

RESEARCH IN ACTION XXI



Diversidad e Inclusión en Educación

Memorias del Congreso de Investigación

Research In Action XXI

Mayo 19 de 2023

Institución Universitaria Colombo Americana - ÚNICA



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PRESENTACIÓN

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Directora de Investigaciones de Pregrado

Research in Action es el Congreso de investigación organizado por ÚNICA desde el 2012, al que asiste la comunidad ÚNICA y docentes y estudiantes de distintas universidades de Colombia con propuestas de investigación sobre educación y bilingüismo para ser socializadas durante el evento, y que comprenden una variedad de temas relacionados con las líneas de investigación del grupo INNOBED. En ÚNICA creemos firmemente en el poder transformador de la educación y en la capacidad de los docentes y futuros docentes para construir un mundo mejor para todos.

Este año ÚNICA inició un proceso de trabajo transversal a partir de los Objetivos de Desarrollo Sostenible (ODS) y la Agenda 2030 de la UNESCO. En esta propuesta, el Objetivo 4 es fundamental para nuestro trabajo como educadores: “Garantizar una educación inclusiva y equitativa de calidad y promover oportunidades de aprendizaje permanente para todos”. Por lo tanto, el tema que nos convocó para la XXI edición de Investigación en Acción es la Diversidad e Inclusión en la Educación. Este enfoque no solo es oportuno, sino también esencial en un mundo cada vez más globalizado y diverso. La importancia de abordar la diversidad e inclusión en la educación se basa en sólidos fundamentos teóricos y académicos como los de Hehir (2005), Hattie (2012) Bode y Nieto (2019), Darling-Hammond (2010), quienes destacan la importancia de la equidad y la inclusión en la educación y su impacto en el futuro de la sociedad.

La pedagogía de lenguas reconoce que la enseñanza de un idioma va más allá de la competencia lingüística y se involucra en prácticas que valoran activamente la diversidad, tanto dentro como fuera del aula. Investigar y comprender cómo se vive y se entiende la diversidad en las diferentes regiones del país es esencial para el desarrollo de estrategias educativas efectivas y culturalmente sensibles.

La promoción de una educación inclusiva y equitativa es un componente esencial para lograr un desarrollo sostenible y una sociedad más justa. Además, al abordar la diversidad, la interculturalidad, la inclusión de género y las necesidades educativas especiales en el entorno académico, se garantiza que todos los individuos tengan igualdad de oportunidades para acceder a una educación de calidad y alcanzar su máximo potencial.

Los pedagogos de lenguas son conscientes de que la enseñanza de un idioma va más allá de familiarizarse con la competencia y los sistemas lingüísticos y participan en prácticas que reconocen activamente la diversidad y la importancia de la inclusión dentro y fuera del aula. Research in Action XXI tuvo como objetivo reunir aquellas experiencias en las que los docentes utilizan sus contextos para reconocer cómo se vive y se entiende la diversidad en las diferentes regiones del país. Nos complació recibir contribuciones que exploran y proponen prácticas asociadas a la interculturalidad, la diversidad e inclusión de género y las necesidades educativas especiales.

Este libro de memorias recopila las ponencias presentadas en la XXI edición de Research in Action, que se llevó a cabo el 19 de mayo de 2023. Nos enorgullece haber contado con la participación de destacados participantes en sesiones plenarias y ponentes de instituciones académicas de renombre, como la Universidad Externado de Colombia, la Universidad del Valle, la Universidad Católica Luis Amigó, la Universidad del Bosque, la Escuela Militar de Suboficiales “Sargento Inocencio Chincá”, la Universidad Surcolombiana y los semilleros de investigación de la Universidad Distrital Francisco José de Caldas, además de los de nuestra propia Institución Universitaria Colombo Americana - ÚNICA.

En este libro, encontrará una rica colección de investigaciones y experiencias educativas que reflejan la importancia de abordar la diversidad e inclusión en la educación, así como la contribución significativa de diversos actores académicos en la búsqueda de un sistema educativo más equitativo, inclusivo y orientado hacia un futuro sostenible. Esperamos que estas memorias inspiren y estimulen el diálogo sobre cómo la educación puede ser un motor de cambio y progreso en nuestra sociedad diversa y en constante evolución.

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CÁTEDRA PARALÍMPICA: EDUCACIÓN INCLUSIVA Y EQUITATIVA DE CALIDAD

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Resumen

Considerando que la educación es un derecho humano fundamental, accesible para todos, la Universidad Externado de Colombia creó la Cátedra Paralímpica con el propósito de promover una cultura de inclusión, convivencia y paz. Esta cátedra se compone de tres miradas: una educativa que fomenta su implementación como un camino para la educación inclusiva y equitativa de calidad. Nuestra experiencia pedagógica contempla un diagnóstico personal que permite a cada participante de la cátedra identificar su grado de sensibilidad frente a situaciones de discapacidad, a fin de proponer retos para la transformación de sus actitudes, opiniones y comportamientos. La cátedra utilizó herramientas conceptuales y metodológicas para la apropiación de un enfoque diferencial como un imperativo ético y político. Una segunda mirada le apuesta a la comunicación social y el periodismo como una manera para la circulación de información y la producción de sentido hacia el encuentro en la diferencia. Finalmente, un análisis jurisprudencial para la interpretación y el cumplimiento de las normas en pro de la protección de los derechos de las todas las personas.

Palabras clave: cátedra paralímpica, inclusión y discapacidad

Introducción

Todas las personas deberían acceder a la educación como derecho humano fundamental. Considerando esta visión, la Universidad Externado

de Colombia, fundó la Cátedra Paralímpica a fin de fomentar una educación inclusiva y equitativa de calidad. Tres perspectivas subyacen a la fundamentación e implementación de esta cátedra, concebida como una ruta hacia la educación inclusiva y equitativa de calidad. Una primera mirada parte de nuestra condición de formadoras de formadores, para liderar un proceso educativo de sensibilización centrado en la autorreflexión pedagógica y crítica a fin de ofrecerle a cada participante de la cátedra la posibilidad de identificar su grado de sensibilidad frente a personas en situación de discapacidad y de determinar retos orientados a la transformación de sus pensamientos, actitudes, percepciones y comportamientos. Para la apropiación de un enfoque diferencial la cátedra recurrió a herramientas conceptuales y metodológicas respondiendo a un imperativo cultural, ético, político y estético.

La visión de la comunicación social y el periodismo propone el modelo de las matrices culturales (Barbero, 2010) para comprender que la discapacidad es un relato cultural. Según esta perspectiva, las culturas dominantes imponen matrices de significado racializado, clasista, sexista y capacitista que influyen en comprensión, representación y actuación en el mundo. Las matrices culturales son patrones de pensamiento, valores y comportamientos arraigados, naturalizados y legitimados en la sociedad, discriminando y estigmatizando a los grupos en situación de discapacidad.

La tercera visión involucra un análisis jurisprudencial para la interpretación y el cumplimiento de las normas de protección de los derechos humanos. La implementación del modelo social invita a un cambio de paradigma de la capacidad jurídica que reconoce el acceso a los apoyos necesarios para ejercerla en igualdad de condiciones.

El propósito de esta cátedra es sensibilizar, crear conciencia y transformar el contexto social y cultural de sus participantes, a fin de establecer retos personales que eliminen los estereotipos y las barreras de acceso a los derechos de las personas en situación de discapacidad en Colombia.

En los últimos años los juegos paralímpicos se han convertido en un agente de cambio poderoso en la promoción de la inclusión y la diversidad. Tanto los juegos paralímpicos como el Comité Paralímpico Internacional (IPC) han experimentado un crecimiento significativo desde

su creación hace aproximadamente 50 años. Hoy en día, más de 200 organizaciones miembro han mejorado el rendimiento de los paraatletas en todos los deportes, convirtiéndose en los protagonistas deportivos del mundo quienes impulsan procesos de inclusión social. Su principio rector consiste en generar un cambio en las actitudes, percepciones y comportamientos de las personas de diferentes áreas del saber y con distintos roles laborales para acoger una perspectiva diversa e inclusiva que mejore la vida de las personas.

Fundación y firma del convenio de la cátedra paralímpica

En Bogotá, el 26 de agosto de 2022, el rector de la Universidad Externado, Dr. Hernando Parra Nieto, y el presidente del Comité Paralímpico Colombiano, Julio César Ávila Sarria, realizaron el lanzamiento de [la Cátedra Paralímpica](#) oficialmente a través de la firma del Convenio CPC – UEC en la Universidad Externado de Colombia. La cátedra paralímpica se crea desde un trabajo interdisciplinario y mancomunado entre las Facultades de Educación, Comunicación Social – Periodismo y Derecho de la Universidad Externado de Colombia. Su propósito es concienciar a los participantes sobre una cultura inclusiva y una mejor comunicación frente a la población en situación de discapacidad. De igual manera, la cátedra concibe el deporte como una mediación educativa que brinda oportunidades para personas en situación de discapacidad y profesionales de diversas disciplinas, a fin de desarraigar una cultura de estigmatización y exclusión y de empezar a comprender la discapacidad como un generador de oportunidades de inclusión e igualdad.

Rizoma conceptual de la cátedra paralímpica

La convención internacional sobre los derechos de las personas con discapacidad adoptada por la Naciones Unidas (2006) e implementada en 2008, introdujo el modelo social de discapacidad. Este se opone al modelo médico de discapacidad, centrado en las limitaciones físicas o mentales de la persona y en la discapacidad como un problema individual de salud. Por otro lado, surge el modelo social de discapacidad como construcción social

y no como una característica de la persona a quien la sociedad le impone barreras. En otras palabras, la discapacidad se genera por las actitudes, prácticas y estructuras sociales que no tienen en cuenta las necesidades y capacidades de las personas en situación de discapacidad.

La convención internacional sobre los derechos de las personas con discapacidad establece que los Estados nación deben adoptar medidas para eliminar las barreras que limitan la participación y el pleno ejercicio de los derechos de las personas en situación de discapacidad. Además, reconoce la discapacidad como parte de la diversidad humana y a las personas en situación de discapacidad con los mismos derechos y libertades que cualquier otra persona.

A partir de la firma del modelo social que introdujo la Convención Internacional sobre las personas en situación de discapacidad, los Estados nación firmantes se comprometieron a promover y proteger los derechos de esta población establecidos en el preámbulo y en los 50 artículos que lo componen. En el ámbito de la educación colombiana el Ministerio de Educación Nacional (MEN, 2017) adopta este modelo social y específicamente un enfoque de educación inclusiva para la actualización pedagógica de los educadores y les propone a las universidades de educación superior que implementen propuestas formativas para los docentes en servicio, de manera que puedan integrar criterios e implementarlos en su programa educativo.

Educación inclusiva: una apuesta por la diversidad y la innovación

Reconociendo que Colombia es un país diverso y comprometido con la educación inclusiva, consideramos pertinente acogernos a la definición sugerida por el MEN (2017):

La Educación Inclusiva es un proceso permanente que reconoce, valora y responde de manera pertinente a la diversidad de características, necesidades, intereses, posibilidades y expectativas de todos los niños, niñas, adolescentes, jóvenes y adultos, con pares de su misma edad, a través de prácticas, políticas y culturas que eliminan las barreras para el

aprendizaje y la participación; garantizando en el marco de los derechos humanos cambios y modificaciones en el contenido, los enfoques, las estructuras y las estrategias. (p. 5)

En consecuencia, los formadores deberían fomentar prácticas pedagógicas diversas que ofrezcan múltiples oportunidades para atender las necesidades individuales de sus estudiantes en contextos locales. Estas prácticas contribuyen a la construcción de ciudadanía y conciencia social y política para una participación democrática que mejore los procesos de convivencia hacia una cultura de paz.

Considerando que la discapacidad no es un problema individual sino social, la historia de la humanidad demuestra que la respuesta colectiva ha sido hasta el momento la de imponer barreras y obstáculos al origen étnico, la clase social, la identidad de género, la orientación sexual y las capacidades diversas, impidiendo que las personas participen plenamente y en igualdad de condiciones con los demás y afecten su bienestar emocional, autoestima y calidad de vida. Sin embargo, desde el MEN (2013) se propone el desarrollo de apoyos y ajustes razonables para transformar el entorno físico y las percepciones sociales y garantizar el desarrollo autónomo de las personas. Los apoyos incluyen recursos educativos, tecnología y formación docente, cuyo elemento común es que se concibe desde la perspectiva del desarrollo de las potencialidades de los estudiantes.

La Unesco (2000) propone tres dimensiones del índice de educación inclusiva. La creación de culturas inclusivas promueve los valores de una cultura matrística (Maturana, 2002) y un ambiente saludable en la comunidad escolar. Las políticas inclusivas centradas en el desarrollo de los estudiantes y en la mejora de las capacidades de la institución educativa para que se adapten y respondan a sus necesidades. Las prácticas escolares inclusivas y participativas de los estudiantes, considerando sus intereses, conocimientos y experiencias previas, se fomentan a través de metodologías interactivas enfocadas en el diálogo y la cooperación entre los estudiantes y la accesibilidad a los recursos educativos.

Las llaves pedagógicas: nuestra experiencia

A partir de una revisión profunda de artículos nacionales e internacionales y entrevistas a expertos en el tema de inclusión se reconoció un grupo de palabras recurrentes de donde surgieron las características esenciales de la educación inclusiva en el MEN (2012). Posteriormente en 2017 se define el enfoque de educación inclusiva en la actualización pedagógica de los educadores. Estas características se reevalúan periódicamente tal como se dinamiza la sociedad. Las seis “llaves pedagógicas ... ofrecen a modo de criterios, consejos o llave que abre las puertas a la posibilidad para que sentir, soñar y actuar sea posible” (López Reyes, 2021, p. 28) para la apertura hacia los procesos de inclusión educativa. Estas son: (a) la participación refiere las acciones para el ejercicio de la ciudadanía, haciendo parte activa de las prácticas socioculturales propias y ajenas en un territorio. (b) la diversidad promueve la valoración y el respeto de las diferencias humanas, reconociendo que cada ser es único y poseedor de características y experiencias individuales. (c) La interculturalidad para el reconocimiento de otras formas de ser, saber y coexistir. (d) La equidad para adaptar el sistema educativo a las necesidades individuales, en el marco de un enfoque diferencial. (e) La pertinencia en la oferta y los métodos educativos para que favorezcan a la comunidad. (f) La calidad para garantizar una educación democrática.

La Cátedra Paralímpica es congruente con la educación inclusiva y equitativa de calidad, toda vez que emplea el modelo social derivado de la Convención Internacional de Derechos Humanos para las Personas en Situación de Discapacidad (2006). Nuestra experiencia pedagógica involucra una serie de procesos de exploración, sensibilización y autorreflexión a través de un diagnóstico personal para que cada participante se percate de su grado de concienciación y respuesta a situaciones de discapacidad. Lo anterior con el propósito de que los maestros propongan retos para la transformación de sus actitudes, opiniones y comportamientos y promuevan el buen trato y la participación equitativa. La cátedra recurrió a herramientas conceptuales y metodológicas para la apropiación del enfoque social como un proyecto social, cultural, ético, político y transformador.

Esta cátedra enfatiza los valores fundantes del deporte. A saber: “talento humano, calidad, ética, pertenencia, autonomía, integralidad y concertación,

participación, corresponsabilidad” (Comité Paralímpico Colombiano, 2023). Así se forman profesionales para la promoción de una educación inclusiva y equitativa de calidad mediante la implementación de herramientas teóricas y procedimentales para la apropiación del modelo social como proyecto social, cultural, ético, político y transformador. A partir de este proceso los formadores (**F1-F10**) formularon unos retos para atender las necesidades diversas que experimentan en su comunidad educativa y en su vida cotidiana:

Formadores	Retos
F1	“Adquirir conocimientos y herramientas necesarias para promover la diversidad y la inclusión”.
F2	“Identificar las diferentes redes de apoyo y sus políticas de inclusión”.
F3	Asumir el deporte como mediación social y educativa a nivel nacional e internacional con los valores que promueve.
F4	“Reconocer, evaluar y transformar mis prácticas pedagógicas en relación con las personas en situación de discapacidad con pedagogías situadas”.
F5	“Valorar el rol de cada una de las personas presentes en mi vida cotidiana”.
F6	Gestionar procesos de sensibilización y concienciación para subvertir las barreras que impiden la participación plena de las personas en la vida social, económica y política de su comunidad”.
F7	Promover los derechos humanos y posibilitar la abolición de la discriminación y el uso de estereotipos con personas en situación de discapacidad”.
F8	“Fomentar el uso del lenguaje incluyente que elimine

	términos despectivos o revictimizantes referidos a personas en situación de discapacidad”.
F9	“Reconocer las habilidades y destrezas de todas las personas sin distinción de capacidades, clase social, identidad de género y origen étnico entre otras.”
F10	“Vincularme con programas o entidades que apoyen el proceso de aplicación de prácticas inclusivas efectivas y reales”.

En respuesta al proceso de sensibilización, concienciación y apropiación del conocimiento, los participantes de la cátedra paralímpica evidencian una comprensión de la situación de discapacidad como constructo social derivado de las percepciones culturales, creencias, normas sociales y actitudes hacia la diversidad del ser humano. Parafraseando a Meirieu (2005), los maestros son sujetos culturales, soñadores, y utópicos por vocación y esto los lleva a materializar la educación inclusiva y equitativa de calidad mediante la multiplicación de las pedagogías críticas que conllevan a ambientes reflexivos, respetuosos de la diversidad e incluyentes. De acuerdo con Núñez-Pardo (2020) “las pedagogías contextualizadas emergen de la conciencia crítica, sociocultural y política de los actores educativos en busca de la renovación, el bienestar y la justicia social de todos los seres humanos” (p. 304). Es decir, construir nuevos patrones de pensamiento, valores, creencias y actitudes para resistir la matriz cultural hegemónica y recuperar y visibilizar la riqueza individual y ponerla al servicio de la colectividad.

En nuestra experiencia pedagógica los retos propuestos por los maestros buscan procesos de inclusión que son esenciales para garantizar la justicia social, promover la igualdad de oportunidades y reducir las desigualdades, a fin de mejorar la calidad de vida de las personas y fomentar una sociedad más justa y equitativa.

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READERS' RESPONSE IN THE LITERATURE CLASS THROUGH READING LOGS AND LITERATURE CIRCLES: A PEDAGOGICAL EXPERIENCE

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Leydi Johana López Trujillo

Abstract

This pedagogical experience aimed to promote readers' responses in the literature class using two strategies: reading logs and literature circles. These strategies were applied during one semester at an English teaching program in Medellin. This paper attempts to show how literature classes were carried out by using reading logs and literature circles, from the reading of texts to discussions and responses from students. The authors will exhibit how the design of the class and the theoretical foundation intertwine with the personal constructions lived. The classroom became an environment where construction, questioning, and connections with reading allowed a positive exchange of opinions, ideas, and critical thinking. The text was not only provided by the writer but also created by the readers within the classroom's experiences. For this purpose, it is believed that the act of reading goes further and needs to be explored through the most significant connection the reader can provide, going beyond the linguistic fact to the creation of a space where the text analysis talks about the new texts constructed. The diverse perceptions inside the classroom allowed students to create a bigger picture of what literature is about, what its functions in our community are, the possibilities that it enables us, and acknowledge their role inside the classroom.

***Keywords:* literature class, reader's response, reading logs.**

Introduction

Developing literacy skills has always been a very mentioned component of the education system in Colombia. To teach students to read and write properly is part of the many goals that Education Law 115 promotes around the country, with the idea of developing other different skills that allow kids, young, and adults to face the world ahead of them. However, there is a notable lack of sensibility towards reading as an act itself, by not considering all parts of the reading process, such as the author, the text, and the reader's voice or response towards the book.

Through a conscious exercise carried out during literature classes, the authors of this paper aimed to create a reading community inside the classroom. A community able to comprehend, analyze, and discuss a literary text; able to go across the words and connect them with their lived experiences, with their realities, and with society. For this purpose, two specific tools were applied in class: reading logs and literature circles.

According to Carlisle (2000, p. 14), "The reading log is the simplest and most direct tool for encouraging students to enter and explore their secondary worlds" as mentioned before, the use of reading logs in the literature classroom empowers the readers to expand their thoughts and ideas about a text, to question and to make them active participants in the reading process. With this in mind, students in the literature class can go beyond comprehension to a deeper connection with the texts presented. Moreover, this is an instrument that can be promoted at different English levels since it cares about the response of the reader, better than the correction of grammatical errors. Based on Garzón and Castañeda (2015), "Results showed that the application of tasks based on the reader-response theory encourages a meaning-seeking process as well as the development of higher order thinking skills in future language teachers" (p.187). As a result, language becomes a linking device with other cultures, philosophies, and beliefs, and opens the gates to knowing the historical background that lays immersed inside the literature text.

Likewise, literature circles "engage students in student-led discussion groups around self-selected readings as a way of making classroom interactions around reading richer, more dynamic, more real, and more

collaborative” Tierney and Readence (1985, p. 389) consequently with what, literature circles grant students the opportunity of interacting with each other while portraying their response through different creations such as modeling, collages, hypertexts, among others that will be displayed later in this text. In the same way, Daniels and Steineke (2004) state:

Too often, we confine students’ literary responses to written or spoken language, even though we know that some of our known most powerful responses to a book come from a vision of the place, an image of the character, or the picture we make of a single stunning moment. (p. 93)

Literature circles provide students with diverse options to explore their own responses, which makes them more aware of the meaning of the book in a previous context and in their current context; by this, they get a higher comprehension of what they read and a more meaningful connection with it. Pre-service teachers will not only acquire more confidence this way but also, will allow different tools in their classes so their own students, once they are in the field, can be more engaged with the lesson and themselves.

It is worth mentioning that the initiative of this application in literature classes was born from a need that was spotted among students; a need of feeling heard and understood as well as the need of empowering themselves in their own learning process, not only as readers but as teachers to be. Short (2009) affirms that “Literature can encourage students to focus on themselves as cultural beings” (pp.1-10). This is why the principles that guided the literature classes of this exercise went beyond merely reading and became creation. At the same time, the exchange of ideas, and representations where the readers felt identified allowed them to interact naturally with the literature realm.

Consequently, building positionalities that strengthen the role of reading literature in the English Classroom in Colombia’s institutions; positionalities that encourage the development of critical thinking, which by itself contain real-life skills that students will need throughout their academic and personal lives. Some of these skills are classification, association, questioning, and problem-solving skills, as well as cultural awareness. It is important to mention that one of the objectives in the General Law of Education 115 (1994) is the development of a “critical

spirit” at schools, as well as the construction of critical and analytical skills.

With the experience shared through this paper, the authors pretend to promote a different view of what working with literature inside the classrooms is like; the possibility to equip the readers with a voice and, by this, to empower them in their own reading and learning process. In the following pages, the reader will encounter some of the stages of the process, such as the design, the outcomes, and the conclusions. Hopefully, some of them can be useful and meaningful for the current pre-service teachers and future generations of readers.

The design

To have a didactic route planned for reading in the literature classroom, the pedagogical experience focused on using logs and literature circles as tools to interact with a literary text. The first step consisted in designing the logs to be used where the students would answer questions related to (a) factual information -about the book itself, the author, and historical aspects, among others-; (b) connections as a space where the readers could talk about ideas, questions about current issues, the impact of the text on the readers personal perspective or life, and the linkage with other pieces of literature or art; (c) the revision of the learning process, as a moment where the readers could think about questions or comments about the text or the language, and at the same time, things they learned or difficulties they have experienced while reading. Simultaneously, the designers thought of how to implement the literature circles. This was based on Jefferson Township Publish Schools’ material and adjusted to the literature class’s context. Students were asked to get in groups of 7, and everyone received a specific role while reading the text: (a) discussion director, (b) literary luminary, (c) community connector, (d) character captain, (e) artful adventurer, (f) vocabulary richer and (g) interested investigator.

After having the tools, three short stories were selected to be read, discussed, and worked along the semester.

The process

As the primary purpose of this activity was to create a reading community in the Literature Classroom, there was a factor of democracy in every decision made by the students and the teacher. It was essential for the pupils to feel that reading and interacting with the text was beyond developing tasks designed by the educator. The first step to creating the community was choosing the text to be used during the literature circle and the reading log. The students were invited to explore three short stories: (a) Bliss by Katherine Mansfield, (b) A Private Experience by Chimamanda Ngozi, and (c) Some Women by Alice Munro.

Students were asked to explore the short stories and write a brief comment about each of them; then, in class, after a week, they were to talk about each of them and, as a community, decide by voting which should be read. The class voted for A Private Experience. Having selected the text, the reading process started; the students were asked to read sometimes as part of the class, some others at home; there were moments during the term when they sat together as groups to talk about their feelings and ideas about the story. It is essential to mention that this was not the only story read during the semester but was the one selected for the log and the literature circle.

There were two moments for the literature circle. The first circle took place during the half of the term, and the second a week before finishing the semester. During the first circle, students read parts of the text aloud and worked on understanding the story and sharing ideas about the text regarding vocabulary, situations, feelings, and even how easy or difficult it was for them. In the second circle, students should have finished reading the story and gathered to share the pieces they had prepared for the meeting. It was crucial for having a successful event that readers had developed their tasks fully as a way to enrich the story from the different roles and perspectives.

The discussion director planned a set of questions for the encounter and guided the students to answer them, showing their ideas, comprehension, and comments about the story. At the same time, the director invited each student to share the activities they had developed for the circle. During this part of the class, the role of the teacher was to stay with each group for a while listening to them, taking notes, and simply enjoying how they were

analyzing, talking, and showing their opinions about the story. After an hour or an hour and a half, students stopped the discussion and shared, as a whole group, the lessons learned and the best of their gathering. This final moment was decisive because it was for the entire group to listen to each other's ideas and build a deeper comprehension of the experience lived by reading the text.

Regarding the Log, students developed it during the semester based on the story, and on the submission day, they were asked to read aloud something they felt worth sharing voluntarily. As mentioned, these two strategies to approach the book had much personal work and invited students to interact critically with the story, their personal stories, and the classroom members.

Learned lessons.

As in any process, the authors got to appreciate valuable lessons that were the result of the process described above. These lessons were not only for the students but also, for the teachers involved. These lessons will be presented next.

What did students learn?

It can be said that the students gained an awareness of themselves and their own process, as well as cultural awareness and a wider perspective in regards to literature in their lives; some of their comments shared in the reading logs were “I learned new things about African ethnic groups and religions”, “while I was reading this text, I felt anxious because the problem of the story, I thought how the human been [being] can be kind, polite and the same time inhuman”, “this book led me to literally live a private experience”, “literature is a tool that shows us some important aspects of other cultures and makes us realize [realize] that things are not as easy as we believe here”. Therefore, the exercise of opening a space for students' responses in the classroom provided them with more connection with the text and their context, besides, provided them with a full landscape of possibilities in which they were able to explore the author's intentions

about the text:

I am convinced that this is precisely the intention of the author: to make us, the readers reflect about how all human beings undergo difficult situations and how we build connections during those ones despite our backgrounds, religions, languages, etc. (Reading log, 2019)

Through both of the strategies (reading logs and literature circles), students had to analyze and give a deeper look at the stories they read; they had to construct ideas and get a position in front of the text; however, they did not do it on their own only, but they got to work collaboratively, they had to listen to different opinions and points of view, as well to get to agreements and reach a conclusion.

Students could see a different face of what reading is and what reading can be when they see it with open eyes, a sharp pen, full imagination, and a loud voice. They did not only express what the literary text meant to them, but they also produced linked hypertexts, such as the production of pictures, plastic work, and collages, among others, based on the text and their reactions to it. They could break parts of the text down to understand it better and have a better insight into it.

In conclusion, there were meaningful and long-term lessons for students that, as pre-service teachers, will help them create a more confident and open environment in their classrooms when working with literature, as well as a reading community capable of supporting their ideas and expanding them beyond the literal facts of the text; (a) the possible intention the author tried to portray in the work, feelings, emotions, and perspectives; (b) the context and culture of the author are not separated from what the texts have to say; it might give a message; (c) the voice of the reader is as important as the author's, comments, productions, points of view, and connections with the reader's experience and context, and (d) whatever the text evokes in the reader needs to be explored.

What did teachers learn?

As teachers, sometimes it is easy to take for granted knowledge and strategies to bring to the classroom; however, the authors of this text

consider, that as teachers, it is very important to always look for different options that can provide the students with wider opportunities and outlooks to what they do, so that, they can also be able to re-signify their everyday practice. When trying our new things, there is always a fear of failing, but there is also a hope of success and, beyond that, a strong and meaningful process. Behind this process, there is some self-criticism and constructing and reconstructing beliefs; at the end of it, there are many valuable lessons that will be shared in the following lines.

For reading to become an active and efficient part of the process of learning and critical thinking, it should have a clear, dialogic, and dynamic process (Uribe, 2021, p. 114) that provides the classroom members with accountability. For this, it is necessary for the teachers in charge to have spaces during the classes to listen to the students and discuss with them about what they are reading, about what their thoughts are, and the important aspects they can highlight.

Reading must be seen as a pedagogic practice (Uribe, 2021, p. 115), rather than a simple exercise, connected to teachers' and students' points of view, positionality, and the construction of sense. When students and teachers break the texts down to analyze them, to research what might be behind them and how they can be connected to them, there is a building process that crosses the line of the mere request of reading. Many things can be found and treasured when diverse voices arise to discuss a text and to share its contribution to the class, and also, when working collaboratively.

Reading logs become efficient tools that can be adapted and modified to the class needs and the teachers' pedagogic requirements. Reading logs are open to serve the teacher's purpose and objectives with the aim of contributing to the development of diverse skills that help students construct their own positionalities. This tool is not limited to literature, but it is directed to any type of text, such as graphic, or musical, among others. Reading logs can become an ally to the teacher when it is well-used, when there is a sense behind its application, and when students can also be active participants in what the log addresses.

The use of reading logs and literature circles allow creativity to be part of

the process and does not keep teachers' voice out, as it can be shaped and constructed depending on what the teacher needs to find out and obtain from the students. As teachers, the authors of this paper found a more open way to work with literature in the classroom, not only focusing on the characters or plot of the story or novel but also, on what the readers have to say, to allow them not to like what they read and listen to their reasons and how they can confront the text.

Literature circles showed that collaborative work is highly effective, that discussions can be a meaningful moment to know different perspectives and sensations evoked by the texts, and that a literature work can become a path to develop critical thinking and awareness of the world around. Also, to be willing to rethink the traditional beliefs that are part of classrooms, in terms of reading, provided the authors with the understanding that listening to the others is part of the text itself since it is the presence of the reader who gives life to the writer, to the context and events presented in the stories proposed.

As getting to the final paragraph of this paper, it can be said that the use of literature in the classroom and its diverse ways to be presented, is an ongoing process that can be enriched day by day; however, it is considered a collective work and responsibility, not only teachers are in the position of express themselves in regards to a text, but also, students who are the owners of their learning and reading process, can make important contributions to what the experience of reading is. The transformations made through this process were priceless and provided both sides (teachers and students) with meaningful discoveries about their context, the classroom community, and themselves. The authors would like to express their gratitude towards the participants of this experience, as well as the readers who were always willing to move on with a critical and analytical eye in front of the texts. Furthermore, these authors would like to express their desire to continue working on and researching this topic, to find more valuable information and ways to enter literature in the classrooms, as well, to expand an invitation to colleagues and students to keep searching for a wider and more open to discussion community, in which both parts can feel connected and confident to be heard and appreciated in the construction process of one classroom.

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FOSTERING A CHANGE IN FORMATIVE RESEARCH IN INITIAL LANGUAGE TEACHER EDUCATION IN HUILA

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Abstract

This presentation aims to show the partial results of a research project oriented to explore the process of formative research training in an initial teacher education program in the department of Huila, Colombia. From a pedagogical design oriented to dismantle practices traditionally positioned to do research in an instrumentalized way, the researchers examined the reactions of the pre-service English language teachers through their research work in seven reflective diaries written at the end of each stage of the process. The findings reveal that the pre-service English language teachers had shaped their epistemological positioning during the process, leading them to see research more as a social practice than a search for truths. Furthermore, the research methods used by pre-service teachers in their research projects went beyond action research or survey research and connected them with contextual realities related to social injustices, discrimination, and fake inclusion, among others. Finally, we will discuss that the initial orientation and continuous accompaniment in the research processes are key to seeing the opportunities and possibilities that research offers to their professional development, the context where they work, and the development of more reflective pre-service English language teachers.

Keywords: Initial language teacher education; formative research: pre-service English language teachers.

Introduction

The initial English language teacher education program in Huila has three main areas to work on during the educational process of future English language teachers: pedagogy, language, and research. The former has become one of the biggest challenges for some reasons. First, the time devoted to learning about research has been reduced to courses in two semesters (Foundation of research and Research Seminar). The amount of time seems to be insufficient to develop everything the program suggests, meaning, the problematization, design and development of the research project. The second reason has to do with what has been seen as research in ELT; many of pre-service teachers have the feeling that the main purpose of doing research is to apply a strategy, some didactic material, to prove some theory by collecting information through surveys. This reductionist way of seeing research in ELT, because many pre-service teachers limited themselves to these possibilities and avoid others that seemed to be more complex to them, such as more social and human oriented research. A third challenge is related to researcher identity issues; many pre-service English language teachers see research as an additional and complementary activity, but it is hard for them to understand themselves as researchers. To be a researcher is one of the three identities pre-service English language teachers must develop during their major, along with teacher and language user identities.

Having in mind these three challenges, we decided to start looking for alternatives that allow preservice English language teachers to realize the importance of doing research in ELT from a social and humanistic perspective, using diverse qualitative research methodologies, while they realize who they are as researchers along the process. Then, the main objectives of our study were to describe the formative process pre-service English language teachers have while they are in the initial language teacher program and explore their research identity formation while they make decisions and take actions regarding fulfill the aims of their research proposals. For the sake of this paper, as a report of the presentation made in XXI Research in Action Conference, we are going to focus on the first part related to the description of the process of researcher training in an initial teacher education program in the department of Huila, Colombia.

Theoretical Considerations

Research training in Language teacher education

Research has become a fundamental axis in the training of undergraduate and graduate students. Since the 1990s, Colombian education has been strongly committed to the training of researchers so that they can help promote the country's development. Thus, undergraduate, and graduate courses have been designed with the objective of teaching how to do research while accompanying the students in carrying it out. According to Restrepo Gómez (2008), there are two major trends in formative research: 1) Exploratory research, where the teacher teaches research by accompanying the student throughout the research process that ends in a thesis. And 2) Training in and for research, which is the one where research is taught but where a research process is not accompanied as such; the stages, processes, designs, etc. are taught. It is this last trend where we place ourselves with our podcast project given the very nature of the creative product.

Peláez Valencia and Montoya Ferrer (2019) and Parra (2009), explain that formative research should be aligned with the pedagogical model of the institutions and should be treated as a pedagogical and didactic strategy aimed at the academic and professional training of future professionals, in this case, of future language graduates. Additionally, formative research should allow the professional in training to acquire the ability to use research methods to develop skills that allow student to reconstruct knowledge and raise their own frontiers of knowledge, not the frontiers of knowledge, through the formulation of questions and development of theoretical references to expand the appropriate appropriation of disciplinary content (Peláez Valencia & Montoya Ferrer, 2019).

Nevertheless, Castañeda-Trujillo (2021) highlights how research in the field of ELT in Colombia has characterized its interest in improving pedagogical or linguistics skills in pre-service and in-service English language teaching. These ideas have been spread in teacher education programs and, consequently, most of the research proposals can fall into an instrumentalized vision of action research (Granados-Beltran, 2018). This

vision avoids taking into consideration some realities related not only with the students in a class but with the pre-service English teachers themselves, as teachers in the becoming and as researchers. Then, Granados-Beltran (2018) invites to reorient the way initial teacher education programs see formative research and include epistemological and methodological perspectives that allow pre-service teachers to go deeper in the contexts they are involved as teachers and researchers.

Methodology

Exploratory qualitative research

The exploration of the process of formative research training in an initial teacher education program involves understanding how pre-service teachers interpret the process of conducting research and make meaning of their new experiences as researchers; thus, we used a qualitative approach (Merriam & Tisdell, 2016; Creswell & Poth, 2016). Since one of the main concerns in qualitative studies is to understand the issue from the participants' perspectives and get a rich description (Merriam & Tisdell, 2016), personal reflective journals were the primary data collection instrument to collect information from the natural setting where participants experienced the issue (Creswell & Poth, 2016). Additionally, the research reports of the students were also studied to characterize the kind of research in which the pre-service teachers engaged.

Case study research is an approach that involves examining a limited system (a case) in detail over a period. This is done by collecting extensive, in-depth data from various sources, such as observations, interviews, audiovisual material, documents, and reports. The researcher then presents a description of the case and identifies themes based on the case. (Creswell, 2013). Following Creswell's view and Yin's (2009) conditions for the use of a case study: a. the purpose must be to answer "how" or "why" questions, b. little or no control of the investigator over events, and c. the focus of the research is a phenomenon within a real-life context. This exploratory case study analyzes the experiences of pre-service teachers

within the context of research courses oriented to provide insights of educational research especially the ones commonly used in applied linguistics.

The context in which this study was conducted is an ELT program at a public University in the south of Colombia where students are given different opportunities to develop competencies that will help them to become English Language teachers who will later engage in teaching in different educational settings. The curriculum of the program, where those opportunities are organized in a progressive way, in the form of courses, includes Foundations of Research in Education and Applied Linguistics and Research Seminar in Education, which are the specific contexts where this study was conducted. The first course provides theoretical elements for the students to get to know some notions of research, engage in the exploration of research in the ELT fields, and formulate an appropriate and feasible research plan related to the disciplinary, pedagogical, or professional development from a clear epistemological and methodological position which is then developed in the second course. The syllabi of both courses were modified to give more space to qualitative approaches as well as more reflective activities.

Participants

Participants of this study were 48 pre-service teachers who were in their second and third year of the program. Their age range is between 18 to 25 years old. The participants had prior exposure to general theoretical bases through courses such as General Epistemology which is taken at an early stage of the program. To achieve the course objectives, the participants worked collaboratively in groups to design their research proposal and develop data collection instruments. They subsequently collected, analyzed, and discussed the findings, which were shared with the local academic community of pre-service teachers, teacher educators, and students. The participants belonged to two classes that were taught simultaneously by the researchers and each of them provided written consent to participate in the study.

Instruments

The data collection process for the present case study covered two academic semesters and relied on the use of six reflective diaries. In addition to the reflective diaries, the data collection process included a review of the final reports written by the participants. The collected data was subjected to a thematic analysis, which involved identifying patterns, themes, and categories across the data.

Reflective Diaries

Reflective diaries were selected as a method for data collection due to their ability to capture the experiences and perceptions of individuals. Each participant wrote a reflective diary after some crucial stages of the research process in which they were engaged. A prompt with open-ended questions related to the phenomenon under investigation (Table 1).

Table 1. Journal prompt

<i>Journal</i>	<i>Topic</i>
<i>1</i>	<i>My own paradigmatic stance</i>
<i>2</i>	<i>Collecting and analyzing data for the literature review</i>
<i>3</i>	<i>Finding the research problem</i>
<i>4</i>	<i>Designing instruments, Collecting and analyzing data.</i>
<i>5</i>	<i>Sharing your research</i>
<i>6</i>	<i>Final insights</i>

Note. Prompts used as triggers for students to write their journals. Own Creation.

Final Research report

The process of constructing the final document began during the research Foundations course when the students designed their proposals. As the research progressed, the corresponding sections were added in a sequential manner. Finally, by the end of the Research Seminar course, 19 research reports which comprised the empirical studies that were conducted by the students were submitted.

Each report contained an abstract, keywords, introduction, literature review, methodology, findings, discussion, conclusions, pedagogical implications, and references. This activity ensured that all aspects of the research process were thoroughly covered and provided a complete account of the findings. Overall, the data collection process for the present case study involved a comprehensive and rigorous approach, using a range of data to provide a holistic understanding of the experiences of the preservice teachers.

Pedagogical design

The pedagogical design started with the redefinition of the course syllabus. The main purpose of the contents and materials is to dismantle practices that have been traditionally positioned to do research in an instrumentalized way. We included new and local bibliography, as well as different types of material such as video and podcasts and the reflective diaries added to each stage. The first course started with the notions of research, students reflected about educational research and then more situated perspectives of research (at the university and the program). It was there when students considered their initial reflection on their own epistemological stance, then they moved toward research designs, they started exploring research in the field by reading literature reviews conducted in the Colombian contexts. The articles included topics such the teaching practicum, teaching education programs, assessment, professional development, critical pedagogy, and professional development. The basis was established, and students started to discuss their research preferences and explore literature about it, to then start moving toward the construction of their proposal that was later revised and developed in the second course, Research seminar.

Throughout the whole process, we examined the reactions of the preservice English language teachers through their research work in six reflective diaries written at the end of each stage of the process, the class discussions, the individual tutoring session and the final research report.

Findings

Understanding the nature of research

Pre-service English language teachers' examinations about the nature of reality, the purpose for doing the research, and the type of knowledge that is produced constitute the basis for a research project (Merriam & Tisdell, 2016). Throughout the process and by means of the strategies used, Pre-service English language teachers could articulate their epistemological positioning, leading them to see research more as a social practice than a search for truths.

Foundational perspective shift. Student-teachers experience a significant change in their initial perspectives about knowledge, realities, and beliefs, which is a new and transformative experience for them. This shift is fundamental and represents the possibility of profoundly shaping their thinking and research practice. For example, Annie describes how she used to perceive “research” as something out of their context, an activity conducted by a specific group of people; she says, *“I used to see it as a very far-away concept just for old, experienced academics”* (Annie, J1). Annie recognizes that it was through the input she received in class that she had the chance to reflect on her epistemological perspective, and it was a new experience for her, *“I had never been given the input (no one asked me) to think about how I perceive reality, nor was I given any tools to answer said questions”* (Annie, J1). In the same line of thought, Marlon describes how the opportunity to reflect on the nature of the research was part of a previous experience, but it was until he enrolled in the research class this knowledge became practical to him; he says, *“I remembered myself in the philosophy classes in school because that was the first time I started to wonder about the nature of meaning and reality. After that and until this*

point, I have never been really close to what it means to do research and its implications” (Marlòn, J1).

Once the pre-service teachers reflected on their notions of knowledge, reality, and their beliefs, they articulated their positioning; Cristian explained: *“My epistemological position goes the way of constructivism since I believe that reality or truth depends on subjective interpretations... I believe that we create knowledge and meanings of things from an interaction or an approach to our lived experiences.” (Cristian, J1).* The recognition of their own positions helped them to understand how the philosophical assumptions they have as researchers can affect the research process. In this matter, Juan claims, *“Little by little, I have been able to generate my own epistemological stay, as well as within the wide variety of ways to do research” (Juan, J1).*

Methodologies aligned to understand social phenomena in ELT.

Pre-service English language teachers explored different epistemological positions that helped them connect the methodologies with their research intentions. Professors did not influence their decisions, although they guided them to comprehend better the implications of each methodology. Surprisingly, most groups did not choose Action Research as a method for their projects since they were not interested in applying strategies in the language classrooms. Instead, they were more into other issues that worry them more, mainly within the program, issues that were closer to their personal experiences.

Exploring peers’ issues. Some groups decided to work with pre-service English teachers who faced particular circumstances. One of these groups is formed by pre-service English language teachers that need to work to continue studying as they struggle constantly with personal and academic issues. This group identified this phenomenon and resolved to see it from a phenomenological lens since it allows them to understand better what students who study and work live daily (Juan D. & Laura V., research paper). Another group analyzed that some pre-service English language teachers deal daily with negative feelings and hard situations connected with their economic situation and solitude since they are far away from

their family and friends. They did not want to describe the livings but to see if there were unfair situations with this population, situations that could put their permanence in the B.A. program at risk. Then, the group selected critical narrative inquiry and interviewed eight people from other cities or municipalities different from Neiva to study the B.A. Their paper highlights difficult situations that not many people are aware of and that could take its toll on this group of pre-service English language teachers (Laura et al., research paper).

Professors of the program and their influence. One of the groups deals directly with professors from the program. From a narrative perspective, they wanted to analyze the role of self-efficacy and creativity play in EFL professors' performances. They interviewed four professors from the program. Although it was intimidating for them, the group could analyze that professors are aware of the role of self-efficacy in their labor. There is a strong connection between professional development (that includes permanent updating in educational and pedagogical themes), creativity, and their student's performance in class (María José et al., research paper). A second group was eager to analyze from a phenomenological stance the connections between students' anxiety and professors' attitude within the B.A. program. After interviewing some students from the program, they found that professors' attitude enormously influences students' anxiety. In fact, the group could unveil that some interviewees feel afraid of some professors, and this diminish the possibilities they have to learn or express what they know in front of these professors. Additionally, the group also found that some practices, such as lacking respect, being sarcastic, looking others over the shoulder, or lack of empathy, were frequent and caused tension, panic, frustration, and demotivation, among other negative feelings (Sofia et al., research paper).

Exploring scholar contexts to unveil realities. Other two groups decided to explore issues in public or private schools related to ELT. One of the groups was interested in knowing how English teachers dealt with inclusion in their classrooms, especially when some students have cognitive diversity in public schools. The group affirmed that doing research with in-service teachers is complicated since many do not want to participate or the school closes its doors to the pre-service teacher to develop their research projects

(Daniela, J6). However, their group could work with three teachers and extract some insights from the experience. For example, one of the findings concerns the confusion many teachers and institutions have regarding the inclusion and presence of these populations. It was evident since there were no clear strategies the teachers could use to include those students with cognitive diversity in the teaching process; they just assigned the same activities as the rest of the class (Luis et al., research paper). Another group focused their attention on students who were about to finish their secondary studies to see how they had lived the English learning process. They designed a multiple case study to analyze two different contexts in Neiva, the public and the private. However, they did not find many differences in the stories from these two contexts. The stories analyzed show many complications students have in understanding the importance of learning a foreign language and some of their inconveniences with English teachers' methodologies. This study allowed pre-service English teachers to see how complicated it is to find a balance between what they learn in the B.A. and the realities they face in schools. (Lucia et al., research paper)

Conclusions

After having the experience of accompanying pre-service English language teachers to understand the implications of doing research from a qualitative perspective, we found rewarding the fact that they became aware of their own epistemological positioning. Even though it is clear these positionings will change through the years, what we did in this course was a first step to better practices in research. Additionally, the diverse topics and methodologies chosen to demonstrate that students are eager to know more than how to solve problems in the classroom; they want to understand realities that affect students' learning processes and lives. We can conclude that initial orientation and continuous accompaniment in the research processes are key to seeing the opportunities and possibilities that research offers to their professional development and the context where they work and for the development of more reflective pre-service English language teachers.

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INTERCULTURALIZING THE ENGLISH LANGUAGE CURRICULUM AND TEACHING PRACTICES IN TERTIARY EDUCATION IN PASTO: A WORK IN PROGRESS

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ABSTRACT

The integration and the development of the Intercultural component has become a challenge in ELF scenarios in the last decades due to the predominant role of communicative competence approaches, and the lack of support that teachers have in the integration of intercultural practices, among other factors that hinder this integration (Peña-Dix, 2018). We need professionals who can interact with others based on relationships of equality, mutual understanding, reciprocity, collaboration, and coexistence (Walsh, 2010). This paper aims to share a research proposal that seeks to interculturalize the English Language Curriculum in higher education scenarios in Pasto through a professional development program.

INTRODUCTION

The education of individuals who can critically read their realities and are willing to take actions to transform their contexts has become a main concern in language teaching. Language education in Colombia is urged to question what, how and why we do what we do in English Language Teaching (ELT) (Usma et al, 2018; Granados-Beltrán, 2016), to avoid the reproduction of practices that are not aligned to our needs and realities. The implementation of critical and realistic approaches to language teaching has gained followers in the last decades (Granados-Beltrán, 2016; Peña-Dix, 2018). Due to the growing influence that the intercultural component is

having on learning scenarios, its integration within the English Language Curriculum (ELC) has become urgent in order to respond to the current challenges of our times. Notwithstanding the intercultural component in ELT has notably gained interest in Colombia in recent times, this initiative is in its first stages in our context (Rojas-Barreto, 2018; Alvarez Valencia, 2014).

Extant research on intercultural language teaching (Stier, 2006; Moeller & Nugent, 2014; Medina, 2009) has shed light on the importance of integrating the intercultural component in the ELC in tertiary education given that it promotes the reflection around identities, diversities, the other, etc. Authors have encouraged the articulation of culture in the ELC at the university level in order to question and challenge inequalities by adopting an intercultural perspective to language teaching that enhances criticality towards cultural realities and cooperation amongst societies in the construction of common solutions to global and local problems (Fernandez-Agüero & Chancay-Cedeño, 2019; Rico, 2018; Rojas-Barreto, 2018, Hernández & Hernández, 2010; Sercu, 2005). These studies highlight the need for intervening the ELC of higher education through adjustments or innovations consisting in making interculturality the connecting thread that brings together the different strands of the curriculum (approaches, objectives, contents, materials, strategies, assessment procedures). Regarding this, UNESCO (2004) claims that interculturality cannot be seen just as an ‘add on’, instead, it should involve both the entire learning environment, and aspects such as curricula, teaching methods, and learning materials.

In Nariño, the integration of the intercultural component into the curriculum is a challenging and an under-explored area characterized by the lack of research studies on the ELC in undergraduate programs, and on the dominant role of linguistic competence in the English classroom. In this line, this research intends to first explore the current dynamics which help promote interculturality within the ELC in two universities in Pasto, Colombia. Secondly, it aims at strengthening the elements that make up the intercultural component and see opportunities to potentialize it within the curriculum and the general English courses at undergraduate level in those universities. Thirdly, it intends to offer an option for the ELC; namely, “an

Interculturality-based English Language (IBEL) curriculum”. Hence, the present study proposes the co-construction of an IBEL curriculum that results from the reflections, learnings, interactions and dialogues amongst the members of the EFL faculty that will eventually implement this curriculum. The research question that this project aims to answer is: How can an Interculturality-based English Language (IBEL) curriculum promote interculturality in higher education in Pasto?

LITERATURE REVIEW

Why Interculturalizing the English Language Curriculum?

Considering our historical and current struggles as a country and as a region, language education should prioritize social justice and consciousness, equality, and intercultural understanding in its agenda in order to cope with issues such as, oppression, inequality, corruption, stereotyping, discrimination, xenophobia, racism, and other types of social injustices that prevail in our communities (Walsh, 2009; Mora et al, 2021; Alvarez Valencia & Ramírez Espinosa, 2021). There are countless reasons to justify the need for interculturalizing a language curriculum in our contexts, to be succinct I will name a few; the Intercultural Language Curriculum (ILC) places diversities, languages, worldviews at the center of the learning experience and seeks to establish clear connections between intercultural education, language learning and situated practices. It has become an option to articulate the components of the curriculum with a more realistic and contextualized perspective of language learning. It has also transcended traditional ways of planning and developing programs, that locally speaking, have been centered on the learning of grammatical structures and vocabulary giving attention to other fundamental aspects of language education. Yet the construction of ILC has become urgent in language institutions, this still has a long way to go in our contexts due to the fact that external discourses have led to homogenizing education, adopting decontextualized language policies; and seeing foreign language teaching and learning as a purchasable product (Usma, 2009). In brief, the ILC provides opportunities to counteract hegemonic and standardized views

of language teaching that are disconnected to local realities, and perceives language education as an excuse to promote the recognition of other(s), equality of dignities, respect of ethnic, gender, political and ideological diversities and pluralities, rejection of any type of violence, understanding of the history of conflict and its consequences, and constructive dialogue (Comisión de la verdad, 2022).

The definition of curriculum adopted in this study stems from critical pedagogy and social theory given that these perspectives assume education as a humanistic, liberating, and emancipatory act that should pursue change and transformation (Freire, 1970; Turner et al, 2013, Kemmis & McTagart, 1998). For this study, the language education curriculum is a contested territory with a compendium of political principles that articulate students' knowledges, realities, hopes and seeks to improve their life conditions. For its dynamic nature, the language curriculum must be subject to change, innovation, redesign, and adaptation to particular contexts (Mickan & Wallace, 2020; Turner et al., 2013). Muñoz (2002) expresses that in Latin America, intercultural education can be evidenced in the reformulation of educational policies, the differentiated curriculum, and Teacher Education Programs. In the local context, the integration of interculturality into EFL contexts has triggered new challenges in terms of ELC and IELT. Although IELT has been growing in our country, the initiatives to promote intercultural skills through the ELC are still scarce and not visible, which hinders the integration of the intercultural dimension in the EFL classroom. Although the ELT Colombian scholarship has explored the intercultural field in the last decades, it remains as an emerging trend in which teachers need preparation and practice. Accordingly, unless teachers are instructed on how to integrate and promote intercultural principles in the language classroom, the number of initiatives in this area will be limited and the teaching of a foreign language may continue reproducing hegemonic views of language teaching.

What has been done in the field of interculturalizing the language curriculum?

I should note that although my interest is more inclined to what has been

done in communities that endure similar struggles to the ones experienced in my region (violence, discrimination, displacement), it is necessary to acknowledge those initiatives that have put forward ILC in other contexts because much can be learned from the ways in which they have conceived, pursued and accomplished IELT (Intercultural English Language Teaching).

In this line, Brown (2012) presents the English as an International Language (EIL) curriculum as an option for the language curriculum as it places local needs at the center of curriculum design. Accordingly, Brown (2012), language learning and teaching assumptions of the locals should be considered in relation to the choices of the target language, target culture, and culture of pedagogy within a curriculum. For the author, the field should recognize the strengths of local English teachers who seem to be the logical choice for guiding, informing and controlling EIL curriculum development considering that they know their students' culture and first language, are familiar with the difficulties of learning a foreign language, understand local needs, context and the educational system, and may be more empathetic, realistic and sensitive to the students' needs and backgrounds.

Intercultural education, in international and inner circle contexts, finds its roots in the Intercultural Communicative Competence (ICC), a term coined by Byram (1997) and defined as the 'ability to understand cultures, including your own, and use this understanding to communicate with people from other cultures successfully'. His work has set a benchmark in the development, instruction and assessment of ICC becoming one of the most renowned approaches to IELT. Byram's work (1997, 2021) is a great contribution in the intercultural field and can be taken as an example in the planning of a language curriculum. Byram (2021) proposes six stages in the design of an ILC: The geopolitical context, the learning context, the development factor, the identification of objectives, the Intercultural Communicative Competence (ICC) threshold/goal, and the sequence in the curriculum. In relation to the objectives that should guide a language curriculum, Byram formulates a set of objectives which are not exclusively related to language and culture learning and understanding. With this, he provides some ideas on how to guide the development and assessment of the ICC within the curriculum and teaching practices. These objectives are

classified into attitudes, knowledge, skills of interpreting and relating, skills of discovery and interaction, and critical cultural awareness/political education.

Liddicoat and Scarino (2013) suggest content-based language teaching and concept-based approaches to ELT as these focus attention on different dimensions beyond the language itself. These approaches have made culture an option in the teaching of a language which emphasizes thinking skills and the acquisition of content. On the other hand, Dervin et al (2020) propose a realistic (liquid) approach to Intercultural competence on the grounds that existing approaches regard the development of ICC as a progressive process that aims at achieving fixed stages. I found their proposal more aligned with the perspective of an ILC needed in our contexts because some models have seen IC as an established point wherein successful communication can be reached.

It is necessary to mention that some organizations have put proposals forward to evidence the development, progress, and assessment of the ICC. Such is the case of the Companion volume issued by the Council of Europe (2018) which highlights the role of interculturality in language learning by highlighting that “the learner does not simply acquire two distinct, unrelated ways of acting and communicating. The language learner becomes plurilingual and develops interculturality” (p. 43). Also, the World-Readiness Standards for Learning Languages (ACTFL, 2015) have produced can-do statements for intercultural communication, they have categorized the levels as follows: novice, intermediate, advanced, superior, and distinguished. Indicators are classified into investigation and performance; the former is described in terms of products and practices and the latter in terms of language and behavior. Finally, the OECD (2017) has also launched a Global Competence Framework to guide the development of intercultural principles through a set of dimensions. This framework encompasses knowledge, skills, attitudes, and values that mediate global issues and intercultural encounters. The objectives of this model are to examine local, global, and intercultural issues, understand and appreciate the perspectives and worldviews of others, take action for collective well-being and sustainable development, and engage in open, appropriate and effective interactions across cultures.

In local contexts, curriculum interventions are scarce, but I will mention some experiences that have intervened the curriculum to some extent. Gómez-Rodríguez (2018) and Alarcon (2017) report on pedagogical experiences that demonstrate an intention of integrating deep culture topics that challenge students' views on controversial issues as racism, discrimination, and diversity. Gómez-Rodríguez (2018) asserted that students could learn about racial tensions, religious beliefs, and segregation. Bautista (2017), in her study, characterized the development of students' sociocultural skills through the implementation of Community-based Pedagogies (CBP), the main objective was to connect the EFL classroom to local contexts aiming at promoting empathy to social issues among learners. Results evidenced that students were acquainted with social issues around them, changed their perceptions towards English learning and proposed specific actions to cope with the identified issues. Students' views of language learning were impacted as they were able to recognize that English learning went beyond the classroom walls. In the same line, Salazar & Espejo's study (2019) shows how CBP can make the teaching act something more meaningful and valuable in rural areas. Through the writing of poems, the participants of the study were able to develop a sense of belonging, consciousness towards their contexts and creativity. Similarly, two studies conducted by Carreño (2018), and Esteban (2015) report on curricular interventions at the macro level. These initiatives combined interculturality and language learning in courses or seminars different to the English subject. Carreño (2018) designed a course named "Intercultural Studies and Local Identities" as an option for students of undergraduate programs who were willing to practice English skills and learn about other cultures. The goals of this course were to improve students' language skills, provide students with the necessary skills for their professional lives, think critically, and appreciate diversity. Likewise, Esteban (2014) reports on an experience of a seminar "Literature and Culture of English-Speaking Countries". The study aimed at helping future professionals to become reflective and critical towards their contextual realities using dialectical notebooks in the literature course. The results of the study suggest that students were able to reflect and question topics related to gender and race discrimination, power, equity, language, and identity using critical literacy skills. Dialectical notebooks allowed the author to evidence the connections

made by students with social problems from a critical perspective. Relations of power, segregation, and identity recognition were some of the identified areas questioned in the dialectical notebooks.

My take on this is that any effort to interculturalize the language curriculum is better than no effort at all, by this I mean that the interest in Intercultural Language Teaching has expanded, and this demonstrates that the English classroom is pursuing greater purposes other than teaching how to communicate in a foreign language.

How to interculturalize an English Language Curriculum? Lessons from international and local experiences

In this section, I give a quick glance of how the intercultural component has been made more visible within curricula. Some studies (Garson et al, 2016, Terantino et al, 2013) report that the process of interculturalizing the curriculum was part of a professional development program in which staff members actively participated. For instance, in Terantino's study, the process included 9 steps; introduction of theoretical concepts underlying ICC, motivation to join the work team, administration of a questionnaire to students and teachers, a creation of a website to organize, share and compile the necessary information for and of the project, discussion of best practices, relevant readings and works in progress in a monthly seminar, presentation of the project in a conference, the creation of an assessment plan for the FL curriculum and the creation of a website to share the work related to ICC, administration of the Intercultural Competence Inventory (Hammer, 2012 as cited in Terantino et al, 2013) to students and a questionnaire to know about their perceptions towards the integration of the ICC into the curriculum.

Other studies (Barrot, 2019; Huang, 2017; Lu, 2006) illustrate curricular innovations and interventions in the process of interculturalizing the curriculum. In Barrot's study (2019), changes in the curriculum included new subjects to be taught in elementary and high school such as Reading & Writing, Oral Communication and English for Academic & Professional Purposes and the advocacy for different principles in ESL pedagogy varying from Socio Cognitivism, Contextualization, Interaction, ICT

integration, to Multi-componential Assessment, Multiliteracy and Reflective Learning. The new curriculum also established four components as their guidelines for the English courses: Language learning process, effective language use, meaning making through language and holistic assessment. Huang (2017) reports on a working model for the development of intercultural skills. The model was divided into three major dimensions: the *knowledge dimension* (cultural awareness), the *action dimension* (intercultural diversity knowledge and awareness); and the *reflection dimension* (cultural critical reflection and evaluation). The suggested program for intercultural education was divided into four modules: intercultural acquisition, intercultural engagement, intercultural reflection, and international experience (two modules were mandatory and other two were optional). Likewise, Lu (2006) narrates in his thesis the journey of developing an ILC for university level in Taiwan aiming at including key aspects of cultural studies within instructional materials, topics, and approaches in order to empower students to critically voice their own opinions. The results of the study indicated that students were prone to expand both their sociocultural knowledge of self and others and improve language skills.

The interculturalization of ELT has led the scholarship to the integration of pedagogies that resonate with principles of intercultural education. Thus, critical intercultural pedagogies have been integrated since are rooted in the principles of critical pedagogy defined as a progressive teaching philosophy that encourages individuals to identify and question power structures and patterns of inequality within human interactions (Shor & Freire, 1987). Critical pedagogies assume learning as a participatory event that implies analysis, questioning, thinking and actions. Accordingly, Atay & Toyasaki (2018) assert that critical intercultural communication pedagogy “aims to understand, critique, transform, and intervene upon the dynamics of power and domination embedded inside and outside classroom walls through careful, complex, nuanced, and intersectional analyses of educational practices and our identities” (p. ix). The integration of these pedagogies into language classrooms can be regarded as ways of interculturalizing the curriculum. Funds of knowledge, community, and place-based pedagogies, multiliteracies, culturally responsive pedagogies, pedagogies of indignation,

of the memory, among others can be categorized under this concept. Hall (2002) describes “funds of knowledge” to redesign curriculum and instruction with a cultural perspective. Funds of Knowledge can be an effective option to engage students in course projects that allow them to connect knowledge to social problems by making communities more visible within the curriculum and placing them as sources of learning. Problem-based learning and classroom-based research can be ways of integrating funds of knowledge in ELT classrooms.

To continue, the connection between communities, places and contexts to learning is not new. Smith & Sobel (2010) present community and place-based pedagogies as an option to help learners to become more sensitive to the realities and struggles of their communities, learners can make sense of what they are taught in the curriculum and find the application of what they learn in the classroom. Learning activities give students a purpose for learning the foreign language and connecting them to their contexts, stories, histories, and realities. Multiliteracies also come into play when referring to critical intercultural language pedagogies considering its concomitant principles that advocate for the recognition of various ways of meaning making that represent cultural, gender, social and individual diversities. Multiliteracies as a pedagogy resonate with IELT in that it proposes to connect local contexts and individuals so as to situate learning within communities that become one of the main sources of literacy practices and where individuals can play a role of ethnographers able to observe, understand and take actions on their communities. Elaborating on Street’s ideas (2013), IELT should integrate multimodal and multiliteracy practices that account for recognition and validation of multiple forms of communication and representation.

Likewise, Sacavino & Candau (2015) introduce four pedagogies aligned with intercultural education. First, the pedagogy of indignation: a way of problematizing the culture of violence, lack of respect and despise for life. Second, the pedagogy of the memory: a way of recovering the collective past of groups and deconstructing the culture of silence and impunity. Third, the pedagogy of empowerment of excluded groups: an option to empower and strengthen the capacities of people and groups who have been historically marginalized. Fourth, antidiscriminatory pedagogy: based on

human rights education that pays a critical attention to school curriculum, didactic material, semantic universe, distribution of affection and stimuli, teacher education and composition of school staff. These pedagogies entail breaking the silence and subordination; denouncing discrimination; and developing new strategies and practices in identity empowerment, recognition, and construction.

RESEARCH DESIGN

Overall approach and rationale

As this study aims to investigate the intercultural component in the EL curriculums and pedagogical practices of two universities in Pasto and how this component can be strengthened, it will follow the principles of a qualitative multiple case study. The qualitative approach is congruent with the design of the study as this makes it possible to explore and interpret phenomena inductively through the meanings made by the participants involved in their natural settings (Denzin & Lincoln, 2011). As a multiple case study (Paltridge & Phakiti, 2015), the current research will allow to develop a comprehensive analysis of two cases - the EFL curriculum and pedagogical practices in two universities- which represent natural and unique contexts characterized for providing English general courses to the students enrolled in the different programs ascribed to the selected universities. This study will also follow the principles of Design-based Research (DBR) in view of the fact that this is a flexible methodology that seeks to produce new theories, principles or frameworks. This type of research addresses complex problems in the educational setting and connects theory to real-world problems (Wang & Hannafin, 2005).

Site and participants

Two universities were selected and accepted to be part of this study. They were selected on the grounds that they enroll a significant number of students from all the municipalities of Nariño, and they are a meaningful representation of the public and the private sector. University A is a public university with approximately 14.300 students, which offers 50 academic

undergraduate programs, 15 of these programs are high-quality accredited. The unit in charge of English Language Teaching (ELT) is the Linguistic and languages department. Students from all the programs (except for the undergraduate programs with a major in English) must take six general English courses as a requirement for graduation. Each English level lasts 96 hours per semester with a weekly 6-hour class, and by the end of the sixth level students should take a standardized test similar to PET (Preliminary English Test), the passing grade is 3.0. University B is a private university with approximately 6.171 students which offers 12 academic undergraduate programs. The unit that administers and regulates English courses is the Languages Department. Students enrolled in the different programs must approve 4 English levels before they complete their program, each English level lasts 48 hours completed with a weekly 3-hour class. In accordance with the type of study, purposive sampling will be the sampling strategy because the participants will be intentionally selected on the grounds that they can provide valuable, quality, and rich information that can illuminate the research questions (Patton, 2015).

The proposal

The current study is intended to design an Interculturality-based English Language (IBEL) curriculum in collaboration with teachers participating in the study. This curriculum will be designed, implemented, and discussed through a Teachers Professional Development (TPD) program, so that the intercultural component can gain more visibility and the curriculum can respond to the needs of the contexts wherein the research will be conducted. The four stages adopted and adapted from Reeve's DBR model (2006) for this study are: diagnosis, TPD program design, implementation of TPD, and co-construction of IBEL curriculum. The first stage aims at exploring the underlying role assigned to interculturality in the ELC and the teaching practices through document analysis. The design stage intends to plan a Professional Development Program that provides teachers with the necessary tools to question, analyze, criticize and plan ways of intervening the English Language Curriculum in order to promote more equitable and situated practices in their own scenarios. The third stage involves the implementation of the TDP in which the co-construction of an IBEL

curriculum amongst teachers will take place. The last stage seeks to discuss and analyze teachers and students' reactions towards the implementation of the IBEL curriculum.

Data collection and data analysis procedures

Methods of data collection will include document analysis, focus groups, classroom observations and interviews. Document analysis will be used to collect data with the main purpose of identifying the role of the intercultural component in the current official documents of each of the selected universities (Yin, 1994). This is a well-suited method to case studies as it provides rich descriptions and contributes to the understanding and analysis of meaning and insights of the research problem (Merriam, 1998). The documents that will be explored will be the PPI (Institutional Educational Plan) of each university, English syllabus, EFL curricula, any type of material used for instruction, and the written artifacts produced during the TPD program. Focus groups will be implemented in the first and the fourth phase of the study. These will help to elicit participants' views in relation to specific issues, witness how their different views are challenged within a small group, and study how meaning is collectively constructed among participants (Bryman, 2012). Classroom observations will also be employed as a data-gathering tool in order to have rich information about participants' insights and interactions. In the first phase, classroom observations will serve as a diagnosis of the current role of the intercultural component in English classes. In the third phase of the study, I will be a participant-observer because I will be immersed as the organizer of the TPD program. Interviews will be employed in the second and the last stage of the project. The main objective with this tool is to gather teachers' and experts' opinions and perceptions around the construction of the TPD program (Brinkman, 2018). For both stages, two experts will be interviewed, as well as two teachers from each university.

For the purpose of facilitating the codification, categorization and organization of data, I will use thematic analysis because this is a flexible method that permits the interpretation of various aspects of the research. To this end, Braun and Clarke's thematic analysis steps (2012) will be adopted

as follows, getting familiar with data, generating initial codes, searching for themes, reviewing themes, defining themes and writing up the report. For interpretation purposes, to establish trustworthiness, data will be triangulated from different methods; interviews, observations and document analysis; and from different perspectives; teachers, researcher, students and coordinators (Shenton, 2004).

Ethics

As part of the research considerations, this study fulfills the requirements and stages to ensure a serious work of research that enriches the knowledge base. Accordingly, the study will be conducted once the approval of the dissertation committee is received, this committee is constituted by a professor from Universidad del Valle, a national and an international scholar. In favor of trustworthiness, I will adopt appropriate research methods that correspond to the concepts under study, also I will get familiar with the participants' institution, and establish rapport with participants so as to obtain honest answers (Shenton, 2004). With regards to confidentiality, pseudonyms will be used in order to protect the participants' identities, the researcher is the only person who will have access to the data collected for research purposes. Through informed consents, participants will be notified about the goal, objectives, and other relevant aspects of the project prior to the collection of data. To ensure trustworthiness, the data collection process will include different sources and methods such as focus groups, document analysis, classroom observations, among others, the data obtained will be collated. Also, the participants will be informed about the results of the study during and after the completion of the project, so that they can provide feedback on the findings before they are published.

CONCLUSIONS

By way of conclusion, the design of a language curriculum needs to be genuinely constructed from the perspectives of the individuals, communities, territories, histories and identities that converge and interact in a given educational scenario. Interculturalizing an English language

curriculum at a higher education level requires adopting a more critical stance in language learning taking this as an opportunity and an excuse to promote intercultural dialogues around diversities, identities, languages, worldviews and cultures, as well as think and discuss critically about social issues and pursue change and transformation of perspectives and social issues.

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CUATRO POSIBLES APUESTAS PARA PROMOVER UNA EDUCACIÓN DE OPORTUNIDADES Y APRENDIZAJE DEL INGLÉS DESDE UN ACCESO IGUALITARIO, DENTRO DE LAS PRÁCTICAS PEDAGÓGICAS POS PANDEMIA EN LA FACULTAD DE EDUCACIÓN Y HUMANIDADES EN LA UNIVERSIDAD CATÓLICA LUIS AMIGÓ - MEDELLÍN

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Resumen

A continuación, se presentan los resultados obtenidos en la experiencia vivida a través de las prácticas profesionales de la facultad de Educación y Humana en la Universidad Católica Luis Amigó, sede Medellín. Universidad que se caracteriza por acompañar los procesos de formación de estudiantes con un nivel socioeconómico medio-bajo (Trejos, et al., 2020).

Vale la pena resaltar que dicho acompañamiento se dio en calidad de docentes-asesores de la práctica de *Enseñanza del Inglés en la educación infantil* (Arismendi y Lopera, 2018), donde se encontró el reto de afrontar una modalidad educativa atípica con respecto a la propuesta presencial establecida por dicho programa para llevar a cabo tales prácticas (Maturana y Uribe, 2018). Con el objetivo de darle continuidad a los procesos de práctica, se planteó que los estudiantes en proceso de formación y en sus prácticas profesionales pedagógicas, deben tener la capacidad de ajustar sus experiencias en el aula de acuerdo a la situación que se presenta en el lugar

donde laboran. De hecho, los futuros docentes también deben ser agentes de cambio. Los docentes en formación y en servicio necesitan adaptarse al contexto en el que están realizando sus prácticas pedagógicas. En este mismo sentido, “La sociedad actual, que cambia rápidamente, requiere de los docentes que sean capaces y estén dispuestos a hacer frente a los muchos desafíos del cambio” (H.R.M.A. Van Der Heijden, 2015)

Palabras Claves: Aprendizaje, Práctica Pedagógica, Equidad

Introducción

La escuela requiere maestros disponibles para hacer cambios reales dentro del aula; incluso más, para aquellas circunstancias en las que los estudiantes no pudieron acceder en medio de la pandemia a la propuesta educativa propuesta por las escuelas.

Debido a esto se establecen algunas estrategias de enseñanza y aprendizaje que favorecen el mejoramiento de la calidad en la formación de los maestros de Educación Infantil con respecto al cambio al que se tuvieron que adherir las instituciones educativas a nivel nacional en las que ellos desarrollaron sus intervenciones (Quintero, 2020).

La práctica pedagógica se ha transformado a través de la historia. Cada contexto les ha ofrecido a sus comunidades diferentes formas de acercarse al proceso de formación (Tobón, et al., 2018). Hemos pasado desde la erudición a la memoria y, de ahí, al estímulo, al aprendizaje significativo, la construcción de competencias y, recientemente, una formación más integral (Zárate, Díaz y Ortiz, 2017). Por ello, en la actualidad se espera que el docente emplee sus actitudes, destrezas y competencias en afrontar los procesos formativos que llevan los distintos niveles educativos (Zambrano, 2018).

Para alcanzar este objetivo, el docente debe desarrollar su ruta de trabajo, construir sus mediaciones pedagógicas y un método de evaluación que sea acorde con el modelo pedagógico institucional y las capacidades de sus estudiantes (Gómez, Muñoz y Londoño, 2019). Para ello, el docente debe contar con conceptos que permitan que su apuesta sea coherente, significativa y propensa al aprendizaje (Matthews, et al., 2019). En otras

palabras, el docente debe realizar periódicamente una introspección de sus (des)aciertos en el aula y, así, propender por cambios en pro de una buena praxis (González y Londoño, 2019).

Lo anterior permite afirmar que la práctica pedagógica es altamente significativa en la formación del docente, pues es un equilibrio de los procesos enseñanza y aprendizaje (Navarro, 2018); puesto que, se le relaciona con la posibilidad de alcanzar un método óptimo que cautive a los estudiantes, proponiendo acercamientos didácticos que sean inclusivos y, que, a la vez, se basen en lo requerido por los lineamientos institucionales y gubernamentales (Tilson, Sandretto & Pratt, 2017).

A nivel global las exigencias educativas se incrementan continuamente, así es probable que toda equidad educativa basada en estándares nacionales fijos devendrá obsoleta con el tiempo. Por ello, es indispensable que los estándares y los procesos educativos se muevan de conformidad con el movimiento de la frontera de la educación mundial. Pero ambas fronteras no están claramente delimitadas, pues son fruto de una construcción social e incluso pueden existir diferentes enfoques y apuestas en diferentes regiones de un país o entre diferentes países. Ello implica realizar una comparación constante interna, entre diferentes regiones y externa con otras naciones buscando identificar cuándo nuestros estándares se han depreciado debido a los avances educativos internos y externos. En consecuencia, debe estructurarse una evaluación continuada y un permanente debate regional y nacional sobre las metas y resultados de la educación, es decir discutir a la educación como proyecto y acción política.

De igual forma, en la ruta de desarrollar prácticas pedagógicas contextualizadas, el docente (re)piensa la teoría con el objetivo de generar mediaciones pedagógicas que le permitan a sus estudiantes trascender de la mera información a afianzar su proceso de formación integral en pro de participar de forma crítica, autónoma y democrática en su sociedad (Feryok, 2017). Acá, se debe tener en cuenta que en este punto entra en juego la realidad educativa a la que nos enfrentamos día a día y que allí es donde realmente se evidencia en qué tipo de agentes educativos somos y qué papel se quiere ejercer en la transformación social, donde el docente debe reflexionar sobre las estrategias que se utilizan en el aula de clase, tanto de manera individual como colectiva (Magill & Blevins, 2020).

Una de las transformaciones más significativas en el proceso académico, se evidenció en el cambio drástico de la aplicación de las prácticas pedagógicas, pues su modalidad de aplicación de forma presencial a virtual sin previo aviso, dentro del marco de la pandemia por el Covid-19, generó un choque a nivel emocional, actitudinal e interaccional tanto en los docentes como los estudiantes y sus familias; dado que, enfrentó a la comunidad educativa a una nueva experiencia de formación (Rondini, Pedro & dos Santos Duarte, 2020). Una nueva dinámica formativa para la cual no se estaba preparado, lo cual se describe en innumerables publicaciones en todos los países, culturas y condiciones socioculturales, pero que se ahínca en aquellas comunidades más vulnerables y vulneradas (González, Abad y Bernal, 2021).

Desde el punto de vista de los practicantes, la manera como los docentes se adaptaron a las condiciones de pandemia fue pertinente, en la medida que las estrategias de clase implementadas por ellos permitieron cumplir los objetivos del nivel en el que se encontraban los estudiantes, y se adquirieron conocimientos y habilidades diversas para la enseñanza igualitaria del inglés. De igual forma es comprensible la forma en que estas prácticas se llevaron a cabo, debido a que la pandemia del COVID-19 implicó una nueva forma de educar, y las instituciones tuvieron que pensar en llevar a cabo el proceso educativo, implementando “diferentes alternativas y soluciones en relación con los calendarios escolares y las formas de implementación del currículo, por medios no presenciales y con diversas formas de adaptación, priorización y ajuste” (CEPAL y UNESCO, 2020, pág. 3).

Esta situación demandó resolver el reto de la comunicación entre la praxis del maestro y el proceso formativo del alumno para convertirla en una experiencia significativa (Félix, 2021). Allí surge la empatía como una primera respuesta, dado a que es uno de los sentimientos más favorables en torno a entender los cambios pedagógicos y didácticos dados por esta nueva realidad, pero diferenciados aún más por las desigualdades sociales, culturales y de apoyo familiar de los estudiantes (Cruz y de Castro Filho, 2020).

Del mismo modo, otra respuesta a esta situación es la inclusión de la lúdica en las mediaciones pedagógicas, ya que propende por el afianzamiento de la relación social entre los involucrados en el proceso de

formación, permitiendo el desarrollo de habilidades para la vida como el trabajo en equipo, conocer su entorno desarrollar su imaginación, creatividad, flexibilidad y procesos socializadores que les posibilitan adecuarse o ser resilientes (Acevedo, Londoño y Restrepo, 2017).

Toda actividad lúdica ayuda a que el infante se sienta motivado, permitiendo que se concentre en lo que hace y que preste atención a lo que se realiza, esto le generará conocimientos. Además, es un canal que permite la interacción con los demás y con el entorno que le rodea sean estos ambientes flexibles y fluidos. Por ello es necesario que las personas cercanas al infante generen ambientes estimulantes que ayudan a la formación de la personalidad del niño para que él se desarrolle de manera armónica e integral.” (Choez,2017, p.16)

Una tercera respuesta es la comunicación asertiva. Podemos decir que los conflictos forman parte de nuestra vida puesto que no todo el mundo piensa del mismo modo. Las diferencias individuales suelen producir desacuerdos y, en muchas ocasiones, podemos aprender algo bueno de estos. Estos problemas no siempre se gestionan de la mejor manera y pueden terminar en discusiones mayores. Por ello, aprender a manejar los conflictos es una pieza fundamental para mantener unas buenas relaciones interpersonales y fomentar nuestra salud mental.

Si bien es cierto que existen varios tipos de comunicación, la asertividad es una característica imprescindible para cualquier buen estilo comunicativo que tenga por objetivo resolver problemas y evitar discusiones. En este sentido, con la práctica profesional pedagógica se promovió la comunicación y el diálogo, ya que se abrió un portal de conocimiento, interacción social y aprendizajes significativos, pues somos seres sociales por naturaleza, nacemos con la característica social y la vamos desarrollando a lo largo de nuestra vida, ya que necesitamos de otros para sobrevivir (Aristóteles 384-322, a.c).

El docente en calidad de agente educativo debe mediar por la comunicación constante, la solución de conflictos y la interacción; de allí que, pueda motivar a sus estudiantes a que participen del proceso de formación actual, tomando la vocería en las discusiones conceptuales que se puedan generar, propendiendo por la argumentación de las posturas y la

reflexión constructiva que demanda un proceso de formación con autonomía como el actual (Freitas y Rocha, 2020). Además, es importante resaltar que la proactividad, creatividad e innovación serán necesarias para no generar aburrimiento en los estudiantes en el proceso de aprendizaje (Cascante y Villanueva, 2020).

Finalmente, una propuesta pedagógica con bases didácticas contextualizadas e inclusivas es la cuarta respuesta. Esto facilita el proceso de enseñanza y aprendizaje durante el actual confinamiento. La enseñanza en tiempos de pandemia involucra retos inéditos, lo que lleva a los docentes a buscar estrategias didácticas, tales como las diversas plataformas digitales e interactivas (Macanchí, Orozco y Campoverde, 2020). También se hace necesario la selección de material audiovisual y la realización de videos explicativos para que el alumno no sienta que el docente es una figura ausente, sino que hay un acompañamiento desde los medios virtuales que nos facilite el proceso de forma coherente, conectada y contextualizada (Martínez, 2018). Algunas de estas son:

- Definir los objetivos de aprendizaje para cada sesión, identificando las competencias que se trabajan y las mediaciones para propenderlas (Tobón, et al., 2018).
- Planear diferentes momentos pedagógicos en una sesión que permitan la apertura, la activación, la práctica y la reflexión (González y Londoño, 2019).
- Propender por la autonomía en el proceso de aprendizaje (Magill & Blevins, 2020).
- Diseñar actividades previas a la sesión que permitan la activación del conocimiento previo y el trabajo en equipo (Matthews, et al., 2019).
- Alfabetizar(se) en el manejo de las herramientas pedagógicas digitales (Martínez, 2018).
- Ser claro sobre las expectativas de participación en línea y brindar retroalimentación inmediata, o al menos frecuente (Cruz & de Castro Filho, 2020).

- Definir procesos evaluativos reflexivos y argumentativos (Gómez, Muñoz y Londoño, 2019).

Es decir, la tecnología facilitó el desarrollo de las competencias de los estudiantes y así poner en práctica sus habilidades. Ciertamente, podemos identificar que la educación afronta un gran reto desde la lucha por el retorno a su normalidad, sin perder herramientas adquiridas durante la pandemia. La educación virtual ha demostrado que tras el uso de nuevas tecnologías se logra afianzar el conocimiento más fácilmente, por parte de los estudiantes, también se ha observado su aceptación para lograr acceder en cualquier momento a la información. (Becerra, Duque y Puerto 2022)

En conclusión, después de la pandemia, la mayoría de las prácticas pedagógicas cambiaron drásticamente en la Universidad Católica Luis Amigó en todos los programas, pero la experiencia fue especialmente enriquecedora para los profesores y estudiantes de la facultad de Educación y Humanidades. El intento de encontrar un modelo híbrido que permita a los profesores de inglés novatos en los cursos de práctica pedagógicas profesionales integrar las estrategias previamente conocidas para ayudar a los estudiantes a avanzar en su proceso de aprendizaje de EFL (English as a Foreign Language), con las adquiridas luego de la experiencia de la pandemia; sigue siendo un reto al que nos enfrentamos actualmente en el aula. Nuestra institución está siempre comprometida en ofrecer un apoyo de calidad a la población ubicada en un estrato socioeconómico bajo y medio. Las cuatro apuestas apuntaron a construir una propuesta pedagógica de contingencia con empatía, comunicación asertiva, la inclusión de la lúdica en las mediaciones y propuesta pedagógicas con bases didácticas contextualizadas e inclusivas.

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INTERCULTURALIDAD Y EDUCACIÓN MILITAR DEL SUBOFICIAL EN LA ESCUELA MILITAR DE SUBOFICIALES “SARGENTO INOCENCIO CHINCÁ”

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Resumen

La presente investigación realiza un reconocimiento a la interculturalidad que se desarrolla en la Escuela Militar de Suboficiales “Sargento Inocencio Chincá” desde la formación que reciben los estudiantes en la institución, quienes provienen de todas las regiones del país con la finalidad de ser Suboficiales del Ejército Nacional de Colombia. La metodología que se utiliza es de enfoque cualitativo de tipo exploratorio, utilizando como técnicas de investigación la observación y la encuesta, esto con el fin de reconocer de cuales regiones provienen la mayoría de los estudiantes, permitiendo una identificación del territorio y las posibles causas que los llevaron a tomar esta formación en educación militar, dando paso también a un análisis de las posibles problemáticas y conflictos ambientales, sociales, culturales, tecnológicos, entre otros que se desarrollan en los diferentes contextos de donde provienen, intereses y proyecciones con la institución, siendo esta última un actor importante en los proyectos de vida de cada estudiante. La interculturalidad que se presenta en la Escuela Militar de Suboficiales permite que se convierta en un espacio académico donde convergen todos los colombianos que pasan las diferentes pruebas del proceso de incorporación y que tienen como sueño y meta, aportar a la

seguridad y defensa del país y de sus ciudadanos desde el rol que desempeñaran como suboficial al egresar de la institución.

Palabras Clave: Educación militar, interculturalidad, práctica pedagógica, suboficial

Planteamiento del Problema

La Escuela Militar de Suboficiales “Sargento Inocencio Chincá” es una institución de educación superior de carácter tecnológico ubicada en el Fuerte Militar de Tolemaida en Nilo –Cundinamarca, tiene como finalidad la formación de los Suboficiales del Ejército Nacional, contando con cinco programas académicos en; entrenamiento y gestión militar, logística militar, gestión pública y criminalística de campo. De manera semestral se incorporan aspirantes de todas las regiones del país, buscando desarrollar su proyecto de vida en la institución.

Teniendo presente la contextualización de la Escuela surge la inquietud de conocer la interculturalidad que se presenta en la misma, al ser un escenario en donde converge una población proveniente de todas las regiones del país, teniendo consigo la generación de una experiencia de relaciones interpersonales, en las cuales se crean comunidades internas desde la generación y fortalecimiento de valores como; el respeto, la tolerancia, la amistad, la empatía, entre otros. El identificar estas fortalezas permite una apropiación en los procesos educativos para generar ambientes de aprendizaje que tengan en cuenta las diferencias y las esencias de cada individuo, ya que, al egresar de la institución, el Suboficial cumplirá su función de seguridad y defensa en cualquier parte del país, en donde también llegará a comunidades y territorios con una cultura o culturas a las cuales defender, entender y saber proteger.

Pregunta de Investigación

¿Cuál es la interculturalidad que tiene la Escuela Militar de Suboficiales “Sargento Inocencio Chincá” desde la formación de los Suboficiales del Ejército Nacional?

Objetivo General

Analizar la interculturalidad que se presenta en el proceso de educación desde la Escuela Militar de Suboficiales “Sargento Inocencio Chincá”

Objetivos Específicos

- Identificar la interculturalidad en la comunidad educativa de Escuela Militar de Suboficiales
- Comprender las razones que conllevan el formarse como Suboficiales del Ejército Nacional
- Reconocer la interculturalidad presente en la Escuela Militar de Suboficiales

Marco Teórico

Interculturalidad

Según lo proponen (Aranguren & Sáez, 1998) se podría definir la interculturalidad como el conjunto de procesos sociales, educativos, jurídicos y políticos que se generan desde la interacción de diferentes culturales para cuales intercambian experiencias y conocimientos en un territorio determinado.

Educación

(Bruner, 1997) y (Vigotsky, 1978) Creían que el hombre y su mente son hechuras de la cultura, la mente es producto de la educación, así como las emociones, afectos, valores, conocimientos, pensamientos y otros procesos cognitivos y de relaciones interpersonales.

Cultura

Las capacidades y hábitos adquiridos por el hombre como miembro de

una sociedad. (Tylor, 1920)

Revisión de literatura

Interculturalidad: Una aproximación antropológica. (Dietz, 2019). La introducción que se presenta este artículo de investigación aborda citando de manera textual que; Cada vez es más común que se utilice la noción de interculturalidad para hacer referencia a las relaciones que existen entre los diversos grupos humanos que conforman una sociedad dada. Si bien originalmente dicho concepto se acuñó mediante una concepción de cultura estática y reificada, a manera de la suma de las relaciones entre culturas, actualmente se usa como un término más complejo y polisémico que se refiere a las relaciones que existen dentro de la sociedad entre diversas constelaciones de mayoría-minoría, y que se definen no sólo en términos de cultura, sino también en términos de etnicidad, lengua, denominación religiosa y/o nacionalidad. Por consiguiente, el referente empírico de cada una de estas constelaciones es sumamente contextual: en algunas sociedades, la interculturalidad se utiliza para referir a la diversidad “provocada” por la migración, mientras que en otras la misma noción se aplica para las interacciones entre pueblos indígenas y descendientes de colonizadores.

Estudios sobre educación intercultural en Colombia: tendencias y perspectivas. (Castro, 2006). De acuerdo con el resumen este artículo da cuenta de las tendencias y perspectivas de los estudios sobre educación intercultural que se han realizado en el país en los últimos años. Para lo cual hace un recorrido por las diversas preocupaciones por parte de los estudiosos del tema, quienes desde distintas tendencias conceptuales y disciplinares han venido redefiniendo el objeto de estudio de la diversidad cultural, la cual ya no solo es abordada con el propósito de unificar etnias o grupos culturales existentes o para relacionar e inventariar sus lenguas o identificar las tendencias pedagógicas de moda en relación con la cultura.

La educación intercultural: Un camino hacia la inclusión educativa. (Arroyo, 2013). En este artículo se buscó repasar dos conceptos que cobran especial protagonismo en el momento actual: educación intercultural e inclusión educativa. Ambas nociones tienen un terreno común y

proponemos desde ellos repensar nuestras prácticas educativas y la organización escolar de nuestros centros. La educación intercultural es, hoy, uno de los mejores caminos para conseguir la inclusión educativa. Una y otra concepción comparte muchos de sus objetivos y como veremos a lo largo del artículo, proponen modos concretos de “hacer escuela” desde la equidad y la justicia.

Construcción de ciudadanía y educación intercultural. (Palencia, 2021). Este artículo tiene como finalidad hacer explícitos los vacíos de la educación intercultural en la construcción de ciudadanía en el municipio de Medellín. Para lograrlo, se partirá de la descripción de dos errores a menudo repetidos: el primero es la asunción de la etnoeducación como educación intercultural. El segundo, es la idea en virtud de lo cual las formas de violencia que subyacen en los discursos están asociadas a interpretaciones desligadas de las condiciones históricas que constituyen los principios morales, e identidad de una comunidad. Se presentará un análisis teórico acerca de la construcción de ciudadanía desde la educación intercultural, comenzando con la identificación de la interculturalidad en el marco de los estudios etnoeducativos del sistema educativo colombiano; luego, se hace una caracterización de ciudadanía e interculturalidad y la pertenencia a una comunidad; para finalmente determinar el alcance y los límites de la interculturalidad en la construcción de ciudadanía.

Metodología

Contexto: Escuela Militar de Suboficiales “Sargento Inocencio Chincá”

Participantes: Estudiantes del curso 109 – 110 – 111 del curso de Suboficiales

Paradigma de Investigación: Cualitativo

Diseño de Investigación: Exploratorio

Instrumentos: Observación, Encuesta y Entrevista

Análisis de Datos: Sistematización mediante redes, análisis y discusión de la información

análisis e Interpretación de los Datos

- Observación en aula, reconocimiento de las relaciones interpersonales y valores
- diálogos con los actores a través de la aplicación de entrevista
- Reconocimiento de las características territoriales de la población a través de la encuesta
- análisis, sistematización y discusión de la información
- Reflexión en torno a la riqueza interculturalidad presente en la Escuela Militar de Suboficiales

Conclusiones

La riqueza intercultural con la que cuenta la Escuela Militar de Suboficiales “Sargento Inocencio Chincá”, hace de la comunidad educativa un escenario que permite el desarrollo de una experiencia e intercambio de saberes, diálogos y la generación de nuevas relaciones que fortalecen las competencias profesionales del futuro egresado de la institución en sus actuaciones.

El Ejército Nacional hace presencia en todo el territorio colombiano, cumpliendo y brindando seguridad y defensa nacional, sin diferencia de credo, raza y etnia. Aplicando la igualdad.

Los valores que desarrolla el estudiante en la Escuela Militar de Suboficiales están basados en el respeto y la tolerancia, en el reconocimiento del otro y en la aplicación y promoción de los derechos humanos y el derecho internacional humanitario.

La interculturalidad como concepto o categoría emergente toma un papel importante en los procesos de educación, ya que este debe adaptarse a las necesidades del estudiante, y fortalecer las capacidades y experiencias que trae consigo, así como sus saberes ancestrales.

La formación que se genera en la Escuela Militar de Suboficiales “Sargento Inocencio Chincá” permite que en cada semestre se incorporen aspirantes de todas las regiones del país, encontrando en la institución un

escenario para cumplir su proyecto de vida, en el cual crecer como personal y profesional, así como también el ayudar a su familia y en ocasiones comunidad.

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INTERPRETING BREAKFAST GASTRONOMY CUSTOMS: A STUDY ON EXPERIENTIAL LEARNING

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Abstract

Education should promote cultural competencies to discourage ethnocentric ideas and practices. This paper reports an investigation conducted in Bogotá with a sample of twenty students with an average age of sixteen years old. It analyzes the learners' perspectives of daily breakfast gastronomy. The pedagogical intervention had an alternative syllabus, incorporating authentic materials that allow participants to reflect on their beliefs and behaviors. The data collection techniques were diaries, student artifacts, and a Likert scale questionnaire. Findings showed that the syllabus adaptation to the students' context using an Experiential Learning approach constituted a pedagogical contribution to EFL learning. The findings indicate that the affective filter and experiential learning play a role in language acquisition. Likewise, the integration of participants' culture and the target language boosted their ability to understand family rituals. Other studies on gastronomy to promote cultural awareness and language acquisition are desirable.

Keywords: Cultural Awareness, Cultural competence, Experiential learning, Family gastronomy-rituals.

Introduction

The lifestyles are essential to pedagogical practices because they allow the analysis of a specific population and understanding of a phenomenon.

Culture in teaching and learning a language is relevant and necessary to understand the context (Friedlander, 2011). According to that, while acquiring English without considering the population's lifestyle remains an isolated process, achieving grammar rules without exploring the real usage. On this matter, a study could interpret rituals from different viewpoints by choosing *products* from five of Patrick Moran's dimensions of culture. It helps to show the breakfast and its acts perceptions in profound terms and not the "superficial conventions" (Nieto, 2010).

However, there is little research on how gastronomy as a *product* can engage knowledge at schools. It is not enough evidence and understanding of the learner's perception of the self-lifestyle and the interaction among partners of different subcultural groups around this topic. We want to point out the importance of distinguishing the scholars' viewpoint in English learning, focusing on applying some gastronomy concepts.

A syllabus with the topic of gastronomy breakfast may attempt to provide a stress-free classroom atmosphere and simulate learners' daily lives (Choudhury, 2014). The classes allowed the socialization of thoughts and beliefs that enriched the educational process by remarking on pupils' experiences and enhance their interest in English.

Twenty 11th graders from Engativa, Bogotá participated. The researchers noticed realized that the current syllabus had little connection to the learners' backgrounds. The structural-grammar syllabus failed to engage this population. In this sense, we wanted to gather the pupils' perspectives on their learning.

A naturalistic ethnographic inquiry design sought an understanding of the morning meal reality. The participants' viewpoints were elicited from the target language tasks. The sessions allowed us to collect enough information in each lesson through diaries, students' artifacts, and a Likert scale questionnaire applied at the end of this process.

The research context

Classroom observations indicted that teaching revolved around language rules, vocabulary learning, and class projects. The students' talking time was low uttering yes/no answers, basic commands, greetings, and permissions to leave the class. Learners manifested he need to converse

more. Our study analyzed learners' responses to comparisons of their family breakfast rituals with other morning meals from Colombia. We encouraged oral production by sharing intercultural experiences.

Objectives	Research questions	Instruments	Unit of analysis
To analyze students and their cultural context as they are learning English.			
To acquaint 11th graders' cultural perspective of breakfast family rituals.	How may breakfast family rituals promote English production?	Classroom observations, field notes, a Likert scale, and students' artifacts	Learners' responses and their work
To determine the learners' positioning toward cultural awareness.	How might breakfast family rituals foster cultural awareness in an EFL classroom?		

Theoretical Framework

Theorizing on rituals by Kreinath (2007) in sociocultural theory explains individuals' development and how their role shapes society, culture, economy, education, and family structure. It emphasizes social and cultural factors that influence human development. The essentials stress the role that social interaction plays in cognitive development and how humans learn to behave according to society's feedback, characteristics, and people. In this sense, the rituals belong to the behavior that creates communities and lifestyle since they happen invariably and are actions that humans periodically do. However, there is a discrepancy in *Ritual*, *Custom*, and *Rite* (Kreinath, 2007). There is considerable confusion in these conceptions, and

they can be exchangeable among them, and it needs a deviation to develop any project.

Previous studies support the project's theoretical foundations since the data of our study relates to the two constructs. The first construct is about culture regarding the duality of rituals and family breakfast as a strategy for sociocultural competence and language development. It draws upon customs, identities, beliefs, and symbolic values, representing the person's perspectives and meaning. The community's complexity provides members with views and growth elements for knowledge-sharing.

The second construct refers to the learners' cultural reflection on breakfast habits as an English learning process. It adds the notion of working with known elements to reference the environment and its application in the natural scenery, providing teachers and pupils with a goal. (Cristancho, 2016).

Similarly, Cortez (2015) states that the curriculum's relevance for successful learners is one of this project's statements. Creating a practical curriculum and proposing an alternative syllabus create a relation to the main actor of education, ensuring a suitable process in which educators can be closer to pupils and make a connection for the language development according to the school, the MEN, and the surroundings of the student (Pinzón, 2018). Acquiring information from classes allows working the topics on demand through features that tried to imitate possible scenarios in Colombian society.

Among many factors that contribute to EFL, the culture's affectivity factor is a core that may bridge acquisition and new learning. When pupils memorize grammar and vocabulary, they hope to succeed in exams. However, the predominance in tasks' authenticity may impeach that knowledge. Although structures are relevant, the process should be natural and predictable; otherwise, the affective filter and anxiety get high (Park, 2014) . The teaching patterns that rule the language are a gradual process that should look for accuracy through practical activities. The input received should be understandable and comprehensive to avoid raising the affective filter. Likewise, if pupils don't understand what the instructor says, the learning process decreases (Krashen, 1983). Acknowledging the

capabilities and trying not to overwhelm pupils may provide activities conciliated with emotions that improve communication and reduce stress and pressure.

Data collection procedures and instruments

The data addressed in this paper has to do with perspectives, behaviors, attitudes, and beliefs toward customs and knowledge about early meals. Students shared their experiences, reactions, and views based on their interaction, which constituted the primary data in this research. The data collection procedures and techniques were observations and field notes, a Likert scale, and students’ artifacts. These elements gave insights into the development of language and culture within a syllabus ...

Table 1. The syllabus

Lesson	Cultural topic	Skills	Grammar
Lesson One	Bogotá: Changua y chocolate	Reading Writing	Verb +-ing form Verb + to infinitive
Lesson two	Life is Complicated, Toast with Jam not	listening Speaking	Verb +-ing form Verb + to infinitive
Lesson three	Tolima: Origins of the Food We love: Tamal, Lechona, chocolate and something else.	reading Writing	Auxiliary verbs in questions
Lesson four	Región Andina: Caldo de costilla con pan y chocolate	reading Speaking	Auxiliary verbs in questions
Lesson five	Colombiam breakfast: Huevos pericos con arepa y chocolate	reading Speaking	Phrasal verbs, using "need to" to express obligation.

Finding No. 1. Reflection on family rituals awoke cultural awareness.

Dewey’s concept of experiential learning in Miettinen (2000), proposed a goal for experiential learning about identifying “how learning transforms the impulses, feelings, and desires of concrete experience into higher-order, purposeful action” (p.64). The high-order experience was being aware of others’ lifestyles that led to personal reflection in individual and group rituals. The gains that learners made can be attributed to Experiential Learning that proved a challenge for students to reflect on their traditions. For example, LS6 suggested that activities promoted oral production, which happened because learners felt connected with the sessions’ environment,

and the development of the topic did not remain static. It went beyond critical analysis that combined language and participant's life out of school.

For Dewey in Miettinen (2000), "there is no reflective thought without a disturbance in the habits and ways of doing things, without hypotheses and testing them in practice." Dewey's disturbance showed cultural habits at the tacit level that went further than Colombian gastronomy to learners' performances (Moran, 2001). The LS2 confirmed that listening to others' rituals generates self-reflection of a whole class reality that leads to cultural awareness. W2 (DB, B4, DJ) found that students think sharing and staying together is essential when having breakfast as a family; otherwise, parents would warn them not to interrupt the ritual. When classes made learners reflected on the warning as showed in W6, all of them except 4 concluded that morning meals represented talking, sharing, and eating. The practical task tended to be achievable in terms of purposeful actions related to the background and the learner's connection. A gaining of communication skills made also Ss proactive and participative (Cortez, 2015).

Finding No. 2. A topic close to the students' hearts and minds promoted speaking.

The discussion of a demarcated and familiar topic promoted oral production. A comprehensible input led to a positive classroom climate, which provided confidence to contribute to the proposed tasks and issues. As in the field note No. 3,

Learners described their routines and rituals and compared them with their peers. This process connected identity features with the expression of comments and opinions. We observed that the students went beyond simple sentence production and learning vocabulary. They managed to construct arguments and give opinions.

Learners were in a constant process of analyzing others' rituals and comparing them to theirs. They commented on features like if the rituals were repetitive, different, odd, or new for them.

The teacher-researcher adjusted the syllabus to provide feedback on linguistic features. They taught specific items such as the use of

punctuation, capitals, pronouns, third person s, or prepositions. The utterance of student No. 8, for instance, was,

S.8. I never eat Tamal and I prefer Calentao but the rest of my family eat tamal all Sundays because eat tamal is so traditional for they.

New version

S.8. I never eat tamal. I prefer calentao but the rest of my family eats tamal on Sundays because eating tamal is so traditional for them.

Discussion

Lesson by lesson, the influence implicit on tasks ritualized or based on Colombian traditions provided references that allowed participants to convey feelings and thoughts through the language. These tasks confirmed that listening to others' rituals and comparing local, and regional practices generate self-reflection of a whole class reality that leads to cultural awareness, giving the opportunity of expression using a language in learning process.

This study showed that considering the participants' backgrounds enhanced the visibility of symbolic values in and out of school life by interacting with natural scenery. There is representative research about English classes developed through culture, but there is a need for more research about teaching EFL through family rituals. Likewise, the alternative syllabus and the contextualized sessions promoted the social construction of knowledge by interacting with the learners' background traits through the lessons designed. They encouraged interculturality essence due to acknowledging participants' capabilities and not overwhelming pupils, so their emotions promote communication and reduce stress and pressure.

One of the limitations of the study was the short time to address the lessons planned. The project gave opportunities to validate breakfast elements that remain in a social heterogeneity through English. New strategies for achieving a specific English level could look for further research that analyzes skills such as speaking or writing taken aside. Also, changing the cultural element connected pupils and context; thus, the

language learning process might be tangible at school and out of it. When planning, it is essential to re-establish a transversal connection among literal and nonliteral elements that allow participants to understand the target language through pragmatics. A similar project needs to create materials, audio, and pictures that depend on the cultural category selected; then, applying a project like this could enact the educative process during the lessons to visualize language production through participants' performance.

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REFLECTIONS ON GENDER: A PODCAST FOR PRE-SERVICE TEACHERS

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Abstract

In our intervention, we seek to reflect upon our experiences as content creators in developing a multimodal material: a podcast as a tool that supports student teachers' understanding about gender issues. After carrying out a questionnaire about the understanding of notions-of gender, gender identity and gender expression at a bachelor's degree in bilingual education, it was found that many students do not know how to act when facing situations of gender violence, and their gender beliefs obey a heteronormative discourse. Besides, a questionnaire applied to students from 7th to 10th semester at UNICA university showed that our partners at the University, and us, as student teachers, do not know what we would do if acts of gender violence occur in class.

Thus, this material design proposal uses podcasts to narrate the voices of people who have suffered from gender violence in educational contexts, considering intersectionality as a way to understand identity overlapped by race, social class, ethnic identity and border thinking, understood as the visibility of marginalized voices in gender and language education. Hence, the narratives allow for the healing of the speakers and reflection of the listeners, and for raising awareness among pre-service teachers through the process of identity construction in the personal and professional fields.

This proposal consists of a podcast of 10 episodes, each lasting for around 15 minutes, where different guests narrate their life stories addressing issues related to gender, within a teacher education context. Throughout the episodes, we will make interventions to clarify terms or situations. We will

also include questions that appeal to the listeners, which facilitates the implementation of this tool in language classes to foster debates around heteronormative discourses of gender. Through this study, we attempt to construct and deconstruct our gender perceptions and pre-service teacher identity, leading to a more inclusive and empathic approach to learning and teaching in education programs.

Keywords: Podcast, gender awareness, gender identity, student teachers' identities

Introduction

This research reports on a pedagogical intervention in which we, the researchers, reflect upon our very first experience as content creators who are in the process of designing material: a narrative podcast as a tool that supports student teachers' understanding about gender issues. The purpose of carrying out this project is to raise awareness about gender violence, gender imbalances and situations of social injustice among students at a bachelor's degree in bilingual education. The significance of addressing gender-related concerns within the educational realm cannot be overstated. As future educators, student teachers have a profound responsibility to cultivate inclusive and equitable learning environments. Hence, by equipping them with a deeper understanding of the complexities surrounding gender dynamics, we strive to empower them to become catalysts for change within their classrooms and communities.

Through our intervention, we aim to contribute to the ongoing dialogue surrounding gender by fostering a more profound understanding of the dynamics at play and encouraging student teachers to become agents of positive change. Also, to challenge existing narratives, and to inspire critical thinking about gender-related issues; we will outline the design and implementation of our narrative podcast, sharing our reflections on the process we have carried so far, and the impact it had on the students' learning experiences. We will analyze the podcast's effectiveness as a tool for addressing gender issues and assess its potential for promoting critical thinking and transformative learning. Additionally, we will explore the implications of our findings for future educational interventions and

highlight the importance of incorporating similar approaches within the broader context of bilingual education.

Problem Statement

Initially, we carried out a questionnaire to know about student teachers' gender perceptions and how aware they are about possible situations of gender violence in their communities of practice (Paechter, 2003). This questionnaire was carried out along with the welfare department and most students of the bachelor's degree in bilingual education took the questionnaire (students from first to tenth semester). Likewise, we focused on the answers given by students from seventh to tenth semester as they are closer to becoming teachers. Consequently, one of the questions (De acuerdo con tu experiencia docente, ¿te has enfrentado con algún caso de violencia basada en género o discriminación en el aula de clase?) which was about their teaching experience and whether they had been confronted with any case of gender-based violence or discrimination in the classroom.

It can be observed that there is a certain degree of awareness of situations that do not seem to be violent for them, such as discrimination, but they do not know how to act upon them or face them. The fact that discrimination is not recognized by the community as an act of violence may normalize this situation in everyday interactions, as well as in their future teaching practices. According to Castañeda-Peña and Mojica (2016), there is a lack of content that discusses issues of gender inequality in language curricula, which affects not only the lack of awareness that students might have, but also the absence of discussions around gender and inclusion may reinforce and reproduce stereotypes when it comes to teaching. Additionally, we perceive that pre-service teachers may also lack the necessary tools to handle situations of discrimination or gender-based violence in an effective, conscious, and respectful approach in both their current classes and their future teaching practices.

Moreover, Brayan et al. (2022) argue that the current curriculum and materials in the field of TESOL might perpetuate linguistic, racial, and cultural hegemony. Such materials generate bias, discrimination. Brayan et al. then suggest highlighting intersectional identities, theories of

“becoming” and the central role that language plays in shaping ideas of race and language acquisition. By investigating gender awareness among pre-service ELT teachers, we can intersect language teaching with different identity dimensions, such as race, social class, religious identity, ethnical identity, among others.

For this paper, we considered a gender perspective and the results obtained from the diagnostic questionnaire applied to students from seventh to tenth semesters, with the purpose of exploring the most significant and revealing responses about their familiarity with gender issues. Besides, how to use that material to foster a safe environment in the classroom. The result showed that 85% of the students stated that they did not know any tools or materials. The population was chosen to consider convenience criteria, because we have noticed that students already have knowledge about the language teaching field and because they are students who are close to having their teaching experience.

In response to this, we, the researchers, decided to create a podcast focused on informing, raising awareness, and providing tools that contribute to the construction of teacher identity from a perspective of gender awareness. This podcast will consist of around 10 episodes that will last around nine to 12 minutes. These podcasts will be narratives of people who have suffered from any case of gender discrimination and that have been students of language teaching programs, so that their stories can generate a wider impact by interpellating emotions and a sense of identification and empathy among the listeners. In that sense, these podcast episodes will be accompanied by visual material such as posters that give the listeners an idea of what they will find in the audio.

Research Questions

As mentioned, the research project focuses on the development of a podcast aimed at enhancing gender awareness among initial teachers' educators at ÚNICA. For this prior objective, the main research question we proposed is to explore how the creation of a narrative podcast can foster the construction of gender awareness in initial teacher educators at ÚNICA. Additionally, we add a specific question, which is focused on the possible

insights that the speakers and listeners/preservice teachers may have about their reflection process after interacting with the material/podcast, within the educational contexts.

Research Objectives

Bearing in mind the above, we established some research objectives that will conduct our path when developing the project. The research objectives are intended to inquire about the impact of a narrative podcast about experiences of gender on the process of preservice teachers' identity construction at ÚNICA. Furthermore, the project seeks to explore how teacher-students construct gender identity at a bilingual teacher program. And to unveil the potential challenges that might arise when implementing a narrative podcast about gender in an initial teacher education program at the ÚNICA.

Theoretical Framework

The project is now defined through the edges of queer theory and narrative studies. In this research project, narrative studies are understood as a framework used to explore what people have to say about their beliefs, experiences, ideologies through the scrutinizing of people's life stories. Initially, we use life stories in the podcasts to foster processes of identification by the part of the listeners, so that they learn from the speakers what to do when faced with certain situations of discrimination. Henceforth, we wanted to highlight the dialectic of otherness (Ricoeur, 1981) as it can help us understand how gender identities are constructed and how these identities interact with the other gender identity. This theory postulates that gender identities are constructed through a dynamic process of identification, differentiation, and integration in interpersonal and social relations. In this process, individuals relate to other individuals and groups on an ongoing basis, and it is through these interactions that the basis for the formation and development of gender identities is established.

Identification implies finding similarities and resemblances in terms of gender with other individuals. Differentiation implies recognizing and

becoming aware of the diverse expressions of gender identity beyond one's own experience, questioning stereotyped and binary conceptions. Integration involves reconciling perceived similarities and differences in interpersonal relationships. Another important concept is the "locus of enunciation" refers to the point of view or position from which a discourse is spoken or enunciated. In the context of gender identities, this implies recognizing that each individual has a unique and specific position from which their gender identity is constructed and expressed. Therefore, the concept of "locus of enunciation" is mainly related to differentiation in the dialectic of otherness, as it emphasizes the importance of recognizing the diverse positions and perspectives from which gender identities are constructed.

On the other hand, queer theory refers to the fact that there are dissident bodies that are rejected, that are discursively and physically violated. That is why we wanted to talk about gender as performative, and according to Butler (1990), gender is not an inherent characteristic but a social construct that is developed and reinforced through cultural norms. The author also states that the binary perspective of gender is the result of social norms and expectations, which reinforces gender inequality and oppression of marginalized and minority groups such as LGBTQ+ people. The author establishes that repetitive performative acts have the power to maintain the realities that revolve around individuals and, consequently, the gender with which they identify. From a critical point of view, it is also necessary to question these acts in order to understand how gender is constructed and how this can lead to reconsider dominant gender practices.

We also want to talk about Gray's theory of "Non-normative sexual and gender identifications"(2016) because it expands Queer theory perspective even further. The author focuses on sexual and gender identifications that do not conform to traditional norms and argues that these non-normative identities should be recognized and respected rather than excluded or marginalized. This theory invites us to question dominant social constructions and to consider the diversity of ways in which people identify with and experience gender.

And finally, queering teaching practice refers to the importance of incorporating diversity and LGBTIQ+ inclusion in the area of English

language instruction. About this, Paiz (2015) argues that education and language instruction should not be neutral in terms of gender identity and sexual orientation but should adopt a queer approach that challenges heteronormative norms and promotes an inclusive and respectful view of diversity. By incorporating these queer practices into English teaching, Paiz argues that gender normativity and stereotypes can be challenged while fostering self-acceptance, understanding and empathy among students.

Literature Review

In an ever-evolving educational landscape, it is imperative to understand the profound impact of gender dynamics on teaching practices and student engagement. This literature review explores the interplay between identity construction, corporalities, and the use of podcasts in the field of ELT, shedding light on the critical importance of gender awareness in shaping effective pedagogy.

First, Ubaque and Castañeda-Peña (2021) emphasized the significance of decolonizing teacher identity within the field of English language teaching (ELT), with a specific focus on gender and queer identities. Conducted in Colombia, their research employs narrative inquiry as a methodology and centers around the narratives of two queer English teachers. It also highlighted the importance of acknowledging diverse knowledge and identities beyond Western discourse and normalizing and making visible different identities in the classroom. This perspective aligns with the aim of raising gender awareness in pre-service ELT teachers, as it encourages educators to critically examine their own identities and biases, including those related to gender.

In that sense, corporealities are also in the formula. In *Corporalidades Disidentes*, Ariza (2021) stated the necessity of a pedagogy rooted in diversity and dialogue, challenging hegemonic perspectives, and enabling individuals to truly listen and see others. It becomes evident that pre-service ELT teachers need to develop a critical understanding of the complexity of gender and identity. This includes acknowledging the ways in which societal norms and power structures shape perceptions of gender in the classroom, where ELT teachers need to be critically engaged with the

complexities of gender, power dynamics, and embodiment, ultimately leading to a more inclusive and respectful society within the educational context.

Finally, podcast can be a powerful tool to be used in the academic environment. In terms of podcasting in ELT, Cardenas and Ramírez (2021) developed a study called *Uso de Podcast en la 'Enseñanza de la Lengua Inglesa*. This study is about the use of podcasts as an educational tool in the teaching of English as a foreign language. The author highlights the impact of technology and its pedagogical application in the classroom, and presents some educational guidelines applied in the use of podcasts in a fourth-grade classroom. The effectiveness and possibilities offered by this tool in English language teaching are explored through a qualitative approach, using a field diary and an interview. The study shows how the use of podcasts in teaching English as a foreign language can improve pronunciation, oral production, and vocabulary. It can also promote autonomous and collaborative learning.

Research Methodology

This project is being developed through narrative research as we want to explore the impact of implementing a narrative podcast at a Bachelor of arts in Bilingual Education at ÚNICA. The participants that of our project are students from seventh to e tenth semester because they are students who have already had experience as teachers or are close to having it. The paradigm of our research is qualitative, and the instruments are a questionnaire for gathering information about students' background knowledge, and narrative interviews to make sense of how student teachers interact with the podcast, their processes of reidentification with the stories of the podcast and their own gender narratives. Likewise, we will use teachers' journals to reflect upon our process as content creators and our own perceptions of the implementation of this multimodal project.

Intervention Chronogram

Initially, we implemented the needs analysis questionnaire to know about

students' knowledge regarding gender violence, injustice, and discrimination, with the aid of the welfare department of the university. Then, we outlined the nature and technical characteristics of the podcast as well as the research design of the project. After deciding what we wanted to communicate in the podcast, we contacted a person who wanted to share their story. We then gathered the person's story but asked someone else to record it for us in a podcast format. After the edition process, we shared the first episode with the academic community through a colloquium to receive feedback. The next steps to follow are to get in contact with other people who also want to share their stories, keep developing the literature review, and as soon as the episodes are ready, share them with the participants to proceed with the narrative interviews and the development of the teachers' journals.

Preliminary Conclusions and Limitations

Finally, we, the researchers, have gained valuable insights in various areas so far in the project and, because we already produced the trailer and the first episode of the proposal. For instance, since it was the first time we interviewed someone, we have deepened our understanding of Narrative Theory; while developing the interview, we did not keep in mind the present reality of the person we based the first chapter of the podcast, we were just focused on what happened in the past, but not on the present experiences of the participant, which is as relevant as his past journey. Also, we recognized the significance of Material Design, we found out that the common resources proposed by research in our context, are worksheets; so, we decided to explore another tool and we discovered Podcast as a revealing instrument to accomplish our aims.

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THE INFLUENCE OF STORYBOOKS IN THE TRANSFORMATIONS OF THIRD GRADERS' DISCOURSES ABOUT GENDER

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Abstract

This action research project implemented in Almirante Padilla public school was developed with third-grader students and focused on the perspective of stereotypical gender roles of two boys and two girls through group interviews. For its development, it was crucial to understanding the role that society plays in how people perceive the world. Indeed, such perspectives can ascribe specific roles to each sex which leads to inequality. This research aimed to characterize the influence of students' stereotypical gender roles through non-stereotypical storybooks by using shared reading. The instruments used for this research were group interviews, artifacts, and observations. The results demonstrated that students could understand the stereotypical gender roles and relate them to their experiences. Still, they were not able to internalize the non-stereotypical gender roles in their discourses due to the influence of society on participants' perspectives about the roles of men and women.

Key words: Stereotypical gender roles, shared reading, society, and non-stereotypical storybooks.

Introduction

Society is a crucial aspect of people's lives. As society shapes the way of thinking, behaving, speaking, or comprehending the world, it is a crucial factor to consider. For this research, project society was considered to carry complex issues that lead to inequality. For instance, the stereotypical gender

roles that have been in our society affect people's lives as these gender roles tell how people should develop their identities, interests, or discourses based on their gender. The stereotypical gender roles are a way to label children into a frame they need to fit in. In fact, "Gender stereotyping is the practice of ascribing to an individual woman or man specific attributes, characteristics, or roles" (United Nations Human Rights, 2014, par. 4). So, the issues relied on how society perceives people's abilities and interests. Gender has a cultural and historical background with social ideologies such as stating what is to be male or female. In society, throughout history, men have had the power and control over social domains such as politics or literature. However, women have experienced mostly indoor activities (Viveros, 2002). The patriarchal perspective enhances the inequality between men and women (Atehortúa & Rojas, 2005). Indeed, due to the social background in Colombia, there is a great range of social ideologies that support inequality in our cultural context. Having mentioned that, as stereotypical gender roles are in society and in people's interactions, it is more likely for infants to learn, imitate, and produce the same stereotypical behaviors within their own contexts such as school.

For this research project, the intervention in the classroom allowed us to view students' stereotypical gender roles in their discourse and through non-stereotypical storybooks reveal the perspective they have about the roles of men and women. Using storybooks through shared reading was a helpful strategy for children to get engaged and understand complex topics. Additionally, understanding participants' context was an essential phase to consider as the social context interfere with students' perspective about gender roles. For instance, if a student lives with the mother and father but the father is the supplier, the child will perceive it as a general understanding. For this reason, it is important that children learn about gender stereotypes. As a child internalizes information from cultural messages and learns from individuals around him or her, the child begins to act based on learned stereotypes (Bem, 1981).

Context

Having mentioned that, the setting where this project occurred was the

public-school Almirante Padilla, located in Usme, in Bogota. The school has been working since 1983 with the purpose of educating students to develop a project of science and technology with the human dimension (Almirante Padilla School, Institutional Educational Project, 2018). Indeed, the school was the setting to develop this research project with children in third grade.

To support the issue that exposes the stereotypical gender roles that children can portray in their discourses, this study implemented a diagnostic activity that justifies children's gender-stereotyped discourses, from the third grade of a public primary school. The diagnosis consisted of two stages collecting the data and examples. First, children were given a worksheet to color a flower with their favorite color. Adding to this, on the back of the sheet, they had to draw their favorite toy and what they wanted to be when they grew up. During the worksheet development, the researcher interviewed the whole class in groups of five to develop specific questions. The questions' purpose was to check whether students used stereotypical gender role perspectives in their discourses and considered certain behaviors, colors, and occupations just for boys or for girls.

Accordingly, how we express our ideas can evoke traits about our culture, ideologies, behaviors, thoughts, or feelings. Indeed, language has the power not only to frame societies but also to affect them. Since we are born, and even before, we acquire characteristics of our society through interactions or through what we perceive from our environment. One example of such social attributes is the words people use to refer to men and women, which can lead to creating gender-stereotyped roles due to the typical features and abilities given to both sexes. People use discourses to communicate in their interactions, but such discourses can have stereotypical gender roles. Having mentioned this, the purpose of this study is to influence the stereotypical gender role discourses of children from the third grade by using non-stereotypical children's literature in shared reading to reveal their perception of men's and women's roles.

When people ignore, make fun of, or just do not understand the management of sentences such as 'Boys don't cry' 'Real men', or 'Girls do not say bad words' (Llorente, 2020; own translation), it can cause that people tolerate and normalize violence, discrimination, and gender

prejudice in their discourses. Along with gender discrimination, which not only happens to women but also to men, a study led in Brazil by Abreu et al. (2020) analyzed how the concept of egalitarian men is conceived. For instance, men who seek to participate in egalitarian and equality approaches, activities, or attitudes are viewed as fragile, feminine, and mostly homosexual.

Language itself does not discriminate against people; it is how people use language to segregate others (Searle, 1969). The use of certain vocabulary shows the construction or deconstruction of ideologies, but the issue goes beyond language. The discourse that is produced between two people within the same society shows concepts of ideologies that come from the culture (Boroditsky, Schmidt, & Phillips, 2003). For example, the use of sexist language can expose approaches that come from a patriarchal society.

Socially, we often hear ‘Boys don’t cry, which is associated with the male gender. In masculinity, strength is a key concept; however, this social gender role is affecting kids and the challenges they face in the light of masculinity; Pappas (2018) states that “traditional masculinity—marked by stoicism, competitiveness, dominance, and aggression—is, on the whole, harmful. Men socialized in this way are less likely to engage in healthy behaviors” (par. 8). When kids are expected to hide their emotions and not to cry, they feel pressure, and it can lead to a crisis.

So, language generates thoughts and ideas that will be performed in society. Words in discourses can be the vehicle to generate stereotypes and prejudices. In the diagnostic session, children were asked questions such as Who is stronger, boys, girls, or both? Or who cries more, boys, girls, or both? Most of the students related the word brave and strong to boys and they related the word weepy to girls. These examples demonstrate that they have internalized the social stereotypes discourses, and prejudices against men and women. They use the word brave, strong, and weepy in their discourses but associate them with specific gender between men and women.

Additionally, Language carries a considerable power over people which can build exclusion against people. In Corte Constitucional of Colombia, sentence 804/06 pinpoints the importance of including and treating women

equally. Furthermore, it stresses that language not only reflects but also permeates values and habits within society; for example, men have had the power to manage social perspectives, and as a result, what men have stated is valid and used in our culture (Corte Constitucional, 2006). Some criticism of this sentence is the narrowness of its claim. The sentence supports women in a legal environment, but the social reality is distinct. This evidence states the effect of the number of biases Colombian society has in respect to gender and ideologies. Patriarchal ideologies have been encouraged throughout history and have affected society. That is the reason why Colombian policies have taken action by targeting to change the discriminatory environment due to gender.

Discourse

Language is not neutral due to the number of social characteristics that arise in a community. For example, a culture that has been dominated mostly by men will show characteristics that portray men's power within society. In each culture, there are particular discourses that are used in a community, and such discourses can embrace social traits. In fact, discourse is a form to analyze inequality traits, yet discourse analysis focuses its phenomena beyond the sentences. Henceforth, the meaning of discourse is an integration of cognitive structure, social interaction, and speech acts (Giles & Robinson, 1990). Additionally, Fairclough (1995) declares discourse as a component of three elements, social practice, discourse practice, and text.

Children and Context

Children absorb information from their social context and the people they interact with. Modeling is one characteristic that describes how children begin incorporating gender roles. For instance, children observe, once they observe, they extract rules and structures and generate new patterns of behavior, usually they go beyond what they see or hear but still follow the model they observe. Now, modeling operates by observational functions, and it is formed by four processes; Attentional processes establish what is observed and what information is selected from the modeled events.

“Children can learn gender stereotypes from observing the differential performances of male and female models. Given comparable access, both sexes learn male and female stereotypes from observing models” (Bussey & Bandura, 1984, p. 16).

Besides, Maccoby and Jacklin (1974) interrogated if gender development and typed roles are influenced by modeling. Children in their daily lives tend to perceive and observe multiple representations of gender roles, and that is the pattern that children form to create their own schema of gender behavior. In the selective attention process, when children are exposed to both sexes in their family context, they tend to choose one sex to follow and model. In the cognitive representational processes, the transformation, restructuring, and retention of information for the conceptions of styles of behaviors are compromised. Finally, the behavioral production processes engage concepts with symbolic representation. Such representations guide the modeling to judge the behavior through comparison.

Storybooks

Sheridan et al. (2006) portray the experiences of using storybooks in order to make gender practices in the workplace visible, analyzing from a feminist perspective. Women put together their life stories to allow people to know about inequity in the workplace. Indeed, the power of storybooks and storytelling has shown that these women could make sense of the actions that could reinforce masculine power or diminish women’s power. Also, throughout the development of such stories, the authors highlighted that dialogue involves reflection, and each dialogue allows for internalization of the process in which everyone becomes aware of their practices, by involving storytelling and story listening. The authors’ study is a helpful resource because it presents how storytelling can help individuals to become aware of their stereotyped practices and transform their perspectives to create a more equitable practice among them. Adding to this, Thakur (2014) studied how storybooks are successful inside classrooms at primary levels. First, the author understood how teachers acknowledge storybooks. Based on action research, the author tested students’ lesson learning through storytelling. Storytelling attracts students.

So, the analysis of the qualitative data was done by the inductive method, and it showed that students enjoyed storybooks and remembered concepts easily. Besides, when students listened to the storytelling, they were eager to know what would come; however, a shortcoming can be that the tool becomes monotonous. Shedding light on this research, the author highlights that storybooks are not frequently used in classrooms; nevertheless, he found that using storytelling in the classroom increases positive factors on students' learning abilities.

Children's stories are a fruitful scope that helps students to promote and develop their emotional intelligence and creativity. Furthermore, literature can promote the growth of students' personalities and social skills. Shared reading is a common resource used in classes; however, what traditional stories usually portray is the ancient story that highlights men's power and women's weakness. In school, one essential tool to work with is literature. Literature commonly has promoted the idea of the princess who needs to be rescued and the prince who rescues. Nonetheless, the importance of approaching another kind of literature in the classroom should be highlighted.

Research Methodology

As the purpose of the study is to understand and reveal the impact of non-stereotypical storybooks on third graders' discourses, it was appropriate to intervene in the classroom and use non-stereotypical storybooks. Having mentioned this, the research design for this study was action research.

It is worth noting that there were five pedagogical interventions for the action research that allowed revealing an understanding of the stereotypical gender roles that children use in their discourse, and mostly that they have internalized into their comprehension of the society. The interest emerged with the concern that people may have about what men and women can do, and how children perceive those roles in their own realities. So, for the specific context, it was relevant to comprehend how children from third grade understood gender roles and how gender roles could be revealed from an educational perspective. Nevertheless, the significance relies on children and their first understanding of how the world works, how they recognize

the role of men and women, and how children use stereotypical gender roles in their discourse. For the thesis project, it was relevant to give students a sense of being critical and empathic humans.

The interventions started with a diagnostic pre-test to perceive if students from the third grade of Almirante Padilla primary school portrayed stereotyped gender roles in either their written or spoken discourse. Specifically, the diagnosis permits following a set of pedagogical interventions. Consequently, three non-stereotypical physical and electronic storybooks were selected; indeed, they were *El libro de los cerdos* by Anthony Brown; *Oliver Button es una nena* by Tomie DePaola, and finally, *¿Hay algo más aburrido que ser una princesa rosa?* by Raquel Díaz. In each pedagogical intervention, four students, two boys and two girls, were selected due to their high usage of stereotypical gender roles in order to ask questions and discuss the activities through a focus group interview. To collect the data, there was used recordings, artifacts, and observations.

To answer the research question, how do non-stereotypical children's storybooks reveal third graders' transformation of stereotyped discourses in their L1 about gender roles for men and women in the third grade of a primary public school in Usme-Bogotá?

Shared reading was a crucial strategy to implement the non-stereotypical storybook in the pedagogical interventions. During shared reading, children were able to express their opinions about some events that occurred during the story or answer some questions that the researcher asked them. In these students' interventions, their discourses demonstrated that there were changes in the ideas they shared referring to gender role issues. In the pedagogical interventions, while reading the storybook there was an approach of complex ideas and questions. For instance, why being a princess means I must behave softly and calmly, why a boy cannot behave like a girl, even though he is a boy, but he likes girls' toys or activities, or why just the mother is the one in charge of the chores at home. Students brought prior information sometimes from their experiences and connected them to the reflection made while reading the storybook.

Regarding the non-stereotypical storybooks used during shared reading,

students shared their concepts about the issue. For instance, *Oliver Button es una nena* is a storybook that breaks with gender stereotypes against boys. In the second session of reading the same storybook, the children remembered that Oliver had behaviors similar to those of a girl and that he was punished for it, but they mentioned that the actions assigned to the girls could also be executed by boys. “Pues los hombres también pueden bailar” (Excerpt 1, recording, student).

The non-stereotypical storybooks and the activities developed during the pedagogical interventions were the core aspects for attaining the objectives of the project. The non-stereotypical storybooks were helpful to show complex topics such as gender stereotypes and roles and guide students to become familiar with the issue. Each storybook and activity allowed students to understand stereotypical gender roles and comprehend that gender roles exist. Consequently, the development of the stories, the characters, and the pictures of the non-stereotypical storybook were essential for children to connect with the stories and to get interested in them. Thus, after reading the storybook, students developed activities that helped them to connect the stories with their own experiences, interests, and contexts.

As stereotypical gender roles are extrapolated to different social settings, most of them have experienced stereotypical gender roles for themselves or for people they know. So, for children, it is easier to assimilate, understand, and empathize with a gender role issue when they have experienced it. During some group interviews, participants pinpoint how family members or themselves have experienced judgment from society due to the stereotypical gender roles. For children, it was less complex to understand and connect the objective of each intervention as they understand how such judgments can affect the people around them or even how those biased ideas can affect themselves.

Even though children, during the pedagogical interventions, were shown non-stereotypical storybooks and worked on activities that promoted a different perspective, the stereotypical gender roles in their discourses were still perceived in the way children refer to certain concepts. Gender roles are a product of social construction, and they are maintained through social interaction (Eksi, 2009). In our society, it is common to perceive gender

roles among small communities such as neighborhoods or schools, or groups such as families due to the patriarchal cultural background. For instance, historical masculine dominance implies for men to show dominant, strong, and powerful traits that categorize their gender.

In conclusion, shared reading as a strategy allows students to get engaged in non-stereotypical storybooks. And the usage of non-stereotypical storybooks in the pedagogical interventions permits to delve into complex topics and make them manageable for students as they could connect them with their context. Adding to this, as stereotypical gender roles were a new concept for students, it was less difficult when the intervention emphasized gender stereotyping from what students know and followed the activities to what students should understand about gender role bias. Consequently, students understand the issue and recognize common patterns that are in our social contexts and among them. Nevertheless, there was still a gender bias perspective in their discourses due to the influence of social contexts. Indeed, there were a variety of personal examples that participants shared and that demonstrated the considerable and permanent influence of the interaction from the family, the peers, the TV shows, or the books.

Students feel more empathy when they or people they know have experienced the same stereotypical gender roles. In the book *El libro de los cerdos* by Anthony Brown, children empathize more with the main character who is the mother who is doing all the chores because in their homes, the mother is commonly the one doing the chores. For example, during the first focus group, children answered a question like this “Yo lavo la loza, tiendo mi cama. Yo siempre barro, y trapeo, le ayudo a mi mamá a planchar y a lavar la ropa” (Focus group interview, 2022). Thus, if children are exposed to non-stereotypical perspectives, the stereotypical gender roles will be broken by themselves.

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DIGITAL STORYTELLING AS A STRATEGY FOR INCREASING STUDENTS' EMOTIONAL INTELLIGENCE AND COPING WITH DEPRESSION WHILE LEARNING ENGLISH AS A SECOND LANGUAGE.

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Abstract

This paper presents a brief review of the benefits of using transmedia narratives (digital narratives) in the classroom for the development of emotional intelligence skills as a strategy for the prevention and care of depression in students while learning English as a foreign language. The use of transmedia narratives emerges as an inclusive education strategy because, according to the World Health Organization (2010), depression is the largest contributor to disability worldwide and it can affect the performance of students in school. and in general, in their socio-affective development.

Keywords: Emotional intelligence, EFL strategies, inclusive education, education for all, depression, motivation for EFL students.

Introduction

According to the World Health Organization (2017), depression and anxiety are the most common mental disorders in the world. In 2015, it was estimated that around 4,4% of the world population suffered from depression, which is a big problem considering that “depression is ranked by the WHO as the single largest contributor to global disability” (WHOMSD, 2017). Depression is more prevalent in countries with low

incomes such as Colombia, and it can affect every person at any age. Depression could represent a disability for students since they have more difficulties and special education needs to fulfill a successful learning process than their non-disabled partners. Children with depression belong to a group which is called Emotionally Disturbed Students, and they belong to the group of students who need special and inclusive education. According to Goleman (1995), people with higher emotional intelligence (EI) are better at managing depression and EI helps to diminish it (Davis, S. K., Nowland, R., & Qualter, P., 2019). Along with this, there are researchers that have pointed to Digital Storytelling as an effective strategy to increase emotional intelligence, involving each student in the class and attending to their needs while at the same time, it can be used to develop language skills, social skills, among other things. (Sulistianingsih, E., Jamaludin, S., & Sumartono, S., 2018., Robin, 2008., Gonzáles, 2010)

According to Slavin (1996), education for all is “an alternative to the sorting paradigm; it is a set of practices based on the belief that all children can learn to high levels”. Taking this into account, it is important to remark the great responsibility schools must deal with, having an inclusive education which allows teachers to adapt their teaching strategies to the specific needs of students making it possible for every student to learn with the appropriate support and guidance. (Cotán, 2017).

For educational institutions it is both a commitment to society and a great challenge to implement inclusive education in the classrooms as it demands certain bonding inside the educational community and, in the same way, it must meet students’ “first-order emotional needs” such as “affiliation, belonging, identity and support” (Montero and Fernández, 2011, as cited in Figueroa et. al 2017). As has been mentioned, inclusive education is not only the teachers’ responsibility, but also the responsibility of all actors in the learning setting. It involves a great part of society and as established by CRUE and Fundación ONCE (2014: 30), “the information and awareness of agents present in the educational process must be done from the premise that the rights of people with disabilities are a matter of citizenship and not of solidarity” (Cotán, 2017). Additionally, according to Figueroa, M., Gutiérrez, C., & Velázquez L., inclusive education could be defined as a way of interacting where every person is considered an active participant

that may contribute to the development of the society by creating affective bonds (Figuerola et. al., 2017).

It must be remarked that every student, no matter his or her condition, has duties and rights and, like everybody, they must be considered an important part of society. They have to be acknowledged as subjects who are able to make positive contributions to society. In like manner, the affective filter is a standpoint matter since, as Mora (2018) believes “emotion is the substrate that makes the brain work well”. And as is established by several authors (Carrillo, 2020; Mora, 2014; Bilokcuoglu, H., & Debreli, E. 2018; Yazan, 2018; Krashen, 1982), the affective filter is fundamental in educational processes for learning to be assured. The affective filter could only be given in spaces where participation is provided to each student. Thus, one of the objectives of inclusive education is to provide opportunities of significant participation to students (Henderson y Milstein, 2003, cited in Blanco, 2008) and this significant participation will be permeated by emotions.

In Colombia, there exists special legislation for inclusive education. As shown in Carrillo (2020, table 8, p. 59.) in Guide No 12: “Fundamentación Conceptual para la Atención en el Servicio Educativo a Estudiantes con Necesidades Educativas Especiales”, there is a need for a pedagogical transformation that responds to students with special needs such as auditory and visual limitations, deaf, blindness, autism, motor disability, cognitive disability and abilities and exceptional talents (Carrillo, 2020). Within this group, the student population with ED is not taken into consideration, even though these students may represent a big challenge for teachers and per se the whole classroom. Furthermore, in line with Barnett (2012), some studies indicate that compared with their other partners, students with ED may be far more at risk of joining criminal groups, dropping out of school, getting pregnant at earlier ages, committing suicide, abusing drugs, and being involved in criminal activities. (Wagner & Cameto, 2004; Wagner, Kutash, Duchnowski, & Epstein, 2005, as cited in Barnett, 2012). These are some of the various reasons why more attention should be directed to students with ED. Along with this, it is also shown that English Language Learners belonging to the group of ED students are rarely considered despite the several risks involved in their process of education (Rogers-Adkinson, et al., 2012). This is why it is necessary to generate new strategies in the EFL

classroom to attend to students' needs and, in this case, students with ED.

Depression is one of the most common mental illnesses (Cudzik, M., Soroka, E., & Olajossy, M., 2019) that affects people in their daily lives, and students with depression belong to the group of emotionally disturbed students. Flynn (1999 as cited in Sulistianingsih, E., et al., 2018) stated that as time passes, students increase their IQ levels but, on the other hand, their emotional skills are gotten worse every day. This is worrying since depression can provoke students to suffer a lot and perform poorly at school (Lesser, 2021) and in other fields of their lives.

Despite depression being one of the most common mental illnesses, there are still several authors (Gresham, 2005, p. 215, Olympia, Farley, Christiansen, Pettersson Jenson & Clark, 2004, p. 835, Barnett, D. 2012) who affirm it remains certain vagueness in the definition and treatment of this emotional disturbance. Even so, researchers have come up with strategies that might help to cope with depression along with educational processes. One of these strategies is Digital Storytelling which, in line with Sulistianingsih, E., et al., (2018), brings several benefits into the classroom,

Digital storytelling can build intimate contacts, message delivery/religion values, imaginative / fantasy education, emotional education, help in the process of self-identification, enriching the inner experience, entertainment, and attention, enriching character. (Sulistianingsih, E., et al., 2018)

Digital Storytelling may be defined as the use of new technologies for developing the art of telling stories. These stories are narratives that can include audio, images, videos, and a span of multimedia elements. Following Robin (2006), seven elements conform digital storytelling: Point of view, a dramatic question, emotional content, the gift of your voice, the power of the soundtrack, economy, and pacing. From these elements, it is worth highlighting the *emotional content* and the *gift of your voice* because these enable the students to talk about strong feelings and give value to them (Robin, 2006) as a method to develop EI. Besides this, digital storytelling works as a powerful tool these days that almost every student emerges in the world of new technologies (Robin, 2008) and helps them to enhance their skills in fields such as research, writing, organization,

technology, presentation, interviews, interpersonal skills, problem-solving skills, and assessment skills (Robin, 2006).

This paper aims to expose the negative influence depression may have on students' academic life as an obstacle to learning English as a second language. With this in mind as the main objective, Digital Storytelling is proposed as a strategy to cope with depression by increasing students' emotional intelligence and motivation while learning English as a foreign language based on the principles of education for all, given that this can be considered as a strategy for inclusive education taking into account that students with depression form part of the students with emotional disturbances and they need special strategies to attend to their necessities so they form part of the group of students with special needs.

This paper seeks to address the following objectives:

1. To expose the worth of digital storytelling as a technological strategy for 21st century classrooms.
2. To show the extent to which digital storytelling can increase emotional intelligence as a strategy to cope with depression in students.
3. To expose how digital storytelling can be a useful tool for teaching English as a foreign language maintaining students' motivation.

Literature Review

Emotional Disturbance (ED) in its federal definition stands for "...a condition exhibiting one or more of the following characteristics over a long period and to a marked degree that adversely affects a child's educational performance by" (Williams, 2008):

- a. an inability to learn that cannot be explained by intellectual, sensory, or health factors.
- b. an inability to build or maintain satisfactory interpersonal relationships with peers and teachers.
- c. inappropriate types of behavior or feelings under normal

circumstances.

- d. a general pervasive mood of unhappiness or depression.
- e. a tendency to develop physical symptoms or fears associated with personal or school problems. (Code of Federal Regulations, Title 34, Section 300.7(c)(4)(i), as cited in Williams, 2008).

Emotional disturbance is the same as saying *mental disorders*, but this first term is more often used in educational contexts (Wu, F., Chang, L., & D’Amato, R. C. 2017). It is a global concept that involves different types of emotional and behavioral affections which do not find their origin in physical abnormalities in the brain (ibid.). According to Wu et al. (2017), out of the words *emotional disturbance* and *mental disorders*, there exists another variety of terms to refer to students in these conditions, such as “students who are behaviorally disabled (BD), emotionally disabled, psychologically and emotionally handicapped, emotionally disordered, and emotionally/behaviorally disabled (EBD)”. Within this group of EDs, there is a range of different mental disorders that differ from one another due to their differences in diagnosis and treatment. Some of the most common disorders are:

- Anxiety disorders,
- Depression,
- Bipolar disorder (sometimes called manic depression),
- Behavioral disorders,
- Eating disorders,
- Obsessive-compulsive disorder (OCD), and
- Psychotic disorders. (Center for Parent Information & Resources, 2021)

In line with the Center for Parent Information and Resources (2021), the emotional disturbance is commonly treated with a combination of medications and psychosocial interventions, including cognitive-behavioral therapy, family psychoeducation, social skills training, interpersonal psychotherapy, or relaxation training. But, on the other hand, there are

authors (Gresham, 2005, p. 215, Olympia, Farley, Christiansen, Pettersson Jenson & Clark, 2004, p. 835, Barnett, D. 2012) who affirm that there is still certain vagueness in the definition and treatment of these EDs; there are no special formula or set of symptoms that could be always attributed to one specific disorder because treatments may vary from patient to patient.

As already mentioned, ED is a term that groups various emotional and behavioral affections (also considered mental disorders) and among them, one can find that depression is one of the most common of these affections. Students with depression are also considered emotionally disturbed and this emotional affection could be defined as “a mood disorder that can begin at any age and which is characterized by persistent sad or irritable mood throughout the day” (Crundwell & Killu, 2007).

With this definition, it becomes clear how depression could be an obstacle for students’ lives and consequently for their academic learning and teaching environment. This is also true for learning English as a second language, due to the lack of motivation in their daily lives as this is one of the fundamental aspects in an educative environment; motivation “...is an important factor that has a positive influence in any educational learning process especially in learning a second language” (Rehman et. al, 2014).

It is also important to remark that teachers are not trained to give a medical diagnosis to students, that is something only experts, such as psychiatrists, ought to do. Even so, according to the International Board of Credentialing and Continuing Education Standards (IBCCES), there are some characteristics that teachers may identify as depressive conduct in the classroom such as:

- Sad mood
- Social withdrawal
- Lack or poor participate in usual activities.
- Limited effort or motivation
- Decline in self-care or personal appearance.
- Decreased work pace or school performance
- Detachment from others.

- Crying for no apparent reason
- Inappropriate responses to events
- Irritability
- Apathy
- Uncooperative
- Suicidal thoughts/ideation
- Suicide attempts

There is no definitive diagnosis or treatment for depression. There are cases in which depressed people may show reluctance to the use of prescribed drugs or therapy (Little, A., 2009), but researchers have found that emotional intelligence plays an important role at the moment of analyzing the cases of people with depression. Goleman, in his book *Emotional Intelligence*, defines emotional intelligence as the ability to recognize our feelings and those of others, motivate ourselves, and manage emotions appropriately (Goleman, 1995). It has been shown that students that can differentiate their emotions recognize their feelings and manage themselves no matter their emotional state, and they show lower rates of depression and anxiety (Davis, S. et al. 2019). Goleman (1995) has established five elements that can give a better understanding of the abilities people with emotional intelligence may have, and these are: “self-awareness, self-motivation, self-control, empathy, and skill in relationships” (Goleman 1996 as cited in Sulistianingsih, E., et al., 2018.). Considering emotional intelligence, it is important to recognize the value of self-esteem and the recognition of our different emotions to achieve desirable emotional health. For students it is necessary to start recognizing their emotions in various situations, this will help them to better respond to their life experiences and not be defeated by negative emotions and uncomfortable situations. With this recognition comes another tool which is equally fundamental for emotional intelligence, and it is the way we deal with what we feel. According to Cudzik, M., Soroka, E., & Olajossy, M. (2019) “high levels of emotional intelligence enable us to cope with depression more effectively”.

Vallery et al. (1993) established three different types of motivation, one of them being the motivation that exists by participating in activities that may evoke positive feelings (Fajardo and Sanabria, 2021). According to the University of Wollongong in Australia, a digital story is a “multimedia presentation combining a variety of digital elements within a narrative structure (a story). Media may include text, images, video, audio, social media elements (e.g. Tweets) and interactive elements” (UWA, 2020). Digital storytelling is a tool that can be used to motivate students and teachers inside the classroom; besides this, it is useful to improve emotional intelligence (Robin, 2008, Sulistianingsih, E., Jamaludin, S., & Sumartono, S., 2018) and promote meaningful learning in students. As teachers, we can combine students’ personal life experiences with academic subjects matters. The creativity of students may be developed, and the creation of transmedia narratives can encourage students’ motivation. This makes it possible for learners to use elements that they can find interesting and combine them to create new ways of learning and knowing themselves (Robin, 2008).

By using digital storytelling students can improve their emotional intelligence, but also; such activity can be used as a strategy to teach English as a second language having in mind the affective filter for the process of learning. Stories are effective educational tools because, as Krashen claimed (1981), “stories are effective as educational tools because they are believable, rememberable, and entertaining. The believability stems from the fact that stories deal with human-like experiences that we tend to perceive as an authentic and credible source of knowledge” (Krashen, 1981, as cited in Gonzáles, 2010). Through stories memory may be reinforced, the things that students learn in stories are more easily remembered because students are immersed in the story and may feel a type of connection with the characters or events that occur in these narratives. (Gonzáles, 2010)

Student learning may be promoted through adapted scenarios that can be related to their daily realities. This means, bringing context into the classroom for the students to engage in meaningful learning activities which they can relate to real-life situations and not only as knowledge that can only be used in the classroom. This can be reached by storytelling, thanks to its relation to reality and common situations. Besides this, storytelling also

contains a sense of “irreality”, fantasy or fiction that may seem interesting for students and trigger their creativity, so it works as a tool to call students’ attention and keep them motivated to learn (Sulistianingsih, E., et al., 2018). In addition, while students work with digital storytelling, they reinforce their cognitive language skills and improve their reading and writing; and as digital storytelling involves the use of different platforms, they can also improve their speaking and listening abilities (Gonzales, 2010).

Finally, digital storytelling also works as an inclusive strategy for EFL teaching/learning because it considers students who are emotionally disturbed and have special learning needs; “Inclusion in school refers to the concept of participation since the purpose of inclusive processes involves it as an achievement without any type of exceptions or restrictions” (Figuroa et al., 2017). Working with digital storytelling allows students to participate without exceptions.

Digital storytelling can be a useful learning/teaching tool because it takes into account the needs of every student. Cognitive skills are reinforced (González, 2010, Figuroa et. al., 2017) and it is also a framed topic regarding Estándares Básicos de Competencia en Lenguas Extranjeras, which is a work carried out by the national Ministry of Education in Colombia in its national bilingualism program in agreement with the British Council (MEN:2006 as cited in Vargas, A., et. al., 2017). Accordingly, in level A1 in first to third grade, students are able to understand short tales with drawings and an active guidance from the teacher in the process of interpreting the texts. This gives digital storytelling value, hence in virtual storytelling platforms we can find different types of narratives which include graphic animations, songs, and even games for children to better interact with the story and have a meaningful experience and the same students can be able to create their own stories while they learn and reinforce their language skills.

Methodology

The Documentary Research Method is a methodology that is conducted by the use of official documents or special relevance for doing research. This type of research does not need a population sample, only documents

that are socially, historically, and culturally relevant for what is being studied. According to Bailey (1994, as cited in Uddin, 2010) “documentary research method refers to the analysis of documents that contain information about the phenomenon we wish to study”. The documentary method is used in researching and classifying physical sources, most written documents, whether in the private or public domain (Payne and Payne 2004 as cited in Uddin, 2010). In line with Uddin (2010), for documentary research, it is important to consider that the information, as with other types of research, is handled scientifically. For choosing the articles to work with for this research exercise, it was used digital academic platforms obtained through the library system from the Universidad Distrital Francisco José de Caldas such as, Mendeley (which also works as a bibliography manager), Google Scholar, and SpringerLink and other digital platforms such as Redalyc and Academia.edu and various web pages were used as well. For the selection of the articles, the following keywords were considered: emotional intelligence, digital storytelling, depression, inclusive education, English teaching as a foreign language, and motivation in the classroom. After this quest, the articles were selected depending on their titles, abstracts, methodologies, and conclusions. If they were related and were useful for the topic of study, they were kept on Mendeley’s bibliographic manager for later study and analysis, considering the main purposes of the articles and selecting special quotations that could serve for establishing this research proposal.

Discussion

Digital Storytelling has become a useful strategy in classrooms since it reinforces different aspects of our student’s lives, which means that its positive effects go beyond the academic field. Among the benefits that can be attributed to digital storytelling, we find that students “increase in research skills, increase organizational skills” and acquire a “greater interest in the content being taught”. (Paull, 2002; Salpeter, 2005 as cited in Robin, 2008). Along with this, digital storytelling also works as a tool for increasing emotional intelligence (Robin, 2008) and macro-linguistic skills in learning a foreign language (reading, writing, listening, and speaking). (González, 2010).

Emotional intelligence (EI) has an important role in student's education in their early lives. "Emotional intelligence has an important role in the success of children in the future because having a good emotional intelligence will make them be able to overcome all the situations and conditions in their life" (Sulistianingsih, 2018.). Students with emotional intelligence are able to recognize their feelings and can learn how to respond in front of different situations that could be sentimentally relevant for them. Despite EI being a tool, which helps students throughout their entire lives, education has not been given the importance it deserves, mainly because it does not measure IQ in students (Paavola, 2017). Following Paavola (2017), EI is important to raise children with personality and good social skills This is why it is necessary to implement strategies and techniques in the classroom to develop emotional intelligence as it also can be combined with curricular topics for the English class.

As stated in Sulistianingsih et. al. (2018), storytelling is one of the sources that should be used to increase EI in students, because it helps to bring into the classroom some topics with moral responsibility and teachings for their daily lives. These stories may also help teachers come up with topics such as self-care or emotions which are themes that, in the same way, are included in the ESL curriculum. Besides this, storytelling is not only useful for developing EI, but also for learning a foreign language in young learners because it is a fun way to learn a language and teachers can get closer to students' interests and likes. Also, it is a way to motivate students and develop their "cognitive language skills" being a "fun, motivating, memorable and lasting" experience (Porrás & González, 2010). In addition, digital storytelling also works as a tool to increase social awareness in the classrooms (Robin, 2016), and can be used to ensure inclusive education. Increased interpersonal awareness helps learners in seeing his/her peers as competent, singular members of a group, and in perceiving them as a valuable part of the society thus promoting inclusive scenarios where everybody can participate (Figueroa, et. al., 2017).

Despite this, some aspects may be considered as obstacles for implementing digital storytelling as a strategy to cope with depression in the English classroom. As has been pointed out in Robin (2006, 2008, 2016), teachers must take into account which tools are available for

students to interact and create their digital stories; there are schools with a lower budget for technological resources and therefore, the creations or interactions of the students with the narratives can be limited. However, Robin (2006) proposes that these kinds of narratives can be created with basic programs such as Microsoft Word or PowerPoint to which students have easier access.

Along with this, another important point is that teachers must recognize Digital Storytelling is a strategy to which may contribute to reduce depression and to help students better identify and manage their emotions to increase emotional intelligence (Goleman, 1995). Despite this, this is not the cure of this emotional disturbance. Students with depression could develop a resistant depression where different strategies may seem worthless (Little, 2009), so teachers must work with a multidisciplinary team that involves the full collegiate body and medical and familiar support.

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GENDER DYSPHORIA: A NARRATIVE APPROACH TO UNDERSTAND STUDENT-TEACHERS' DISSIDENT IDENTITIES IN TEACHER EDUCATION

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Abstract

This study documents how gender dysphoria, a common feeling of corporal disconformity in gender-diverse people, is also an educational analytical category that can be used to comprehend acts of existence and co-existence from dissident identities in a teacher education program. We propose to appropriate the term from a bottom-up perspective to observe how relational subjectivities shape gender/sex identities. Using a critical interpretive framework, the research was conducted through a narrative study approach with a collection of life experiences of two gender dissident student-teachers in a public university in Bogotá, Colombia. The analysis of these narratives revealed that although gender dysphoria seems to suffer from an apparent pathologization (i.e., medical one), it can be re-appropriated to rebuild identity from an embodied and subjective perspective. There is an effort to re-exist from different realities that cannot be framed within medical/paradigmatic discourse. Narrations about corporal disconformity emerged as an act of resistance that locates students' body-political enunciation in and out, displacing colonial ontologies. This report then aims to generate a new perspective that conceives gender dysphoria as a broad spectrum in which dissident identity embodiments can be understood and represented in the educational field.

Keywords: Teacher identity, Gender dysphoria, Identity construction, ELT

field

Introduction

The education field, like all social entities, is constantly evolving and growing according to the interests of the communities. However, it has come into the spotlight how various educational systems establish standards surrounding identities, generating segregation to anyone outside this “normality”. These standards have influenced different areas, one of these being gender and drawing the attention of members of the educational community. Multiple studies have also discussed how binarist and sexist discourses are still present and reproduced in different educational settings, normalizing views on how gender should be (Baxter, 2003; Castañeda-Peña, 2021; Vasquez-Guarnizo et al, 2020). As part of the educational community and part of society as individuals, English teachers are involved in these lectures affecting their perceptions.

As a result of the establishment of dominant systems and the challenges surrounding them, it is essential to transform educational spaces to ensure that they do not replicate normative discourses around identity construction and provide access to a healthy and constructive existence. As a first instance, it is necessary to make room for the mention of these discourses in the classroom to allow people’s expression about them. Approaching these topics as taboo will not generate a change, on the contrary, it is necessary to consider issues such as “embodied gender/sex in English language teachers [since this] may challenge [...] the hollowness of those stereotyped, heteronormative assumptions of what a teacher of English should be like” (Castañeda-Peña et al., 2022, p. 917).

Our research proposes a new conceptualization of the term gender dysphoria and how it can be understood not from a category of clinical condition, but as a tool of enunciation to free ourselves from oppressive normative models. As commonly understood, “the official term describing the distress resulting from a discrepancy between anatomical sex and gender identity is gender dysphoria (GD)” (American Psychiatric Association, 2013, as cited in Clemens et al., 2017, p. 2). We want to transform this definition, to understand dysphoria as those processes of

discomfort with our own identity outside the norm, but that becomes a place of enunciation to talk about who we are, providing space for the existence of diversity and the breaking of traditional standards.

Theoretical foundations

Teacher identity

We have observed that the construction of teacher identity revolves around the discourses reproduced in the construction of personal identity and the standards established in classroom content. The attention generated by the dominant standards in social contexts has allowed us to find how different systems in the educational field reproduce normative ideas, as seen in the curricula, day-to-day practice of the educational role, teacher training, and the learning processes of teachers and students (Nuñez-Pardo, 2022). These discourses of domination have influenced how teachers represent themselves, being blanked out in the search to comply with a standard that does not allow displaying of personal characteristics of the teacher that can serve as an example and response in students.

There is great interest in knowing how these standardized views have permeated education. Primarily, we seek to understand not only how these practices are a reflex of colonial scenarios, but also the impact they have had on colonized people and systems, understanding this as their extent in pedagogical practices and the expression of teachers' voices and bodies. (e.g., Castañeda-Peña, 2021; Ubaque-Casallas & Castañeda-Peña, 2020).

Subjective identity

Personal identity is understood from a fluid concept of categories that allow us to situate ourselves as individuals. These categories are a representation of multiple scenarios, such as our culture, gender, age, and sexual orientation, among others. In this work, we were able to notice different categories of enunciation that break with traditional paradigms, allowing us to enunciate ourselves from the “weird” and “not normal”

sides. It is important to conceive tools for this enunciation, being quite useful, in terms of gender, the queer theory, which allows us to approach and understand dysphoria. In this sense, we think of “queer theory is [as it is] particularly useful for deconstructing the foundations of identities, destabilizing their ontologies and examining them as unstable, fluidic fiction” (King, 2021, p.2). We consider it allows us to encourage new normalities that correspond to our enunciations and let us be. In Rodriguez’s words, this means that there does not exist anything such as a “normal” identity or sexual orientation, there is a whole range of possibilities around the human identity that is increasing, reflecting our nature and being a positive manifestation of ourselves (2014, p. 31).

Bodily enunciation

The existence and sense of the body are fundamental components in understanding identities and the incarnation of dysphoria. The body is linked to feeling and expressing, which allows us to understand that from the corporality we live the social dynamics that influence us and it is also from there that we communicate who we are. It is through our bodies that we are allowed to be and share with others, therefore, we shape who we are employing our bodies. We build and express ourselves through the experimentation of the body. Liberation is not exclusively linked to thought processes, on the contrary, we speak of new possibilities to break with the normative systems that suppress our identity, through the body as a place that allows us to put into practice who we are and to reclaim our existence (Baum, 2018).

Others’ perception

As we have mentioned above, the construction of identity is highly influenced by others. Human beings are social, which means that we grow and form ourselves in different areas of life always accompanied by other people, who through their enunciations affect our own. It is also true that in human history, there have been widely known systems of domination in which people belonging to certain social groups have been considered “more valid” than others, while anyone outside the normal is considered

“wrong” and “not enough”.

This is described by Akotinere (2019), a black feminist from Brazil who, through activism, has made these perspectives visible. We understand then that the world’s organization has been shaped by the establishment of universal norms that respond to colonial systems that do not allow individuals to communicate their construction of self. This especially impacts those communities outside this colonizing system, which are not only invisibilized but also abused, as in the case of indigenous people, black people, migrant communities, and dissident populations in general. Akotinere affirms that the establishment of this norm is given by the “cisheteropatriarchal white and European-based cisheteropatriarchal society” (p. 14).

Contextualization

The interest in this study stems from the researchers’ personal experiences and investigative backgrounds. As part of the program Semillero Internautas, Contextos y Prácticas, we seek to develop a project that allows us to understand more deeply how the identities of student-teachers are constructed and from which places they are enunciated. This study collects and discusses the life experiences of two student-teachers in advanced semesters of the Licenciatura en Lenguas Extranjeras con Énfasis en Inglés of Universidad Distrital Francisco José de Caldas. The participants embody non-normative identities and have experienced events of dysphoria and nonconformity with themselves. Here, we analyze the social contexts in which these processes are immersed and their impact on the construction of English teachers’ identities.

Analysis

The instrument chosen for data collection in the study was the use of narratives, to be able to identify the opinions and personal experiences of the participants as told in their own words. We conducted a series of interviews with delimited topics for analysis but with a flexible framework in which spontaneous contributions and comments could be made to

encourage sharing personal stories. All participants involved in the process have built close personal relationships, for which reason we conceived this analysis of information not from an observer-observed perspective, but from one of friendship and collaborative processes where we contribute socially to the construction of a new reality that allows us to share who we are while healing painful experiences and transforming them into learning.

The construction of the results found in this research was based on four fundamental axes of analysis. Teacher identity, subjective identity, bodily enunciation, and others' perception. Together, they relate to the building of gender dysphoria and its experience as the main element of analysis.

Findings

As a result of this reflection process, we have been able to find different conclusions that allow us to understand to a greater extent what colonizing norms are present in our context and how these impact the education of individuals in their personal aspects and the field of teaching. Nevertheless, it is important to emphasize that this research process is still in progress and that it will allow us to discover further conclusions and topics for reflection through our shared experiences in this project and the socialization of this work in different educational environments focused on teacher training.

It is also important to highlight the significance of the participation of our collaborator, Valery in this process. Her life experiences have been a fundamental part of this research and have allowed us to understand how the processes of dysphoria and discomfort with our identity are reflected in the educational environment as teachers. Our participant has been actively involved in the research construction process by reviewing the socializations and advances. It is pertinent to mention it since we have been able to find the great relevance of collaborative participation in qualitative research. We want to emphasize that Valery is our friend and not a subject of observation, which allows us to conceive the research under a critical paradigm where the constructions of knowledge are given thanks to shared reflections that allow all individuals to be treated with respect. Going forward with our findings, we were able to identify through the experiences the previously mentioned elements related to identity construction.

The first important element detected was the presence of heteronormativity and gender stereotypes. These standards appear to be the product of stereotyping in family, school, and religious institutions. In Valery's case, these experiences resulted even from these institutions working together. Valery studied high school at a religious school in Colombia, or what is most known here as a "colegio de monjas". In this context, many discursive relationships took place in which a large amount of control was imposed on the personal expression of its students and their personal characteristics such as gender and sexual orientation. Any "weird" behavior outside of the established rules was punishable. This resulted in great difficulty in self-understanding and self-recognition, unleashing in Valery a desire to erase and hide who she was to avoid being judged for it,

When I was around seventh grade at my school, I was about 12 or thirteen at the time, I was attracted to a girl at my school. My school was a girl's school. At that time it was shocking for me, it was really complicated because my family is very conservative and the school itself was also very traditional. At that moment I felt pretty insecure because I had a confrontation with myself because I said "No, this is wrong" according to what my family taught me, what they taught me at school "I can't be like that, I can't be feeling this kind of attraction towards a woman" "I'm not normal". At that time I flatly refused the possibility, precisely because of the way the school and my family taught me the Catholic religion, I began to pray every night "My God, no, please take this away from me because this is wrong, this is not what you want" and things like that, just not to disappoint neither my family, nor myself, my beliefs at that time, nor the school.¹

¹ Quote taken from the interviews, translation performed by the authors

Valery's experience shows how institutions replicate normative discourses about what we can and cannot be. With this life experience, we have been able to recognize the presence of oppressive mechanisms in the institutions of formation that are imposed on society, such as the church and the school. Valery also shares her experience from a place of articulation where embracing and sharing who she is has allowed her to build a new perspective from her own enunciation,

I talked about it with a friend from my school and what she told me was “No, that’s not wrong, it’s the way you feel and it’s completely normal” Finding that support in her really made me stop hating myself a little bit for feeling those kinds of things. When I stopped hating myself and forcing myself not to think about it, I started to accept myself a little bit more. I said “Well, it’s okay, this makes sense” I began to look more about the LGBT+ community and what it meant in terms of “Well, it’s lesbian, it’s gay, it’s bisexual, it’s one thing, it’s the other” so I said “Well, okay” but at that moment I didn’t identify myself as bisexual, because I didn’t really know if I had been playing myself straight or if I was just a lesbian or if I was really attracted to both genders, so that was a moment of confusion. By the time I had my first relationship with a girl, which we were together for a little while, I had already entirely accepted the fact that I was sexually and emotionally attracted to women and that it was completely right. Seeing myself in that kind of way and still recognizing the attractiveness of men and being attracted to a man, was what made me realize that I was bisexual.

Valery’s enunciative process is precious, demonstrating the capacity of identity discourses to heal our wounds. Through a mutual friendship process, she was able to recognize and enunciate her identity, she met a person who could listen openly to who she was and who was disposed to share with her the process of embracing their own identity. We mainly highlight how support networks, enunciative discourses, and the search for information are fundamental tools to give voice to dissident identities and allow them to appropriate their place in the world from their existence,

In this project, we have been able to confirm that gender dysphoria is experienced due to internal conceptions of the identity of individuals that are highly influenced by the establishment of judgments and normative systems around them. We reaffirm with this that institutions in charge of the formation of people in society are responsible for reproducing colonial discourses that oppress the freedom of diverse individuals. We extend again the invitation to understand gender dysphoria from a non-clinical point of view where we can see others as people and not as patients by recognizing that dysphoria is not experienced in the same way for everyone “Not all individuals who

experience gender incongruence necessarily experience a complete cross-gender identity, want hormone therapy as well as surgery, and want to live as the other gender permanently or completely” (Cohen, et. al, 2015) and that these processes of nonconformity with who we are are largely shaped as a result of social factors.

To conclude, we determine that gender dysphoria can be conceived as a place of enunciation for all those identities outside the norm that have experienced events that oppress them. Dysphoria ceases to be a clinical category that frames the “sick” to build itself as a learning tool in the search for community environments that are more open to diversity and invite individuals to embrace and respect themselves and others.

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PEDAGOGICAL ALTERNATIVE FOR ENGLISH ACQUISITION IN AUTISTIC CHILDREN WITH A MULTIPLE INTELLIGENCE PERSPECTIVE

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Abstract

The writing “Pedagogical Alternative for English Acquisition in Autistic Children with a Multiple Intelligence Perspective” presented by the teacher Laura Rojas graduated from Universidad Distrital, is based on a mixed and cross-sectional descriptive investigation. It was developed in a private institution in Bogotá with four autistic children between 7-10 years of second and fourth grade. It focused on the integration of skills through a pedagogical and didactic proposal. The project promoted the acquisition of English as a foreign language from a multiple intelligences approach. It was executed with all the members of the classroom. The base was the construction, adaptation, and application of the psycho-pedagogical diagnosis in autistic students. There was obtained information about behavior, psychomotor development, and English level. The results showed progress in the acquisition process, and the children stood out notably in interpersonal, visual-spatial, musical, verbal-linguistic, and naturalistic intelligence. The integration of the abilities and skills of the children allowed them to advance and achieve educational objectives through didactic resources. It can be concluded that one option to promote inclusion in the classroom is the implementation of innovative pedagogical strategies and the application of adapted materials.

Keywords: acquisition, autistic, multiple intelligences, pedagogical alternative, psycho-pedagogical diagnosis.

Introduction

Diversity is a concept that is part of the reality of the classroom. The need to develop a pedagogical alternative that would respond to the specific requirements of the community with special educational needs arose in the pedagogical practicum in primary school. On one hand, the existence of different learning styles was evidenced. Each child has a particular way of perceiving the world and acquiring knowledge. On the other hand, it was possible to conceive the marginalization suffered by this population due to the lack of knowledge and resources to attend to the particularities of a diverse classroom. As well as the non-existence of specific material that facilitated the educational process and promoted the acquisition of English as a foreign language.

Classrooms must be transformed to give way to diversity. This can be achieved by the inclusion of everyone in the teaching-learning process. Besides, the consideration of the strengths of the students in the educational processes will allow the building of a truly diverse schoolroom. Therefore, this pedagogical alternative is focused on the adaptation of materials and activities to promote the acquisition of English as a foreign language in autistic children considering a Multiple Intelligence (MI) approach. This project is based on the application of a psycho-pedagogical diagnosis which allowed us to determine the weaknesses, strengths, behavioral skills of the population, and communication and motor levels. It made it possible to collect information from each student and establish an action plan based on the guidelines of the Individual Plan for Reasonable Adjustments PIAR (by its acronym in Spanish) and the playful-based approach. The text presented contains the theoretical bases of the constructs of autism and neurodiversity, multiple intelligences, materials, PIAR, and play-based approach, fundamental pillars that led the research. Subsequently, it presents the methodological framework, data collection instruments and procedures, the main results, and the conclusion.

Theoretical Framework

This research was based on three main concepts. First, autism and its relationship with neurodiversity. Then, the MI theory and its

correspondence with autism. Finally, the concept of materials with Tomlinson's postulates. Subsequently, the vision of PIAR and the play-based approach is developed. These elements helped create a proposal that promotes the acquisition of a foreign language by adapting materials and activities for autistic children.

Autism and Neurodiversity.

The Colombian Autism League LICA (by its acronym in Spanish), defines autism as “un trastorno del neurodesarrollo que se hace presente en la infancia y acompaña a la persona durante curso de vida.” [a neurodevelopmental disorder that is present in childhood and accompanies the person throughout life] (LICA, 2023). Considering what was exposed by LICA, the autistic population usually presents difficulties in comprehensive and expressive language, social interaction, and repetitive and restricted interests.

We should consider autism as an spectrum because “es variado y amplio (...) no vamos a encontrar dos personas iguales, y con las mismas características, cada uno desde su particularidad va a tener una forma de ser, comunicarse, pensar y actuar (...) de una manera distinta” [it is varied and broad (...) we are not going to find two identical people, and with the same characteristics, each one from their particularity will have a way of being, communicating, thinking and acting (...) in a different way] (LICA, 2023). There are as many types of autism as people in the world. Hence, the proposal was carried out from a diversity perspective.

This concept had a great level of relevance in the development of the project because it allowed us to understand that it is “the presence of differences within a given setting (...) It is the way people are different and yet the same at the individual and group levels” (Tan, 2019). It was a pillar in tracing the path of the acquisition of English as a foreign language and the creation of an inclusive environment. It merges with neurodiversity, a postulation that defines people who “experience and interact with the world around them in many different ways” (Baumer & Frueh, 2021). This term played an important role, since according to Baumer & Frueh “there is no one “right” way of thinking, learning, and behaving, and differences are not

viewed as deficits”. During the development of the study, the school community appropriated this concept and did not perceive autistic children because of their difficulties or deficiencies, but rather recognized their capacities and abilities to contribute to an inclusive society. Diversity made it possible to see disability not as a disadvantage, but as a way of exploring and creating.

Multiple Intelligences.

Howard Gardner proposed the Multiple Intelligences theory in 1983. The author defines intelligence as “the ability to solve problems, or to create products, which are valued within one or more cultural settings” (Gardner, 1983, p. 28). In his book, Gardner proposed eight bits of intelligence: “the linguistic and logical-mathematical intelligence that are at such a premium in schools today; musical intelligence; spatial intelligence; bodily-kinesthetic intelligence; and two forms of personal intelligence, one directed toward other persons, one directed toward oneself” (Gardner, 1983, p. 300). To make a classroom innovative and inclusive, its members must be able to experience new ways of learning. Hence, this theory was introduced in the pedagogical proposal to identify the field of knowledge with which each autistic student has more ease when acquiring a foreign language. This theory helps personalize the teaching-learning process and facilitates attention to diversity in the classroom by empowering different abilities and skills.

Along with the above, this part of the text shows the relationship between MI and autism. “MI may well be the answer to understanding, empathizing, enabling, and collaborating with a person with autism” (Ramakrishnan, 2008). This statement was of great importance in developing the proposal since it gave way to the flexibility to explore different fields of knowledge and discover the one or those that brought the most advantages. When developing any educational intervention, it is mandatory to know the students to build a learning environment that suits their needs. Besides, provide them with the necessary tools so that they can advance in their pedagogical process considering their educational requirements. It is essential to make a transition towards the adaptation of the curriculum and

materials so that all students, regardless of their condition, can access knowledge and contribute to its construction.

Consequently, the MI theory will allow to comprehensively develop the improvement of all English language skills in students with autism from a broader approach. It will demonstrate that autistic children can acquire a foreign language from didactics in an interdisciplinary field. “It is certainly fair to say that the Multiple Intelligences proposals look at the language of an individual (...) as central to the whole life of the language learner and user” (Richards & Rodgers, 2014, p. 232).

Materials, PIAR, and Play-based Approach.

To refer to the materials and the incidence that they may have in the process of acquiring a foreign language in autistic children, the definition of the material. Additionally, the transformations that can occur depend on the population each teacher works with. When designing and adapting the material, it is extremely important to consider the guidelines established by the PIAR and the play-based approach, so that these combined elements work together to be a tool in the acquisition process. One of the immediate authors that defined materials for acquiring a foreign language is Tomlinson. Carter and Nunan (2001) made an edition of what Tomlinson expressed:

A field of study and a practical undertaking. It studies the principle and procedures of language teaching design, implementation, and evaluation. As an undertaking, it involves the production, evaluation, and adaptation of language-teaching equipment. Materials go beyond textbooks or even workshops.(p. 68)

The materials go beyond textbooks or workshops. These can be linguistic, visual, auditory, or kinesthetic and presented in analog or digital format. They are flexible educational support elements. Therefore, this pedagogical proposal goes beyond adaptation because it offers a didactic and playful alternative for educators and autistic children. Regarding curriculum as well as the search and implementation of materials, teachers face different challenges since they must consider “authenticity, the original source, the target language skill, and learners’ language levels and ages”(American

English, 2023). Also, they must address diverse students' interests, experiences, and functional educational needs. For that reason, this pedagogical alternative proposes using the PIAR guidelines to make reasonable adjustments to the curriculum. Then, the reader should know its definition;

El PIAR es una herramienta utilizada para garantizar los procesos de enseñanza y aprendizaje de los estudiantes, basados en la valoración pedagógica y social, que incluye los apoyos y ajustes razonables requeridos, entre ellos los curriculares, de infraestructura y todos los demás necesarios para garantizar el aprendizaje, la participación, permanencia y promoción. [The PIAR is a tool used to guarantee the teaching and learning processes of the students, based on the pedagogical and social evaluation, which includes the support and reasonable definitions required, among them the curricula, infrastructure, and all other necessary to guarantee the learning, participation, permanence, and promotion] (Ministerio de Educación Nacional, 2017, pp. 5-6).

In general terms, the PIAR helps to adapt materials and activities and eliminate the barriers learners with functional educational needs face in classrooms. Consequently, this must be combined with a play-based approach, that is understood as “the way children interact with their world” (Walker, 2018). This vision had great importance in the project because according to Walker, it “involves collaboration, frequently requires critical thinking, includes the child’s interest, active engagement, and meaningful tasks”. Therefore, using the game as the main strategy through materials and activities adapted from a multiple intelligence perspective, allowed autistic students to interact with their peers and explore knowledge from various branches.

Methodological Framework

The study was developed under a mixed method because it has qualitative and quantitative elements. The type of study used in this project was a descriptive cross-sectional study. The variables we considered were two— independent and dependent. Materials and activities were considered independent variables. As the dependent variable, the educational

characteristics of the children. This project was conducted in a private elementary school in Bogotá, Colombia. It lasted four months. The institution is in the Villa Alsacia neighborhood, in the locality of Kennedy. The institution offers kindergarten, primary, and secondary school, strengthened under the principles of a creative pedagogical model.

The pedagogical intervention was held with second and fourth-primary graders. Second grade was divided into neurotypical children (NT) and pupils with functional educational needs. The last group was split into autistic learners and students with other diagnoses. There were two autistic apprentices, one diagnosed with Autism and the other with Asperger's. The fourth grade was made up of NT and functional educational needs children. Regarding the autistic group, one participant was diagnosed with Asperger's, and the other with Autism. Among the latter group, the group had six students with other diagnoses such as hyperactivity, anxiety, and physical disabilities. It is essential to highlight that the pedagogical alternative was held with all classroom members. However, the representative sample for this study was the four autistic children. Their ages range from 7 to 10 years old. In each course, there were two boys and two girls officially diagnosed.

Data Collection Instruments and Procedures

In this research were used three primary data collection techniques: Observation, interviewing, and questionnaire. In observation were used three data-gathering tools: teachers' journals/field notes, where was collected information about the experience. The next was the intelligence assessment indicators, a format adapted and divided into four scoring sections. It gave us insights into the development and fulfillment of goals for each session per student. It was helpful to identify the learning styles of each participant. The last was a rubric to evaluate the process at the end of the activities.

In interviewing technique, were implemented a semi-structured interview that was held with the school coordinator to know the composition of the school and the teaching staff, the official diagnosis of each participant, and some generalities. The other was a Psycho-Pedagogical Diagnosis which

was adapted considering the Colombian context and population. It permitted us to perceive the level of autistic children's performance in specific activities, understand their previous knowledge of English, and know the features of their behavior and group performance. The instrument for the last technique was a teachers' questionnaire. It helped us identify the educational teaching staff's experiences with autism and the MI theory. As well as knowing their perceptions about the pedagogical intervention conducted in the school.

Results

This section of the document presents a general summary of the results obtained by each participant. It is essential to recognize that all human beings are diverse and thus have a broad spectrum of intelligence development. Each person shows a predominance in one or several bits of intelligence, which are combined differently depending on the context and the activity demanded.

Participant One (P.1) From the beginning of the intervention P.1 showed a service attitude towards their classmates and teachers, excelling in this way in interpersonal intelligence with 17%. This participant used the body as the main work tool and showed great inclination in tasks related to nature and the outdoors. It was possible to notice the individual progress of this pupil. The child was essential for the development of group activities. This kid used several elements of the intelligence bits that stood out to appropriate the topics worked on. Therefore, significant progress was evidenced in the acquisition of a foreign language.

Participant Two (P.2) From the diagnosis it could be noticed that P.2 was introverted and independent. In addition to showing extraordinary memory skills and externalization of internal monologues. The interpersonal relationships of this pupil improved significantly since most of the activities required group work. Even so, the student was always selective when it came to choosing who to work with. The participant excelled with 17% in visual-spatial intelligence. Most of the time the child contributed to the creation of different elements that complemented the pedagogical proposal. It was possible to demonstrate a high level of vocabulary acquisition of the

topics worked on.

Participant Three (P.3) At the beginning, this participant was quiet and maintained a low profile and level of participation. In the first stage, the pupil excelled in musical intelligence. This characteristic was a constant in the pedagogical intervention where the child managed to excel with 21%. P.3 showed great inclination in the activities that involved the body as the main tool. Their interpersonal relationships progressed significantly as the student requested the help of peers and teachers and integrated with them. The foreign language acquisition process advanced with the support of visual and auditory resources.

Participant Four (P.4) This participant always showed great initiative and willingness to carry out the activities. The pupil showed high performance in linguistic-verbal and naturalistic intelligence with 15% in each. P.4 performed very well on tasks related to brainstorming, integrating with other peers, and public speaking. The performance level was wide and constant. The student used various tools of various bits of intelligence to nurture and facilitate the language acquisition process, which advanced significantly.

Conclusion

When a teacher works with a population with functional educational needs, more specifically with autistic children, it is necessary to apply the psycho-pedagogical diagnosis. This instrument allows us to closely observe the behaviors and academic level of each student. It is also one of the main elements that provide ideas around adaptations that we must make in the classroom and the materials, as well as the personalized changes for each child. Therefore, teachers must know the population with which they are going to work. This is to know the requirements and strengths of each classroom member. With this information, it will be possible to adapt the curriculum, activities, and materials progressively to allow all students to access knowledge from a varied and playful perspective since multiple intelligences and games are the focus of the proposal. Finally, the design and application of a pedagogical alternative that contemplates the abilities and educational requirements, and incorporates materials and adapted

activities, will promote the acquisition of the English language in autistic children in a diverse classroom. This is due to the variety that it brings to the pedagogical processes.

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DIAGNOSTIC INQUIRY ABOUT PERCEPTIONS ABOUT GENDER IDENTITY AT INSTITUCIÓN UNIVERSITARIA COLOMBO AMERICANA – ÚNICA

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Abstract

This study aims to identify the perceptions about gender identities of students, teachers, and administrative staff of Institución Universitaria Colombo Americana - ÚNICA, and how language teaching and learning can contribute to the formation of citizens who are more respectful of gender diversity. The study uses a mixed-methods approach, through a questionnaire about perceptions of gender identities, and attitudes towards inclusion and a focus group to collect more in-depth data. The researcher developed the questionnaire in collaboration with the Welfare Department, based on current regulations and protocols established by the Ministry of Education for inclusive higher education (2016) and the university protocol for prevention and attention in case of gender and/or sexual violence.

The focus group will be conducted with a subset of participants to provide more in-depth data about their answers of the first questionnaire and to collect suggestions based on their life experiences and views of the world for the researcher to propose adjustments to the university's diversity protocols.

The proposed adjustments to the diversity protocols might serve as a basis to develop strategies such as awareness campaigns focused on promoting a more inclusive environment and raising awareness of the importance of

knowing the ÚNICA inclusion protocol.

Key words: Gender, Gender Identity, Perceptions, Stereotypes

Introduction

Gender identity has arisen as an important topic for debate and exploration in education in recent years. The acknowledgement of self-defined gender identity as a fundamental human right has acquired universal acceptance. Diverse nations have implemented measures to foster inclusivity and combat discrimination based on gender identity. Nevertheless, despite these efforts, a prevailing lack of comprehension and awareness concerning gender identity persists. Consequently, individuals who diverge from traditional binary gender norms often encounter various forms of violence and discrimination. This issue highlights the critical necessity for education and awareness campaigns centered around gender identity. By doing so, we can cultivate a society that embraces equity and inclusivity, where every individual is esteemed and cherished.

To address the importance of reducing inequalities and promoting diversity, UNESCO's 2030 Agenda comprises 16 Sustainable Development Goals, which address inequalities and promote diversity. It focuses on ensuring universal access to high-quality education, bridging knowledge gaps, reducing the digital divide, and promoting inclusive policies that value cultural diversity.

Concerning the 2030 Agenda's objectives that align with my research, my report delves into significant topics like gender identity, perceptions about gender, traditional and non-traditional gender roles, gender in bilingualism programs, discrimination, and coexistence. These subjects are pivotal in supporting and justifying my thesis, both in its theoretical framework and its contributions to the 2030 Agenda. A vital objective of the 2030 Agenda is Quality Education, seeking inclusive and equitable access to high-quality education and lifelong learning opportunities. In this context, my thesis will support this goal by examining how language teaching and learning can foster citizens who are critical, reflective, and respectful of diversity, especially concerning gender identity.

Another important objective of the 2030 Agenda is Gender Equality, which seeks to empower all women and girls. This goal is particularly relevant to my study as it examines perceptions about gender identity among students, teachers, and administrative staff of the Institución Universitaria Colombo Americana-ÚNICA. By analyzing these perceptions, my thesis may identify potential sources of discrimination and gender inequality and provide recommendations for addressing these issues. These two objectives contribute to the final one of reducing inequalities, specifically in Colombia and within the ÚNICA community. By exploring the relation among language, gender, and education, my research aims to address and mitigate gender disparities.

In line with these global efforts, the Institución Universitaria Colombo Americana - ÚNICA has established an institutional project focused on promoting inclusion and gender equality in its educational community. In line with the Inclusive Higher Education Policy guidelines proposed by the Ministry of Education (2020), ÚNICA acknowledges the significance of addressing gender identity as a fundamental aspect of its educational mission. It is within this context that I have been granted the chance to undertake this research project, with the objective of contributing to the monitoring of these guidelines.

The project centers around a diagnostic inquiry and the use of a qualitative instrument tailored to gather pertinent data on the perception of gender identity within the university community. This instrument was collaboratively developed with the support of the Welfare Department of the university, which facilitated data collection through an initial questionnaire. The data obtained from this instrument will be utilized in my research to analyze the current state of gender inclusivity at ÚNICA and pinpoint areas that require improvement.

This research centers on analyzing the data gathered from the diagnostic instrument to tackle the lack of knowledge and awareness concerning gender identity issues within the university community. It becomes apparent that its implications can be far-reaching, contributing to the perpetuation of discrimination, reinforcement of gender stereotypes, and limitation of opportunities for individuals who challenge traditional gender norms. Through examination of the data, we can identify specific areas

necessitating increased education and awareness.

Problem and context

The persistence of gender inequality and discrimination against women and the LGBTIQ+ population in Colombia presents a significant problem. This problem is evident through various manifestations, such as femicides, sexual harassment, and violence targeting the LGBTIQ+ community. These issues perpetuate cultural norms regarding gender roles and power dynamics.

Acknowledging the urgency of these concerns, the Ministry of Education (2020) emphasizes the significance of dealing with them within the classroom to avoid any potential discriminatory behavior in the future. It is critical to investigate the university community's ideas and viewpoints on gender issues and to design solutions targeted at building an inclusive environment. We can address gender-based violence and prejudice within the academic community by doing so.

The Institución Universitaria Colombo Americana-ÚNICA, with its commitment to implementing policy guidelines on inclusive higher education, becomes a relevant context for addressing gender-based violence. These guidelines aim to promote safe, inclusive, and discrimination-free educational environments. In collaboration with the welfare department of the institution, a study was conducted to identify the community's perceptions of gender-based violence and existing prevention strategies. Two main barriers and challenges facing the ÚNICA community have been identified.

To begin with, the diverse backgrounds prevalent within the community contribute to a multitude of perspectives regarding gender identity. This inherent diversity necessitates a comprehensive understanding and appreciation of various viewpoints to effectively address gender-related issues.

Additionally, the questionnaire reveals a significant gap in awareness concerning the protocol for handling cases of gender-based violence and discrimination within ÚNICA. This lack of knowledge underscores the

need to educate and inform the university community about the existing protocol, thus empowering individuals to recognize and respond appropriately to such situations. By addressing these two key aspects, we can pave the way for a more inclusive and informed environment at ÚNICA.

Research Questions

It was essential to ask myself questions that will allow me to go deeper into this issue and seek effective solutions. In the following, I will present the research questions that guide my study and will help us to better understand this issue.

Main question

What are the perceptions of the educational community at ÚNICA about gender-related topics?

Specific Questions

- What kind of experiences have the participants had in relation to gender identity?
- How do the perceptions of the university community about gender identity influence coexistence in the institution?
- What are the specific measures that can be proposed to improve inclusion and respect for gender identity diversity at the Institución Universitaria Colombo Americana - ÚNICA?

Research Objectives

Main Objective

Identify the perceptions that ÚNICA's community has regarding gender identity.

Specific Objectives

- Categorize what experiences participants have had in relation to gender identity.
- Identify what the factors on the perceptions about gender identity that influence the coexistence of the UNICA community are.
- Propose specific measures to improve inclusion and respect for gender identity diversity at the Institución Universitaria Colombo Americana- UNICA.

Theoretical framework

To understand and effectively confront gender issues, it becomes imperative to delve into various theories and approaches that shed light on the nature of this matter within society. By exploring diverse perspectives, we can gain a more understanding of the complexities surrounding gender and its impact on individuals and communities. This effort enables us to formulate well-informed strategies and interventions to foster positive change and promote inclusivity in our present-day world. The theories that have been developed are Gender Identity, Perceptions about Gender Identity (Traditional Stereotypical Roles about Gender, and Non-normative Roles about Gender) and Discrimination.

Gender Identity

The important topic of sexual orientation and gender identity takes center stage in the broad breadth of international human rights legislation. As the United Nations stated in 2015, this vision captures the complexities of an individual's connection with their very own bodily vessel. Such a personal relationship delves into the realm of potential modification, wherein appearance and functioning may be subject to transformative medical or surgical procedures if one so desire. Moreover, this all-encompassing perspective also embraces the facets of gender expression, where the variety of dressing, speech, and behavior connect.

Viveros (1995) delves deeply into exploring the relationship between

gender and identity in contemporary society. The author conducts a comprehensive examination of how masculine and feminine identities are constructed across diverse contexts, including family, school, work, and politics. By delving into these contexts, Viveros provides valuable insights into the nature of gender identity and its influence on individuals' lives within different social spheres. In addition, she analyzes how these identities impact social relations and gender discrimination, and violence. This book is very useful for research on gender and identity today.

Perceptions about Gender Identity: Traditional Stereotypical Roles about Gender, and Non-normative Roles

Simone (1967) claims that we are presented with a moving portrait of three women who have experienced the gender oppression imposed by patriarchy in different forms. Through stories such as *La mujer rota*, Beauvoir immerses us in the lives of these women who have been limited and constrained by patriarchy.

Beauvoir demonstrates how gender oppression affects women's identity and freedom, as well as how patriarchy influences the construction of their lives, in these anecdotes. We meet a woman in the book who has been abandoned by her husband and is striving to regain her sense of fulfillment without him.

Bourdieu (2000) provides an in-depth analysis of the social construction of masculinity and how it is used as a tool of power to keep women in a subordinate position in society. Bourdieu investigates how masculinity is transmitted through education and socialization, resulting in male group hierarchies that can lead to discrimination and violence among males. Bourdieu's work is extremely relevant to my educational study on gender identity discrimination because it reveals how the societal construction of masculinity can unintentionally promote violence and prejudice towards those who violate conventional gender standards. This structuralist perspective allows us to grasp the intricate ways in which gender norms become ingrained in society and are conveyed through educational processes and socialization. By understanding these mechanisms, we can shed light on the roots of discrimination and work towards fostering a more

inclusive and accepting educational environment. Bourdieu's insights serve as valuable tools in our pursuit of creating a fair and equitable educational landscape that embraces and celebrates the diversity of gender identities.

Discrimination.

Butler (2004) contends that gender is a social and cultural construct rather than an inherent and permanent characteristic. Gender, she claims, is acquired and maintained through social activities. The prevalent gender standards, which define what is "masculine" or "feminine," are enforced by society and have negative consequences for individuals who break from them. Finally, Butler encourages us to dispute and disrupt these gender categories to oppose injustice.

Literature review

This section examines the most recent international, national, and local studies on gender identity, gender, and English Language Teaching (ELT), gender stereotypes, and discrimination. The main objective of this analysis is to evaluate how they have addressed the gender issue in an educational context. The goal is to get profound insights into how these educational institutions may develop inclusive and supportive cultures that value and celebrate gender identity diversity within the context of higher education and bilingualism. We may work towards establishing an educational landscape that accepts and respects the diverse tapestry of gender identities in academic contexts by investigating these findings.

Perceptions about Gender

Examining students' gender views is crucial because it provides vital insights into how they see themselves in relation to gender and how they interpret prevalent society expectations and prejudices. We can acquire a better understanding of their self-identity and the impact of external influences on their sense of gender by diving into their viewpoints. This information is critical in creating an inclusive and supportive educational atmosphere that allows students to confront harmful stereotypes and accept

their real selves free of societal conventions.

This comprehension serves as a fundamental pillar in establishing an inclusive and respectful educational environment, wherein every student feels embraced and valued for their unique individuality. Moreover, the examination of these perceptions aids in identifying potential challenges and barriers that students might encounter in their personal and academic growth. In this context, Vásquez, Chía, and Tobar (2020) conducted a qualitative study titled “Perceptions of Students of English as a Foreign Language about Gender Stereotypes through their Narratives.” The findings from this study underscore the importance of addressing gender in the educational setting and shed light on how gender stereotypes can impact language learning and teaching, considering their sociocultural and educational background. By acknowledging and acting upon these insights, educational institutions can strive to foster an inclusive and supportive atmosphere, promoting a conducive environment for learning and growth while dismantling harmful gender stereotypes.

Furthermore, the review delves into the literature on how second language learning can be impacted by perceptions of gender norms, and how these gender roles play a crucial role in learners’ sense of identity and self-esteem. The study’s findings unveiled those participants underwent a process of self-reflection during the research, which arose from a desire to diverge from perceived errors made by previous generations. This introspection reflected their determination to chart a different course. Additionally, the results demonstrate that integrating art into the study proved to be a potent strategy, empowering students to express their voices and unveil concealed realities without the fear of judgment. Consequently, the authors advocate for the incorporation of art in the classroom as an effective approach to encourage individual expression and foster awareness of hidden realities, enabling students to share their experiences genuinely and securely. Such an approach can cultivate an environment that celebrates diversity and nurtures each student’s unique journey of learning and self-discovery.

Gender and ELT

In the Colombian educational context, school is considered a space of socialization where heterosexual identities and orientations are expected to be the norm and assumed as a necessary destiny. Non-normative sexual identities (LGBTQ+) often remain invisible and marginalized in educational settings. English language teaching approaches may overlook the influence of gender and sexuality on the learning process and the experiences of students and teachers, hindering inclusivity and understanding. Acknowledging and addressing this issue is vital to create a supportive and inclusive educational environment. This is why Castañeda-Peña (2021) enters this context with his research entitled *Gender and ELT*. This study focuses on exploring the representations of gender and sexuality in textbooks, analyzing classroom activities and interactions, and understanding the learning experiences of different gendered and sexualized subjects. Furthermore, it proposes an ‘undisciplined’ and utopian approach to linguistics applied to ELT, which challenges traditional conceptions and seeks to transform the teaching of English into a space that is inclusive and respectful of the diversity of identities and sexual orientations. The research’s main objective is to bring to light and comprehend the experiences of students and teachers concerning their gender identity and sexual orientation within the educational context. This discovery emphasizes the need of creating an open and accepting environment in English language instruction, where gender identities and sexuality are acknowledged and accepted. We may provide a secure and supportive environment for all individuals to engage in the process of learning English as a foreign language while embracing and celebrating their unique identities and orientations by creating such an environment. It is important to approach critically and from a decolonial perspective the construction of these identities in educational environments, considering the processes of adoption, resistance, and positioning of students and language teachers. This is why the author proposes to study the processes of adoption, resistance, and positioning of people in relation to their gender identity and sexuality, considering classroom interactions, class contents, materials, and communicative contexts. Ultimately, it seeks to promote healing and recognition of the existence of all people involved in the educational environment.

Along the same lines, Escobar (2021) carried out some research entitled *Gender and sexual identities in EFL in Colombia: Narratives of L2 Experiences of Gay and Lesbian Students at a Private University*. She found that historically, heterosexuality has been assumed as the norm in this field, excluding and discriminating against LGBTIQ+ people. Through interviews with gay and lesbian students at a private university, it was revealed that heteronormativity is reproduced in faculty-student interactions, among peers, and in classroom activities. This creates exclusion and censorship, generating a problematic environment for students with non-normative orientations. However, cases of inclusion were also identified, where LGBTIQ+ issues were treated without stigma and with an inclusive perspective.

The author proposes promoting an inclusive and respectful perspective towards diverse sexual and gender identities, both in teacher-student interactions and among the students themselves. The author also emphasizes the significance of integrating LGBTIQ issues into class activities in a non-stigmatizing way. By doing so, students with non-normative orientations can feel included and comfortable expressing themselves authentically. This approach not only benefits LGBTIQ students but also enhances the foreign language learning process for all learners by making it more relevant and meaningful. Inclusive discussions and activities foster a supportive and enriching environment, where every student can fully engage and learn from each other's perspectives and experiences. In summary, the author proposes an inclusive educational approach that recognizes and values the diversity of sexual and gender identities.

Likewise, Farfán (2021) conducted a study entitled *Discourses of Violence and the (co)Construction of Gender Identities in the English as a Foreign Language Classroom*, with the objective of examining the discourses of school violence and their relationship with the construction of gender identities in the EFL classroom. She also sought to understand the possible impacts of these discourses on language teaching and learning. The author used participant observation and ethnographic elements to identify violent discourses in an English classroom at a preschool level in Bogotá, Colombia. The findings revealed the presence of discourses of violence

such as harassment, intimidation, corporal punishment, and aggression, used by students to (co)construct gender identities. These discourses limited the use of English in the classroom and generated a hostile learning environment. The author suggests that language teachers should be aware of the relationship between discourses of violence and the construction of gender identities and create rewarding learning experiences by addressing these discourses critically and proactively. In addition, she highlights the importance of analyzing classroom discourses and the use of materials and methodologies that may contain violent and gender-stereotyped discourses.

Methodology

The diagnostic process in education is considered a research method that shares the same scientific standards and characteristics of educational research in general (Mollà, 2013). In line with this approach, this qualitative study delves into a particular educational phenomenon, aiming to gain a deep understanding of its complexities. With a steadfast commitment to unraveling the mysteries surrounding the learning process, this research undertaking embarks on rigorous and sophisticated analysis. By employing a comprehensive methodology based on diagnostic inquiry, which includes qualitative data collection tools such as questionnaires, focus groups, and detailed document analysis, we seek to uncover the latent needs, underlying challenges, and perceptions of the educational community. This qualitative study conducted at Institución Universitaria Colombo Americana-ÚNICA delves into students' perceptions about gender-related issues, with the purpose of preventing discriminatory acts and creating a lasting impact on both the university and society. Through sensitization and the implementation of awareness campaigns, the project aims to foster a culture of inclusion, respect, and equality within the university community. Recognizing the broader implications, the study acknowledges the potential for societal transformation and positive change in educational environments. It underscores the importance of creating more inclusive, supportive, and respectful environments through ideas that inform policy and practice.

Data Analysis and Findings

Student questionnaire

Keeping in mind that the instrument was developed in collaboration with the university's Welfare Department, which provided support for the collection of information via an initial questionnaire, and that the data obtained from this instrument will be used in my research to analyze the current situation of gender inclusiveness at NICA and identify areas for improvement, "Do you know if there are prevention strategies for cases of gender-based violence at ÚNICA?", the following response was obtained: 26% of the students (25 students) responded "no" (8 men and 17 women), 4 did not respond, 56 responded they "did not know" (19 men and 37 women), and only 12 responded "yes" (6 men, 6 women).

The findings from the student questionnaire reveal a concerning lack of awareness regarding prevention strategies for gender-based violence at ÚNICA. Given that gender-based violence is a global issue affecting many, including the university community, this lack of knowledge is troubling. The results also demonstrate a knowledge gap between men and women, with more women reporting unfamiliarity with prevention strategies. This knowledge gap may contribute to the continuation of gender-based violence within the institution, emphasizing the urgency of implementing awareness and prevention strategies for the entire university community. By addressing this gap in knowledge, ÚNICA can work towards fostering a safer and more inclusive environment for all its members.

The study conducted at ÚNICA University highlights a significant lack of awareness among students regarding the institution's policies and programs to prevent and address gender-based violence and discrimination. This lack of knowledge may inadvertently contribute to the persistence of violence and discrimination within the university community. To counteract this issue, implementing strategies to sensitize and educate students about these important matters becomes imperative. One effective technique is to provide material in both Spanish and English language education, ensuring that all students have access to the university's resources and programs. By doing so, the institution may raise student knowledge and involvement, creating a safer and more inclusive environment for everyone in the

university community. By employing these strategies, the institution can encourage higher student involvement in preventing and addressing gender-based violence and discrimination, ultimately fostering a safer and more equitable environment for all university community members.

Conclusion

The development of gender awareness is fundamental to promoting equality, inclusion, and respect in our society. During the research process, I have deepened my understanding of the importance of gender awareness and knowledge. I have understood that gender awareness implies recognizing and valuing the diversity of gender identities and expressions, as well as understanding the inequalities and discriminations that exist in our society. By acquiring gender awareness, we are better equipped to address disparities and fight against gender discrimination in all its forms. We have learned that education plays a crucial role in this process, as it provides opportunities to discuss and reflect on gender issues, promoting more inclusive and respectful attitudes. A lack of knowledge about gender discrimination prevention protocols can lead to the reproduction of gender stereotypes, unconscious biases, and unintentional discriminatory behaviors. This can manifest in how roles and responsibilities are assigned, performance is evaluated, hiring and promotion decisions are made, and interaction with others in general.

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SPEECH RECOGNITION SOFTWARE AS A TOOL TO ENHANCE EFL LEARNERS' PRONUNCIATION

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Abstract

The pandemic in 2020 was a game changer that brought different challenges and opportunities to education settings. Second language classrooms are some of the most impacted scenarios since students had to take over their learning process through the available technological resources. One of the biggest challenges that was faced during the pandemic was the improvement of oral communication skills; instruction and feedback in this regard seemed to be scarce due to the lack of time to carry out individual assistance. This research project focuses on the use of speech recognition software (SRS) as a tool to enhance pronunciation in English as a foreign language, and the opportunities it offers for students to become more conscious and autonomous by receiving instant quality feedback. This study was carried out on 15 intermediate students at Universidad El Bosque Language Center, and its goal is to analyze the effect of feedback generated by SRS on EFL learners' pronunciation. This project followed a qualitative action research design, and the data collection instruments are students' journals, field notes, and voice and video recordings. The expected results would lead to students' awareness and self-determination to work and improve their pronunciation.

Keywords: pronunciation, feedback, speech recognition software, self-discipline, motivation.

Introduction

Life as well as education have changed after the pandemic in 2020 and second language (L2) education is one of the areas in which it has had an evident impact. Thanks to the great development of technology that the pandemic left us, teachers and students have had the chance to explore new strategies and resources to teach and learn an L2 through didactic and innovative ways, and one of the new possibilities is related to the pronunciation enhancement.

Pronunciation is defined as the combination of phonemes and suprasegmental traits (Kelly, 2000), which are key now to use a L2; its learning usually requires clear phonetic instructions and constant and proper practice and feedback, which nurtures and guides the students' reflection on their performance during the learning process (Brookheart, 2008). However, instruction and feedback in this regard seemed to be scarce at the beginning of the pandemic due to the lack of resources and time to carry out individual assistance, which was evident in the development of the learners' speaking skills. Nevertheless, technological advances derived from the pandemic times have allowed L2 teachers to find new ways to approach pronunciation and support their students' processes at the same time they promote their autonomy. Following the speech recognition software (SRS) can be considered an innovative tool that can support students' pronunciation enhancement; some of the most popular SRS are Siri by Apple, Google assistant and Amazon's Alexa, among others (Evers & Chen, 2021), which are within reach of a click and easy to use.

Certainly, during and after the pandemic, L2 teachers and students have had to emphasize the use of technology, and SRS started to be more and more used inside and outside the L2 classrooms for different purposes

(Çelik, & Baran, 2022; Asratie et al., 2023). Therefore, this study was carried out to support a group of EFL A2 learners' pronunciation development with a resource they could autonomously use inside and outside classrooms even if they did not have phonetic knowledge.

Literature review

Pronunciation

It is understood as the manner of producing sounds to get words using the vocal tract (Derwing, & Munro, 2015). It includes segmental features, sounds of vowels and consonants, and suprasegmental ones, stress, rhythm, intonation, pitch, among others. Their incorrect production can affect the meaning of the message (Ahmad, 2018), and it is necessary to start working on them at early stages of an L2 learning process. Therefore, it is necessary to emphasize pronunciation as an essential part of the development of speaking skills in any language.

Feedback

Feedback has shown to be a significant part of the learning process to empower students by letting them realize their strengths and supporting them to work on their weaknesses. It allows learners to be aware of their goals achievement and their needs so as to get positive results during the development of the lessons, which helps them develop their cognitive abilities and improve their motivation (Brookhart, 2008). Consequently, when students are provided with effective feedback and they recognize the need of having it to reflect and take action upon their process, they are able to realize their mistakes, work on them, and avoid repeating them.

Speech recognition software

Technology has been an important resource to apply into the classroom to engage students in the learning process. Through different web

pages, platforms and apps, students have the possibility to get knowledge on different areas. One useful technological resource people can use is the SRS such as Siri, Google assistant, Microsoft's Cortana and Flip app, etc. This type of software receives the information in the form of oral messages, and it is able to complete tasks it is asked for, such as, writing transcripts, setting alarms or reminders, or looking for different meanings and examples, all by means of algorithms, patterns or models (Levis & Suvorov, 2012)

Methodology

This study followed the design of a qualitative action research. The main goal was to identify the impact of the instruction on EFL segmental features of pronunciation on a group of A2 students who did not have any phonetic instruction, by implementing instant feedback provided by SRS.

The participants were a group of ten students from a private university who were learning EFL in the Language Center of the same institution. They studied different careers, and their classes were face-to-face, but they all must demonstrate command of this foreign language as a graduation requirement. Although their EFL lessons should involve all language skills, limited instruction focused on pronunciation is usually provided. Data was collected from audio recordings, field notes and students' journals during a semester.

Pedagogical Implementation

The pedagogical implementation included two cycles, each one of seven steps. First, teachers introduced the meaning and pronunciation of the vocabulary of the cycle to the students; they were about 30 words according to the A2 level (CEFR, 2020) they were studying. Also, teachers guided students to set their devices to use speech recognition software properly. Second, learners asked Siri or Google to show the meaning or picture of the

words presented previously. Teachers were observing and taking notes while students were practicing their pronunciation using their devices. In the third step, teachers and SRS provided feedback, as learners were able to get the concept or image related to the word they commanded for; meanwhile, teachers were focused on the most challenging sounds to provide feedback and help students be aware of their performance. Later, students' journals were filled by answering some questions regarding their perceptions towards the activity.

Next, students were asked to work in pairs more independently to practice a dialogue using some of the words practiced in the previous session, and they recorded a video with the SRS called Flip. This software provided feedback by producing captions of their conversation that let the learners notice their errors, and teachers provided feedback as well. Finally, students were provided a context in order to work in pairs and create a spontaneous conversation in situ that was going to be assessed; the teachers recorded the dialogue by using Flip so that students were able to identify their mistakes and then students recorded the list of words for the last time. At the end, the teachers provided feedback on the language and pronunciation, and student's journals were filled.

Preliminary Analysis

After the data was collected, it was codified and triangulated as a way to validate it, and grounded theory is being used to analyze it. A category and two subcategories have arisen; they are presented as follows.

Performance

Based on the feedback received from SRSs and the data collected from the teachers' field notes and students' journals, it was possible to identify the level of performance in terms of pronunciation that students had

at the beginning and the end of both cycles, which allowed us to recognize the evolution that learners presented.

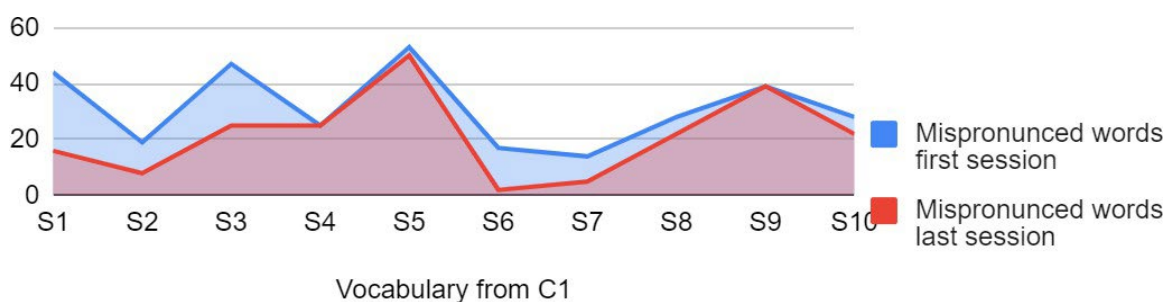
Students' Level of Accuracy

During the first cycle, the vocabulary students had to work on involved thirty-six words that belonged to the A2 level according to the CEFR (2021). Students had the opportunity to receive the teachers' instruction on basic pronunciation, which involved the sounds of some phonemes, and guidance on the use of the SRS, so that they could practice the words. At the beginning of each cycle, they practiced the words at different times in an isolated way by asking the SRS, Siri and Google assistant, to recognize this vocabulary through a series of commands, such as, "Hey Siri! (Hey Google) What's the meaning of..." We could identify their level of performance at this stage while asking them to practice pronunciation by means of different SRS. Then they recorded the words, so we identified their level of accuracy based on the number of correctly pronounced items and established the most challenging sounds or phonemes.

As the lessons went by, they also practiced the words in conversations, one previously prepared and rehearsed on their own, and another prepared and presented in situ, so that they could use them in context. They practiced and received feedback about these samples by using other SRS, which were WhatsApp dictation and Flip, and from the teachers. The learners were able to identify when they were mispronouncing words, as their apps did not identify the vocabulary or they wrongly recognized it, which was evident, for instance, through the phonetic transcript that Flip provided. Finally, they recorded the list of words one last time at the end of the cycle after the last conversation and received feedback from the SRS and the teachers again.

This process was registered through the teachers' field notes; the data collected was triangulated to identify the learners' levels of accuracy and the difficulties that they faced when working on pronunciation. Figure 1 shows the results of their pronunciation enhancement based on the number of mistakes that were identified in the first and the last recording to the vocabulary.

Figure 1. Performance at the beginning and at end of the first cycle based on the number of mistakes.



Later, an analysis made of the mispronounced words allowed us to identify the phonetic sounds that seemed more difficult to pronounce during this cycle. Different vowels and diphthongs were the most frequently mispronounced phonemes; however, certain consonants were constantly challenging as well.

Figure 2. Mispronounced vowels and diphthongs in the first cycle

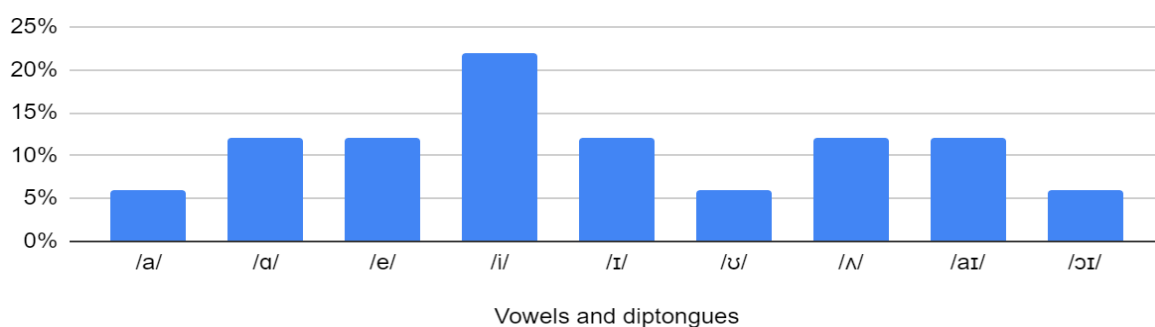
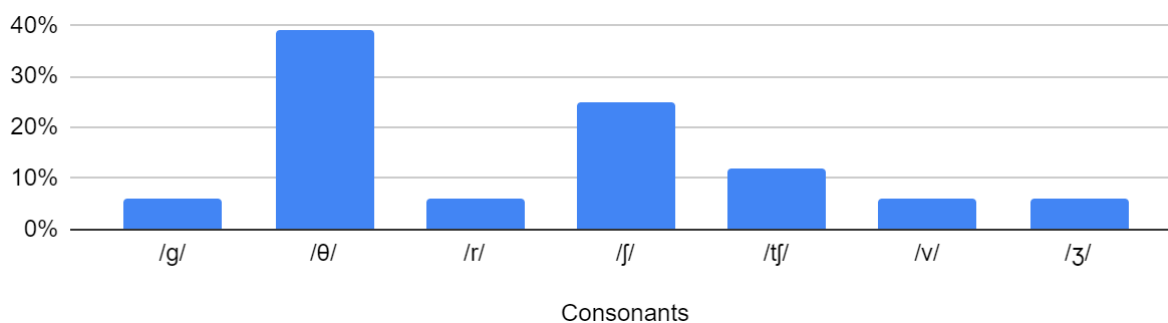
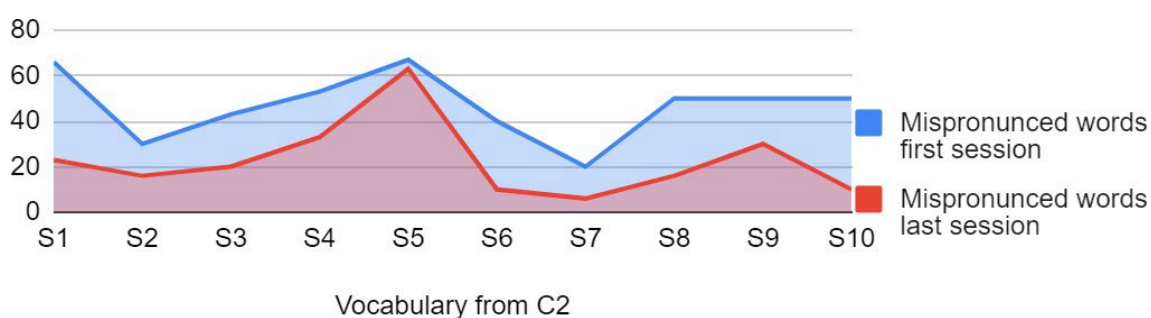


Figure 3. Mispronounced consonants in the first cycle



During the second cycle, the same process was carried out. This time students had to work on a list of thirty-six words, so they received instruction on the pronunciation, practiced the vocabulary by means of SRS and developed exercises using the words in conversations as well. They also received feedback from the SRS and from the teachers after every activity. This time, students reported more confidence regarding the SRS as they used this software independently and could understand the feedback received more easily. Finally, they were asked to record the list of words once more to get a final register. After identifying the mistakes at the beginning and the end of the process, the results showed an important improvement.

Figure 4. Performance at the beginning and at end of the second cycle based on the number of mistakes.



Likewise, an analysis made of the mispronounced words allowed us to identify the most challenging phonetic sounds during this cycle. Then difficult vowels and diphthongs were recognized as the figures show.

Figure 5. Mispronounced vowels and diphthongs in the second cycle

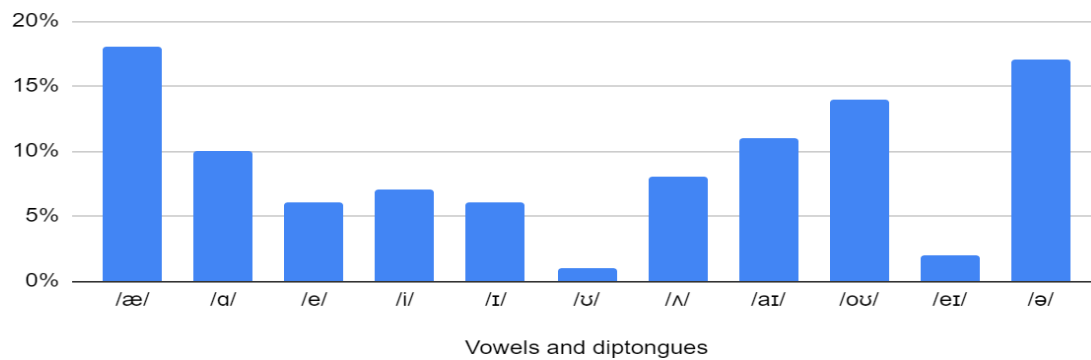
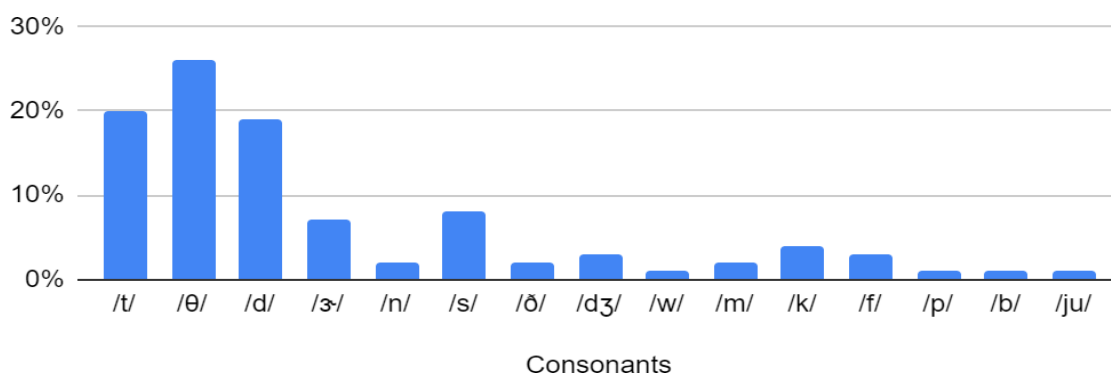


Figure 6. Mispronounced consonants in the second cycle



Students' Perceptions on their Performance

An analysis of the perceptions students had about their performance was made based on their journal entries after having received feedback from the SRS and teachers. Based on their answers there were students who reported having achieved the correct pronunciation of all words, others who commented having achieved the correct pronunciation of the majority of the words, and some others who mentioned they still had difficulties to reach the expected pronunciation. Nevertheless, their perceptions from the beginning to the end of the cycles showed a clear increase in the levels of accuracy they perceived after receiving feedback from the SRS.

Table 1. Level of achievement based on the students' perceptions, first cycle.

Journal question: level of achievement	Having achieved correct pronunciation	Having achieved the correct pronunciation of the majority of the words	Having difficulties to get the expected pronunciation
Number of students based on J1 C1	2	4	4
Number of students based on J2 C1	4	4	2
Number of students based on J3 C1	4	4	2

Table 2. Level of achievement based on the students' perceptions, second cycle.

Journal question: level of achievement	Having achieved correct pronunciation	Having achieved the correct pronunciation of most of the words	Having difficulties to get the expected pronunciation
Number of students based on J1 C2	2	4	4
Number of students based on J2 C2	5	2	5
Number of students based on J3 C2	6	3	1

All in all, having received feedback from SRS and the teachers seemed to be meaningful for the students' pronunciation development. Data collected revealed that as the students practiced and received feedback, their performance improved, which was significant for them. They were aware of their progress session by session, and it was registered in their journals, which let us notice their satisfaction according to the increasing level of achievement they reported.

Preliminary Conclusions

First, SRS was a significant tool to provide feedback on pronunciation to a group of EFL learners at A2 level since it made them aware of their level of accuracy. No matter the basic training on phonetics, this software helped them realize their mistakes while pronouncing vocabulary. As it recognized most of the words and carried out basic commands when the vocabulary was pronounced properly, learners could try producing the right sounds until they reached their goal.

Likewise, there are SRS that also provide phonetic transcription, which allows a more concrete analysis of pronunciation mistakes and a more focused practice; nevertheless, some SRS, such as Flip, tend to omit certain mistakes or fail recognizing the right words when there is no context, so that practice should include the use of words in full sentences and conversations. Besides, the constant use of SRS as a tool to practice the correct pronunciation of vocabulary allowed the learners to become progressively autonomous as they could practice in and outside of the classroom, and they only required their devices.

Another important conclusion relates to the human factor. Teachers' guidance is required when using the SRS since it needs to be properly set before being used. Besides, teachers' explanation and modeling of the sounds is necessary for students at basic levels who have not received phonetic instruction and whose lessons do not have an emphasis on this component; their instruction may be meaningfully complemented by using instant feedback provided by SRS.

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Evaluation of the Peer Tutoring Strategy from the Student Support Program (PAE) of the Institución Universitaria Colombo Americana (ÚNICA)

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Santiago Nicolás Camacho Alemán

Abstract

The peer tutoring strategy has become one of the principal academic alternatives for universities to stop dropout rates and support their learning process and achieve success in their academic performances. The present qualitative study focuses on evaluating the effect of the peer tutoring component in the Student Support Program (PAE) at Institución Universitaria Colombo Americana (ÚNICA) based on the perceptions of former tutors and tutees about their pedagogical and communicative competence after having participated in this program. Data was collected through questionnaires, interviews, and a focus group, and analyzed using reflective thematic analysis, validated through data triangulation.

Keywords: evaluation of peer tutoring, collaborative learning, peer support, tutors, tutees, communicative development, pedagogical development.

Introduction

One of the main interests of educational institutions is undoubtedly the academic performance of their students (Espinoza et al., 2019; Jiménez, 2015; Klug & Peralta, 2019), as well as to achieve the effectiveness of students' learning throughout the educational processes at university, particularly for first-year students, since it is crucial to ensure their permanence, progress, and success (Meer et al., 2018). Therefore, universities establish different strategies to help and support their first-year students in order to engage them in their academic work during the earlier semesters, among them, the peer tutoring strategy has become one of the

principal academic alternatives for universities to stop dropout rates and, at the same time, enhance students' proficiency to solve doubts, support their learning process, and achieve success in their academic performances. The present qualitative study is centered on the evaluation of the peer tutoring component in the Student Support Program (PAE) at Institución Universitaria Colombo Americana (ÚNICA) based on the perceptions of both former tutors and tutees around the effect on their pedagogical competences and language skills after having participated in this program.

The implementation of a peer tutoring program has been a useful strategy in academic institutions to meet the needs of students, increase cognitive and emotional levels, empower students, create cooperative scenarios, and provide support to solve concerns related to students' learning processes (Ali et al., 2015; Benoit, 2021; Bowman et al., 2016; Clerici & Lucca, 2020; Maldonado et al., 2022; Marieswari & Prema, 2016; Topping, 2015; Torrado-Arenas et al., 2016; Zapata, 2020; Newton & Ender, 2010). In the case of ÚNICA, both roles are performed by students from the institution, to intervene in any type of academic vulnerability of the tutee through the help of the tutors who due to their previous experience and knowledge, as they are from upper semesters, can assist in the area that the tutee needs. In the case of the tutees, being in an university, as a new context, opens the door for the development of scenarios where students who need assistance can be helped successfully and where a symmetrical tutor-tutee interaction is offered (Ali et al., 2015; Marieswari & Prema, 2016; Thurston et al., 2021; Topping, 2015; Torrado-Arenas et al., 2016).

Notably, in the university population, the peer tutoring strategy is frequently used with first-year students who need some kind of support at the beginning of their major in Bilingualism, and as a response, this strategy has been working as a component of the Student Support Program (PAE) to attend problems or doubts in their language learning, regarding linguistic

competence, pedagogical competence, intercultural competence, and study habits. Indeed, learning a new language, as English in this context, implies a completely distinct experience that also involves an increase in cultural awareness and linguistic and social diversity (Bowman et al., 2016). The interaction fostered by tutoring shows different outcomes, on the one hand, the strengthening of interpersonal and academic skills in the case of the tutees, and in the case of the tutors their communication skills in English are improved not only because they inquire and reinforce some characteristics in their English proficiency but also because tutoring represents an additional space in which students can practice outside class, in the form of consolidation and strengthening of their pedagogical skills as they apply the knowledge acquired during their academic training process (Benoit, 2021; Marieswari & Prema, 2016).

Nonetheless, due to the missing structural implementation of the program regarding the apparent absence of a standardized approach for organizing, executing, and assessing the tutoring process, and the lack of information on the results of the peer tutoring in students involved in both roles, this study focuses on the evaluation of the peer tutoring component by collecting the perceptions of both former tutors and tutees around their tutoring experience and the way it has transformed their learning processes and its possible effects on their academic performance, finally, expecting that, through this study, there will be greater visibility for the program and consequently, more support and commitment from the educational community.

For a decade, the Student Support Program (PAE) at Institución Universitaria Colombo Americana (ÚNICA) has provided additional support to students seeking to enhance their English learning and those looking to develop teaching skills. Through peer tutoring sessions that can vary from 30 minutes to an hour, tutors address doubts related to macro skills (reading,

writing, listening, and speaking) as well as micro skills (grammar, vocabulary, pronunciation) and offer learning strategies.

The Student Support Program - PAE faces challenges related to low program awareness, limited tutor and tutee participation, and uncertainty about its impact. These challenges affect students seeking academic assistance and language proficiency improvement, particularly first-year students with minimal English skills. Despite these obstacles, PAE aims to assist students in achieving course goals and enhancing their pedagogical practice.

On the other hand, the Student Support Program - PAE not only aids in the transition from high school to university, addressing challenges like time management and adaptation to university life, but also aligns with ÚNICA's mission to train bilingual teachers. It offers an opportunity for aspiring tutors to practice pedagogical knowledge while helping students become more self-aware and effective learners, fostering a deeper understanding of the learning process.

The peer tutoring program at ÚNICA aligns with the university mission of educating bilingual teachers, preventing student dropout, and promoting excellence in education. It is in line with sustainable development goal four (SDG 4) of quality education, which aims to bridge inequalities and promote tolerance through academic support. This strategy is applied to prevent early student dropout and reduce the risk of subject failure, particularly in English courses, by providing essential support to students during their transition to university and throughout their academic journey. To give a concrete view, this peer tutoring strategy that ÚNICA uses has been implemented in various educational environments at different stages of student learning, yet universities use it first to prevent student dropout in the first semesters and secondly, to prevent the repetition of subjects that may represent a high degree of risk of academic failure for some students

(Barbosa-Herrera & Barbosa-Chacón, 2019; Topping, 2015; Zapata, 2020).

The effectiveness of the peer tutoring program in achieving its objectives, such as enhancing pedagogical training and helping students overcome academic challenges, remains unknown despite its duration at the institution. This lack of understanding of the program's impact poses a problem, as it is directly tied to ÚNICA's goals of training bilingual teachers and ensuring high-quality education. Therefore, it is crucial to assess how the program contributes to these objectives, as it is a part of the broader Student Support Program - PAE at ÚNICA.

Peer tutoring sessions, as advocated by Alsup et al. (2008), offer tutors a unique opportunity to work independently, creating a personal learning environment with tutees. This scenario enables tutors, who are on their journey to becoming teachers, to apply classroom-acquired strategies, methodologies, and teaching approaches effectively. However, despite the potential benefits, some students, like those at ÚNICA, may not seek tutoring due to reasons like scheduling conflicts, lack of interest, or doubts about its effectiveness. This lack of awareness about peer tutoring among students can be attributed to a perception that the responsibility for their academic progress lies solely on the teacher rather than on a peer.

Also, socio-emotional factors play a significant role in students' reluctance to join tutoring programs. Some students fear that seeking tutoring exposes their weaknesses and lack of English knowledge, leading to disappointment. Additionally, as new students, they often lack close relationships with classmates and tutors, inhibiting them from seeking help. Opening up to a stranger about their academic challenges is also a challenge. This lack of interest in supplementary programs like peer tutoring can limit its effectiveness and hinder students' academic progress, creating a gap in skills and competencies that should be addressed during their early university years.

However, despite limited promotion of the program, new tutees consistently seek the tutoring program each semester, driven by various needs like academic support, knowledge reinforcement, or learning strategies. The program serves as a valuable resource for students to address the challenges they encounter. Students engage in the tutoring program not only to develop skills like collaboration and communication but also to contribute to the university community and enhance their future teaching abilities. Tutors shift their focus from personal academics to aiding others, aligning with the university mission of preparing knowledgeable and high-quality teachers (Svelling et al., 2021).

Peer tutoring fosters collaborative learning by creating a shared space between tutors and tutees. While tutors guide the sessions, their previous experiences as learners in the same program ensure a mutual understanding. This reciprocal collaboration includes feedback from tutees on tutors' performance (Trimbur, 1987). In this study, many students engage in tutoring based on teacher recommendations, making it a mandatory choice. Tutors undergo a brief one-hour orientation meeting to understand their duties and the program mission. However, this training lacks detailed guidance on teaching methods and positive interaction strategies. Instead, ongoing coordination and monitoring by the program coordinator take place throughout the academic period, assessing achievements, tool usage, and areas where tutors need assistance or guidance.

While the peer tutoring program at ÚNICA is valuable for reciprocal learning, its low demand for tutors and tutees poses a risk to its continuity. It's crucial to communicate the program's concrete importance and impact, not just for those seeking tutoring but also for students looking to develop pedagogical skills. Publicizing the specific benefits of peer tutoring can encourage participation and highlight its positive outcomes in various aspects for both tutors and tutees. Peer tutoring is viewed as a privileged

context for students to enhance social and academic skills, share knowledge, and promote co-learning in a trusting environment, ultimately contributing to improved English proficiency and pedagogical competence.

Research Questions

Main Question

What does the evaluation of a peer tutoring program implemented in the BA in Bilingualism with emphasis on Spanish and English at Institución Universitaria Colombo Americana (ÚNICA) indicate about the development of tutors' pedagogical skills and tutees' language skills in English?

Sub-Questions

What does the peer tutoring program imply in the language skills development of the English language in former tutors and tutees from the degree in Bilingualism at the Institución Universitaria Colombo Americana (ÚNICA)?

What does the peer tutoring program imply in terms of a pedagogical competence development in the tutors' role of the degree in Bilingualism at the Institución Universitaria Colombo Americana (ÚNICA)?

Research Objectives

General Objective

To evaluate the peer tutoring component, implemented in the Student Support Program - PAE (for its acronym in Spanish) of ÚNICA, on pedagogical and language skills development based on the perception of the students involved in the program.

Specific Objectives

To uncover former tutors' and tutees' perceptions of their language skills development in English after participating in the peer tutoring program.

To identify tutors' development of pedagogical skills based on their perceptions after participating in the peer-tutoring program.

Theoretical Framework

Initial Language Teacher Education

Initial teacher training is a critical phase where aspiring educators establish the foundation for their careers. At ÚNICA, the goal is to prepare top bilingual teachers by providing deep instruction in pedagogical principles and emphasizing the importance of nurturing a positive learning environment from the outset of their bilingual education career. This training is pivotal in shaping the future teachers' careers and their ability to transition from learning to teaching, with some students needing support and others providing it (Caires & Almeida, 2005). In the context of ÚNICA, initial teacher training is essential as it lays the foundation for future educators to become the best bilingual teachers in the country. The institution focuses on providing deep instruction in pedagogical principles and emphasizes the importance of creating a nurturing learning environment from the early stages of a bilingual education career. This training covers crucial areas such as child development, various teaching and learning strategies, and the promotion of curiosity and a love for knowledge among future students. It equips aspiring teachers with the knowledge and skills needed to build successful teaching careers. The initial teacher training phase not only imparts essential knowledge and skills but also allows students to reflect on their motivation to teach, fostering a profound connection to the profession. However, this transition to a professional teaching career can pose challenges. Institutions like ÚNICA offer support programs such as peer tutoring, where advanced students assist newcomers, helping them establish the vital foundations for their educational approaches and contributing to the creation of a brighter, solid, and enriching educational future.

Effective teacher development involves collaborative and reciprocal learning, with experienced students acting as facilitators within a learning community. Díaz (2022), mentions that these interactions, termed

mediations, occur when less knowledgeable individuals seek help from more knowledgeable peers, fostering mutual learning. While this typically involves peers, mentors or collaborating teachers may also provide support during initial teacher training. These mediation processes are essential in early education stages, as they align with the overarching goal of teacher development: preparing educators capable of delivering high-quality learning outcomes to all students in future educational institutions (Caires & Almeida, 2005).

When similarly, skilled peers interact, a knowledge exchange begins, leading to collaborative learning through mediation processes. This concept, highlighted by Díaz (2022), is rooted in the idea that students with similar conceptual maturity levels can work together to achieve their learning goals. It involves reciprocal teaching, where students learn from more experienced peers, creating a beneficial learning dynamic for both parties.

Communicative Competence

Subsequently, in the case of language learning, communicative competence represents an essential ability to develop throughout the tutoring sessions, as the peer tutoring strategy may signify a contribution to their competencies by learning and practicing their skills in order to produce and use the language by knowing and identifying the situation; as defined by Hymes (1972) is when an “Individual becomes able to accomplish a repertoire of speech acts, to take part in speech events, and evaluate their accomplishment by others” (p. 60). In other words, it is the ability to produce and use the language based on the context. This construct is key mostly in the case of the tutees, as in the tutoring sessions is one of the main outcomes due to the fact tutees ask for help in their language learning process, reinforce knowledge and clarify doubts in their English proficiency in order to produce and use the language by knowing and identifying the speakers and the context in which the learner needs to interact.

The term has been through different models, first the term was further elaborated by Canale and Swain (1980), who established a correlation between grammatical competence, the knowledge of the rules of morphology, pronunciation, and general the structure of creating precise sentences, along with sociolinguistic competence that is the knowledge to appropriate act depending on the socio-cultural context, with the company of strategic competence, which is the ability to follow communication using verbal or nonverbal methods (Geeslin & Long, 2014). Later Bachman (1990) proposed another model that divided it into organizational and pragmatic competence. On the one hand, organizational competence concerns the knowledge a person has to form sentences, both oral and written, in a grammatical and comprehensible way. On the other hand, pragmatic competence includes the contextual settings of the language usage, the adequate production of a sentence determined by the person's interpretation of the communicative situation. Then, the illocutionary competence follows the identification of the language function that requires a specific communicative event focusing on the intention and the meaning that the individual wants to express whether it is a request, a statement, or a command, among others. Finally, there is sociolinguistic competence, that refers to the use and response of language appropriately in a specific setting, with a specific topic, and the type of relationships established between individuals who accomplish the communicative transaction (Bachman, 1990).

Pedagogical Competence

It is essential that the teachers in charge of student learning provide adequate training to these future teachers during their learning process so that the resources provided are adequate for their future work. Thus, future teachers should develop the pedagogical competences to effectively approach their students, according to Mirzagitova and Akhmetov (2015), the

concept is defined as a series of methodologies, ways of learning, and ways of acquiring, processing, and transferring learning. The student who will be a future teacher needs to receive training in the cultural and professional areas that enable them to develop knowledge, abilities, and attitudes connected with crucial aspects of education, such as academic accomplishment, success, professional development, and social transformation that will contribute as a reinforcement and update of the teaching skills in pre-service teachers, pivotal for the quality of their work and their status as future professionals. This also implies a level of extensive reinforcement of the teaching skills of the pre-service teachers, since they should then determine which is the most effective way to address a subject of study, for which the pre-service teachers need to have critical thinking, while constantly updating their knowledge to develop new information for the successful teaching of specific topics.

Literature Review

This section introduces several studies that have been conducted in the exploration of the effectiveness of the implementation of a peer tutoring strategy in educational contexts, as well as the possible relevance and advantages of peer assistance programs for the institutions and the individuals who participated in the inquiries. Within the PAE, peer tutoring is one of the strategies that, through its implementation, helps to achieve the mission of the university, strengthen pedagogical training, and address the academic difficulties that the students present in their English learning process. During the process of peer tutoring implementation, the tutor and tutee put their knowledge into practice and reinforce their vocation as a teacher in a controlled environment prior to their immediate work context, facilitating that the parties involved learn meaningfully and meet the objectives of the major through their learning process (Benoit, 2021). Therefore, peer tutoring has been implemented as a collaborative strategy in

distinct academic environments around the world, with studies looking for the impact on students' interaction, skills, and proficiency, along with the pedagogical enhancement that results in the examination of the methodology in accompaniment programs of different universities.

Evaluation of peer tutoring in academic programs

Firstly, the evaluation of peer tutoring in academic programs around the world describes the difficulties or limitations of the strategy, but also the positive outcomes students had by participating and experiencing the programs. In the global context, most of the studies are international like Alrajhi and Aldhafri (2015), in Oman and Fernandez-Martín et al., (2022) in Spain, which are instances of how the peer tutoring programs are effective in the university context, having a positive impact on the learning of English and on students' perspective towards their language proficiency. Nevertheless, peer tutoring programs can present different problems or difficulties, like the ones Moumoulidou et al. (2020) observed in a Greek university, in which tutees came to the teacher with difficulties more focused on the understanding of the language, yet the tutors developed an adaptive behavior to be prepared for any unexpected situation. In Colombia, Mackenzie (2020) evaluated the Peer Tutoring Scheme, analyzing the viewpoints of eight stakeholders involved in the program and discovering, as a result, a series of inconsistencies in the number of active tutors and the fact that students did not use the program for their learning. Other studies have shown that the perspective of both roles has a high degree of validity in evaluating and suggesting a tutoring program, such is the case of Velandia (2020), who identified both strengths and weaknesses around a pilot language tutoring program at Universidad Nacional de Colombia, intending to eventually propose a quality evaluation model based on these perceptions.

Pedagogical scope in peer tutoring

Secondly, due to the pedagogical scope in peer tutoring, there is a

mutual enrichment process that not only benefits the tutors but also the tutees, in which both roles demonstrate positive effects on their knowledge and skills such as the strengthening of the vocation mentioned by Benoit (2021), who explained that the implementation of peer tutoring is not only very useful within the students' pedagogical practice, but also facilitates students' approximation towards their pedagogical vocation. In other cases, as mentioned by Torrado-Arenas et al. (2016), the improvement of the student performance, the reinforcement of previous knowledge and generating interest in the different areas of study for their future. Overall, the skills that are not frequently addressed in the classroom are used in tutoring, allowing for a deeper level of personal and social development in students who will later contribute to the collective development of society.

Outcomes of structured application of peer tutoring

There are different outcomes of the structured application of peer tutoring, as this strategy should be carefully planned and implemented due to the non-uniform and non-standardized nature the strategy has, and that each institution has helped in shaping the usage of this strategy to obtain meaningful results in their context. In this sense, some findings from the structured application of peer tutoring are, peer's sense of fulfillment mentioned by Durán et al. (2019), ongoing learning in both roles as Bowman et al. (2016) found in their study, and cognitive development that Thurston et al.(2021) documented, as the strategy facilitates a space for cooperation where there can be a better understanding of an area and thus an improvement in their academic performance.

Implications of the implementation of peer tutoring

Then, the implications of the implementation of peer tutoring, since in principle, peer tutoring is an asymmetrical interaction in which the tutor knows more than the tutee in terms of experience and learning process, Ali et al. (2015) sustains that the tutees manage to perform better as they

recognize an equal who is in charge of teaching them and not a teacher. This interaction can generate an influence on their academic and social abilities as Clerici and Lucca (2020) mention, and develop different skills from this process, as Marieswari and Prema (2016) support for the effectiveness of the strategy, such as social communication, enthusiasm and commitment.

Tutees' and Tutors' perceptions

Later, about the impact or effects of the programs, the tutees' and tutors' perceptions are both valid around the evaluation of peer tutoring in academic programs, as many studies reported distinct ways of influence in their personal, social, and pedagogical skills. In the case of the tutees, some of the outcomes identified are self-concept, communicative competence, self-confidence, for instance, Zapata (2020) identified an enhancement in self-confidence that proceeded in a students' overcoming of their academic achievement, as well as Sánchez-Aguilar (2021) who stated the participants had gained more confidence as a result of the constant encouragement of the tutors that signified an added value for the advancement of their English proficiency. In comparison, the tutors mostly focus on pedagogical skills, re-checking grammar, social and cooperative skills, and leadership characteristics (Cofer, 2020; Viáfara, 2014, Sánchez-Aguilar (2021).

Different benefits of peer tutoring

Finally, around the different benefits of peer tutoring and outcomes in each of the articles investigated, most of the articles mention some advantages for both roles, yet others just mention the benefits only around the tutees' roles, such as the study by Seo and Kim (2019), who analyzed the effect of peer tutoring on both roles, yet the results showed that the tutees obtained more academic and collaborative skills benefits, while tutors did not have a significant change in their competence. In fact, around the tutor's effects or influence of the peer tutoring strategy, there is a lack of information, meaning that there is a gap around this role that needs further

investigation.

Methodology

The context of development of this research is the BA in Bilingualism with Emphasis on Spanish and English at Institución Universitaria Colombo Americana (ÚNICA), the participants are six former tutors and six former tutees from the program of peer tutoring. We use a qualitative methodology with an inductive and emic perspective. In regards to the research design we implement the CIPP Program evaluation model designed by Stufflebeam (2003), which is split in four stages, first, the context evaluation that consists in the collection of information about the participants and the program to be evaluated by carrying out a diagnosis, then in the input evaluation, the development of the literature review and, at the same time, a review of the program document in which we will know the purpose and goals of the program, following the process evaluation, in this stage the data collection is the center of attention; questionnaires, interviews, and focus groups will collect the participants' perspectives about the program to assess the quality, to finally pass to the product evaluation, the final stage in which there is a review of the outcomes of the program based on the data analysis and the literature. As instruments of collecting information, we use semi-structured interviews, focus groups, and questionnaires. And finally, our data analysis method is a reflexive thematic analysis with a validation technique of data triangulation.

Data analysis and interpretation

In the data analysis and interpretation section we are currently working on the third stage of the CIPP model, by collecting information using the three data collection tools described previously. Initially, we collected information from questionnaires in which we intend to obtain the necessary information to cover these main topics that would give us a partial answer to our research questions, starting from the possible themes that are Tutors'

Perceptions of the Effectiveness of the Peer Tutoring Program, Tutees' Pedagogical Development, Communicative Competence, Interpersonal and Intrapersonal Development, Initial Teacher Development, Academic Development, Structure of the Program, Divulcation of the Program, Mutual Learning, Autonomy, and finally, Continuity of the process. Those are the tentative themes that we intend to cover with the questionnaires and how the tutoring sessions have a certain positive influence on the students. Yet we are missing the interviews and focus groups, as mentioned above, we are currently working on the analysis, and we are in this section of the questionnaires and the corresponding analysis.

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