDICE

| | |
|---|-----------|
| PRESENTACIÓN | 4 |
| DEVELOPMENT OF FOREIGN LANGUAGE LISTENING COMPREHENSION THROUGH METACOGNITIVE STRATEGIES AND PODCASTS <i>Diana Echavarría Lopera</i> <i>Universidad de Antioquia.....</i> | 7 |
| FLIPPING THE GRAMMAR COMPONENT TO BOOST ORAL PRODUCTION <i>Juliana Andrea Díaz</i> <i>Universidad de la Sabana.....</i> | 24 |
| ENGLISH LANGUAGE UNIVERSITY TEACHERS´ PEDAGOGICAL PRACTICES IN RELATION WITH THEIR GENDERED IDENTITIES CONSTRUCTION <i>Ángela Milena Rodríguez</i> <i>Universidad de Boyacá.....</i> | 34 |
| AUTHENTIC MATERIALS IN THE EFL CLASSROOM <i>Ximena Romero y Jasmin Alfonso</i> <i>Institución Universitaria Colombo Americana - ÚNICA.....</i> | 50 |
| APRENDIZAJE INTEGRADO DE CONTENIDOS Y LENGUA EXTRANJERA (AICLE) Y ESTRATEGIAS DE LECTURA EN CIENCIAS NATURALES <i>Deisy Gomez</i> <i>Colegio Buenavista Calasanz- IED</i> | 58 |
| MEANINGFUL STRATEGIES FOR THE TEACHING HISTORY IN BILINGUAL PROGRAMS <i>Julio Bernal</i> <i>Institución Universitaria Colombo Americana - ÚNICA.....</i> | 69 |
| AN INSIGHT INTO MULTICULTURALISM: A PROPOSAL FOR CONFLICT RESOLUTION IN EFL CLASSES <i>Danna Ávila y Daniel Sánchez</i> <i>Universidad Distrital Francisco José de Caldas.....</i> | 77 |

PRESENTACIÓN

Para la Institución Universitaria Colombo Americana - ÚNICA la investigación constituye uno de los pilares más importantes en el desarrollo del proceso de formación de docentes, junto con la práctica pedagógica y los contenidos curriculares. En virtud de ello y partiendo del axioma que señala que, “para ser un buen educador, se debe ser un buen investigador”, en ÚNICA existe un compromiso institucional con la formación en investigación.

La investigación en ÚNICA se concibe desde las siguientes modalidades: Investigación formativa, investigación propiamente dicha y actividades de investigación, extensión y proyección social.

La investigación se asume como una actividad organizada y rigurosa, a través de la cual el estudiante dispone de las herramientas conceptuales y metodológicas que le permitirán asimilar, transferir, aplicar y producir el conocimiento y, proponer y llevar a cabo acciones que contribuyan a la solución de los problemas que se afrontan en la realidad del ejercicio de la docencia.

En consecuencia, los proyectos de investigación desarrollados en la institución se inscriben en el campo de los saberes pedagógicos, lo que permite adelantar la reflexión sobre la planeación, la organización y el desarrollo de los procesos curriculares en los diferentes niveles y ámbitos educativos. Así, se pretende construir, ampliar o re-significar el saber pedagógico en relación con las prácticas formativas y las interacciones que se generan en los procesos de construcción y apropiación del conocimiento, las estrategias de enseñanza, las dinámicas, ritmos y estilos de aprendizaje, los modelos, enfoques y procesos curriculares mayoritariamente aplicados a entornos bilingües o de la enseñanza del inglés como segunda lengua.

Con la intención de contribuir a la reflexión y solución de los problemas educativos del país, las políticas de investigación de la Institución Universitaria Colombo Americana - ÚNICA han sido formuladas de manera coherente con el marco normativo y legal colombiano; así que parten del reconocimiento del valor que le imprime a una sociedad la generación de saber, acorde con el Sistema Nacional de Ciencia y Tecnología que asume que: “el conocimiento y sus múltiples aplicaciones son elementos centrales para el desarrollo económico y social de las sociedades contemporáneas” (CONPES, 2000).

A partir de la idea anterior, los lineamientos para las políticas de investigación institucionales se enuncian de la siguiente manera:

1. La investigación se reconoce como una de las bases fundamentales para el conocimiento, por lo que es competencia de la Institución Universitaria Colombo Americana- ÚNICA, a través del Departamento de investigaciones, promover la producción, formación y participación en investigación de los distintos actores de su sistema, así como su dialogo abierto y permanente con los escenarios de la docencia y la proyección social.
2. La investigación en ÚNICA está concebida para fortalecer el desarrollo académico de los programas, así como la identidad de la institución en materia de pedagogía.
3. La Institución Universitaria Colombo Americana - ÚNICA desarrolla acciones enfocadas a la articulación de la producción científica con el campo de la pedagogía y actividades relacionadas con la Responsabilidad Social, que es el contexto en el cual está inmersa.
4. ÚNICA apoya la creación de grupos, proyectos y participación en redes de investigación de diversa índole, basándose en las problemáticas educativas en un contexto nacional e internacional.
5. ÚNICA vela por el desarrollo ético y responsable de la investigación en todos los sentidos; a su vez que garantiza la propiedad intelectual de los productos de investigación relacionados en sus procesos.

Como muestra del compromiso de ÚNICA con dichos lineamientos, la Institución Universitaria Colombo Americana ha logrado consolidar un grupo de investigación denominado *Innovation on Bilingual Education – INNOBED* reconocido por Colciencias en categoría B¹. Su misión es contribuir al mejoramiento cualitativo de la educación en Colombia a través de la generación de conocimiento en las áreas relacionadas con el bilingüismo, la formación docente, el desarrollo y uso de tecnologías de información y comunicación en el sector educativo, el desarrollo, aplicación y evaluación de innovaciones del proceso enseñanza aprendizaje, la relación de la ética y los valores en el sistema escolar y la generación de propuestas que agreguen valor en la administración y el liderazgo educativos.

ÚNICA también ha logrado posicionar el Congreso semestral de investigación en el área de educación bilingüe titulado *Research in Action* como un escenario para la interacción de investigadores en el área de la educación bilingüe a nivel nacional y la socialización de los resultados de sus proyectos de investigación. Este Congreso se lleva a cabo en la Sala Tairona del Centro Colombo Americano, sede centro. A éste asisten investigadores consagrados y en formación vinculados a diversas universidades del país entre las cuales están la Universidad Jorge Tadeo Lozano, la Universidad Nacional de Colombia, la Universidad Distrital Francisco José de Caldas, la Universidad Pedagógica Nacional, la Universidad de la Salle, la Universidad Antonio Nariño y la Corporación Universitaria Minuto de Dios – Uniminuto.

¹ De acuerdo con los resultados de la convocatoria de Colciencias para la medición de grupos de investigación, desarrollo tecnológico o de innovación y de reconocimiento de investigadores del sistema nacional de ciencia, tecnología e innovación, año 2017.

En estas memorias se recopilan las ponencias presentadas en la versión XIV del Congreso semestral de investigación *Research in Action*, organizado por la Institución Universitaria Colombo Americana –ÚNICA el 09 de mayo de 2018. Se destacan las instituciones a las que están vinculados los ponentes incluidos en estas memorias: *Universidad de Antioquia, Universidad de Boyacá, Universidad de la Sabana, Colegio Buenavista Calasanz -IED y Universidad Gran Colombia*. Cabe señalar que se compilan los documentos originales presentados por los ponentes y, en este sentido, lo expresado por los autores no representa la posición de la institución Universitaria Colombo Americana – ÚNICA.

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DEVELOPMENT OF FOREIGN LANGUAGE LISTENING COMPREHENSION THROUGH METACOGNITIVE STRATEGIES AND PODCASTS

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INTRODUCTION

Walker, (2014) suggests that listening comprehension is one of the most challenging skills to teach and learn in a second language (p. 167). The teaching of listening has been traditionally focused on testing the understanding of meaning rather than on fostering the process of comprehension. In those classroom situations, listening tasks may increase students' anxiety (Al Qasim & Fadda, 2013; Chan & Lee cited in Dale, 2007; Hasan & Hoon, 2013). There are several factors that might contribute to the occurrence of these product-oriented teaching approaches. Some of these factors are the absence of proper devices for students to listen comfortably to the audio in the classroom, and the teachers' lack of adequate listening strategies to help students to accomplish the comprehension tasks. Additionally, the fact that teachers favor group activities over individual ones, and use very mechanical and repetitive listening tasks, all of that demonstrating the teachers' lack of training to foster listening comprehension (Bedoya, 2012; Fox, 2008; Vandergrift & Goh, 2012). However, in Colombia, the context in which this research project was developed, the situation is not very different. Besides the difficulties mentioned above, most public schools usually have very large groups, which makes it very difficult for teachers and students effectively achieve tasks and to implement strategies for listening comprehension in classrooms.

Technology offers a great potential to develop listening comprehension, and it plays a key role in second language acquisition (SLA). According to Vandergrift and Goh (2012), "listening comprehension enables language learners to receive and interact with language input and facilitates the emergence of other language skills" (p. 4). How to implement the tasks with metacognitive strategies was a concern for the researcher in this study, but the revision of the literature led her to use podcasts and players as a means of delivery of the audio texts.

The proliferation of very cheap media players and the availability of free and varied authentic podcasts on the web provide an excellent variety of listening materials for the development of this project. Podcasts have proven to be effective tools in teaching and learning listening comprehension in an L2. According to Hasan and Hoon (2013), podcasts have been used to help students increase motivation, understand the L2 and enhance listening comprehension.

The traditional practices of teaching listening for an L2 and the difficulties the students face when undergoing listening activities affect their comprehension. For instance, vocabulary, pronunciation vs printed text and the speed of the audio diminish learners' comprehension. This study is a pedagogical implementation of a

metacognitive strategy model and the use of podcasts to help students develop their L2 listening comprehension by taking advantage of the conditions of mobility and autonomous work offered by media player devices. This intervention obeyed the author's desire to gain further theoretical and practical knowledge in order to improve her listening comprehension teaching practices as well as the development of student's listening comprehension.

That is why this study intends to answer the following research question: How may the use of metacognitive strategies-based tasks and podcasts help EFL adolescent learners develop their L2 listening comprehension in the conditions of mobility and autonomous work offered by portable media players?

REFERENTIAL FRAMEWORK

In the Colombian context, studies concerning the use of metacognitive strategies in the field of listening comprehension are limited. Most studies are related to the use of metacognitive strategies to enhance reading or writing. However, below are presented the results of two studies that evaluated the effects of metacognitive strategies in listening comprehension.

A study conducted by Barbosa (2012), implemented the Metacognitive Model of Strategic Learning, proposed by Chamot, Barnhardt, El-Dinary and Robbins (1999), through the use of electronic activities. The researcher collected evidence by means of questionnaires, the teacher's journal, learners' journals and artifacts.

The findings suggest that participants improved their selective listening comprehension by applying direct attention strategies, and by completing a disciplined listening process. Moreover, it was found that this process provoked different feelings towards the development of electronic activities, and learners engaged in strategic behaviors to develop linguistic awareness (Barbosa, 2012, p. 4).

Finally, this researcher suggested that the implementation of metacognitive strategies for online listening might bring positive outcomes in learning autonomy.

Similarly, a study related to Metacognitive Strategy Training, carried out by Quijano (2016), reports on the effects of metacognitive strategies to teach listening comprehension. The participants were 15 pre-intermediate undergraduate students who followed a sequence of pre, during and after listening tasks.

Data were collected from a mock exam, listening strategies questionnaires, individual reflective exercises and think-aloud records that were analyzed through the grounded theory method. The results proved that the use of metacognitive strategies had a positive impact on the students' listening comprehension skill and the use of listening strategies modified the learners' thoughts on their listening process (p. 5).

THEORETICAL FRAMEWORK

This section of the paper gives account of the theoretical and conceptual aspects that framed this project. First, the socio-cognitive approach and the Technological Pedagogical Content Knowledge (TPACK) framework are presented,

then, key concepts such as listening, metacognition, metacognitive instruction, podcasts, mobile learning, and autonomous work are introduced.

The Socio Cognitive Approach

The field of second language acquisition has been traditionally dominated by the cognitive approach, which explains language learning as a mental activity. “Its development is therefore first and foremost a cognitive process” (Atkinson, 2011, p. 1).

The cognitive processes such as information processing, mental representations, predictions, and expectations are central to the cognitive interpretation of learning. In the view of the cognitive approach, Second Language Acquisition (SLA) is seen as a mental and thinking process in an individual’s internal mental state (Atkinson, 2011).

Recently, some alternative approaches that emphasize on social aspects have appeared. These approaches try to explain the learning process from the interaction between the individuals and the social environment (Atkinson, 2013). One of these approaches, the socio-cognitive approach, tries to conciliate two points of view: the cognitive and the social.

The socio-cognitive approach is the view of learning chosen in this project because the participants learnt how to use mental processes called metacognitive strategies in order to improve L2 listening comprehension and they learnt through the interaction in the context. For that reason, this view of learning was helpful in the understanding of the learning processes in the development of listening comprehension.

The Technological Pedagogical Content Knowledge Framework (TPACK)

Traditional teaching models referred to pedagogical knowledge and content knowledge separately (Mishra & Koehler, 2006). This project includes the integration of technology as a means for students to learn and apply metacognitive strategies for the development of L2 listening comprehension. For that reason, this project needs an approach that considers the integration and dynamic interaction between technological, pedagogical and content knowledge. The technological pedagogical content knowledge approach (TPACK) is a framework in which language teachers incorporate in a dynamic way three essentials aspects of knowledge: pedagogical knowledge, content knowledge, and technological knowledge to achieve an effective integration of technology into the language curriculum (Mishra & Koehler, 2006).

Listening Comprehension

Listening comprehension is a complex process and therefore, it is difficult to encapsulate it in a single definition. Many authors have tried to explain it from different perspectives. What follows is an account of some of those definitions, chosen because of their closeness to the purposes of this project.

Fifty percent of the operational time learners spend in interaction in a foreign language is dedicated to listening (Bingol, Celik, Yildiz & Mart, 2014, p. 1).

Steinberg (2007) suggests that listening is not just merely hearing, but rather a complex process that involves four stages, such as sensing and attending, understanding and interpreting, remembering and responding. She also highlights that we are not generally aware of those stages we go through.

To sum up, it is widely accepted that listening comprehension is not only a unidirectional process of receiving of audible symbols, but also an interactive process. That is why this study considered the above-mentioned definitions, so listening comprehension is viewed in this study as a process that includes reception, understanding, interpretation and interaction with a message. It is necessary to describe the processes an individual should go through to get that comprehension. The description includes top-down, bottom-up, controlled perception, parsing and utilization processes.

Metacognition

The term metacognition is often simplified as thinking about thinking. Flavell (1976) first coined the term metacognition and defined it as “knowledge concerning one’s own cognitive processes and products or anything related to them” (p. 232). It includes knowledge about the factors relating to task, person, and strategy that come into play during any cognitive activity. As Kuhn and Dean (2004) explain, metacognition is what enables a student who has been taught a particular strategy in a particular problem context to retrieve and deploy that strategy in a similar but new context.

Metacognition has two constituent parts: knowledge about cognition and monitoring of cognition (Flavell, 1979; Schraw, Crippen & Hartley, 2006). For example, Flavell (1979) defines cognitive knowledge as knowledge about one’s own cognitive strengths and limitations, including the factors (both internal and external) that may interact to affect cognition. Schraw et al. (2006) portray declarative cognitive knowledge as knowledge about oneself as a learner and what factors might influence one’s performance.

On the other hand, procedural knowledge involves awareness and management of cognition, including knowledge about strategies (Kuhn & Dean, 2004; Schraw et al., 2006). Schraw et al. (2006) also distinguish conditional cognitive knowledge, which is knowledge of why and when to use a given strategy.

With regard to listening comprehension, some authors who have studied the topic (Vandergrift and Goh, 2012; Buck, 2001; Rost, 2011;) suggest that the control dimension of metacognition involves the use of metacognitive processes such as planning, monitoring, problem-solving, and evaluating to effectively regulate listening comprehension. In her study, Li (2013) states that “Metacognitive awareness in listening refers to the adoption of appropriate strategies and ideal allocation of resources” (p. 504). Metacognition plays an important role in each phase of listening comprehension.

Metacognitive awareness

A metacognitive concept that is necessary to take into account is metacognitive awareness, which can be defined as “the learners cognitive appraisal or the metacognitive knowledge of their perceptions about themselves, their understanding of listening demands, their cognitive goals, and their approach to the task and their strategies” (Rahimi & Katal, 2012, p. 84). These strategies include five types of processes, i.e., problem-solving, planning and evaluation, mental translation, person knowledge and directed attention.

The importance of metacognitive listening strategies awareness has been proved in different studies. The focus for L2 listening was initially on the usage of strategies for listening comprehension (Rubin, 1994). Many studies focused on the L2 learner’s use of metacognitive strategies for coping with difficulties and facilitating comprehension (Goh, 1998; Mareschal, 2002; Vandergrift, 1997, 2003). In recent years, “learners’ cognitive appraisal and metacognitive knowledge has been the predominant field in listening strategy research” (Rahimi & Katal, 2012, p. 84).

The efficiency of metacognitive listening strategies awareness on learning has been investigated in many research studies. Goh (2000), for instance, found that more skilled listeners demonstrated a higher degree of awareness of their listening problems. Vandergrift (2005) investigated the relationship between metacognition, motivation, and listening proficiency. This author found an interesting pattern of increasingly higher correlations among the three levels of motivation (motivation, extrinsic motivation, and intrinsic motivation) and reported use of metacognitive strategies. Vandergrift (2007) also found a causal relationship between metacognitive instruction and statistically significant improvement in listening performance.

L2 Metacognitive instruction

Metacognitive instruction, as described by Vandergrift and Goh (2012), refers to a sequence of activities that encourages planning, monitoring, and evaluating strategies used in a selected listening text; it creates continuous cycle of learning. “Metacognitive instruction can potentially heighten learners’ awareness of their listening and learning processes and develop the learners’ ability to use appropriate strategies” (Goh, 2008, p. 195). Metacognitive instruction involves

Pedagogical procedures that enable learners to increase awareness of the listening process by developing richer metacognitive knowledge about themselves as listeners, the nature and demands of listening, and strategies for listening. At the same time, learners also learn how to plan, monitor, and evaluate their comprehension efforts and the progress of their overall listening development (Vandergrift and Goh, 2012, p. 97).

From this study’s perspective, metacognitive instruction is defined as pedagogical procedures that enable learners to increase awareness of the listening process by developing metacognitive knowledge about themselves as listeners, which was what the author did during the intervention phase. Learners also learn to plan, monitor, and evaluate their comprehension efforts and the progress of their listening development.

Podcasts

The author of the current study wanted to face the challenge of ICT inclusion in her teaching practices using metacognitive strategies and podcasts to improve listening comprehension. Podcasts are files downloaded from the Internet that are good examples of authentic use of language because they were not created for L2 teaching, but to inform and entertain the public in general. (Sze, 2006; Fox, 2008; Beamish & Brown, 2012; McBride, 2009).

There are some definitions that could help to understand what a podcast is. For example, a simple one is the definition given by McBride: "Podcasts are audio files, usually in MP3 format, that can be downloaded from the Internet" (McBride, 2009, p. 154). Another one is Deal's definition, which describes

"Podcasting is a means of publishing audio and video content on the web as a series of episodes with a common theme. These episodes are accompanied by a file called a 'feed' that allows listeners to subscribe to the series and receive new episodes automatically" (Deal, 2007, p. 2).

Sze (2006) states a more complete definition:

Podcasts are audio (sometimes-video) programs on the web, which are usually updated at regular intervals. New episodes can be listened to on the computer, or downloaded to an MP3 player or iPod for later listening. Although audio programs have existed on the web for a few years already, what makes podcasting unique is its capacity for subscription' through an RSS (Really Simple Syndication) feed, listeners can subscribe to their favorite Podcasts. Their computer will then receive 'alerts' when new episodes have been posted (p.116).

According to Hasan and Hoon (2013) "Research studies on podcasting have already acknowledged its potentiality and have documented many evidences that podcasts can greatly help develop learners' language skills, especially in developing learners' speaking and listening skills" (p. 128). As in Ahmed's (2010) words: "In short, using podcasts in a language class helps learners to understand the content and to improve their proficiency and their listening comprehension" (p. 2). Other studies support this idea (Hasan & Hoon, 2013; Fox, 2008; Al Qasim & Fadda, 2013; Beamish & Brown, 2012; Scutter, Stupans, Sawyer & King, 2010; Chacón and Pérez, 2010; Sze, 2006).

The use of technologies as Internet, portable devices, cell phones and podcasts in the classroom offer L2 students and teachers many possibilities to access different, authentic listening materials in digital format, which can be downloaded free from the web, and listened to in their devices at any time. In the context of L2 teaching and learning, the use of these technologies offers free access and other advantages like the following:

Files in MP3 format can be easily uploaded onto MP3 players and many other mobile devices, such as most cell phones. Some of these devices can play other audio formats as well, and when they cannot, conversion is possible via a number of free or low-priced programs.

Autonomous Learning

One of the expected results of this study is helping students to become more autonomous listeners. That is why the concept of autonomous learning needs to be considered here briefly.

The concept of autonomous learning in language teaching has been defined according to Benson (2013) “as the capacity to take control over one’s own learning (...) Autonomy is not a method of learning, but an attribute of learner’s approach to the learning process” (p. 2). Additionally, the concept of “autonomy should address at least three level learner involvement: learning management, cognitive processes and learning content” (Riihimaki, 2013, p. 14). Furthermore, this author considered autonomy “as a skill that can be gradually learnt by all learners in a suitable environment” (p. 18). As Arikan and Bakla (2011) states, “Acquiring autonomy then is a process to be pursued over a period of time” (p. 241).

Moreover, Field (2007) suggests, “Training in learning strategies already forms a standard part of programs that foster learner autonomy” (p. 34).

The aforementioned definition implies to shift from a teacher-centered teaching practice to student-centered one. However, traditional teachers remain using the teacher-centered approach (Tütünlü, 2011). The integration of technology may help to change teachers’ thoughts and beliefs.

This research study carried out in Medellin, used a model of metacognitive strategies instruction where students learnt how to plan, monitor, and evaluate their listening comprehension process; in this sense the current study fostered learner autonomy.

Mobile Learning

Since this study tackled the task of integrating ICT in the form of portable devices into the metacognitive instruction sessions, it is important to devote some lines to conceptualize one of the most interesting aspects of ICT nowadays, the concept of mobile learning.

To begin with, Sampson and Zervas (2013) define mobile learning as “the process of learning and teaching that occurs with the use of mobile devices providing flexible on-demand access (without time and device constraints) to learning resources, experts, peers, and learning services from any place” (p. 4) .

Martin and Ertzberger (2013) described mobile learning as:

Learning that occurs when learners have access to information anytime and anywhere via mobile technologies to perform authentic activities in the context of their learning. Here and now mobile learning gives students the opportunity to be in the context of their learning and have access to information that is related to what they are seeing and experiencing at the moment (p. 77).

According to Petit and Santos (2014),

In the mobile learning theory, they assume that the learner is the owner and the user of a smartphone, familiar and connected with this handheld technology. It is from this connection that mobile learning becomes possible. It is a learning theory about both technology and the learner, considered together (p. 4).

In a more recent work McQuiggan, McQuiggan, Sabourin and Kosturko (2015) suggest that mobile learning “is anywhere, anytime learning enabled by instant, on-demand access to a personalized world filled with the tools and resources we prefer for creating our own knowledge, satisfying our curiosities, collaborating with others, and cultivating experiences otherwise unattainable” (p. 8).

METHODOLOGY

The research methodology chosen for this research project was the case study. A case study was an appropriate method to answer the research question because the study consisted of determining the impact that a metacognitive-strategies model would have in the development of listening comprehension, in a specific group of students during a period of four months. All the students in this group were, on average, of a similar age, their L2 proficiency level was similar too, and the group was a sample of tenth graders from a public school. Data were collected from different sources in the context.

Participants

The participants in this study were a group of 32 students of tenth grade, averaging 16 years of age. They are middle class students. They received three hours of English class during the week. Their English proficiency level was low because they had not continuity or a regular process in previous courses due to the lack of English teachers, who were changed three times in a year. Although the participants study in a public school, they use technology frequently because the school has a classroom with 45 computers that students use in the technology class and they visit this classroom in other courses. The school also has two suitcases with 30 laptops, some video beams, three speakers that are used sometimes in class, and the pupils have their smartphones.

Data Collection Instruments

To answer the research question in this study, the data were collected from four different sources: a questionnaire using google forms tool, the Metacognitive Awareness Listening Questionnaire (MALQ) proposed by Vandergrift, Goh, Mareschal and Tafaghodtari (2006), student’s reflections, and an interview. The way all the instruments were employed in the study and their description is presented in this section.

Questionnaire

The researcher administered a 12-question online survey, aimed to collect learners’ perceptions about technology. The questionnaire inquired about students’

use, preferences, and knowledge about technology. The questions were about the advantages of using technology in the English class, the previous knowledge, difficulties and experiences related to listening comprehension that students had about podcasts. The researcher posted this instrument on a webnode website. Twenty-nine out of thirty-four students, that is approximately 85 percent of the class, answered and sent the questionnaire to the researcher through a google form. The answers were organized and classified according to codes, and categories.

Metacognitive awareness listening questionnaire (MALQ)

The Metacognitive awareness listening questionnaire (MALQ), 21-item questionnaire, was originally devised by Vandergrift, Goh, Mareschal and Tafaghodtari (2006) with the purpose of measuring participants' metacognitive awareness of listening comprehension. It is a 6- point Likert scale ranging from strongly disagree (1) to strongly agree (6), measuring five strategies: planning-evaluation, problem solving, mental translation, person knowledge, and directed attention among the students. The MALQ has been tested with a large number of respondents in many countries and at various levels of language proficiency. It can be used profitably in different L2 instructional settings to raise student awareness of the process of listening, to positively influence students' approach to listening tasks, and to increase self-regulated use of comprehension strategies (Vandergrift, Goh, Mareschal and Tafaghodtari, 2006).

The results obtained from the MALQ questionnaire responses can be useful for both teaching and research. Students can use the MALQ for self-assessment purposes to determine their current level of metacognitive awareness and perceived strategy use, and to chart the development of their strategy use/listening awareness over time.

The researcher decided to administer this quantitative instrument found in the literature as an interesting way to present and describe the initial level of metacognitive awareness of the students and the impact that the treatment might have on its development. The purpose is not only to present the outcomes of using the strategies, but also to measure metacognitive awareness in general. Even though the MALQ is a quantitative instrument, its findings will be explained in a qualitative way.

For the purpose of this research, the MALQ was translated into Spanish and was applied twice. Once at the beginning, and later at the end of the intervention. The intention was to get information about how the perceptions of students as L2 listeners changed during the intervention, in order to explore a possible increment of the metacognitive awareness. Participants chose the option that they considered closer to their perception. The questionnaires' answers were classified according to recurrences. The total score of the five factors was calculated for the initial and the final questionnaire to determine the degree to which the listener consciously uses the strategies measured by that factor. Six items must be reverse-coded, however, since they are strategies for which lower scores are desirable. The items to be reverse-coded are: 3, 4, 8, 11, 16, and 18.

Students' reflections

After the students completed the strategy model sheet during every intervention session, the researcher asked the group some questions about learners' perceptions and usefulness of the strategies.

During each session, students were following the metacognitive strategies steps proposed by the adapted teacher's guide. The participants wrote their reflection in a reflection box at the end of the strategy form. In this reflection, the learners wrote the aspects to be improved in next session according to their previous listening experiences and the experience using podcasts, and the metacognitive strategies. All the reflections were collected and classified according to same recurrences.

Interview

The participants were interviewed at the end of the intervention because the sessions were dedicated to exercising the metacognitive strategies, the collection of learners' reflections, and the work with podcasts. The interview had two intentions: first, to compare the perceptions of students before and after the intervention about the use of podcasts and the metacognitive listening comprehension model instruction and second, to determine the development of listening comprehension with the use of metacognitive strategies and podcasts. The interview was made to the whole group and consisted of five open questions that led learners to speak about the experience using ICT, the difficulties they could have using podcasts, how the use of metacognitive strategies help them to improve their listening comprehension, their perception as L2 listeners, and a general reflection of the whole process. The answers were recorded and transcribed.

Ethical Considerations

Before starting collecting data, a consent form document was designed and presented to the students and parents. This consent form included information about the research project and the privacy of the participants, the no-reward and voluntary nature of the activity, the participant's right to avoid answering any question and her possibility of withdrawal at any moment. Additionally, this form clearly stated the guarantee of using the collected information only for research purposes as well as the protection of the participant's identity. Before carrying out each reflection and questionnaire, two copies of the consent form were handed out to each parent's participant. All parent's participants read the consent form and signed it prior to the students' participation.

THE INTERVENTION

In order to determine how the use of metacognitive strategies-based tasks and podcasts might help EFL adolescent learners to develop their L2 listening comprehension in the conditions of mobility and autonomous work offered by portable media players, the researcher devised a treatment consisting of the implementation of a metacognitive strategy model using podcasts and mobile devices during six sessions.

During the implementation sessions, students interacted not only with their classmates, but also with the mobile technology. It is expected that students adapt their previous knowledge to new situations when they use the podcasts and the metacognitive strategies.

The MALQ questionnaire proposed by Vandergrift (2006) was analyzed and translated into Spanish. It was applied in the first and fifth sessions to compare and to perceive if the strategy instruction had had any effect in the group's listening performance. This questionnaire could elicit and identify L2 listeners' metacognitive awareness and use of strategies when listening to oral texts. The lesson plans were designed with the strategy instruction model proposed by Vandergrift and Tafaghodtari (2010), which was explained and used during the sessions.

The group participated in six strategy-training sessions focusing on the listening metacognitive strategies. The first session was used to be acquainted with the procedures and steps of the model, and to apply the first MALQ. Two sessions were carried out with laptops from the institution, two were implemented with the use of the learners' cell phones, and the last session was given as homework. The last activity was the conduction of a group interview.

The sessions were supposed to be held once a week and their length was between 45-50 minutes each time, emulating the regular length of a class in the school, while the rest of the week the researcher lectured on other topics included in the school's curriculum. However, because changes in the school's schedule forced to postpone or to cancel classes, in most cases there were two or three weeks in between sessions. The podcasts were chosen from a website that offers different topics, like interviews, news, and stories.

They were selected and posted on the teacher's website, created to play a key role in the development of L2 listening comprehension processes. The average duration of the podcasts was about four minutes because of the level of the students, and the goal was to increase the length with each session. The criteria for choosing this kind of podcasts were the vocabulary, length, and speech rate in them.

Students used a different listening podcast in every session, and the length and degree of difficulty increased little by little with each session, as students were gaining mastery over implementation of the strategy. The intention was mainly to train students with the metacognitive strategy sequence model before they used them in mobility conditions. The last activity was assigned as homework using a podcast at home. Then an interview was applied to the group to verify the use of the podcast in order to collect students' perception about mobility conditions and the effects of the metacognitive strategies.

OUTCOMES

Findings showed that the use of metacognitive strategies developed the students' metacognitive awareness about their listening process, and the use of metacognitive strategies had a positive impact on the students' listening comprehension skill. In addition, the podcasts challenged students to identify new

vocabulary and to recognize other accents since they were exposed to listening to authentic materials.

Learners' reflections on metacognitive strategies positive perceptions

Students perceived the metacognitive strategies as a method that helped them learn vocabulary. Additionally, students think that the metacognitive strategies help them understand, and comprehend the podcasts. Concentration and attention are the elements that most of the students considered they improved in using metacognitive strategies because they did the activities with more discipline. They said that the strategies helped them to follow a sequence and an order. Therefore, they focused on the listening activity.

The general perception about the metacognitive strategies among the students is positive and they think that they help them to improve their listening process. Another aspect that students found helpful was the frequency of use, because it allowed them to habituate to listening, and pronunciation. The perception they had of themselves as L2 listeners was another aspect that changed. Some students considered they were not good L2 listeners before the intervention because they did not understand what they listened or they did not recognize the vocabulary.

Learners' reflections on metacognitive strategies difficulties

On the other hand, the data indicated that most of the students had difficulties to make predictions, to do the third listening (rebuild the story), and to identify vocabulary according to what they expressed in their reflections. The students were asked about the difficulties in the use of the metacognitive strategies. They said that making predictions was difficult because they did not know what was the listening was about. In addition, when they started to listen, they were not concentrated or it was difficult to imagine something that they did not know.

Podcasts positive perceptions

The majority of the group said that the listening activity using podcasts was good, and they liked it because they understood thanks to the characteristics of speed and length in the podcasts, and it was a new resource in which they could learn new things

With regard to listening comprehension, some students expressed that cell phones allow them to concentrate more, they could manage time and volume, they had privacy, and they could go back whenever they needed, so they could listen better. This perception of using cell phones for listening activities gave the students security and motivation.

The findings in the interview and in the students' reflections showed that most of the students had a positive perception of the metacognitive strategies because they perceived them as a factor that helped to understand and to improve listening comprehension. The steps of the metacognitive strategies sequence were easy to

remember and follow for the majority of the students. They attribute their improvement due two factors: the use of metacognitive strategies and the use of podcasts.

Integration of ICT in the English Class

There is a perception among the students that the English class is better when they use technological devices. Some reasons are: the class is fun, students are motivated and interested throughout the class, they can find different activities, and they think that they learn more. Additionally, students perceived the use of technology as a method or methodology that could help them.

Initial MALQ Outcomes

In this initial questionnaire, the higher scores were 810 corresponding to Problem-solving strategy, followed by 561 in Planning and Evaluation strategy. In that sense, results indicated that students were more likely to employ strategies in the Planning and Evaluation and Problem-Solving categories than in the others. The low scores were in Mental Translation and Person Knowledge indicating that students do not use those strategies.

Final MALQ outcomes

The scores for the final questionnaire were 606 in Planning and Evaluation and 854 for Problem-solving, which were the highest scores compared with the initial questionnaire. These outcomes showed an increase on the metacognitive awareness, specifically in the strategies referred, but the strategies Mental Translation, Person Knowledge and Direct attention did not show an important change, they continued with the low scores.

The Initial and the Final MALQ comparison outcomes

At the end of the intervention, the students answered the MALQ questionnaire again. Comparing the results between the initial and the final questionnaire it is clear that the scores went up, but similar to the scores in the initial questionnaires students were more likely to employ strategies in the Planning and Evaluation and Problem-Solving categories than in the others. The low scores were in Mental Translation and Person Knowledge as well.

CONCLUSIONS

In the analysis of the use of metacognitive strategies-based tasks and podcasts to help EFL adolescent learners develop their L2 listening comprehension, in the conditions of mobility and autonomous work offered by portable media players, the following conclusions can be drawn. First, the results of this study indicate that students could develop their L2 listening comprehension using metacognitive strategies. Some of the most significant findings reveal that students increased the use of some metacognitive strategies, such as Direct Attention, Planning and Evaluation, and Person Knowledge. On the other hand, the Mental Translation strategy decreased as it was expected. When the students reflected on their listening

process, their perceptions as L2 listeners changed. This means that learners gained metacognitive awareness and their listening comprehension improved.

Furthermore, the findings suggest that podcasts are tools that help enhance the L2 listening comprehension process since they foster the acquisition of new vocabulary, and therefore help students to understand what they listen to. The use of podcasts was motivated by aspects like length, speech rate, portability, and the capacity of increasing interest among students. As the findings revealed, students' perceptions on podcasts were positive, showing that technology acceptance in the English class is an important element that increased learners' motivation and interest, and improved their listening comprehension.

From the outcomes of this study, it is also possible to conclude that the teaching of metacognitive strategies plays a key role in helping students improve their L2 listening comprehension. Studies conducted by Fahim and Fakhri (2014), Bozorgian (2012), and Cross (2010) confirm that the use of metacognitive strategies are effective when helping learners improve their listening ability.

Further Research

After this pedagogical implementation, the researcher identified some aspects that might be interesting to explore. For instance, how the use of podcasts can be applied to improve other language skills such as speaking. Similarly, it would be worth exploring how the use of metacognitive strategies can foster reading comprehension. Besides, it would also be interesting to conduct a similar study in a public school where the circumstances vary, in terms of time and number of sessions, for instance. All these possible studies could contribute to expand the panorama in terms of pedagogical aspects.

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FLIPPING THE GRAMMAR COMPONENT TO BOOST ORAL PRODUCTION

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FOCUS STATEMENT

This project aims to explore grammar input and instruction through technological tools to strengthen the communicative competence of oral production in undergraduate elementary level students from a private university in Chia, Colombia.

WORKING RESEARCH QUESTION

How can flipped grammar instruction contribute to/support the development of the communicative competence of oral production in elementary language learners from a private university?

Research sub-questions:

- a. How does the presentation of flipped grammar content support the development of communicative competences such as oral production?
- b. How does the implementation of technological tools affect the presentation of grammar content?

METHODOLOGY

Research paradigm

This research study has a qualitative inductive approach, which allows researchers to analyze data to inquire a theory (Gilbert & Stoneman, 2015). Researchers of this type of approach take “empirical social phenomena as their starting point and seek through the process of research and analysis to generate broader theories” (Hatch, 2002, p. 6). In this sense, researchers have an active role; they are attempting to find or infer conclusions. They are also empowered to tell their experiences, share what they have been observing in their context, and narrow relations between them and participants of the study. In addition, Hatch (2002) describes qualitative research as a process to understand the social context and the ones living in it. Hence, the participants’ voices are the main characters in this type of research while researchers know and understand the participants’ perceptions towards an issue.

Moreover, qualitative researchers should have an open-minded mindset to understand emerging data. They empirically collect data theory generation rather than theory testing; it is an experiential methodology, where the researchers have the ability to work with emergent categories rather than preconceived or received categories (Cohen, Marion & Morrison, 2007). To do so, according to Hatch (2002), researchers can collect as many detailed specifics from the research setting as possible.

Furthermore, Glaser and Strauss (1967) suggest a “Theoretical sampling” method to collect data. Researchers collect data on an on-going, iterative basis; each of them keeps gathering data and adding new samples of what is happening in the context to identify theory. Moreover, Denzin and Lincoln (1994, p. 49) state that data could be collected by different techniques such as “case studies, personal and introspective experiences, life histories, interviews, artefacts, texts, cultural productions, observational, historic, interactive and visual texts”. After an extensive coding and analysis of data, these methods allow researchers to identify grounded theory in unforced manner (Cohen, Marion & Morrison, 2007).

In conclusion, qualitative research is not about putting together a puzzle; in contrast, it is about constructing a whole picture that takes a shape based on what researchers collect and examine (Bogdan & Biklen, 1992). Researchers actively participate in data collection techniques to carefully build theory; hence, they need to work together with participants to generate an in depth analysis of data.

Context

The Department of Foreign Languages and Cultures at Universidad de la Sabana provides different English courses for undergraduate students. These courses go from level 1 (A1) to level 7 (B2). The course chosen to implement flipped learning was English Level 2 (A1+). The main objective of this course is for students to demonstrate reading skills and show comprehension of written paragraphs about life experiences, journeys, places around the world, activities people can do there, health, and dangerous jobs. Similarly, students are expected to listen to and understand simple oral texts such as descriptions and stories about traveling, transit systems regulation, leisure activities, health issues, jobs, and life experiences. Additionally, students are expected to produce written and oral texts such as interviews, short presentations, and everyday conversations pertaining to their social contexts. Furthermore, at this level, students are expected to use information and communications technology (ICT) and learning strategies to help them to become responsible for their own learning.

The course has a blended learning methodology and it lasts 64 hours within one semester. The course lessons are composed of weekly two face-to-face (F2F) sessions of two hours each and a 60-minute online session. Moreover, the students have to perform various independent activities using a Moodle platform called VirtualSabana, the university’s online platform, in preparation for the following week’s topic. These activities contribute to the development of the target tasks stated in each academic term.

Participants

Students in this course are young adults who are considered to be at A1+ level (CEFR), belonging to the different undergraduate programs offered by the university; they study English as a graduation requirement and have to take an international exam by the end of the seven levels offered by the department. As English is not the core subject of their academic programs, students are usually disengaged in class.

Data collection

Before starting the implementation, the researcher informed and received permission of the students to conduct the study (Appendix A). In this letter, the teacher described the objectives and possible benefits of the project. She also informed students that she would share the results of the study, but that the participants' identities would remain protected.

Data collection instruments

Data will be collected through different techniques such as a questionnaire and field notes during the semester. Additionally, some data will be collected by means of audio recordings and checklists on students' participation as well as performance in communicative tasks.

Audio recording and Checklists

According to Verhelst, Van Avermaet, Takala, Figueras and North (2009), A1+ (CEFR) students can use simple phrases and sentences and use a series of phrases and sentences to describe in simple terms their family and other people, their living conditions, their educational background, and their present. In order to identify these criteria of an A1+ English speaker, the researcher will record students' participations in communicative tasks and implement a checklist to evaluate students' oral production and inclusion of pre-taught grammar topics during their participation in communicative tasks.

Field notes and students' artifacts

According to Oxford (1990), field notes are useful as communicative competences such as oral production are directly observable and can yield information about how students currently produce the language. This technique is more reliable when it is complemented with the implementation of a questionnaire. Field notes are also balanced with the oral production checklist to validate the data found while the students participate in communicative tasks. The author suggests that the researcher should consider the level of detail she plans to observe. For this reason, the researcher will focus her observation on how students use different grammar topics for communicative purposes and students' interaction while they share grammar input they received in their independent work.

Additionally, the researcher will collect students' artefacts, which are their notes from the pre-taught grammar content found in the university's Moodle. In the individual learning space, students independently take notes about what they understood about the video and prepare some sentences about their lives or their relatives' information using the grammar topic they learned. The objective of this instrument is to collect data about each student's notes from the grammar lesson such as practice activities and products they have to develop for the class or group learning space. These prepared notes taken in their independent work time are helpful to identify patterns of students' understanding about the grammar video and instructions.

Questionnaire

The questionnaire is a widely used and useful instrument for collecting information, providing structured, often numerical or qualitative data, being able to be administered without the presence of the researcher, and often being comparatively straightforward to analyse (Wilson and McLean, 1994). The questionnaire of this research project has open and closed-ended questions to identify students' perceptions and performance in out-of-class tasks and the impact of each grammar topic preparation for the group learning space sessions.

Data analysis

This inductive research is in the first phase of implementation. The researcher has gathered data from her/his students' perceptions about their grammar lessons development and their notes use for in-class activities. In addition, the researcher has taken field notes while students are participating in communicative activities to practice grammar topics they learned independently. Finally, she plans to gather data during these communicative tasks by means of checklists to identify and evaluate students' oral production and inclusion of pre-taught grammar topics. In order to analyze data from each instrument, Cohen, Marion and Morrison (2007) suggest triangulation. The researcher will triangulate data she will gather from each instrument to demonstrate in detail the influence of the flipped grammar lessons in the oral production of this group of university young learners.

Instructional Design

The implementation of this study will take place during the first and second semester in 2018. It includes four hours of face-to-face classes a week and one hour of independent work. The individual learning space contained in the university's Moodle called VirtualSabana has different activities to practice listening and reading skills. At this point, the researcher is designing flipped grammar lessons to obtain the required information and identify the possible contribution and support of these flipped lessons to the participants' communicative competences, especially oral production.

The flipped grammar lessons are created videos using Screencast-o-matic Web page, Hyper docs, Power Point presentations, curated videos and PowToon videos. While students watch or explore those resources, they can take notes about the use of each grammar topic and prepare a product for the group learning space. Their notes will be guided for students understand the use and structure of each grammar topic. In addition, in this guided process, they have to write their own examples and create a product that connects their lives using a pre-taught grammar topic.

THEORETICAL FRAMEWORK

Flipped Learning approach

Flipped Learning has evolved through the years. First, it was called inverted classroom (Lage, Platt & Treglia, 2000). Then, Bergmann and Sams (2012) coined

the term the flipped classroom which basically referred to inversion of what is traditionally done in-class time as homework by means of pre-recorded lectures. Later, in 2014 the Flipped Learning Network (FLN) proposed a definition that has become the official way to describe flipped learning, which is:

Flipped Learning is a pedagogical approach in which direct instruction moves from the group learning space to the individual learning space, and the resulting group space is transformed into a dynamic, interactive learning environment where the educator guides students as they apply concepts and engage creatively in the subject matter. (FLN, para 1.)

In Flipped Learning, there are two types of learning spaces: group and individual. In the individual learning space, students are encouraged to watch or get familiar with prepared or pre-recorded lectures on a topic and take judiciously notes about them (Bergmann & Sams, 2012). By means of technology, out-of-class tasks allow learners to use their independent work time to complete an activity. In this part of the lesson, students develop lower order thinking skills (LOTS) like remembering and comprehending by means of videos and other materials. On the other hand, the group learning space lends itself to apply what students have learned during in-class time tasks; hence, they develop high order thinking skills (HOTS) such as applying, analyzing, synthesizing, evaluating and creating. Flipping the classroom is establishing a new mindset in which the attention is redirected away from the teacher and it is moved to the learner and learning (Bergmann & Sams, 2012, p. 12).

Finally, in order to enhance the individual learning space, teachers can implement technology to design tasks. Videos, for example, are tools to personalize input about any topic. They are excellent resources as they are used as an entry point for input (Bergmann & Sams, 2014); also, these videos allow students to pause and review the lecturer/teacher. However, videos are not only assigned for the individual learning space just for the sake of watching them; teachers should create complementary tasks, so they take advantage of pre-taught input in the group learning space. To do so, the note-taking strategy is helpful for students to organize their ideas and it also promotes reflection and autonomy. While students take notes, they reflect and build a deeper foundation on the topic, and go deeper and further into learning by boosting their communicative competences. Consequently, technology is the means of designing interactive and meaningful input and teachers can wisely use in-class time for communicative tasks.

Grammar competence

Richards (2005) defines grammatical competence as the knowledge we have of a language that accounts for our ability to produce sentences in a language. It refers to knowledge of the building blocks of sentences (e.g., parts of speech, tenses, phrases, clauses, sentence patterns) and how sentences are formed (p. 2).

Over the past century, grammar has been in numerous studies and for different approaches. The traditional method consisted of grammatical analysis and translation of written forms (Herron, 1976; Howatt, 1986). In addition, grammarians generated grammatical rules and usage that are being taught until today, especially in EFL contexts. Later, grammar teaching focused on function; in other words, grammar was

organized on the basis of the forms required for particular communicative or functional matters. Finally, the communicative and focus of form approaches arose in the late 1980s, meaning that grammar instruction combines formal instruction and communicative language use (Hinkel & Fotos, 2001, p. 5).

Nowadays, grammar instruction in the EFL context has changed, Hinkel and Fotos (2001) suggest teaching not only grammar forms, but also create grammar awareness in learners. This awareness happens when students combine meaning-focused input with communicative input. In the EFL context, teachers can teach grammar rules through formal instruction, but at the same time, teachers can demonstrate forms implementing communicative input; as a result, students internalize the language. Students' awareness of grammar rules and forms permits language to emerge in communicative tasks.

Over the years, grammar instruction has evolved for the better, but technology implementation has not been taken into account. The authors, Hyler and Hicks (2017) believe that integrating technology can positively affect grammar instruction. Grammar should be taught for a communicative purpose; for that reason, teachers need to design meaningful lessons and implement effective ways to teach grammar so that students feel empowered to use the language. To do so, the authors suggest teachers to follow the Triple E Framework from Liz Kolb (2011). This framework describes three levels: engagement, enhancement and extension. They help teachers to implement technology not just in the interest of engaging the learner, but also for promoting commitment to the innovative content presented and prepared by the teacher. In the second and third stage of this framework, teachers must promote enhancement in which learners see technology tool as an aid to develop further understanding on the grammar topic. In addition, teachers must design lessons that include a scaffolding procedure to facilitate understanding a grammar topic. Finally, and here is where flipped learning is mixed, teachers must create opportunities in which students learn outside the lesson and in which students can create a bridge between the lesson and their personal/professional life.

Communicative competence: oral production.

Richards (2005) coined the term Communicative Language Teaching (CLT) that can be understood as a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom (p.3). Teachers implementing communicative tasks to enhance oral production allow learners to boost their confidence to use the language for a range of different purposes and functions.

The CLT classroom activities allow teachers to identify the focus of each oral production task. In an elementary English course, oral production activities do not emphasize on accuracy. Those activities are related to enhance grammar mastery to communicate basic topics related to the students' lives, but they do not promote fluency and meaningful communication. Oral production takes place when students at A1+ level use simple phrases and sentences to describe in simple terms their family and other people, living conditions, their educational background and their present (Verhelst, Van Avermaet, Takala, Figueras & North, 2009). Hence, the activities that fit this research context are the ones where practice in using language within a real

communicative context is the focus, real information is exchanged, and the language used is not totally predictable. For example, students might have to draw a map of their neighborhood and answer questions about the location of different places, such as the nearest bus stop, the nearest café, etc. In conclusion, in an EFL elementary course, learners need clear and meaningful activities that fit their professional and personal contexts.

LITERATURE REVIEW

The literature review of this qualitative inductive research is in progress; some authors and their research results will be included though. In addition, this section will be enriched as the project is developed. The research studies that have been taken into account for this inductive study took place in the EFL context and the main concepts which were covered are related to Flipped Learning approach, grammar instruction and oral proficiency.

Çelebi, Karaaslan and Demir-Vegter (2016) carried out a study named *Corpus use in enhancing lexico-grammatical awareness through flipped learning applications*. This study was implemented in an ELT (English Language Teaching) department in a higher education institution. Its research questions were: what are students' views on flipped applications?, what are students' primary points of consideration while analyzing language data in corpus-based tasks?, and what are students' views on corpus use in language learning and teaching? These questions aimed to improve students' lexico-grammar learning by means of corpus-based tasks and collaborative online activities. The study has a similar emphasis on what is proposed in this one, since it aims to enhance language learning by means of flipping grammar instruction: however, it differs in the way grammar and vocabulary is taught. In Çelebi et al.'s study, they carried out language samples from real contexts to boost linguistic analysis, so grammar/lexis knowledge was emphasized following the inductive learning approach methods. As for the results, flipped classroom and corpus-based tasks positively raised students' lexico-grammatical competence. The researchers used videos to introduce new content that positively impacted students' grammar analysis. Finally, Flipped Classroom allowed students to work collaboratively on online activities at their own pace and time which later leverage in-class time for classroom work.

Moreover, Wu, Chen Hsieh and Yang (2017) also did a study called *Creating an Online Learning Community in a Flipped Classroom to Enhance EFL Learners' Oral Proficiency*. This research study took place in two oral training classes from a university in central Taiwan. This study aimed to identify differences of students' oral proficiency between flipped and conventional learning; it also focused on identifying differences in the teaching/social/cognitive presences when implementing those instructional methods and the participants' perceptions towards them. This mixed study extorts technology use advantages for language instruction through an instant text messaging application; however, it is worth mentioning that Flipped Learning by means of grammar videos significantly improved students' learning, for it developed content in collaborative tasks that require real dialogues, which were designed among students. This research project is related to this inductive one where Wu et al. found that Flipped Learning instruction effectively and efficiently enhance students' oral performance. Although this current research study does not include an application for

oral preparation, students were engaged to participate in out-of-class tasks when they received input and further preparation for the group learning space.

In addition, Meléndez and Iza (2017) carried out a study called *Application of the Flipped Classroom Methodology in a Virtual Platform for Teaching English Language Grammar in Level B1*. This study took place in an English Center of Languages of Ambato Technical University. In this English as a Foreign Language (EFL) context, researchers wanted to know if Flipped Classroom methodology would improve the grammar learning in a B1 course at this university. They used interviews and pre/post-tests to know if this methodology through the support of a virtual platform called Edmodo had an impact on students' performance. Flipped Learning is the focus of this current inductive research and it is connected to Meléndez and Iza's. In this study they provided students with an educational platform to present grammar topics. In addition to this, students reviewed assignments using messages posted on the platform while they were interacting with the teacher and partners. They had the possibility to contribute and learn more about the topic using this online platform. Moreover, the researcher of this inductive study highlights that the focus on grammar instruction carried out in their research study has opened new techniques on the way to design and take advantage of grammar videos in a virtual space. The researchers, Meléndez and Iza (2017), designed interactive videos using differentiated instructions and extra practice after input. To do so, the researcher of this study can take advantage of these novel ideas by improving her videos and putting a pre-taught grammar topic into practice. Students in this EFL context have difficulties recognizing a grammatical aspect; however, after the implementation, students were confident in utilizing grammar topics in the group learning space and teachers could optimize in-class time for reviewing grammar content.

Al-Mekhlafi and Nagaratnam's study (2011) called *Difficulties in Teaching and Learning Grammar in an EFL Context* took place in Oman. Researchers carried out this qualitative research to identify students and teachers' perceptions about grammar instruction and learning. In previous studies about the topic, students and teachers' attitudes and perceptions of grammar instruction in the language teaching and learning context suggest a difference between them. Students want formal and explicit grammar while teachers are in favour of promoting communicative activities. For those reasons, researchers implemented questionnaires to identify difficulties of grammar instruction and differences between teachers and students' perceptions facing grammar content. This qualitative research is connected to this current research since it helps the researcher understand how students want to learn the language. Al-Mekhlafi and Nagaratnam found that students prefer grammatical terminology to explain grammar topics explicitly. In addition, the authors concluded that teachers in their study were concerned that there is lack of grammar communicative tasks to improve grammatical knowledge. Finally, the authors of the study recommend teachers to create inductive or deductive grammar instructions that best help students' grammar learning; therefore, the researcher of this study can also take advantage of this final recommendation when designing grammar videos and further practice in the group learning space.

The research studies mentioned above contribute with the researcher agenda and instruments design. According to Strauss and Corbin (1967), researchers are encouraged to build their theories from original, qualitative empirical data. In this

sense, the researcher's role, in Cohen, Marion & Morrison's words (2007), is more of a reflexive one; he interacts with the decontextualized data that are already interpretations of a social encounter (p. 469). The researcher is learning from the gathered data and making adjustments taking into account salient results from the implementation and students' perceptions. In addition, those research studies were carried out in an EFL context; hence, the researcher has learned what instruments are novel and relevant to gather data. The researcher can take advantage of strategies and new concepts that were implemented in the aforementioned studies to teach grammar topics by means of technological tools and implementing Flipped Learning approach for grammar instruction.

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ENGLISH LANGUAGE UNIVERSITY TEACHERS' PEDAGOGICAL PRACTICES IN RELATION WITH THEIR GENDERED IDENTITIES CONSTRUCTION

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INTRODUCTION

This paper is a report of an unfinished thesis project which aims at unveiling the ways teachers' pedagogical practices relate with their gendered identities construction. It opens with a presentation of the research concern, followed by a revision of the core concepts that support this study and the review of some literature related to gendered pedagogical practices. The third section discusses methodological aspects such as: participants, context, type of study and instruments for data collection. Finally, the data analysis process that is being carried out is described.

PRESENTATION

Although gender in the English language learning and teaching areas has been studied by various Colombian academics, (Durán, 2006; Castañeda-Peña, 2008a, 2008b, 2010; Rojas, 2012; Castañeda, 2012; Rondón, 2012; Benavides, 2016; Mojica & Castañeda-Peña, 2017) the connections between English Language teachers' pedagogical practices and their gendered identities construction have been scarcely researched.

Thereby, to obtain insights on the ways teachers' gendered identities could be constructed within their pedagogical practices, I carried out some field notes in three moments. Firstly, when a male colleague commented his experience dealing with a female student flirting attempt. He also expressed being annoyed about the conversations this female student had with a gay male student in class. Secondly, during a conversation two teachers were having in terms of their attitudes towards the group they shared where a differential treatment and contrasting expectations on the same students were evident. Thirdly, in a languages department meeting in which some teachers were discussing whether jockeying with students could have influence on their relationships, attitudes towards the class and thereby the English language learning process.

The situations previously mentioned in the field notes, provided me with various insights on my research concern. Firstly, and following Baxter (2003) I identified that teachers could be "multiply positioned in terms of their agency to adapt to, negotiate, resist or take up dominant subject positions" (p.31) in this regard, Litosseliti (2013) mentioned that the construction teachers' gendered selves occurs in the relationships they are involved in and the way they identify with their students. Hereof, gender is something that is in a constant process of doing and performing; it changes over time, even from one situation to another (Sunderland, 2004).

Subsequently, “teachers are not mere podium images” (Burgan, 1996, p.20). They are always in a process of becoming, evolving and changing (Coia & Taylor, 2014). Therefore, and according to Sachs (1997) the classroom is the site where discourses of pedagogy, femininities, masculinities, professionalism and service are played out, contested, and negotiated. The interplay of these competing discourses with the daily demands of operating in a classroom helps us understand the complexity of teachers’ pedagogical practices where gendered discourses, relations, ideas, meanings and intentions might interweave.

The feminist poststructuralist theory supports the view of what is stated in the theoretical constructs, the literature review and thereby the data analysis process. In this regard, Weedon (1987) acknowledged subjectivity, language and meaning as interconnected and supplementary terms in the poststructuralist theory. Subjectivity refers to the construction of subjects and their position in the world which is always changing, always in a process of becoming according to the situations, discourses, power struggles emotions and thoughts. Language entails “a socially situated site of political struggle” (p.72) where subjectivity is constructed. She also claimed that it is through language that we assign meanings to the world. Thus, we can speak about meanings as there is a variety of interpretations and ways to comprehend the world. Subsequently, it is through language and discourses that subjects constitute themselves to understand, resist, oppose and negotiate reality.

CORE CONCEPTS

Pedagogical practices

For this research endeavor, I conceptualized pedagogical practices as socially constructed sites (Kemmis, 2009) that reveal beliefs, values, cultures, identities and ways of thinking (Castañeda-Peña, Rodríguez-Urbe, Salazar-Sierra, 2016). In this regard, Kemmis, Wilkinson, Groves and Grootenboer (2014) drew upon the subjective nature of poststructuralism confirming that “practice is inherently interactional, involving communities as well as individuals” (p.3). They opposed to the technical view of teaching under the process-product relationship where the teaching practices have effect upon students’ behaviors and achievements (Fang, 1996). On the contrary, they claimed that the ones who practice along with the others involved in the practice process are formed and shaped by the practice itself. Thus, practice is never static, and practitioners are always in the process of construction and reconstruction.

Under an intersubjective view of practices, Kemmis et al. (2014) proposed practice architectures as social sites where doings, sayings and relating practices come into play within the semantic, physical and social spaces where cultural discursive, material economic and social political arrangements interweave. Figure 1 illustrates the interplay of doings, sayings and relating practices in the spaces and arrangements previously described.

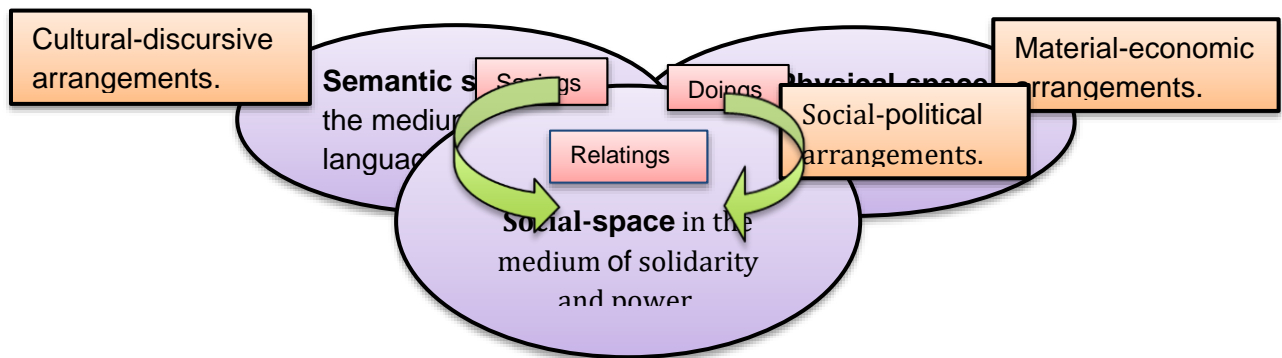


Figure.1 The media and spaces in which sayings, doings and relatings exist (Kemmis, et al 2014, p.43)

As it is shown in figure 1, all the components of the practice are related. Furthermore, practices occur in the semantic, social and physical spaces. These spaces provide a mutual constitution among the dimensions or mediums (cultural-discursive, material-economic and social-political) and the actions or praxis (sayings, doings and relatings). Kemmis' (2012) description of this relationship is described in table 1.

| Dimensions/ mediums | Actions/ praxis | Description |
|----------------------------------|-----------------|--|
| Cultural-discursive arrangements | Sayings | Language and discourses to use. It also refers to meanings and comprehensibility attributed to the practice as well as the issues and problems addressed. |
| Material-economic arrangements | Doings | The physical set-ups of rooms, resources and kinds of activities undertaken in a specific practice. It also accounts for the productiveness and the consequences of the activity for the ones involved and affected by the practice. |
| Social-political arrangements | Relatings | Diverse kinds and complexities regarding the arrangements of people's roles and relationships. |

Table 1. Mutual constitution of dimensions or mediums and actions and praxis.

Kemmis et al. (2014) also referred to ecologies of practice stating the relationship teaching practices may have with other practices. Thus, many practices can co-exist in the same site as webs of human social activity. Subsequently, teachers are subjects of the complexity, pluralism, instability and variation of practices. After having defined pedagogical practices as sites of social struggle where various participants, spaces dimensions and praxis come into play, I attempt to contextualize gender and identities. Subsequently, the ways teacher can construct and perform their identities.

Gender

The difference between gender and sex has been established by many scholars. The former one, has been identified as culturally constructed while the latter refers to the biological, psychological distinction of males and females (Butler, 1999 ; Litosseliti, 2013; Sunderland, 2004; West & Zimmerman, 1987)

Butler (1999) argued that the sexed body is just an instrument in which a set of cultural meanings are contested. Thus, she perceived gender as independent of sex, discussing that man or masculine could signify a female body or a woman and feminine could signify a male body. Being aware of this fact , West & Zimmerman (1987) mentioned that gender is a process of doing. Its construction is complex, interactional, and socially guided. Thereby, gender has not specific roles, traits or organizations, it is produced instead, by discourse and language.

Sunderland (2004) ratified that gender is “culturally learnt, mediated or constructed as it entails tendencies and various rather than absolutes” (p.20) Therefore, she proposed an insightful differentiation regarding gender construction, performance, representation and indexing. In this line of thought, gender is constructed *in the words* and is also constructed in terms of identity. Gender performance is an emergent property of social interaction; it requires speakers to have an agency to perform publicly who they temporarily are. Gender representation occurs when experiences are interpreted by another person. Gender representation could be achieved by the usage of sexual stereotypes. Finally, gender is indexed through linguistic styles, displays and utterances. The how and the what of the talk are indexed in the gendered identity.

Identities

Identity has been widely addressed in the English language teaching (ELT) context. West (1992) referred to this term as a matter of desire and death. Therefore, identity construction is established on a person’s desire for recognition and quest for visibility and how he/she conceives death. This leads to the desire of association and affiliation. Litosseliti (2013) considered that the process of affiliation occurs when the individuals take up or choose subject positions in certain contexts.

Norton and Toohey (2002) detached from the concept of affiliation and considered identity as a process in which “a person understands his or her relationship to the world, how that relationship is constructed across time and space, and how the person understands possibilities for the future” (p.5). Norton (1995) also drew on the concept of subjectivity proposed by Weedon (1987) to describe social identity as a multiple and contradictory site of struggle produced in different social sites. Individuals are positioned being subjects of and subjects to relations of power in specific social sites. She also emphasizes that the subject has an agency that is constructed and expressed through discourse.

In this regard, Davies & Harre (1999) claimed that social identity is discursively constructed. Whereas, “an individual emerges through the processes of social interaction, not as a relatively fixed end product but as one who is constituted and

reconstituted through the various discursive practices in which they participate” (p.46). Being positioned in a variety of discourses, we make sense of our own and others’ lives.

In this line of thought, Bucholtz and Hall (2005) also conceive identity to be produced in linguistic interaction and proposed a framework for its analysis based on the following principles. Firstly, identity is not merely an internal psychological phenomenon but the product of linguistic and other semiotic practices. Secondly, identities are temporal and interactional they depend on their participants’ roles and cultural emergent positions. Thirdly, identities are indexed in linguistic features and systems. Subsequently, identities are also constructed by considering the relationship between the self and the other, bearing in mind similarities, differences, ambiguities, among other aspects. Finally, identity reveals its complexity by being part of the intentional and conscious. In this regard, the construction of others’ perceptions and representations as well as the ideological processes and structures are outcomes of interactional negotiation. I consider that the last feature goes beyond seeing identity as emergent from discourse as it entails the way I see myself in relation to others and the processes of construction of myself that might not be observable aspects in discourse.

In terms of teachers’ identity construction, Zembylas (2005) affirmed that “teacher identity has come to be regarded in some sense as being more contingent and fragile than previously thought and thus open for re-construction”(p. 937). The construction and re-construction of teacher identity entails the exploration of power, agency and resistance within discursive practices in specific social contexts. Thereby and according to the previously stated conceptualizations, I could argue that teachers construct their identities by relating to others, carrying out their teaching practices, using language and specific types of discourses and by identifying the perceptions or representations they have about themselves and others. In the paragraphs below, I intent to conceptualize teachers gendered identities.

Gendered identities

Butler (1999) perceived gender as performative as a doing that preexist the deed. Supportively, she argued: “There is no gender identity behind the expressions of gender; that identity is per formatively constituted by the very “expressions” that are said to be its results” (p. 33). Cameron (1997) also drew upon the performativity proposed by Butler (1999) and claimed that “individuals are active producers rather than passive reproducers of gendered behavior, men and women may use their awareness of the gendered meanings that attach to particular ways of speaking and acting to produce a variety of effects” (p. 329). We are constructed through actions and discursive practices.

Identity is constituted from the doing of gender. Thus, individuals perform different gendered identities according to the contexts and the discursive practices they find themselves in. Hence, English language classes should be sites for these identities to be performed and contested.

LITERATURE REVIEW

Gendered pedagogical practices in English Language Teaching.

Gendered pedagogical practices are drawn upon teacher-student, student-teacher interactions in the English language teaching area. Hereof, classroom interaction may foster imbalances regarding the distribution of talk as it is evident in the following studies.

French & French (1984) analyzed verbatim transcriptions of a fourth-year junior school. Results showed that boys took more turns than girls because of their ability to grab the teacher's attention. As the teacher performed that attention normally, they took advantage of their turns to talk about themselves showing their dominance over girls.

In the same vein of thought, Swann & Graddol (1988) studied several transcriptions of English classes interactions for unveiling the mechanisms that lead to boys' dominance in classroom talk. They found that 60% of teacher's attention was directed to boys and that girls found strategies like volunteering to minimize their participation (avoiding being asked repeatedly). Additionally, boys were asked more challenging questions and girls were just expected to answer yes/no questions. The authors also stated that the teacher was not aware of his favoritism which reproduced gendered inequalities in that context.

Kelly (1998) carried out a meta-analysis of 81 studies of gendered differences in teacher-pupil interactions. The results were similar to the ones previously mentioned in terms of the amount of attention given to the boys, the type of questions asked to male and female students and female students' choice of volunteering as strategy to minimize their interaction, to show their abilities or to grab teacher's attention. Nonetheless, the author mentioned that in some occasions the attention provided to boys was directed to control their disruptive behavior. From this analysis, the author also inquired whether the attention given to students depended on being a male or a female teacher. In this regard, it was showed that the number of 'instructional contacts' was not connected to the teacher's sex. However, it was mentioned that when the teacher was female, female students received less praise and less criticism than the boys.

Bearing in mind the little attention given to female students by foreign language teachers as demonstrated in several studies, Sunderland (1998) intended to understand two inquires. Firstly, the differences of gendered student-teacher talk in another subject classroom and in the English classroom. Secondly, the extent to which gendered interaction patterns are produced in language classroom. She audio recorded German lessons of 13 boys and 14 girls. Sunderland (1998) emphasized that the foreign language classroom differs from other classrooms as two languages are used and subsequently certain inquiries regarding gendered interactions might pertain to languages classrooms only which share common characteristics despite of the nature of language variation.

The results of this study showed that the fact of boys dominating the classroom talk is normalized in the foreign language teaching classroom. This is perhaps the

reason why teachers give more attention to them. However, girls were found to make important contributions and to take advantage of the learning opportunities provided by the teacher as well as boys. Additionally, girls were academically engaged and showed very good results in languages learning. In this sense, the author suggested that girls could be better at languages than boys. Although, the author recognized this fact as something that still needed to be discussed.

In a subsequent study, Sunderland (2000) criticized the fact that gender in the English as a foreign language (EFL) area was being considered as a subject of oversimplifications and generalizations in which women were victims of male dominance. The author proposed a complex alternative of gender in language education in which diversity and subtleties are considered. Thus, Sunderland (2000) proposed certain alternatives to cope with generalizations and to avoid gender inequalities in the language classroom. The first alternative was to be aware of the number of questions asked to male and female students. Secondly, the author suggests analyzing and identifying gendered- bias texts or materials. Finally, the author proposes not to see gender differentiation as a disadvantage but to explore the learning opportunities and the gendered identities construction that could emerge from English classroom interactions.

Following the idea of EFL teachers being aware of gender issues in the classrooms, I consider paramount to mention Mojica & Castañeda-Peña's (2017) experience when developing a Master course on gender and foreign language teaching. There were a variety of outcomes from the implementation of the course. Firstly, student teachers unlearned the idea that gender relates to the biological conditions of being males and females. Thereby, they understood that gender is constructed through discourse and interactions. Secondly, through the developments of mini scale projects, student teachers started to observe gendered issues in their educational context and in their pedagogical practices performance. Based on their observations, student teachers gained a sense of awareness about their practices in relation with gendered issues.

Some Colombian scholars have also carried out studies in which they proposed certain gendered pedagogical practices in ELT. For instance, Chaparro (2016) used a feminist pedagogy in an EFL classroom of adults in Bogota, Colombia for unveiling students reflective discourses when debating about situations of inequality. This research showed EFL teachers that it is possible to implement a methodology that minimizes the stereotypical representations of gender and empowers students to see the word critically and to take agency in different situations when gender inequality is evident.

Benavides (2017) designed reading activities grounded on gender-based short stories for students to construct their social identities. From this experience, students constructed three types of social identities: seeing humans as gendered subjects' identity, peer approval identity and cooperative identity. Moreover, students developed a sense of respecting others' points of view avoiding the act of judging other people for their appearances or sexual orientation. This research experience provided the researcher with meaningful insights as she found the fact of creating gender-based materials rewarding in her role as a teacher. Furthermore, she made

important contributions to the school's curriculum and the school's gendered perspective.

As previously stated, language classrooms are different and there are some inquires that might emerge from certain type of classrooms (Sunderland, 1998). In this section, we could identify that gendered pedagogical practices in English language teaching are indexed in teacher-student and student- teacher interaction. Thereby, "gender shapes interactions in the classroom, asking which participants have the right to speak and to define meaning, and who remains invisible and why" (Pavlenko & Piller, 2007). Regardless, these interactions might foster gendered imbalances positioning girls or boys as powerful or powerless during teachers' pedagogical practices.

METHODOLOGY

This is a feminist poststructuralist discourse analysis study (FPDA) study which according to (Baxter, 2003) is not just "a theoretically coherent paradigm in its own right" (p,44) but also "a tool for understanding how language constructs subject identities" (p.54). Furthermore, Baxter (2003) stated that FPDA deconstructs dichotomies and does not propose males as the dominant sex and females as the vulnerable or disadvantaged individuals. FPDA "accepts that girls and women adopt relatively powerful positions within certain discourses and acknowledges their agency to resist, challenge and potentially overturn discursive practices that conventionally position them as powerless." (p,55)

Context

The setting where this study took place, is a private university located in Tunja Boyacá, Colombia. This university has a languages department that is in charge of providing English language classes to all undergraduate academic programs. Students start English level one in the third academic semester and are taught two levels of English with the aim of reaching level A2 according to the Common European Framework of Reference for Languages (CEFRL, 2001)

Six hours of classes are given to each level and the classes are divided into four hours of theory (students acquire grammar, vocabulary or other kind of input) and two hours of practice (students put into practice what they previously learnt in theory lessons). This distribution of classes was implemented following the university's pedagogical model that intends to educate competitive students through the principles of knowing, doing and being, for adapting to the national and international working demands as future professionals. (Universidad de Boyacá,2013)

Participants

I used the purposeful sampling strategy and more specifically the convenience case approach to select the participants (Creswell, 2007). In this case, I considered the participants from whom I could easily collect data and who also agreed to participate in the study. As a result, three participant teachers agreed to contribute and

signed the consent forms indicating their willingness and permission for their classes to be video recorded. Some characteristics of the participants and the information of the classes video recorded appear in table 2.

| Participant teachers | Level of English | Academic program | Semester | Type of lesson | Number of hours video recorded. |
|--|------------------|------------------------|----------|----------------|---------------------------------|
| Teacher Mona Full time teacher in this private university. B.A in modern languages: English, Spanish. | English I | Industrial engineering | Third | Theory | 8 |
| Teacher Humberto Full time teacher in this private university. B.A in foreign Languages. | English I | Social communication | Third | Theory | 8 |
| Teacher Elly Full time teacher in this private university. B.A in modern languages: English, Spanish. | English II | Law | Fourth | Theory | 8 |

Table 2. Characteristics of the participant teachers and information regarding the video recorded classes.

Instruments for Data collection

Transcripts of classes' video clips

Transcripts from the classes video recording were the main source of data. Thus, the process of transcribing the three teachers' classes was quite demanding, time consuming and it involved following certain procedural steps. To start, I transcribed everything that entailed teacher-students or students teacher interaction. I understood Green, Franquiz, & Dixon's (1997) perception of transcribing as " a political act that explores the dimensions of everyday life through language" (p.172) . Hereof, I realized that transcribing is a way of making sense of data and uncovering what is really happening with interactions. Thus while transcribing, I started identifying some "significant moments" (Baxter, 2003) that I would later utilize for the data analysis process.

Semi structured interviews

Following FPDA implies to fulfill the principle of polyphony which entails to include a plurality of voices, that differ, contradict or juxtapose with the researcher's interpretations (Baxter, 2003). Thereby, I followed Hatch's (2002) parameters for

conducting semi structured interviews to the participant teachers and some students. Teachers were interviewed for their perceptions or thoughts to contradict, agree or contest with my interpretations on the excerpts selected. Students were interviewed as some parts of the analysis required me to study the teachers from students' lenses.

DATA ANALYSIS

From the transcripts of the classes video recorded, I identified the "significant moments" Baxter (2003) where gender in the EFL teachers pedagogical practices could be constructed. I considered pedagogical practices as socially constructed sites where gendered discourses, relations, ideas, meanings and intentions might interwoven. Therefore, I explored the construction of gender in the practice architectures (sayings, doings and relatings) proposed by Kemmis, (2009,2012) and Kemmis ,et al (2014).

Subsequently, this analysis was carried out in two levels: denotative and connotative. Following Baxter (2003, p.75) the denotative level of analysis "provides a concrete description of what is going on within a text". In this level, I carried out conversation analysis to account for turn taking strategies (Heritage, 1998), adjacency pairs and sequence organization (Schegloff, 2007), type of questions and error treatment (Ellis, 1994) among other interactional patterns (Lucero & Scalante-morales, 2018).The connotative level of analysis entailed an interpretative process with an emphasis on describing the ways in which gender was constructed teachers' doings, relatings and sayings practices.

The following excerpt is analyzed based on the aspects previously mentioned. This is an excerpt of an English language class where basic level students are playing a game in which they have to make the teacher (Mona) say "No, I can't" by asking questions about what she can or can't do. Teacher Mona takes answers from groups of students she has previously organized. When students score (e.g. Teacher Mona answers 'No, I can't') they get a point which is recorded on the blackboard.

01. J→T Can you drive a plane?
02. T→J **No, pero eso es cómo manejar carro**
03. **Sería pilot** #no, but that is like driving a car.
It would be pilot#
04. J→T **entonces** #then# pilot
05. T→J No, yes. I did. I did it when I was in the US
06. so, I can.
07. J→T Ohhh!
08. B→T Can you run very fast?
09. T→B Can I run very fast?
10. =Very fast?
11. B→T Yes
12. T→B No, I can't (Teacher writes a point on the board)

Transcription key

(comments) nonverbal interaction and transcribers comments.

Escuchen bold characters for utterances in Spanish.

#listen# transcriber´ translation into English.

= continuous utterance

inaudible

Goo::d prolongation of sound

(0.2) silence measured in seconds

(.) pause of less than 0.2 seconds

THEN Utterance produced in higher volume than the surrounding talk.

T Teacher Mona

B Bethy

J John

Denotative analysis

The interaction starts with John’s question to the teacher as a way of following the game’s dynamic. In turn 02, teacher Mona provides a recast feedback (MacKey, 2006) and clarifies that it is not correct to use the verb drive when talking about airplanes and suggests the verb pilot instead. In turn 04, John corrects his mistake and asks the question one more time. In turn 05, the teacher answers negatively but then she changes her answer by saying “yes”. She supports that answer providing additional information. In turn 07, John utters the particle “oh” which is a minimal third turn expansion (Heritage, 1998). Bethy takes the next turn and proceeds to ask another question, in turn 09, the teacher repeats the question as a form to clarify Bethy’s claim. Bethy answers affirmatively to the teacher’s request of clarification. In turn 10, teacher Mona makes emphasis on the words “very fast” and uses them as determiners to answer negatively.

Connotative analysis

In this excerpt, there are three practices that are gendered and identified in the teacher’s doings, sayings and relatings (Kemmis, et al, 2014) . Thus, doings are evident in the type of activity teacher carries out and the effects it brings in terms of her gendered positionings which are indexed in the sayings practice when teacher expresses her masculinity and femininity according to the questions she answers. Relatings occur during two moments of teacher Mona’s interaction with a male and a female student. Firstly, when students ask questions which are answered by the teacher. Secondly, when teacher does not react upon the male student’s comment. Thereby, doings practice is gendered as teacher Mona implements an activity that challenges students to make her admit that she doesn’t have certain abilities which causes her to take up different gendered subject positionings (Sunderland, 2004). Subsequently, The sayings pedagogical practice takes place when teacher Mona answers two questions made by a male and a female student who positioned in a masculine arena which is considered by Connell (2005) as a reference of socially

stated activities that are dominated by men and determined by the differential treatment of sex roles and hegemonic conceptions.

The first question directed to the teacher relates to whether she can pilot an airplane (turns 01 and 04). Teacher Mona expresses her masculinity by answering affirmatively and giving additional information about the moment and place she piloted a plane (turn 05 and 06). I argue that she manifests her masculinity based on Paechter (2006) who asserted that the term masculinity should not be limited to portray the male body and its effects but should refer to how gender is accomplished in specific practices instead. However, the pilot profession is considered as a male dominated work and part of the hegemonic masculinity (Connell & Messerschmidt, 2005). Thereby, Cohen & Huffman (2003) asserted that the dominance of masculine jobs is a universal inequity that increases biases in women's work. As a result, women are more likely expected to carry out under rewarded activities usually related to nurturance.

Mojica & Castañeda-Peña's (2017) study confirms this inequality in jobs distribution for women and the way it is naturally performed in cultural perceptions. One of the participant teachers in this study, registered in his field notes the moment when a girl introduced herself as a pilot and was corrected by a male classmate who said that she should have said flight attendant instead of pilot. This girl did not accept her classmate's correction and asserted that she would be a *pilota* (feminine for pilot in Spanish) in that case. This example, and what happens with Teacher Mona in this case implies women taking up particular subject positions which according to Shaw & Hoerber (2003) could be taken as a way of resistance against the gender differential roles that are indexed in taken for granted discourses of masculinity and femininity in the society and in different labor organizations.

The second question that the teacher is asked relates to whether she can run very fast (turn 08). Teacher emphasizes on the mode "very fast" (turn 09) as a determiner to answer negatively. By mentioning the fact of not being able to run very fast, teacher disassociates from the masculine position and accepts not just the discourse of sports as dominated by hegemonic masculinities (Renold, 1997) but her feminine inferior position in sports. Teacher Mona's positioning could obey to what Connell & Messerschmidt (2005) defined as cultural learnt hegemonic masculinity that relates to the naturalization of masculine bodies where masculinity is constructed via the abilities that men can perform. For instance, men athletes construct their masculinities in relation with their physical abilities perceiving their "bodies as weapons".

Relatings pedagogical practice is evident not just when the teacher answers students' questions (turns 05 and 12) but when she remains quiet towards one of their comments. In this sense, teacher's first answer causes John's "oh" reaction (turn 07). manifesting surprise not just about his female teacher piloting an airplane but about his female teacher ignoring and challenging hegemonic norms. Teacher Mona does not react upon this comment. This fact led me to ask her about the reasons she had for ignoring this comment. She answered:

Teacher Mona: *Because it annoyed me, I mean if you are a woman wouldn't you be able to do that? and I know that I have a powerful role inside the class and depending on what I say I can change students'*

points of view. But I didn't give importance to that because it really annoyed me and I didn't want to react in a bad way.

My interpretations about the connotation of that “oh” comment relate to teacher Mona’s perception. She understood that comment as a demonstration of surprise about she being able to pilot an airplane. She ignored that because it annoyed her and betrayed her position as a woman who can perform a masculine activity. Despite this powerless positioning, teacher knew that she could use her powerful role in that context and comment something about this situation. She thought about the inappropriateness of a possible wrong reaction by her side (this is related with the sayings practice) and chose to ignore that comment.

CONCLUSION

The analysis that is being carried out has shed a light towards identifying the ways teacher Mona’s practices are gendered. For instance, in the excerpt presented above, by proposing the dynamics of the activity, teacher Mona exposes to be powerless and powerful positioned in masculine and feminine arenas. Furthermore, the way she relates with the students and her acts of ignoring or rejecting students comments contributes to her gender construction (Litosseliti, 2013).

I acknowledge that the process of data analysis needs to be completed and redefined. Thus, there are still two teachers’ practices to analyze in terms of their gendered identities construction. However, I consider that this process is taking an interesting path which can evolve or experience conflicting situations with what could be found in the other teachers’ data.

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AUTHENTIC MATERIALS IN THE EFL CLASSROOM

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INTRODUCTION

Using authentic materials to teach English has proved to be an effective resource in English as Foreign Language contexts (Gilmore, 2011). This kind of materials help learners work holistically since they integrate various aspects of language learning such as pragmatics, grammatical structures, pronunciation, and vocabulary including idioms and other language chunks. Teachers may find that bringing real life materials is a powerful tool to expose students to rich input that is not present in textbooks or any other type of instructional materials. Gilmore (2011) and Segueni (2016) have evidenced the positive effect of using authentic materials like songs, readings, and videos. In their studies, learners exposed to authentic materials improved not only their communicative competence in areas such as speaking, pragmatics, and vocabulary learning, but also their confidence in understanding and speaking English.

Despite the benefits found, authentic materials are not yet used as desirable, at the college level, nor does a pedagogical model about how to use them in the classroom exist. Thus, there is a myriad of difficulties associated with authentic texts. To illustrate, Zyzick and Polio (2017) bring up a common concern among educators: it is time consuming to find appropriate authentic materials and create good activities to exploit them. It might be also assumed that using authentic materials at beginning levels can result in both teacher and student frustration as texts that are too challenging for learners and a not well-designed task may bring demotivation and minimal learning. Therefore, a more consistent implementation of such resources is needed to demystify those assumptions.

CONTEXT

The intervention has been taking place in two English classes (i.e., low intermediate and intermediate levels) which are taught by the two researchers. Once a week, an activity is designed around an authentic video that relates to the topic of the unit or lesson. The activity walks learners through pre-, while-and post stages to navigate video content.

Participants

The participants are twenty-four students from a private bilingual teachers' college (institución universitaria) majoring in English teaching who take English lessons four days a week during two-hour periods. Students' age range between 17 and 20 years of age. Ten participants from a Low Intermediate English course and fourteen students from an Intermediate course have been part of the intervention.

METHODOLOGY

This is an action research study that seeks to shed light on the effective use of authentic materials in the English as a Foreign Language (EFL) classroom. This classroom-based study employs qualitative instruments to answer the research questions. Qualitative data will be gathered by means of interviews, class observations, and students' journal entries to investigate learners' response towards the use of authentic materials in instruction, and to analyze linguistic growth.

- Pre-post semi-structured interviews will serve to know participants' perceptions of using authentic materials in their classes.
- Class observation field notes will be taken to account for students' reactions towards the materials and activities proposed, their potential use of new vocabulary, and other significant events.
- An activity journal including new vocabulary and expressions to analyze in depth will be kept by the project students.

THEORETICAL FRAMEWORK

Communicative Competence

The notion of communicative competence has been a basic tenet in the ESL field for years dating back to the late sixties and early seventies. Thus, Hymes' initial definition of such notion has evolved into a more complex, descriptive model comprising components such as linguistic, sociocultural, strategic, and discourse competence (Canale 1983, in Celce-Murcia, Dörnyei, and Thurrell, 1995). Despite changes and various proposals of a model (e.g., Canale, and Swain 1980; Canale, 1980; Celce-Murcia, Dörnyei, and Thurrell, 1995), Gilmore (2007) asserts that five components are accepted as the core of a model for communicative competence: Linguistic competence, pragmalinguistic competence, sociopragmatic competence, strategic competence, and discourse competence. These five competences will be considered and explained for the purpose of this paper and they will be complemented, as the need emerges, with ideas from the model proposed by Celce-Murcia et al. (1995).

Linguistic Competence

This component entails knowledge related to lexis, morphology, syntax, phonology, and orthography (when written) of the language. This is the most well-known competence and the one that has received most attention in the English as a Foreign Language (EFL) and ESL (English as a Second Language) fields.

Pragmalinguistic Competence

Knowledge of this component implies understanding of what a given utterance expresses beyond its literal meaning as represented by speech acts and the speaker's intentions underlying words.

Sociopragmatic Competence

Also known as sociocultural and actional competence (see Celce-Murcia et al., 1995), this component entails knowledge of the social and cultural systems of a language and what is considered appropriate within those systems. It moves beyond words and utterances into non-verbal features accompanying language such as gestures, body language and proxemics.

Strategic competence

Knowledge of this component means understanding and using communication strategies appropriately as required by the situation. Gilmore (2007) listed four subcomponents constituting this strategy, namely, avoidance or reduction strategies, compensatory strategies, stalling strategies, and interactional strategies, while Celce-Murcia et al. (1995) considered self-monitoring strategies in addition to the four mentioned before.

Discourse competence

This competence refers to the knowledge required to produce coherent and cohesive texts at the spoken and written levels. Celce- Murcia et al. (1995) suggested five subcomponents to this competence: Cohesion, deixis, coherence, genre/generic structure, and conversational structure.

Authentic Materials

Authentic materials have been associated to distinct meanings over the last three decades, but two of the most objective definitions are the baseline to this study. Morrow, 1977 (cited in Gilmore, 2007) defined authentic materials as “a stretch of real language, produced by a real speaker or writer for a real audience and designed to convey a real message of some sort” (p. 98). Zyzik and Polio (2017) opted for a more specific definition, “authentic materials are those created for some real-world purposes other than language learning, often, but not always, by native speakers for native speakers” (p.4) The authors clarify that text refers to any spoken or written language that is part of a set of materials. They also explain that materials can include pictures without any language. That is to say, both spoken and written language samples are considered authentic texts.

Involvement load hypothesis

Authentic videos are often used in the classroom to develop students' listening skills by exposing learners to pre-listening activities focused on pre-teaching vocabulary; however, this strategy alone does not guarantee vocabulary learning (Chang and Read, 2006). Some vocabulary research (Laufer & Hulstijn, 2001) suggests that three key factors lead to retention of words: need, search and evaluation. These factors combine into what is called involvement constituting, thus, the load involvement hypothesis as proposed by Laufer and Hulstijn (2001).

The need component is the motivational dimension of involvement. It is concerned with the need to achieve. In regard to reading, for example, when the

learner needs to understand the meaning of a word that is essential for comprehension, she will experience the need to understand it. When writing or speaking, if the learner wants to refer to a concept or an object, she will need to know the meaning of the L2 word that is unfamiliar.

Search and evaluation constitute the cognitive dimension of involvement. Search is defined as the effort to find the meaning of an unfamiliar word by using a dictionary or consulting an expert. Evaluation entails whether a word fits or not a given context. In a L2 writing task, for instance, in which an L1 word is looked up in the dictionary, it is necessary for the learner to assess which is the most suitable translation to be chosen for the specific meaning that is intended to be conveyed in the L2 context. Laufer and Hulstijn (2001), claim that words that are processed with higher involvement load will be better retained than words which are processed with lower involvement load.

Simplification and Elaboration in L2 acquisition

In the English as a foreign language classroom, instruction is usually based on text books that are often simplified and adapted to the level of language learners. Although these textbooks help comprehension, they do not expose learners to the wealth of authentic language they need in order to progress in their L2 learning process. For this reason, Long (2015) advocates for elaboration, which is the process of adding to a text rather than eliminating or reducing potentially difficult items. A common technique in elaboration is redundancy which is attained by providing repetition, synonyms, examples, or restatements for difficult lexical items. Teachers should elaborate, as discussed by Long (2015), rather than simplifying, (Zyzick and Polio, 2017) as various English textbooks tend to do.

LITERATURE REVIEW

Several research studies have demonstrated a positive effect of the integration of various authentic materials on the development of students' communicative competence in English.

Gilmore's (2011) study reports on a 10-month classroom-based longitudinal investigation, exploring the potential of authentic materials to develop Japanese learners' communicative competence (i.e. linguistic, pragmalinguistic, sociopragmatic, strategic, and discourse competencies) in English. The results indicated that the experimental group outperformed the control group in five of the eight measures, suggesting that the authentic materials and their associated tasks were more effective in developing a broader range of communicative competencies in learners than the textbook materials.

Similarly, Segueni (2016), explored the effect of a whole semester of exposure to authentic materials (AM) on the development of foreign language learners' communicative and pragmatic competence (i.e. pragmatic and discourse competence). The results of the study showed that authentic materials not only developed a wide range of communicative competences but were strongly appealing to the participants in the experimental group. The increase demonstrated by the experimental group in their confidence in understanding and producing speech acts is

the most significant result. Students became increasingly comfortable hearing English, they understood more of the AM that they were exposed to. Furthermore, such type of materials not only had positive impact on learners' motivation but proved fit to learners' diverse learning needs as well.

In a local context, Castillo, Isuasty and Jaime (2017) carried out a research study in a foreign language school at a Colombian public university. Its main purpose was to analyze the extent to which the use of authentic materials and tasks contributes to the enhancement of the communicative competence on an A2 level English course. A mixed study composed of a quasi-experimental and a descriptive-qualitative research design was implemented by means of a pre-test, a post-test, observations, semi-structured interviews, surveys, and diaries. The findings showed that the use of authentic materials and tasks, within the framework of a pedagogical project, had an impact on students' communicative competence progress and on the teaching practices in the experimental group.

The inherent difficulty (i.e. speed, reduced forms, and colloquial language) of aural authentic materials has usually prevented educators from using them with students at beginning levels. However, Maxim (2002), presents the design, results, and implications from a study involving beginning college-level language students who read a 142-page romance novel in their first semester of German. The study explored the ways extensive reading at a beginning level affected general reading comprehension and language proficiency. Maxim's study concluded that students in the first semester of German were able to read a long and unedited novel. In other words, his study rejects the often-mentioned difficulty learners at the beginning level have when working with authentic materials.

On the other hand, some studies have evidenced the usefulness of authentic materials in the development of listening skills and vocabulary learning. Ghaderpanahi (2012), examined the influences of authentic aural materials on listening ability of thirty female undergraduate psychology majors studying English as a foreign language. The findings of this study indicated that listening comprehension in EFL students appeared to have improved after they had experienced authentic listening materials in class. In addition, Kraiova and Tsybaniuk (2015) analyzed the impact that authentic videos have on the development of listening skills in a foreign language teaching process and on the ways to increase the effectiveness of authentic video lessons in terms of listening skills development. The implementation of authentic videos into the process of listening comprehension development demonstrated positive results in increasing the motivation of student, involving them into real communication process, demonstrating them the natural way of speaking, providing them with authentic cultural information and facilitating cultural adaptation.

In regard to the role of authentic materials and vocabulary learning, Ghanbari, Esmaili and Rezam (2015) focused on teaching vocabulary using authentic materials and its influence on learners' vocabulary achievement. To this end, a population of 80 female Iranian EFL learners aged 17 to 20 were selected. The control group received new vocabulary through their English textbook in each session and the experimental group received the same vocabulary through an online newspaper in each session. After a month, post-tests were run among all of the participants in both control and experimental groups. The analysis of data showed that the vocabulary knowledge of

the participants developed in both groups but the experimental group significantly outperformed the control group.

Other studies have explored the use of films and situations comedies (Martínez-Flor, 2008; Washburn, 2001) as resources to help learners develop their pragmatic competence, especially in EFL (English as a Foreign Language) settings where students are less likely to have encounters with situations that could help them raise awareness of the need for such competence.

ANTICIPATED FINDINGS

Preliminary Findings from students' perspective

We have implemented the project by showing videos about various topics connected to the course book content. For example, for the low intermediate course, students watched video clips about survival stories, plastic pollution, and African culture, while the intermediate students watched clips about street art and natural resources. Thus far, some preliminary data are worth pointing out as will be described as follows.

Based on the analysis of students' comments, the following themes have emerged:

- *Learning vocabulary in context.* Students said that they enjoy learning new words even though sometimes they feel overwhelmed by the amount they find. They like the idea of studying words when they appear in the context of a video because they can see how to use them in sentences and longer discourse.
- *Deeper analysis of words.* When students are asked to find the meaning of a word and use it in context, they need to go through a deeper process (e.g., analyzing part of speech, noticing if the meaning fits the context) to be able to demonstrate their understanding. This proves the involvement load hypothesis as students explore its three components: need, search and evaluation.
- *Motivation.* Students have expressed feeling motivated about learning new topics (e.g., culture, social and environmental issues) using the target language. Also, motivation is boosted when they discover that they can understand what speakers say even though they speak fast.

Preliminary Findings from teachers' perspective

Based on the class observation and journal writing on the part of the teachers, some topics can be highlighted as follows:

- Video activities enrich textbook activities by facilitating understanding and promoting discussion.
- Video activities spice up the lessons.
- Students establish a connection between the topics and their lives more readily.
- They enjoy listening to real sources of information to practice their listening.

- The type of tasks proposed plays a key role in promoting students' higher involvement with the language and the topic.

CONCLUSION

Thus far we have observed that the integration of authentic materials by means of video clips is an invaluable motivational tool that is worth considering when designing lessons. Moreover, task design guiding the pre-, while-, and post-stages of video watching is pivotal to ensure students' higher involvement. Particularly, the post stage provides learners with the opportunity to apply and use the new language to carry out a more complex task.

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APRENDIZAJE INTEGRADO DE CONTENIDOS Y LENGUA EXTRANJERA (AICLE) Y ESTRATEGIAS DE LECTURA EN CIENCIAS NATURALES

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INTRODUCCIÓN

El presente artículo tiene como fin dar a conocer una de las metodologías más innovadoras y de gran auge en el momento, Content Language Integrated Learning (CLIL) o Aprendizaje Integrado de Contenidos en Lengua Extranjera (AICLE). Esta es una metodología que busca desarrollar las habilidades comunicativas en una lengua extranjera de forma integral con otras asignaturas, como las ciencias naturales, en este caso. Es iniciativa de la investigadora aprovechar el auge de la metodología y evaluar los efectos que tiene en el proceso de aprendizaje de un idioma. Para tal fin se aplicó en el grado quinto A del Liceo Santa Bernardita una serie de seis guías de lectura AICLE/CLIL en ciencias naturales con el propósito de instruir a los estudiantes en el uso adecuado de las estrategias de lectura y evaluar su efectividad en el proceso de lectura en inglés.

Asimismo, se buscó transversalizar las temáticas de ciencias naturales; lo cual permitió el enriquecimiento del vocabulario en los estudiantes y la inmersión de ellos en ambientes bilingües, para la adquisición de la lengua extranjera. Al hacer entrega de este proyecto se busca dar a conocer los resultados, inquietudes y reflexiones entorno al quehacer pedagógico y comentar la experiencia con la implementación de AICLE/CLIL, aun conociendo las múltiples ventajas que genera esta metodología en el aspecto emocional y motivacional.

En el presente trabajo el lector encontrará seis secciones, empezando por el planteamiento del problema, la pregunta de investigación, los objetivos y los antecedentes en torno a la problemática. En esta primera sección se resaltarán la dificultad en la adquisición y utilización del plan lector para el área de inglés, la falta de motivación de los estudiantes en el aprendizaje de la misma, las investigaciones que se han hecho en cuanto a la metodología AICLE/CLIL y las estrategias de lectura en lengua extranjera. La segunda sección contiene el marco teórico de la investigación, dividido en cuatro grandes constructos que son: el concepto de AICLE/CLIL, las ciencias naturales como asignatura de contenido, las estrategias de lectura y la incidencia de los factores afectivos en el aprendizaje de una lengua extranjera.

En la tercera sección, se hará un breve recorrido por los estamentos legales que rigen la enseñanza de la lengua extranjera como los estándares y el programa nacional de inglés entre otros. La cuarta sección referente a la metodología ilustrará el enfoque metodológico (investigación-acción) y los instrumentos de recolección de información, entre los que están la encuesta inicial y final, las seis guías de lectura AICLE/CLIL en ciencias naturales, la prueba inicial y final, así como las reflexiones de los estudiantes y el diario del docente.

Seguidamente, en la quinta parte se presentará la propuesta pedagógica, la cual, como se mencionó anteriormente, consiste en la aplicación de seis guías de lectura AICLE/CLIL en ciencias naturales, con el único objetivo de mejorar la comprensión de lectura en los estudiantes, suplir la necesidad de un plan lector y motivarlos en el proceso de aprendizaje de una lengua extranjera. Finalmente, la sexta parte mostrará los resultados de la propuesta a través de la utilización de la teoría fundamentada como metodología de análisis de datos, la cual arrojará las conclusiones y reflexiones de la aplicación.

Dentro del contexto educativo del Liceo Santa Bernardita se encontraron algunos problemas durante el primer periodo escolar 2016, detectados mediante la observación sistemática en las clases de inglés y registrados en diarios de campo. Allí se describen e interpretan las experiencias vividas en el aula de clase con los estudiantes de quinto A. Con base en tales observaciones se descubrió que los estudiantes de este grado presentan dificultad en las cuatro habilidades del lenguaje, especialmente en la comprensión lectora.

La dificultad radicaba en la falta de un plan lector en inglés y en la carencia de material literario dentro de las clases. El colegio y los docentes no habían permitido ni se habían preocupado por la adquisición de libros de literatura o la utilización de diferentes textos auténticos dentro de la clase de inglés, por lo cual, las clases carecían de contextos culturales y además de creatividad de los docentes al momento de proponer estrategias. A esto sumamos que no había espacios que propiciaran la puesta en escena de los conocimientos adquiridos y la interacción con otros dentro y fuera del aula en una lengua extranjera. Esta problemática también hacía que los estudiantes mostraran apatía a la clase de inglés y sintieran frustración e inseguridad al llegar a grados superiores.

Por lo tanto se propuso utilizar guías de lectura AICLE/CLIL en ciencias naturales como estrategia orientada a dar un giro a las clases de inglés y a cambiar la metodología de la enseñanza de la misma. Como tal, la propuesta es innovadora en la medida en que aporta a la institución una herramienta para el desarrollo de la comprensión lectora en los estudiantes, para abordar la falta de motivación en las clases de inglés y además propone a los docentes una metodología que les permite incentivar, innovar, motivar a los estudiantes y encaminarlos en el gusto por la lectura y en el aprendizaje del idioma inglés desde otra perspectiva.

METODOLOGÍA

La metodología a utilizar es la Investigación Acción (IA), que en palabras de Elliot citado por Murillo (2010) “es el estudio de una situación social con el fin de mejorar la calidad de la acción dentro de la misma”. (pag.4) Esta metodología se entiende como una reflexión sobre las acciones del docente y las situaciones sociales vividas por el profesorado, que tiene como objetivo ampliar la comprensión de problemas prácticos y realizar reflexiones en torno al mismo. Las acciones van encaminadas siempre a transformar las situaciones una vez se logre la comprensión profunda del problema.

Con la utilización de la investigación-acción se pretende cuestionar las prácticas educativas, las experiencias pedagógicas y reflexionar acerca de ellas haciendo posteriormente explícitos los resultados o consecuencias que llevan consigo. Dentro de las características de la metodología están: primero, el comprender, mejorar y transformar las prácticas educativas; segundo, acercarse a la realidad fomentando un cambio y generar conocimiento. Por último es un proceso que se caracteriza por ser cíclico donde hay acción y reflexión en todo momento.

Los instrumentos aplicados en el Liceo Santa Bernardita en el grado quinto A que permitieron la recolección de la información fueron los siguientes:

- **Prueba (Inicial y final):** De acuerdo con Hernández (2014), las pruebas o los diagnósticos muestran el estado actual y final de los participantes con respecto a una o más variables. Así pues, este instrumento permitió evidenciar el nivel de comprensión lectora y las estrategias utilizadas antes y después de la implementación. También se observaron las fortalezas y las debilidades en el proceso de lectura, lo que permitió la elección de las estrategias que se trabajarían durante la implementación.
- **Encuesta (Inicial y final):** Según afirma Tamayo (2000), la elaboración de una encuesta requiere del investigador un conocimiento previo del fenómeno objeto de investigación, lo cual debe realizarse en la primera etapa del trabajo. A partir de esta afirmación la investigadora realizó una serie de preguntas para analizar los intereses, deseos e incluso inquietudes que tenían los estudiantes con respecto al aprendizaje de una lengua extranjera y a la implementación de AICLE/CLIL. En este sentido, Eyssautier (2000) afirma que las preguntas deben ser cuidadosamente preparadas tomando como base la relación del problema que se investiga y la hipótesis a comprobar.
- **Guías de lectura AICLE/CLIL:** Gracias a las encuestas se pudo crear un plan de acción donde surgió la idea del diseño de guías de lectura bajo el enfoque metodológico de CLIL; el cual tuvo como objetivo primordial fortalecer el proceso de comprensión de lectura en inglés y contribuir a la instrucción de estrategias de lectura. La investigadora diseñó y aplicó seis guías de lectura con diferentes estrategias. En palabras de Quintana, (2006):

“El taller es tanto una técnica de recolección de información, como de análisis y de planeación. La operatividad y eficacia de esta técnica requiere un alto compromiso de los actores y una gran capacidad de convocatoria, animación, y conducción de los investigadores” (p. 72).

Lo que quiere decir este autor es que la intervención y motivación del docente es primordial al momento de introducir un instrumento como las guías al grupo de estudiantes, pues fue algo que modificó la cotidianidad del grupo.

- **Reflexiones de los estudiantes:** Este instrumento tuvo como objetivo conocer la reacción de cada estudiante frente a la utilización de AICLE/CLIL en la clase de inglés y los sentimientos o conocimientos que adquirieron en cuanto a las estrategias de comprensión de lectura. En este caso, las reflexiones del estudiante

son pertinentes, ya que constituyen una herramienta que nos permite registrar la perspectiva de los estudiantes frente a la aplicación. El ejercicio de reflexión por parte de los estudiantes es considerado un elemento importante del proceso de aprendizaje, debido a que le permite descubrir nuevos caminos dentro de este.

- **Diarios de campo:** los diarios de campo fueron un instrumento que permitió al docente registrar todas las experiencias, sentimientos y percepciones frente a la puesta en escena de las guías de lectura y los demás instrumentos. Según afirma Hernández (2014), “la bitácora tiene la función de documentar el procedimiento de análisis y las propias reacciones del investigador al proceso y contiene fundamentalmente anotaciones sobre el método, respecto a las ideas, en relación con la credibilidad y verificación del estudio”. (p.633). En el transcurso de la investigación se realizaron 8 diarios de campo en dos meses aproximadamente.

En este sentido, todos los instrumentos descritos aportaron de manera significativa al proceso de análisis, pues no solo se dio cuenta de lo que ocurría al interior de las clases, las percepciones y sentimientos de los estudiantes, sino de los intereses y necesidades inmediatas. Por ende, se hizo y aplicó una propuesta de intervención pedagógica para cambiar las realidades percibidas mediante la implementación de las guías de lectura AICLE/CLIL en ciencias naturales, que pretendían mejorar la competencia lectora de los estudiantes en alguna medida y que buscaba promover la utilización de nuevas metodologías dentro del proceso de enseñanza- aprendizaje del inglés.

La población que nos permitió obtener la muestra fue tomada de la institución educativa Liceo Santa Bernardita en el sur de Bogotá (Barrio Venecia) de carácter privado y que cuenta con jornada única, las actividades académicas empiezan a las 6:50 a.m. hasta las 2:15 p.m. La intensidad horaria en la asignatura es de 5 horas semanales donde una de ellas pertenece al proyecto piloto “Science Content in the Reading Class”, que se implementó en el último periodo del año escolar. En general el colegio tiene la participación de 1100 estudiantes en una única jornada; el cuerpo de docentes está conformado por 60 docentes con títulos profesionales, quienes se desenvuelven en las diferentes áreas del saber.

Dentro de los grupos hay cerca de 28 a 30 estudiantes por salón, los cuales son amplios, cuentan con buena ventilación, iluminación y un televisor por curso con entrada USB en perfectas condiciones. La muestra para el proyecto de investigación se tomó del grado quinto A, donde había 28 estudiantes de los cuales, 16 son niños y 12 niñas, de edades entre 9 y 11 años. La mayoría de ellos, estudiantes antiguos que viven cerca al sector. Las familias pertenecen a estrato socioeconómico 2, con padres muy dispuestos en el proceso de enseñanza, en su mayoría profesionales. De la población en general se tomaron 12 para la muestra final, los cuales fueron seleccionados de manera no probabilística, con un muestreo aleatorio simple (Hernández, 2014).

INTERVENCIÓN PEDAGÓGICA

El diseño, aplicación y evaluación de guías de lectura AICLE/CLIL en ciencias naturales en inglés parte del diagnóstico inicial donde se hacía evidente la falta del plan lector en lengua extranjera desde el currículo, y la falta de motivación de los estudiantes en el proceso de aprendizaje del inglés. La observación sistemática, directa, y la aplicación de una prueba inicial en lectura permitieron identificar las necesidades y debilidades en el proceso de lectura en lengua extranjera, por lo cual surge la idea de crear guías de lectura AICLE/CLIL que fomenten el interés por aprender inglés y a su vez se fomente el gusto por la lectura desde las ciencias naturales.

Esta propuesta tiene como fin responder a los intereses, expectativas y necesidades de los estudiantes en el proceso de lectura. Para tal objetivo se buscará instruir a los estudiantes en el uso de estrategias de lectura haciendo del aprendizaje del inglés una experiencia agradable, práctica, innovadora y significativa, a través de contenidos de ciencias naturales. Se espera que tal iniciativa sea acogida y abordada de la mejor manera tanto para estudiantes como para docentes.

El diseño de estas seis guías de lectura AICLE/CLIL pretende fortalecer e incrementar la comprensión lectora en inglés a través de los contenidos temáticos de ciencias naturales. Ellas fueron diseñadas teniendo en cuenta la malla curricular de ciencias para los grados quinto, los estándares del mismo y el diseño metodológico de AICLE/CLIL. Además veremos que su estructuración responde a los tres tiempos de lectura: un Before-reading, donde se trabajó vocabulario, videos científicos, discusiones, etc. Un let's read or reading time donde se muestra la estrategia lectora a utilizar, y por último se hace una breve presentación after reading donde se pone en evidencia la utilización de la estrategia lectora a través de preguntas de comprensión lectora. Cabe mencionar que la aplicación de estas guías de lectura se realizó semanalmente permitiendo en la clase de inglés practicar las estrategias de diferentes formas.

De otra parte, las guías presentadas a los estudiantes incluyeron unos momentos de “reflexión”, donde al final de cada aplicación el estudiante podía escribir lo que había aprendido y la estrategia que había utilizado. Esto permitió al docente analizar cómo se estaban sintiendo los estudiantes con la estrategia implementada. Las guías de lectura AICLE/CLIL son una propuesta de apoyo para docentes del Liceo Santa Bernardita que reúne ciertas características que las hacen un instrumento útil, innovador y con muchas ventajas, no sólo invitan al docente sino a los estudiantes a concebir el aprendizaje del Inglés desde otras áreas y perspectivas permitiendo la interdisciplinariedad y el disfrute por aprender de otras formas en un mundo globalizado y cambiante.

De acuerdo con los objetivos específicos de la propuesta se diseñaron e Implementaron seis guías de lectura basadas en el modelo AICLE/CLIL en ciencias naturales de la siguiente manera y en el siguiente orden. Estas guías responden a la necesidad de implementar la lectura en inglés y la utilización de una metodología integradora.

Después de cada aplicación los estudiantes realizaban una pequeña “reflexión” de su trabajo. En cada clase los estudiantes respondieron a preguntas como ¿Te gustó la lectura? ¿Qué estrategias de lectura utilizaste? escribe algunas palabras que hayas aprendido hoy y ¿Qué aprendiste hoy? Lo cual nos ayudó para el diseño de las próximas guías de lectura.

Desafortunadamente, se debe decir que el tiempo fue muy corto y que la aplicación puede ser mucho más prolongada para promover la lectura en otras asignaturas e implementar la estrategia de manera transversal. Sin embargo los resultados fueron favorables y aunque el avance no fue en gran medida, sí fue significativo para todos.

ANÁLISIS DE DATOS

El análisis de datos realizado quiso retomar las técnicas y procedimientos de la teoría fundamentada de una manera muy sencilla. El real objetivo en el análisis de datos fue indagar sobre las prácticas pedagógicas que se realizan en el ambiente escolar y reflexionar acerca de ellas. En este sentido, la presente sección mostrará el recorrido metodológico que siguió la investigación, los resultados, las reflexiones obtenidas y las conclusiones que arrojaron la puesta en escena de la metodología AICLE/CLIL a través de guías de lectura. Las fuentes de recolección de información fueron variadas, se utilizaron: encuesta inicial, prueba inicial, guías AICLE/CLIL, reflexiones, encuesta final y prueba final. Cabe destacar que fueron seis talleres de comprensión lectora aplicados semanalmente dentro de la clase de *Science Content In The Reading Class* por dos meses aproximadamente.

En un primer momento de investigación se realizó la codificación y categorización de los hallazgos encontrados a partir de la información preliminar. El proceso de codificación realizado en la investigación consistió en dos etapas denominadas por Strauss y Corbin (2002) *Codificación Abierta* y *Codificación Axial*. Estos autores definen la codificación abierta *como el proceso analítico por medio del cual se identifican los conceptos y se descubren en los datos sus propiedades y dimensiones*. Para ello se analizaron en detalle (o frase por frase) los datos. En el estudio, la codificación abierta consistió básicamente en separar, frase por frase, el texto obtenido con los instrumentos de recolección: encuesta inicial, prueba inicial, reflexiones, encuesta final, prueba final y diario de campo del docente mediante la técnica de rotulación, luego se procedió a codificar los segmentos de texto referidos a un mismo tema. Así, se optó por asociar cada concepto obtenido a un color, correspondiente con una categoría y subcategoría concreta, así como también a las notas, que sirvieron para facilitar la posterior descripción de las categorías y subcategorías obtenidas por cada instrumento de estudio.

Después surge el proceso de rotulado de donde se desprenden los siguientes códigos y categorías preliminares. Estos códigos pueden ser tomados como subcategorías de clasificación.

| CATEGORÍAS PRELIMINARES | | |
|---|--|--|
| APLICACIÓN EN LAS CIENCIAS | AICLE/CLIL COMO METODOLOGÍA | PROCESOS DE LECTURA |
| CÓDIGOS (subcategorías) | | |
| MAC: motivación por el apz en ciencias SECC: sugerencias en la clase de ciencias TIC: temor por la implementación en ciencias. RC: refuerzo de los conocimientos. RT: repetición en las temáticas CC: conocimientos en ciencias. RCC: refuerzo de conocimientos en ciencias CPEC: conocimientos previos en ciencias IVC: interés en los videos científicos | MC: motivación por CLIL CA: continuidad de la aplicación OCC: oportunidad de conocer culturas AC: actividades CLIL EC: estructura de CLIL IC: interés en CLIL | ML: motivación por la lectura DC: dificultad en la comprensión. UE: utilización de estrategias. EAV: evidencia de adquisición de vocabulario. GXL: gusto por la lectura. AL: aburrimiento en la lectura. EUE: Evidencia en la utilización de estrategias. EL: estrategia de lectura. CP: complejidad en las preguntas |

Tabla 1: clasificación de subcategorías y categorías.

En esta matriz de colores se puede observar ciertos temas claves que dejan entrever algunas categorías preliminares en las que se encuentran “aplicación en las ciencias naturales” (en verde) “AICLE/CLIL como metodología (en rojo) y “proceso de lectura” (en azul). Así mismo se observan unos códigos (subcategorías) como son motivación por el aprendizaje en ciencias, motivación por AICLE/CLIL, motivación por la lectura, etc.

En un segundo momento se realizó la codificación axial, que para Strauss y Corbin (2002) es el *proceso de relacionar las categorías a las subcategorías*. Con este fin, se procedió a una integración y refinación de los temas clave obtenidos a partir de la codificación abierta, determinando así las relaciones entre las categorías y subcategorías; así como sus dimensiones y propiedades. Este proceso se realizó así:

| SUBCATEGORÍAS PRELIMINARES | | | SUBCATEGORÍAS FINALES |
|-----------------------------------|------------------------------|----------------------------|------------------------------|
| APLICACIÓN EN LAS CIENCIAS | CLIL COMO METODOLOGÍA | PROCESOS DE LECTURA | |
| CÓDIGOS (subcategorías) | | | |

| | | | |
|--|--|---|--|
| <p>MAC: motivación por el apz en ciencias</p> <p>TIC: temor por la implementación en ciencias.</p> | <p>MC: motivación por CLIL</p> <p>IC: interés en CLIL</p> | <p>ML: motivación por la lectura</p> <p>GXL: gusto por la lectura.</p> <p>AL: aburrimiento en la lectura.</p> | <p>FACTORES EMOCIONALES EN LA APLICACIÓN DE CLIL EN CIENCIAS</p> |
| <p>SECC: sugerencias en la clase de ciencias</p> <p>IVC: interés en los videos científicos</p> | <p>OCC: oportunidad de conocer culturas</p> | <p>UE: utilización de estrategias.</p> <p>EUE: Evidencia en la utilización de estrategias.</p> <p>EL: estrategia de lectura.</p> <p>EAV: evidencia de adquisición de vocabulario.</p> | <p>ESTRATEGIAS DE LECTURA PARA LA COMPRENSIÓN.</p> |
| <p>RC: refuerzo de los conocimientos.</p> <p>RT: repetición en las temáticas</p> <p>CC: conocimientos en ciencias.</p> <p>RCC: refuerzo de conocimientos en ciencias</p> <p>CPEC: conocimientos previos en ciencias</p> | <p>AC: actividades CLIL</p> <p>EC: estructura de CLIL</p> <p>CA: continuidad de la aplicación</p> | <p>CP: complejidad en las preguntas</p> <p>DC: dificultad en la comprensión.</p> | <p>REFUERZO DE SABERES EN CIENCIAS A TRAVÉS DE ACTIVIDADES CLIL</p> |

Tabla 2. Cruce de categorías.

En un tercer momento se realiza la codificación selectiva donde se procede a integrar y refinar las categorías finales emergentes con el fin de obtener una explicación a la práctica educativa realizada y generar reflexiones o planes de mejora en torno a ésta. Así pues, observamos la agrupación de los códigos (subcategorías) y las subcategorías preliminares para refinar las categorías finales y concluir las que pueden en algún momento convertirse en un sustento básico para la construcción de la categoría central que dará respuesta a nuestra pregunta investigativa. Así entonces encontramos en color rojo “los factores emocionales en la aplicación de AICLE/CLIL en ciencias”, en azul “las estrategias de lectura para la comprensión” y en verde el “refuerzo de saberes en ciencias a través de actividades AICLE/CLIL”.

| SUBCATEGORÍAS FINALES | | | |
|---|--|---|--|
| FACTORES EMOCIONALES EN LA APLICACION DE CLIL EN CIENCIAS | ESTRATEGIAS DE LECTURA PARA LA COMPRENSIÓN. | REFUERZO DE SABERES EN CIENCIAS A TRAVÉS DE ACTIVIDADES CLIL | |
| CATEGORÍA CENTRAL | | | |
| <ul style="list-style-type: none"> • CLIL EN CIENCIAS: EMOCIÓN Y ESTRATEGIA EN LA LECTURA PARA UNA MAYOR COMPRENSIÓN. | | | |

Tabla 3. Codificación selectiva

Vale decir que el nombre de la categoría central, en concordancia con lo que expresan Strauss y Corbin (2002), surgió como producto de una reflexión constante por parte del investigador en torno a los hallazgos e interpretaciones que emergieron a lo largo de la lectura de los diarios de campo, encuestas, pruebas y la revisión bibliográfica realizada.(p.101) No obstante, se debe mencionar que la investigación no solo fue de carácter cualitativo sino cuantitativo por lo cual los resultados obtenidos en las prueba de entrada, prueba de salida donde salen a relucir y nos muestran en gran medida el avance significativo en comprensión lectora de los estudiantes de 5A como se muestra a continuación en la explicación de las subcategorías que emergieron.

Finalmente, los anteriores resultados de las tres categorías interpretativas en gran medida fortalecen la categoría central que busca darle nombre al fenómeno que explicara nuestra pregunta de investigación ¿En qué medida CLIL en ciencias naturales contribuye al desarrollo de estrategias de comprensión lectora y conocimiento sobre temas de ciencias naturales en inglés? Los datos y estadística analizados dan como resultado la explicación a nuestra pregunta investigativa, así entonces podemos decir que la aplicación de **CLIL EN CIENCIAS: EMOCIÓN Y ESTRATEGIA EN LA LECTURA PARA UNA MAYOR COMPRENSIÓN** generó factores emocionales que permitieron la aceptación de una estrategia nueva como AICLE/CLIL.

La aplicación de las guías de lectura AICLE/CLIL en ciencias no solo ayudó a los estudiantes a adquirir cierto grado de competencia lectora en lengua extranjera mediante el uso discreto de estrategias, sino que aumentó la seguridad, motivación en la clase de inglés y de ciencias. Estos aspectos son reveladores en la medida en que si bien es sabido la comprensión lectora incide en la calidad del aprendizaje, convirtiéndose en muchos casos en determinante de los éxitos o fracasos académicos por lo cual podemos decir que hemos contribuido a reducir el nivel de frustración y temor en el aprendizaje de la lengua extranjera en el Liceo Santa Bernardita

CONCLUSIONES

Los resultados de la aplicación de las seis guías de lectura AICLE/CLIL en el grado quinto A, mostraron que el entrenamiento de los estudiantes en la utilización de estrategias de lectura fue favorable y dio fruto en mejores procesos de comprensión lectora y la motivación en el aprendizaje de una lengua extranjera al final. Aunque la mayoría de los estudiantes tenían un buen nivel de inglés, fue retadora la experiencia y causó en algunos cierto miedo, temor e incluso frustración desde el principio. Si bien nadie se rehusó, había algo de incertidumbre en la implementación de ciencias en inglés. Al final los estudiantes mostraron interés, cambio de actitud, mayor confianza y seguridad, pues los temas no eran desconocidos para ellos. Además, se observó que a medida que se desarrollaban las guías de lectura, había mayor participación en la lectura al público, lo cual pudo evidenciarse en los diarios de campo del docente, e incluso en las encuestas, donde los estudiantes demostraron un cambio de actitud de principio a fin y mayor disposición por aprender, gracias a las guías de lectura AICLE/CLIL.

El proceso de comprensión de lectura se dio poco a poco pero de manera muy positiva, la experiencia mostro que los estudiantes al enfrentarse a un texto en inglés, relacionaban el vocabulario que sabían para darle sentido y utilizaron estrategias adicionales, las cuales marcaron la diferencia respecto a la lentitud en la lectura y su comprensión. Las estrategias adicionales utilizadas en primera instancia fue el uso del diccionario, la consulta a terceros (docente) y la contextualización. Esto reveló el interés del estudiante por descubrir el significado del texto. Posteriormente el proceso de comprensión de lectura avanzó a un segundo nivel donde los estudiantes dejan la traducción de palabras claves y un poco la utilización del diccionario y se arriesgan a hacen lectura de ideas completas. El avance se empezó a ver cuándo los estudiantes no solo utilizaban la estrategia específica de la clase sino empleaban varias en conjunto, si recordamos en la prueba inicial los estudiantes obtuvieron el 2.44 en el promedio de la nota y terminaron logrando una nota de promedio de 3.41 esto muestra el progreso en la lectura y su comprensión.

Por otra parte, no solo se pretende mostrar la medida en que avanzaron los estudiantes sino en el conocimiento de las estrategias de lectura que obtuvieron y que les servirá para cualquier contexto. También el cambio actitudinal, motivacional fue muy positivo, la aplicación de AICLE/CLIL brindó un nuevo aire al momento de aprender en inglés otras asignatura como fue ciencias. Debemos mencionar que el incremento de seguridad propició la interacción de los estudiantes con diferentes tipos de textos y lecturas a la vez que el nivel de autonomía surgió y la frustración se olvidó, el docente también proporcionó esta seguridad y dejo ver a los estudiantes que el objetivo no era tanto enfocarse en las estructura gramatical de la lengua sino aprender otros contenidos interesante a través de la lengua extranjera.

Además, fue muy alentador saber que por parte de las directivas el proyecto se implementará desde el próximo año con intensidad de una hora semanal con el nombre de SCIENCE CONTENT IN THE READING CLASS, este proyecto buscará fortalecer el desarrollo de las competencias comunicativas en inglés desde otras áreas. En general la propuesta de las guías de lectura AICLE/CLIL en ciencias naturales fue acogida por estudiantes, maestros y directivas a pesar del corto tiempo

que se implementó. Solo se espera que el trabajo anime a los docentes a seguir innovando en su quehacer pedagógico, en la investigación y surjan nuevas propuestas. Los resultados indican que los estudiantes se vieron motivados y seducidos por la estrategia y aún más por la implementación de una metodología diferente como lo es AICLE/CLIL al igual que notaron su progreso en la lectura en lengua extranjera y su gusto por ella.

En el caso específico de los docentes de lenguas extranjeras, es importante mostrar al estudiante que es valioso el conocer las estrategias de lectura dando a los alumnos la posibilidad que utilicen estas en diferentes situaciones, contextos, áreas, etc para promover la práctica y la experticia de ellas en grados superiores. Para tal fin se debe proponer perseguir por todos los medios la integración de un modo implícito y explícito la utilización de estrategias de lectura de manera sistemática y efectiva en el aula asimismo la metodología de enseñanza AICLE/CLIL.

En conclusión, aunque la investigación no se mencionó el trabajo autónomo como objeto de estudio, es relevante mencionar que el uso de las estrategias y el incremento de la seguridad crearon o desarrollaron un nivel de autonomía en los estudiantes que al final fue muy notorio, pues el docente brindó la instrucción y los estudiantes conocían cómo utilizar. No obstante el grado de autonomía logrado no quiere decir que el estudiante logró convertirse en lector autónomo pero sí se vio motivación por investigar sobre los temas vistos y trabajados en ciencias. A manera personal se sugiere indagar sobre el tema en futuras investigaciones para conocer realmente el papel de la autonomía en el uso de las estrategias de comprensión lectora.

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MEANINGFUL STRATEGIES FOR THE TEACHING OF HISTORY IN BILINGUAL PROGRAMS

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INTRODUCTION

History classes can be meaningful, interesting and joyful, the only things needed are strategies that engage students in this subject. History classes are important for the development of the student since they provide them with skills that they need to perform successfully in the 21st century, for instance, collaboration, communication, critical thinking and creativity. This is known by the teachers but not by the students, and the main problem is that many students see the history subject as a senseless and boring class that does not relate to them. Hence, the teacher needs to create a class that mainly engage students in order to make understand the importance of history.

Nowadays, teachers have many tools and strategies that they can use in order to make their classes better. They have, for example, access to the Internet in which they can find videos, games, activities that they can try in their classes. Activities that other history teachers have tested and confirmed their effectiveness. Furthermore, teachers must show this tool to students so they can take advantage of it by doing something related to the class or the topic they are working with. Besides, although students might not have access to the Internet, the teacher can propose many activities and projects that students can enjoy and to develop better citizenship skills.

METHODOLOGY

The results from this research helped to develop several teaching strategies for the teaching of history within social studies in bilingual programs. The research had a hermeneutical approach that required data collected through a database that included three data instruments. These instruments were: First, the review of instructional documents (syllabi, lesson plans, curriculums, and textbooks), second, interviews to coordinators and history professors from bilingual programs, and finally class observation in three different Colombian colleges.

The methodology in this research had focused on three main aspects. First, the social approach in bilingual programs that seeks the understanding of society as a whole. Second, the development of language proficiency both in L1 and L2. This stage includes proficiency as a product of the inclusion of content in the development of language skills. And finally, the development of citizenship from various methodologies in bilingual programs.

OBJECTIVE

In this lecture, the main goal is to show some strategies and tools that will help both teachers and students in the teaching/learning process of social studies and history within bilingual programs.

MEANINGFUL STRATEGIES FOR THE TEACHING OF HISTORY IN BILINGUAL PROGRAMS

Role play & Reenactments:

The role play strategy is very helpful since students feel very interested in activities that are not very common. This activity consists in someone dressing up or wearing a custom in relation to someone from the past, or someone who is important for history. This activity has two faces, one is the role play, made by the students, acting as an assigned character, and another one is suggested by Neil Bates (as cited in Drury, 2013), in which the teacher is the one who wears the custom. In both cases, the role players will have to follow the same suggestions given by Bates (as cited in Drury, 2013):

Firstly, do your research. Get to know your historical figure and make notes. I often write key points, dates and so on on Post-it notes and place them around the room. I can then pace the room and check my facts as the interview progresses. Secondly, as I mentioned earlier, get a prop. This can serve to distinguish between when you are speaking as the person and when you are back to being teacher. Borrowing from Ian Dawson, a simple tabard made from sugar paper with the name of the character written on it will often suffice. Thirdly, consider how teachers can create some atmosphere. For a medieval peasant, conduct the interview by candlelight (be careful). (paragraph 7th)

The mainly differentiation is the outcome. Students have many possibilities, for example, they can perform a play, perform presentations, museum's reports, etc. However, it is highly suggested that the teacher follows the activity mentioned by teacher Neil Bates, an interview in which students will come up with questions to this character.

And at the end do not underestimate the importance of a good debrief. Talk to your class, find out what they have learned and encourage them to consider what else they need to know. This last point is key to students developing an understanding that history is a construct based upon the available evidence. Bates, N. (as cited in Drury, 2013, paragraph 8th)

Another meaningful strategy is reenactments, which consist in acting out historical events such as civil wars, world wars, medieval wars, etc. This strategy is very meaningful, according to Rhinehart, L. (2014). "Living history and reenactments are both excellent means of teaching history in a manner that gives students the hands-on experience they cannot receive from books alone." (paragraph 10th)

Multiple intelligences Project Based Activities:

This strategy is formed by seven different outcomes, which are projects, and these are going to be based on the seven intelligences proposed by Howard Gardner. The purpose of this strategy is to let students choose what they want to do, and that at the end of a certain period, they will have to show their projects based on the history class. The seven intelligences used for this strategy are: *linguistic, logical/mathematical, spatial, bodily/kinesthetic, musical, interpersonal, and intrapersonal*. Students will be allowed to decide whether working alone or in limited groups, which will depend on the teacher and the amount of students. Now, the teacher will not impose the activity but will give suggestions and examples such as:

Linguistic intelligence: activity by the web page Parentree.com “Have your child make a speech to you about the rights given to each individual by the Indian constitution” (paragraph 9th). In this intelligence the best is to let them write or talk about something about the history class. Students who think they feel better writing or talking will choose it.

Logical/mathematical intelligence: suggested activity by Armstrong (1995) “create a chronology of the famous inventions”. Or the suggested activity by the web page Parentree.com “Analyze the reason behind similar historical events - World War I, World War II, the Russian-Afghanistan War, the India-Pakistan war etc., and analyze the reasons that triggered the wars” (paragraph 9th). I would highly recommend the first one since it is suggested by the two sources.

Spatial Intelligence: suggested activity by Armstrong, T. (1995) “paint a mural that shows the inventions in a social and historical context” in this one, the student can draw, paint, or even if they are very creative, they can create a model. Suggested activity by the web page Parentree.com “Paint old historical scenes. Make clay or paper models of various tools used by ancient civilizations. See pictures of sculptures, paintings and statues from history” (paragraph 9th).

Bodily/kinesthetic intelligence: suggested activity by Armstrong, T. (1995). “present a dramatization about how certain inventions surged” Or the suggested activity by the web page Parentree.com “play dumb charades to learn about various historical occurrences” (paragraph 9th). Although this part is similar to the very first suggested activity, the teacher can address them in different ways.

Musical intelligence: suggested activity by the web page Parentree.com “show them how musical instruments evolved over time. Make up songs about various historical event” (paragraph 9th). I would suggest mainly the last one, this one could enrich highly the acquisition of new vocabulary since they need to look for words that rhyme.

Interpersonal Intelligence: suggested activity by Armstrong, T. (1995). “establish a debate in a group about how an invention surged”. Or the suggested activity by the web page Parentree.com “do a dual-learning scenario. Have your child learn one lesson while their learning buddy learns another lesson. Let them explain the lessons to each other.” (paragraph 9th).

Intrapersonal intelligence: suggested activity by the web page Parentree.com “explain how they would react to meeting various historical figures” this one needs to be very well since some students might think this one very easy, talk and talk and that’s it.

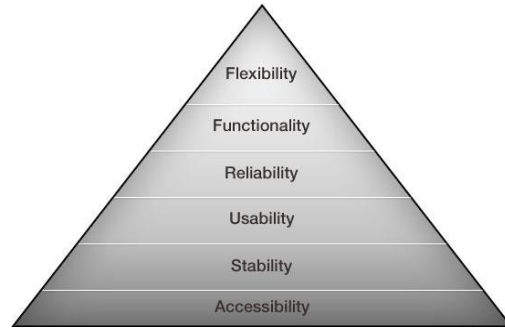
Obviously, these activities need to be modified to what the teacher want them to learn. Furthermore, they are examples, students are the ones who will choose the way they want to show their learning. Besides, the use of technology in education has also become as important as good teaching practices for teachers nowadays. It is evident that learners are well involved with technological tools, and they are able to manage them as well as passing the pages of a book. Taking this into account, technology can be used to get and keep students engaged in the teaching and learning process. Inside this document, there are also three pedagogical tool ideas that are taken into consideration in order to improve learners’ history awareness; which are: *website, YouTube channel, and a picture project.*

Website Design

This pedagogical tool will be created according to the class needs. That is, the teacher has a syllabus with all the topics that will be covered during the class period; some students will choose topics to prepare, or the teacher can assign them. The idea is for the teacher to create a website in which students would add periodically every topic they will cover in class. Furthermore, the teacher will give feedback to students regarding to the content of their productions, and students can easily go back to what they did and improve it if necessary; and also participate actively while going through others’ production and commenting their perspective about their work.

The web page can also work as a “syllabus” in which the teachers posts all assignments and the due dates of those. In this way, when a student is absent from the class, s/he will have access to the schedule and will not be lost about what is happening in class that day. According to Moulton (2008), “...teachers not only can speed up access to materials but can also exponentially increase all students' access to high-quality curriculum materials that directly support content.” (paragraph 5th). Another useful way in which the teacher can work on the page is by providing links of meaningful resources for students to practice and get a better understanding or gain more knowledge from a reliable source.

In order to create a well-designed page, Anders (1999), addresses three things to remember about website design: “content is king, content is king, content is king. But in order to ensure its primacy, we must present the content in way that is attractive, orderly, and, if possible, original.” (As cited in Costa, Costa, & Aparicio, 2004. (paragraph 2nd). In order to fulfill this, it is necessary to take into account an adaptation of the Maslow’s hierarchy of needs for the designing of the website; it is called *The Hierarchy of Website User Needs*, as it is presented in *six.revisions*.



- **Accessibility:** The website can be found and used by all people.
- **Stability:** The website is consistent and trustworthy.
- **Usability:** The website is user-friendly.
- **Reliability:** The website is consistently available, without downtime.
- **Functionality:** The website offers content, tools and services users value.
- **Flexibility:** The website adapts to needs and wants of users.

This tool is not only for students to reinforce their knowledge/awareness about history, but it can be also useful for other students who will take the same class or even for people who just feel interested about a specific topic or period of history.

YouTube Channel Performance

In August 2017, YouTube was ranked as the second-most popular site in the world by *Alexa Internet*; in this tool, the idea is to take advantage of another world tool by creating a YouTube channel. The idea is to motivate students to practice their language skills by explaining different history topics in short videos that will be published on the channel. The teacher will also create his/her own videos for students to feel encouraged and motivated to do it too.

There are eight reasons proposed by Jacqui Murray (s.f) about why students should have different options to learn, and in this case, using videos:

- **Video Teaching Strategies Help Practice Writing Skills**

Before taping a video, students need to prepare the content by writing it according to the suggestions and conventions made in class. They also need to create a script, which needs to be revised by the teacher, and then they get a final written paper.

- **Practice Speaking and Listening Skills**

Students need to rehearse speaking and listening skills before taping the video in order to get professional or well-developed video. They need to take into account the audience they are and the purpose of the video, and also the type of task they are going to present. Furthermore, they need to be knowledgeable in order to be comfortable when filming in order to show reliability.

- **Practice Research Skills**

One of the first steps students should follow in order to be knowledgeable has to do with research. They need to apply research skills when preparing the information they are going to present in the video.

- **The Joy of Taping**

Taping could demand some time and students need to enjoy doing this process; they can have snacks, have fun, and share with their partners while doing it.

- **Collaborate with a Group**

Working collaboratively, students can distribute roles in order for each member of the group to be in charge of doing something specific. They can help each other on the different tasks and get good results.

- **Avoid the Embarrassment and Stress of Live Presentations**

Students can redo the video until they get their expectations or needs for the task assigned. They can have feedback on it in order to avoid embarrassment and mistakes.

- **No “Death By Slideshow”**

Most of the times presentations come by slides, and, as it is too repetitive, students get bored. Using video made by themselves will help students to avoid this, they easily engage and have active participation during the presentation.

- **Few Techie Skills**

In a way, one has to know how to start the video program, blend the pieces, edit/re-edit, render, and publish, but once the video is completed, it's easy to replay in the classroom. Rarely are there the types of problems that sometimes occur with slideshows, plays, and posters.

Within this tool there is an expanding theory about education that is the *Flipped Classroom Model*, proposed by *Jonathan Bergmann* and *Aaron Sams 2014*; making the class more personalized by getting students involved in the teaching process, and using the videos to make students engage in their own learning process.

Picture Project

Regarding the visual/spatial intelligence proposed by Gardner, it may help students to learn or remember easily. The idea with this pedagogical tool is to create a project to present at the end of the class period in which students recollect all that they think is important for them to learn and remember the topics that were covered since the beginning of the class period; they may take pictures of historical places, images of objects, people, among others.

At the end on the class period, students will have the opportunity to show and present in a creative way, all that they have recollect, answering different questions such as why is it helpful? What is the importance? How does it help?

CONCLUSIONS

The use of history courses in Bilingual education requires the inclusion of various disciplines that can provide several alternatives and explanations to the same global issues. Adding as well, that higher education must bring all the elements required to the development of critical thinking inside and outside the classroom

especially for language teachers. This study recognized that the inclusion of the social component represented in history classes was necessary to enrich any classroom experience.

Bilingual Education in Colombia needs to benefit from the use of history classes as a key element to understand social processes like the Colombian Peace Talks in Havana or how is going to affect the raising discontent that is striking Venezuela to the rest of Latin American nations.

Understanding global relationships in Bilingual education requires not only the use of history classes, but also an interdisciplinary work that could include ethics; nevertheless, in order to reach a better understanding of the impact of using history classes in Bilingual education programs in Colombia, here there are some recommendations for researchers and schools administrators.

- Identify the type of history classes that could be taught in particular Bilingual programs.
- Step aside from the preconceptions of “history is not necessary for this program”.
- In terms of building effective social skills. The interaction of several social disciplines can help to educate better citizens.
- Provide content material with the endless options that history can offer to build cognitive skills to future language teachers.
- Allow students to establish a genuine relationship with history in order to understand social issues that can be explained using effective language skills.
- Avoid boring history lessons that can support the misconception that history is just “memorization of unrelated data”.
- Use several teaching techniques that can promote comprehension. The use of visual and multimedia material can foster the learning history in Bilingual education programs.
- History readings can fill the gap when language teachers need to include the social element pursuing better reading skills.
- Keep the students engaged with the endless possibilities that history can offer to enrich any Bilingual program. Field trips, scavenger hunt, history contests can promote a rich learning experience for language learners

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AN INSIGHT INTO MULTICULTURALISM: A PROPOSAL FOR CONFLICT RESOLUTION IN EFL CLASSES

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INTRODUCTION

Nowadays, Colombia is going through a difficult but beneficial stage, which is the Colombian peace process. This process has gained strength in the current government of president Juan Manuel Santos who signed an agreement between the Colombian government and the Revolutionary Armed Forces of Colombia (FARC, in its Spanish acronym) with the purpose of avoiding the internal conflict in the country.

The agreement had been already signed in 2016, but, as teachers, we analyze that there are still some prevailing remains of internal conflict in Colombia, this is: *Conflicts inside classrooms*. We consider it is important to foster a peaceful process of conflict resolution between students owing to school is the place in which students are immersed in a context that is very similar to the society itself.

In this way, schools are one of the main places in which students are in contact with their culture and new knowledge that go beyond classes; it means that students have the opportunity to share ideas and to know the aspects of their own culture in order to be successful citizens who understand their history and are aware of the diversity of Colombian people.

For us, the very first solution of the biggest problems, such as violence, occurs inside school when teachers apply strategies that can help students to solve their problems without arguing or fighting. For that reason, it is very important that teachers as well as schools provide a huge variety of tools, strategies and techniques which can help students to acquire and practice their ability of being mediators in conflicts.

Because of that, for this project it is important to provide multicultural materials as a possible solution to conflicts inside the classroom through the reinforcement of values and peer interaction using the language and communication as a tool for students to share ideas, feelings and emotions.

STATEMENT OF THE PROBLEM

Certainly, as a teacher, it is common to dream with a “perfect” class in which children care about their education and have a meaningful learning where their doubts can be totally solved. It means that most of them conceive education as a powerful tool which may help them to self-actualize and, consequently, to contribute to society. Even more, we dream with an environment where students respect each other and there is no presence of any sign of bullying. Considering that, a healthy environment

helps students to feel comfortable and relaxed in order not to memorize content, but to go deeply into each area of human knowledge. However, the reality is quite different.

As preservice teachers, we could notice that children frequently express their needs or feelings through violent acts against their classmates instead of talking with each other. For Fernández (cited in Arango & Guerrero, 2017) *school violence* is an act which had the intention of dominating, attacking and hurting someone else; usually exerted by the person who has more influence than others and then power relationships take place (Arango & Guerrero, 2017).

For that reason, we might conclude that conflicts are situations also presented in educational contexts, which affect individuals as well as the EFL class. This concern emerged particularly from the observations registered in the field notes, which we have written during our practicum in primary and secondary school, regarding children's development and demeanor in school where the situation becomes harder and class has to be interrupted due to the physical aggressions inside the classroom. Chaux (cited in Villar, 2010) expresses that *violent contexts* promote the development of aggressive behaviors in children. This phenomenon is not only evidenced in villages affected directly by armed conflict, it also happens in cities because of prejudices (e.g., racism and sexism) and violent communities and families. Therefore, most of the learners tend to exclude and ignore people who are promoting conflicts inside and outside the classroom, affecting not only their own performance inside the classroom but also peer interaction. This fact can be evidenced at the moment of developing English activities in which some of them prefer to work alone in order to avoid "problems" or merely consider conflict situations as a normal part of the learning process; ergo, they tend to normalize the aggressive behaviors in the classroom.

Different types of conflicts are found in classrooms and between students who feel the consequences of it, even if they are not directly involved in the struggle. Based on Arango & Guerrero (2017) there are two types of aggression: *Physical* that implies injuries, and Verbal whose intention is to ridicule and to insult. Nonverbal language such as facial expressions, attitudes or "dirty looks", as well as profanity (swearing or rude verbal language), cries and even physical aggressions are the most common types of conflicts evidenced in context.

Consequently, conflicts not only affect the successful development of a class, they also have other remarkable implications in English learners such as: Low attention to the lesson, social isolation, stress, frustration, lack of interest, low cooperative work and extreme consequences (possible expulsion and injured children). Nevertheless, when there is a situation in which children can result injured by the behavior of their classmates, the learning process will be adversely affected and the development of it will be limited since it is necessary to stop any sign of conflicts and violence. As a result, the English class will not be interesting, meaningful and formative if there is not an appropriate environment to teach.

In this way, *aggression* and *bullying* are social issues that have affected strongly our country and childhood since it is found in classrooms, streets, and so on. Based on this assumption, we as colombian teachers consider that some people tend to *normalize* a bad word, a push, or even a sarcastic laugh considering that they do not comprehend those behaviors as violent acts and may fall in the error of understanding

it as “kids’ game”. Conflicts sometimes start in schools with the smallest population where students tend to practice some violent behaviors learnt in other contexts (like TV, Internet...). As Chaux, Molano and Podlesky (2009) suggest in their study, Education has to focus its effort in the development of cognitive and socio-emotional competences as well as empathy between peers in order to reduce the emotional insensibility that students may feel against their classmates through knowing the other as a human being who deserve respect. Besides, we consider that Ideally everyone can contribute with possible solutions to this kind of worries, in this way a bigger problem can be avoided.

From our point of view, teachers must have more tools to solve these issues (which may be provided by the government, schools, policies, the results of their own investigation and more) and they also must apply as many strategies as possible to manage effectively the situation inside pedagogical contexts.

Hence, as Tomlinson and Masuhara (cited in Shemshadsara, 2012) state, learners can acquire cultural empathy and sensibility, be open-minded and be more tolerant through increasing *cultural awareness* in class; it is because, as Tomlinson (cited in Shemshadsara, 2012) analyze, cultural awareness develops inner sense of the equality of cultures through the understanding of their own and foreign culture. Thus, it is remarkable that teachers be prepared on cultural content in order to avoid the replication of superficial approaches (Olaya & Gómez, 2013); it implies that teachers must have a huge amount of knowledge regarding cultural aspects such as slangs, traditions, history, laws and so on.

Since this perspective, the current project is going to propose a set of tales, audio-visual recordings and multicultural activities. The material to be created is aimed to promote *tolerance* and *peer interaction* among the students through adapted material according to their proficiency and context. Because of that, the type of degree work selected for the present project is “*Creation and Interpretation*”, a modality which is focused on artistic works that can contribute to the field which is part of the research concern.

RATIONALE

Violence in the Colombian context is not just a problem between the government and the guerrillas, because inside the schools, new generations are growing in hostile environments due to the behavior of their members. To reach an actual peace inside our country implies the necessity of improving the coexistence among us, so it is important to teach children and teenagers that dialog is a better way to solve conflicts with others than hurt each other; due to the fact that conflicts have a negative influence in several aspects including the learning process of the students.

An early attention to any sight of violence might have an enormous influence in the future, considering that a society rich in values such as tolerance, respect and responsibility tends to improve significantly its growth. Some of the perks to the society include a positive progress in aspects such as living together and education.

One of the most remarkable features of language learning is an insight into the cultures; therefore, the use of multicultural based resources which make students feel

comfortable and identified, will surely help to increase their proficiency; on the other hand, the decrease of violent situations inside the classroom will elicit a setting where students are willing to learn. For that reason, the participants chosen for this project are going to learn about different ways of solving problems without the use of violence and simultaneously will improve their language skills; under these conditions, teachers will work in healthier environments and will be able to focus their attention on their learners needs instead of focusing on strategies to solve conflicts inside the classroom.

RESEARCH QUESTION

What would be the influence and impact of the implementation of multicultural based resources in peer interaction and conflict resolution?

Complementary question

How could multicultural practices reduce the frequency of conflicts inside the classroom?

OBJECTIVES

General research objective

To create multicultural resources which involve communicative skills in an attractive way for children taking into consideration the Colombian context and its features.

Specific research objectives

To foster peer interaction and cooperative work between students through multicultural activities.

To promote reading and listening through tales and audio-visual recordings.

To create functional materials to conflictive environments, attractive for children and adaptable for different grades.

To analyze the impact of the materials implementation.

LITERATURE REVIEW

Multicultural-based resources

Any kind of resource is a field of study for education from the perspective that based on materials, students' motivation can increase or decrease. As Jánica and Richards (cited in Jánica, Rey & Mendinueta, 2006) interpret: "They have to identify themselves with their own culture to be ready to face a new one" (p. 158). In accordance with Jánica, Rey and Mendinueta (2006) this statement refers to the possibility that students can acquire a wider international understanding through the use of materials which allow them to analyze their culture by contrasting its differences and similarities with other cultures.

In this way, materials are beneficial for both, students and teachers. This can be evinced on Ramos' and Aguirre's (2014) study where they pointed out that materials created by teachers not only increase students' motivation but also empower teachers. When teachers develop their own materials, they are listening to students' voices in order to analyze students' language and emotional needs. It means that a teacher can have a tool for creating a good environment where all students (especially the ones with low self-esteem and high anxiety towards English) may feel relaxed, engage and motivated to participate in the English class (Ramos & Aguirre, 2014).

The creation of a good environment that promotes participation and interest is possible when a teacher knows his/her students' language level; it is because the teacher, as a material designer, can plan realistic objectives according to students' proficiency avoiding the frustration caused by aspects such as misunderstanding of the topic, difficulties with new vocabulary or confusion with grammatical structures (Ramos & Aguirre, 2014).

Inside these kind of materials, the intercultural communicative competences (ICC) play a main role. In terms of Holmes and O'Neill (cited in Carreño, 2018) the ICC take place when: "students from different contexts come together to live and learn" (p. 122). Analyzing this meaning, it is important to take into account that in every class there are people who are part of different environments, an aspect which is very beneficial for the creation of materials owing to students' perspectives, stories and contexts, teachers can enrich class itself and the students' learning process. Through interaction and the development of a critical analysis, in terms of positive and negative aspects of students' culture, they can gather information for real life which can help them to overcome challenges as well as promote students' improvement of language learning (Carreño, 2018).

For that reason, materials have to be a way in which students will be prepared to be in contact with other cultures through fostering peer interaction and allowing that students can express their opinions (Jánica et al., 2006). Here, it is remarkable the fact that multicultural materials go beyond class itself because all the information and lessons learnt in class are part of students' reality. When they put in practice their abilities towards being in contact with people, it will be easy for them to develop interpersonal relationships in every environment from schools to streets; taking into account the important role develop by languages and intercultural competences in current society in terms of global situations considering that they allow people to be in contact with others and to establish connections between cultures.

Conflict resolution

As Lapponi (2000) defines it, a conflict is an activity which causes rivalry and incompatibility between two independent parts; it can be caused by the perception of a divergence of needs and interests that do not satisfy both parts owing to the differences between their objectives; in this way, one part can have an objective that the other person might obstruct or interrupt.

It is common that society understands conflicts as something negative to avoid or to hide, but if schools can promote that all people learn from their mistakes, the conflict resolution process can be something positive in which both parts can reach an

agreement; for that reason, a conflict can be destructive or constructive based on the kind of relation and communication that each group has (Lapponi, 2000). As the author asserts, conflicts can be an opportunity for students to solve problems in a constructive way using the dialog in order to look for a better understanding which help both parts to achieve their objectives without interfering with others' purposes.

On the contrary, Chaux (2002) analyzes that most of the students, who were part of his study and were part of violent contexts in Bogotá, reflected on the importance of constructive alternatives to solve problems in which they mentioned **1.** to search agreements and **2.** to talk without arguing. Despite this, students did not put on practice those alternatives in real situations because the most popular strategies were to impose their own ideas and to avoid the other people's ones. An explanation of this phenomenon is that in hypothetical situations students are calm and may think in the better way to solve problems, but, as they expressed in the interviews, when they are immersed in a conflict their emotions are stronger, especially anger; for that reason they act instead of thinking of a constructive solution (Chaux, 2002).

As a result, Chaux (2002) interprets that students can understand the importance of the ideal way to manage conflicts avoiding physical aggressions, but for them it might be difficult to implement it owing to a lack of training, support and a space to practice their abilities regarding conflict resolution. Thus, physical aggression becomes a common way in which children and adolescents prefer to face their interpersonal conflicts.

Considering that, it is very important not only to implement strategies, but also to allow students to share ideas and practice their abilities in fictional situations; here is where teachers need tools in order to act like facilitators without falling into mistakes such as traditional punishment.

In relation with Lapponi's (2000) proposal and Chaux's (2002) analysis, it is evident the importance of designing programs (or in this case materials) to work on ways to translate those ideal strategies of conflict resolution into behaviors in real situations, from theory to practice (Chaux, 2002).

Values' implementation and reinforcement

Values have been acknowledged to take an important role in a healthy coexistence. In fact, their lack increase the frequency with which conflicts take place in different environments; to illustrate, Castiblanco, Díaz and Laverde (2007) express in their study the influence of values while children are dealing with problematic situations and the personal growth children experienced by facing them appropriately. In this sense, the comprehension and application of values must be seen and considered as one of the most important aims of the education. In 2004, the Ministry of National Education (MEN, in its Spanish acronym) started promoting a new policy due to the increase of violence in our society. It established a new values education system which consisted in using moral dilemmas in order to elicit the understanding of several values and the solution of potential issues (as cited in Ramirez, 2007).

Ramírez (2007) took as main aim in her study the fostering of values in EFL classes; she used a system of activities that allowed students to work with their

experiences and interact with their peers. One of her main findings was the awareness that students expressed about what their families and society expected from them in terms of values such as respect, honesty, solidarity and self-esteem; based on this, she concluded how important is to take into account the new teachers' role, the intervention by all the members of the society in order to solve the social problems and the reinforcement of values.

There are some values whose relevance in the conflictive situations is bigger than others, these values can be called, in terms of Castiblanco *et al.* (2007), social values; in their study, we find a pedagogical intervention in which some stories are used with the purpose of knowing how children perceive honesty, solidarity, respect and responsibility. The results show a clear insight of how students' notion of values affect the way in which they behave inside the classroom and how they treat one another. From this perspective, we consider values need to be worked in all the signatures, of course, it includes EFL classes, "because they are built in permanent social interaction" (Ramirez, 2007, p. 14).

Cultural awareness

The benefits of using culture as a tool to teach have been demonstrated, but its range is much bigger. The use of experiences and specific context situations allow students not only to understand lessons but also to feel confident and attracted. In a country like ours, it is very common to find several multicultural groups living together constantly, but it does not mean that tolerance practices are very common; our practicum has shown us situations in which some students tend to discriminate others either by their origin or their behavior; One of the main reasons why we decided to use culture to reach conflict resolution is explained by Allport (1958). His study determines that interpersonal contact is one of the best ways to reduce the levels of prejudice between diverse groups (as cited in Baltes, Hernandez & Collins, 2015).

Malczewska-Webb (2014) Carried out an open-questioned questionnaire where students from different countries talked about their experiences and perspectives of learning English in Australia; this demonstrates how important it was for them the understanding of the local culture in order to improve their learning.

Baltes, Hernandez and Collins (2015) analyzed a cultural awareness program called Cultural Awareness Consortium (CAC), in which some students participated in classes where the promotion of cultural practices is the paramount objective. The four month process showed fruitful results; their findings demonstrated how after being part of the project, students still share with other members even in extracurricular activities.

METHODOLOGY

Action research

This action research project main aim is to reduce the levels of violence inside the classroom through the use of multicultural-based resources; it means that during the process of development, students will participate in several activities and the data

collection will focus on the effectiveness of the materials by looking at students' reaction towards the topics introduced.

Some of the features of action research are explained by Tripp (2005); for instance, it is a frequent process due to the importance of improving some aspects of the issue in which the researcher is working on.

Tripp (2005) also declares that generalizations must be avoided, the main focus on this kind of research are the uniqueness of the participants, and it also implies that the setting is manipulated as little as possible.

Finally, in action research, reflection is very important from the moment of the first observation and during the process in order to achieve effective planning, implementation and monitoring; then, the cycle ends with an overview of what happened until the end (Tripp, 2005).

Data collection instruments

Observation: Field notes and Charting classroom organization

Creswell (2012) defines observation as the most frequent method used to collect qualitative data; it allows researchers to gather information by analyzing the behavior of the target population in some specific contexts.

As the author asserts, this method allows the researchers to record information of the setting simultaneously with the observation in order to gather details and to study the individuals' demeanor. Through this method, the research study will include the analysis of the development of the students, their reactions and the influence of the material in the classroom environment in terms of peer interaction and conflict resolution.

In addition, the study will be supported by an observation focused on the method *charting classroom organization* taking into account that this method focuses on the specifications, rules and the disposition of the objects inside the classroom. For this study, it is relevant the impact of the environment in students owing to the fact that cultural activities imply an application in different contexts in which students can appropriate of the environment.

Journals

As Maxwell (cited in Borg, 2001) analyzes, a journal is a forum of reflections where ideas and discoveries are generated and explored through writing. This method allows an instructive insight into specific aspects of the research process, helps researchers to record reflective processes which occur during every stage of the study and fosters a retrospective analysis of many situations (Borg, 2001).

Owing to the importance of participants' perspectives in this study and for the purposes of this study, the process of writing journals is planned to be developed by the participants guided by researchers. In this way, researchers will prepare specific questions regarding the topic of the tales and the objectives of the cultural activities. Then, based on those questions, students are going to reflect on the material and its

results in the English class, reporting it in their journals. Through this method an analysis will be carried out taking into consideration students' voices and suggestions.

Questionnaires

Creswell (2012) defines questionnaires as "Unstructured text data obtained ... by transcribing open-ended responses to questions on questionnaires" (p. 214). In this way, the analysis of the responses of this material is useful to support theories and concepts in the literature (Creswell, 2012).

As it was mentioned above, students' perspectives and analysis are important, so questionnaires will be useful tools to allow students to share their personal opinion in a guided way. In this method, it is relevant the use of open-ended and closed-ended questions in which participants can expand their responses by handwriting.

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