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INSTITUCIÓN UNIVERSITARIA
COLOMBO AMERICANA

RETOS Y PERSPECTIVAS DE LA EDUCACIÓN BILINGÜE EN UN MUNDO GLOBALIZADO

Aportes del Congreso de investigación
Research in Action XV realizado en
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**RETOS Y PERSPECTIVAS DE LA EDUCACIÓN BILINGÜE EN UN MUNDO
GLOBALIZADO**

**MEMORIAS CONGRESO DE INVESTIGACIÓN RESEARCH IN ACTION -
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Memorias Congreso de Investigación Research in Action XV

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Institución Universitaria Colombo Americana – ÚNICA

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PRESENTACIÓN

Maria Lucía Casas Pardo

Rectora

Constanza Amézquita Quintana

Directora de Investigaciones y Sostenibilidad

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

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

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

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

inglés como segunda lengua.

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

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

La investigación se reconoce como una de las bases fundamentales para el conocimiento, por lo que es competencia de la Institución Universitaria Colombo Americana- ÚNICA, a través del Departamento de investigaciones, promover la producción, formación y participación en investigación de los distintos actores de su sistema, así como su dialogo abierto y permanente con los escenarios de la docencia y la proyección social.

La investigación en ÚNICA está concebida para fortalecer el desarrollo académico de los programas, así como la identidad de la institución en materia de pedagogía.

La Institución Universitaria Colombo Americana - ÚNICA desarrolla acciones enfocadas a la articulación de la producción científica con el campo de la pedagogía y actividades relacionadas con la Responsabilidad Social, que es el contexto en el cual está inmersa.

ÚNICA apoya la creación de grupos, proyectos y participación en redes de investigación de diversa índole, basándose en las problemáticas educativas en un contexto nacional e internacional.

ÚNICA vela por el desarrollo ético y responsable de la investigación en todos los sentidos; a su vez que garantiza la propiedad intelectual de los productos de investigación relacionados en sus procesos.

Como muestra del compromiso de ÚNICA con dichos lineamientos, la

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

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

En estas memorias se recopilan las ponencias presentadas en la versión XV del Congreso semestral de investigación Research in Action, organizado por la Institución Universitaria Colombo Americana –ÚNICA el 21 de noviembre de 2018. Se destacan las instituciones a las que están vinculados los ponentes incluidos en estas memorias: Institución Universitaria Colombo Americana – ÚNICA, Universidad de la Sabana y Universidad Distrital Francisco José de Caldas. Cabe señalar que se compilan los documentos orginales presentados por los ponentes y, en este sentido, lo expresado por los autores no representa la posición de la institución Universitaria Colombo Americana – ÚNICA.

AUTHENTIC VIDEO MATERIALS: A TOOL FOR VOCABULARY LEARNING AND GLOBAL CITIZENSHIP SKILLS REFLECTION

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Introduction

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

Despite the benefits found, authentic materials are not yet used as desirable, at the college level, nor does a pedagogical model about how to use them in the classroom exist. Thus, there is a myriad of difficulties associated with authentic texts. To illustrate, Zyzick and Polio (2017) bring up a common concern among educators: it is time consuming to find appropriate authentic materials and create good activities to exploit them. It might be also assumed that using authentic materials at beginning levels can result in both teacher and student frustration as texts that are too

challenging for learners and a not well-designed task may bring demotivation and minimal learning. Therefore, a more consistent implementation of such resources is needed to demystify those assumptions.

Context

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

Research Questions (RQ):

Main question

How does the use of authentic videos impact students' linguistic competence expressed in vocabulary gains in English I and II courses in first and second semester respectively at UNICA?

Other questions:

- a. What's students' perception of the use of authentic materials in the classroom?
- b. What other effects are observed when students are exposed to authentic materials?
- c. What are the components of a model for teachers to choose and implement authentic materials in the beginners' classroom?

Participants

The participants are twenty-four students from a private bilingual teachers' college (institución universitaria) majoring in English teaching

who take English lessons four days a week during two-hour periods. Students' age range between 17 and 20 years of age. Ten participants from a Low Intermediate English course and fourteen students from an Intermediate course have been part of the intervention.

Methodology

This is an action research study that seeks to shed light on the effective use of authentic materials in the English as a Foreign Language (EFL) classroom. This classroom-based study employed several qualitative data collection instruments to answer the research questions: class observations, students' artifacts, surveys, and informal talks as described as follows:

- Class observation notes were taken to register students' reactions towards the materials and activities proposed, their potential use of new vocabulary, and other significant events.
- Students' artifacts were gathered to analyze how they used new vocabulary items taken from the authentic videos.
- A survey was answered by students every time they worked on authentic video related activities to know their perceptions of using such materials in the class. They were allowed to use either English or Spanish to answer.
- Informal and individual talks between the researchers and the participants took place after the intervention. The talks enquired about learners' opinions on the authentic video related activities carried out during the intervention.

Theoretical Framework

Communicative Competence

The notion of communicative competence has been a basic tenet in the ESL field for years dating back to the late sixties and early seventies. Thus,

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

Linguistic competence

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

Pragmalinguistic competence

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

Sociopragmatic competence

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

Strategic competence

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

Discourse competence

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

Authentic Materials

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

Involvement Load Hypothesis

Authentic videos are often used in the classroom to develop students’

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

The need component is the motivational dimension of involvement. It is concerned with the need to achieve. Regarding reading, for example, when the learner needs to understand the meaning of a word that is essential for comprehension, she will experience the need to understand it. When writing or speaking, if the learner wants to refer to a concept or an object, she will need to know the meaning of the L2 word that is unfamiliar.

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

Simplification and Elaboration in L2 acquisition

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

simplifying, (Zyzick and Polio, 2017) as various English textbooks tend to do.

Literature Review

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

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

Similarly, Segueni (2016), explored the effect of a whole semester of exposure to authentic materials (AM) on the development of foreign language learners' communicative and pragmatic competence (i.e. pragmatic and discourse competence). The results of the study showed that authentic materials not only developed a wide range of communicative competences but were strongly appealing to the participants in the experimental group. The increase demonstrated by the experimental group in their confidence in understanding and producing speech acts is the most significant result. Students became increasingly comfortable hearing English, they understood more of the AM that they were exposed to. Furthermore, such type of materials not only had positive impact on learners' motivation but proved fit to learners' diverse learning needs as well.

In a local context, Castillo, Isuasty and Jaime (2017) carried out a research study in a foreign language school at a Colombian public university. Its main purpose was to analyze the extent to which the use of authentic materials and tasks contributes to the enhancement of the

communicative competence on an A2 level English course. A mixed study composed of a quasi-experimental and a descriptive-qualitative research design was implemented by means of a pre-test, a post-test, observations, semi-structured interviews, surveys, and diaries. The findings showed that the use of authentic materials and tasks, within the framework of a pedagogical project, had an impact on students' communicative competence progress and on the teaching practices in the experimental group.

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

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

information and facilitating cultural adaptation.

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

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

Findings

First, the main RQ on how the use of AV impact students' linguistic competence expressed in vocabulary gains in low-intermediate and intermediate courses at UNICA yielded the following results: Students' artifacts demonstrated consistent high load involvement (form-meaning-use), which might have led to vocabulary retention. Also, students self-reported that vocabulary learning occurred while working on the authentic video activities.

Second, regarding students' perception of the use of authentic materials in the classroom, RQ a., the findings revealed different perceptions such as:

Difficulties with language and dealing with them. It could be determined that difficulties were caused by two related factors: lack of vocabulary knowledge, and difficulties in listening to follow the speaker. For the former, students said that they struggled to understand some parts of the

videos because of the new words and expressions used by the speakers. Another related difficulty was the speed of speech, so learners expressed recurrently that the speakers in the videos talked very fast and that they were not able to understand the message completely.

A learning source. Students saw authentic videos as a rich source of learning in terms of linguistic aspects and content. Students' idea about learning vocabulary from videos was iterative in answers to questions such as what would you like to learn from this video? What did you like about this video? and What would you like to tell your teacher about this video? Students particularly highlighted that the videos watched could help them learn new vocabulary and improve their listening comprehension.

Personal experience connection. The answers collected from students showed their reflection on the content presented in the video. Some common themes that appeared here were how the situations portrayed led students to make a connection with their personal lives. Thus, they pondered on aspects like knowing themselves, believing in themselves, raising their awareness towards an issue they did not know or to which they had not paid attention before, or getting to know about other people and cultures.

Generating motivation. Students expressed that they enjoyed watching authentic videos because they could learn something new other than English while still learning English; students also highlighted the benefits of learning new vocabulary and being exposed to natural speech where they could perceive how people speak in a more natural context (even though the language of an Internet or TV show is scripted, it is not modified for an ESL audience). They thought that this was a good strategy for them to learn. Likewise, students expressed their appreciation for being showed these videos. Learners also agreed that the activities designed based on authentic videos created a more active class dynamic.

Third, in connection to the other kind of effects observed in students when they are exposed to authentic materials, RQ b., the findings demonstrated an important relationship with Global Citizenship Skills. Students in English II evidenced reflection on ethical issues such as climate change, consumerism and sustainable development after watching

different videos. Participants in this group also demonstrated attitudes that appreciate and respect differences and diversity and showed attitudes to care for the environment.

Conclusions

Thus far we have observed that the integration of authentic video clips when designing lessons is an invaluable motivational tool that is worth considering. Not only do video clips provide learners with real-life language input, but also they make it possible for learners to develop skills like vocabulary learning and listening comprehension. Likewise, activities and tasks based on authentic videos require to be scaffolded and adapted to the learners' level considering factors like need, search and evaluation. Moreover, task design guiding the pre-, while-, and post-stages of video watching is pivotal to ensure students' high involvement. Particularly, the post stage provides learners with the opportunity to apply and use the new language to carry out more complex tasks while promoting reflection.

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THE TRAINING OF PRE-SERVICE NATURAL SCIENCE TEACHERS TO BECOME CLIL TEACHERS

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Introduction

During the last years, the study of the most appropriate ways to teach contents in a second language has gained great interest. The educational contexts where teachers are supposed to teach Math, Science, Social Studies, and other contents in a second language are becoming the new normal and these new generations of teachers need to be prepared to embrace this challenge. This is the reason why more pre-service teaching programs make great efforts to train teachers in approaches to teaching such as CLIL, where pre-service teachers are trained both in language and pedagogical strategies.

Review of the literature

The focus on form paradigm

The focus on form (Long, 2011) paradigm can be seen as a reaction against certain types of immersion and naturalistic SLA studies that state that when second language learning is totally communicative and meaning-focused, the level of proficiency in some linguistic features does not develop to target-like levels. In reality, the research findings of these

approaches have been rather disappointing (Doughty & Williams, 1998).

Long's (2011) Focus-on forms, on the other hand, according to Long (1988), refers to the teaching of specific grammar topics that are embedded in a syllabus. According to Ellis (2015), the two are complementary, not oppositional, and might be placed in the same continuum; this author opposes the view that the teacher should not interfere with students' communicative activities to make corrections on their utterances.

According to Ellis (2016), two major shifts in Long's view of focus on form must be considered. On the one hand, 'focus on form' seems not to be an 'approach', but a set of procedures; also, given its own nature, 'focus on form' does not have to be implicit, but grammar rules can be brought to the fore by the teacher when it is necessary for communicational purposes, with the idea of prompting form-meaning relationships.

Two facts can be clearly observed in Long's approach. One is his evident reliance on Schmidt's noticing hypothesis. On the other hand, Long's insistence on TBLT (Task Based Language Learning) (Long and Crookes, 1992) can be explained by the fact that it provides the communicative context in order to focus learners' attention on meaning while helping the learner when a communication problem occurs due to learners' limitations with language items.

Students at academic risk

The subjects of this research study are students that can be considered as students at academic risk. They present some individual characteristics or characteristics related to their environment that increase the probability of failure at school (Fullana, 1996). Some of the risk factors that are associated to students at academic risk are low socioeconomic level of the students, low educational level of their parents, poor intrafamily environment, lack of parental support, varying levels of cognitive development of the children, and poor preparation of the students before entering basic education. Other factors are associated with internal school variables such as poor teacher training and low performance. Poverty in childhood is the most consistent predictor of problems in development and

in school performance, due to living conditions linked to lack of resources; it is one of the risk factors that most influences the vulnerability of people. The cumulative effects of poverty increase the physical and psychosocial vulnerability of the child who grows up and develops in a deprived environment (Jadue, Galindo & Navarro, 2005).

Fluency in speaking

According to Simensen (2010), the concept of fluency is frequently used for the characterization of language proficiency especially in the development of skills in a foreign or second language. Consequently, this author focuses on two major types of perceptions. The first one is related to the way people can use a spoken language without any major effort with ease and without many pauses, like a native speaker Crystal (1987). The second has to do with the use of language in a rapid way at a natural speed without considering whether the language is correct in terms of grammar rules (*ESL Glossary*).

For Castiblanco (2014), fluency is the ability to communicate by using language with its meaning rather than its accuracy. For Hedge (1993), non-fluency in an English language learner can be described as a speech with frequent pauses, repetitions, and constant self-corrections.

This concept is made more flexible when it comes to the validity of errors in oral communication, as much attention is paid to the improvements in communication that occur in the learning process (Castiblanco, 2014)

On the other hand, Binder, Haughton & Bateman (2002), define fluency as the use of language that is quick and without a lot of hesitation, not just saying words in a correct way. For these authors, fluency does not focus on only accuracy; it includes pace or speed of performance.

In addition, these authors claim that informal experience and scientific research (e.g., Binder, 1996; Wolf, 2001) show that fluency contributes directly to three types of critical learning outcomes. The first one is retention and maintenance, which refers to the ability of performing a skill or remember knowledge long after formal learning programs have ended. The second one is endurance, which is related to the ability of maintaining

performance levels and attention to task for extended time periods without distractions. The last one is application, which refers to the ability of combining and applying what has been learned to perform more complex skills, creatively, and in different situations.

Accuracy

Accuracy is a term that is closely related to fluency. For Housen, Kuiken, & Vedder (2012), accuracy is commonly referred to as the ability to produce language without mistakes. Essentially, accuracy refers to the extent to which a L2 learner's performance does not present errors when compared to a native speaker. Even though the concept of accuracy may seem simple, a strict interpretation of the term and its application to L2 data can be problematic. An example of this can be the question of criteria for evaluating accuracy and identifying errors, whether they should be tuned to standard prescriptive target language norms or, rather, to non-standard and even non-native usages fully acceptable in some social contexts or some communities (Ellis 2008; Pallotu 2009; Polio 1997). In the light of these considerations, the authors suggest that the term of accuracy should be interpreted not only as in the narrowest sense of the term but also as appropriateness and acceptability of the language.

Theoretical Framework

This study relies on two theoretical positions. One is cognitive, and the other is sociocultural in nature. Cognitive theoretical frameworks include the previously mentioned Focus on Form paradigm (Doughty 2001; Doughty & Williams 1998), and cognitively oriented views of interaction. Focus on Form is used in this study in promoting language development (Gass & Mackey, 2007). The main axis of the Focus on Form (FonF) is that drawing the learner's attention to language as an object is beneficial for L2 development. An operational definition of attention in this research is a unit of analysis called "language related episodes" (LREs), a concept usually used to refer to situations "in which students talk about language problems encountered while writing and (attempting to) solve them" (Swain &

Lapkin 1995, p. 378).

Regarding socio cultural frameworks, some views have been influential on the effect of social interactions in the appropriation of linguistic knowledge, which are based on the idea that individual knowledge is socially co-constructed during collaborative problem-solving tasks (cf. Swain 2000, 2006). The potential learning effects of such collaborations are thought to be closely linked to “linguaging” (Swain 2006), which is defined as “the process of making meaning and shaping knowledge and experience through language” (Swain 2006: 98). It is further argued that linguaging and the metatalk fostered in collaborative writing tasks possess a reprocessing function – because “the knowledge building that learners have collectively accomplished becomes a tool to further individual use of the second language” (Swain and Lapkin 2002, p. 254); also, linguaging and metatalk trigger a noticing function because metatalk is thought to offer more favorable conditions for deeper levels of noticing as it fosters attentional processes at the level of understanding (Storch 2009).

Objectives

Research Objective

To establish the impact of the program on the English level of pre-service teachers.

To establish the pre-service teachers’ perceptions on their capacity to deliver a content class in English.

Research Questions

What is the impact of a pre-service natural science teachers CLIL training program on the participants’ level of English and their perceptions about the possibility of becoming successful CLIL teachers?

Research Design

This research study is an ongoing mixed and longitudinal exploratory research study.

Characteristics of the program

Participants: 9 pre-service teachers of natural science took part in the study, which has extended for two semesters and is expected to last another two.

This implementation consists of a hands-on training on subject related-pedagogical English during two semesters, 12 sessions per semester, and each session of 4 hours, for a total of 96 hours. Simultaneously, the pre-service teachers were enrolled in an English as a Foreign Language (EFL) course of 16 weeks per semester, with two two-hour sessions per week.

The program was released under the CLIL approach, where the participants had to develop micro-teaching sessions from early in the process, despite the fact that most learners were at the very beginning level of English as a foreign language.

Given the fact that one of the objectives of the program was to help students develop a well-polished pronunciation, the beginning of most sessions was devoted to teaching English phonetics using the International Phonetics Alphabet (IPA).

After the sessions, the pre-service teachers were given teacher and peer feedback on the language used, following Long's (1991) focus on form paradigm, where the students' mistakes were addressed as they appeared in their utterances.

On average, every student gave three micro-teaching sessions on topics related to their academic program to the other participants.

The instruments used in the study were as they appear in Table 1:

Table 1. Instruments used in the study

Variable	Instrument	Objective/Description
Fluency	Videos of students' microteaching sessions.	To analyze the progress in the number of words students were able to say in different speaking tasks.
	Students' performance scores in their EFL courses.	To analyze how the program was helping the students to have a good performance in their EFL classes.
Accuracy	Students' writings.	To analyze the students' progress in the correct use of the language
	Students' performance scores in their EFL courses.	To analyze how the program was helping the students to have a good performance in their EFL classes.
	Videos of students' presentations.	To analyze the progress in the correct use of the language
Students' perceptions	Semi-structured in-depth interviews with the students.	To analyze the students' perception on their learning process of a foreign language and on their learning process of teaching science in English

Secondary data was collected from the students' directorate of the university, which was originally released in 2013.

Data Analysis

Table 2. Factors of academic risk of students at Universidad de la Sabana. Source: Students Directorate of the university

STUDENTS WITH THE BEST ACADEMIC PERFORMANCE	STUDENTS AT RISK	POWER DEGREES
Educational level of the parents: Univesity graduates	Educational level of the parents: Elementary, High Schools or Technical Education	2862,0
Ranking in the ICFES Saber 11 test: 1-100 (Best scores in math, Spanish and Social Science, above 65 points)	Ranking in the ICFES Saber 11 test: Does not discriminate (scores in each test)	770,0
English entrance level: B1 or above	English entrance level: Level zero	687,6
Time gap between school graduation and entrance in the university: 0 or 1 year (with studies during the gap year)	Time gap between school graduation and entrance in the university: More than 1 year (without studies during the gap years)	281,9
Socioeconomic stratum: Any	Socioeconomic Stratum: 1-2	188,9
Age: 17 - 20 years	Age: Older than 24	155,0
Place of origin: Bogotá	Place of origin: Outside Bogotá	67,6
Next of kin: Mother-Father	Next of kin: Father	5,2
Civil status: Married – Single	Civil status: Free union	2,3

At this point, we have analyzed data from students' perceptions and their EFL class scores. We have found a high level of motivation of the students with the course along with the fact that all the students passed their EFL course, even though all the participants fell into the category of "Students at risk" (Fullana, 1996). (See table 2). Comparing students' perceptions about the course in two questionnaires, one at the beginning of the study and the other at the end of the first semester, an improvement in students' perception was evidenced. After having the experience during one semester, students feel more confident and motivated to become CLIL teachers. Comparing measures of fluency (number of words every 20 seconds) and accuracy (grammar), all students showed improvement.

Discussion

The data shows how students that are placed in level 1 of English upon entrance at the university are the likeliest to dropout, especially when this factor is combined with low academic level of the parents and low scores in the SABER 11 test, which is the national test taken by school students just before graduation. In the case of our nine pre-service teachers, nine of them were placed in level 1 (very beginning). Also, the educational level of the parents was low, with the parents of 3 students having finished elementary studies; 1 finished secondary studies; 3 finished technical studies, and 1 finished university studies. The information about the parents of two of the students remains unknown to the present because the students have not lived with them. Other risk factors that were present in the group of students was low socio-economic status, with most students belonging to the two lowest socio-economic strata, and one belonging to stratum 3.

Despite all these risk factors, all the participants in the program passed their EFL course, except for one who failed all the subjects of the academic program and eventually dropped out of the university. It is significant to say that all the students acknowledged the implementation as an important factor that helped them pass their English course. Some of them said that their English teachers had congratulated them for their progress in their level of English language. These results are in line with the fluency and accuracy measurement, where it was confirmed students' progress in both factors, a finding that was in line with the students' perceptions.

Conclusions

The partial results of this ongoing exploratory study lead us to be optimistic about the possibility of training full-blown CLIL pre-service teachers in the Colombian context at the tertiary level. The possibility of initiating this program with first-semester pre-service CLIL teachers has provided us with the opportunity of initiating the process with students at the lowest level of English. Somehow, this study challenges the commonly held idea that to be a successful CLIL teacher you must have at least a level of English of B2 (CEFR), a belief that in some places has turned into a legal regulation (García, 2017). This fact is meaningful in a context like Colombia,

where teachers who are strong both in content and in the target language are hard to find. The results of the study thus far are encouraging for us as researchers and for the academic community we belong to. We consider that the main contribution of this study is to encourage other researchers from other academic communities to join these types of efforts that can contribute to improve the quality of bilingual education in monolingual contexts as that of Colombia.

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LEADERSHIP MATTERS: USING LEADERSHIP CONCEPTS AS A TOOL TO STRENGTHEN TEACHING TRAINING AS A HOLISTIC ENDEAVOR

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Introduction

Leadership is a widely used concept in the professional world. Everybody is expected to show leadership competence in their professional activity and even in their personal life. The important question is which leadership concepts benefit education and specifically teacher training. There are so many definitions of leadership that now-a-days, it is being used for ‘any purpose’. This gives a certain kind of freedom to analyze the influence of leadership on teacher training taking into account the fact that leadership is associated to personal traits, to the influence of one over others, to the accomplishment of goals and to power structures among others.

The Project Leadership Matters is an editorial working paper based on the results of a previous research Project that consisted in identifying leadership profile that UNICA University (Institución Universitaria Colombo Americana) promotes as one of its foundational objectives: “Train students to be leaders that can teach, guide and inspire”. The initial idea was to identify how the University walks the talk and now it is to share the conclusions reached, clarifying that the scope of the project has been exclusively the University.

Relevance

The aim of this Project is to highlight the effects on the ‘Being’ of teachers that can be strengthened by making use of concepts associated to

leadership. Leadership work aims at having a major impact on society as it refers to the quality of behavior of individuals that guide people or their activities in an organized effort that depends on three things: the individual, the followers and the conditions.

For the 'being' of the teachers, I have coined the term F.A.C.K.T that implies that what we 'are' is how we feel, how we act, what we communicate, what we know and how we think not excluding the many other sides that human beings comprise. When considering the being of the individual, I emphasize the importance of the person as a whole and how all these aspects are intertwined to give the view that human beings are complex beings, and that all the aspects affect each other.

I introduce in the paper that the idea of the University is to develop teachers and not leaders but that leadership concepts can be used as a tool, and not as a goal, in order to strengthen the importance of teachers. By looking at leadership from this perspective, we can say that teachers will be prepared to assume leadership in the roles they will perform as professionals.

Research Questions

Based on the concept of F.A.C.K.T (Feelings, Actions, Communication, Knowledge, Thinking) as aspects of our 'Being' as teachers, the question is:

What aspects of leadership are important for teachers in the classroom?

And the sub-questions:

- What is leadership in the classroom?
- Why does leadership matter in a leader-teacher training program?
- How can leadership be cultivated in the classroom?
- How are role and discipline integrated in teaching and leading functions?

Hypothesis

Based on the initial review of the institutional documents I could define my hypothesis as: Training in Leadership is done indirectly rather than directly through processes of enculturation.

Enculturation, here, is understood as:

Enculturation depends on immersion into a way of doing things over an extended period (...) Although some direct instruction may occur as one learns to operate in a new culture, it is only through ongoing participation in and practice of the cultures routines that one comes to feel a part of that new culture (Richhart, 2002, p. 27).

Theoretical Framework

The theoretical framework I worked with is based mostly on ideas of leadership coming from Peter Northouse' Leadership, Theory and Practice which basically uncovers the main concepts associated to the topic from an academic perspective. He considers two forms of leadership: assigned and emergent, that means leading from position or from assignation or as being constructed through the behavior of the leader. And secondly on Howard Gardner's Leading Minds who analyzes leaders

as persons who by word and/or personal example, markedly influenced the behavior, thoughts, and/or feelings of a significant number of their fellow human beings (...) The leaders' voices affected their worlds, and ultimately, our world (Gardner, 1995, pp. 8-9).

Both have a role for teachers and as a process both apply to individuals.

The work is based on 11 of the most common styles or types of leadership referred to in most scholar work:

Table 1. The most common styles or types of leadership referred to in most scholar work

LEADERSHIP STYLE	PURPOSE
Transformational	To alter, change or innovate
Charismatic	To inspire through personal recognition
Personal	To grow, advance, gain identity
Democratic or participative	To encourage creativity and participation in decision making situations
Autocratic	To impose complete power over subjects. Efficiency
Bureaucratic	To ensure that rules, procedures, and discipline is followed
Task Oriented	To ensure that tasks are done correctly
People/relations oriented	To support team work and constructive relations among members
Servant	To meet the needs of a group with generosity but staying behind.
Laissez-faire	To permit people to work on their own while leaders act as support
Transactional	There is payback for a job well done. Judgement is based on performance according to a task.

For the perspectives of teachers, I have focused on those ideas worked by Project Zero, Harvard University that focus on three major principles: intelligence, understanding, and self-awareness. Major authors have been Perkins. D., Whiske Stone, M, Tishman, et al, Richhart, R, Selman, R, and Kegan, R. and for the overview of the general perspective of teacher training, I worked with the book Understanding the Landscape of Teaching by Naested, I. Potvin, B. and Waldron, P.

Inquiry Process

The project has been the development of a qualitative research that began with a discourse analysis of the formal institutional documents, including Statutes, Mission, Vision statements, rules, regulations and academic programs and curricula that resulted in a characterization of a leadership profile that the University promotes. A further development of the project was a stage of interviews, questionnaires and class observations that led to writing a case study illustrative of how the

University walks the talk. The final part is what I have been concentrated on and it is an editorial working paper that hopes to bring into discussion the importance of leadership ideas as a tool to strengthen the role of teachers.

Findings

The major findings have been associated to four major aspects:

- **F.A.C.K.T** as guideline parameters combined to construct the 'Being' of teachers as individuals.
- The notion of culture makers emerging from the identification of six categories which serve to connect teaching and leadership.
 - Personal Attributes
 - Communication
 - Influence
 - Academic/Cognitive Skills
 - Generativity
 - Using Information
- The concept of leader-teachers as opposed to teacher leaders
- The need to meet the challenges that incorporating the ideas of leadership into the development of leader-teachers brings.

Explaining the Findings

The Person: Considering the concept of F.A.C.K.T as aspects of our 'Being' as teachers and as leaders she must be perceived from two perspectives: those aspects that pertain to the inner world of the person and those that make that inner world visible.

INNER INVISIBLE WORLD

Feelings
Knowledge
Thinking

OUTER VISIBLE WORLD

Actions
Actions

The combination of all these aspects is part of what gives identity to both leaders and teachers. For this project it is worth looking for example at how teachers differ from leaders on how they feel about themselves and about their followers. Teachers usually have to think in terms of theories and rigor in the application of the discipline while leaders have more freedom to integrate different disciplines according to their needs for accomplishing their goals.

Culture Makers: Based on the idea expressed by the Visible Thinking Project of Project Zero that says, “We watch, we listen, we imitate, we adapt what we find to our own styles and interests, we build from there.” And the concept previously defined as enculturation each of the following categories have become in this project what I call culture makers. They are aspect associated to leadership that can focus the areas of behaviors which the University can concentrate on.

Personal Attributes Northouse

Northouse shows that leadership can be a matter of traits, this means that it is in the nature of the person, or a matter to be developed as a process. It can be one or the other, but the kind of aspects that the University promotes in the students refer to strong beliefs, principles, values that guide their actions, their autonomy, self-determination, the knowledge of themselves (intrapersonal and emotional intelligence), charisma and intellectual character (dispositions). The editorial project includes an analysis of how the leader teacher can work integrating those aspects of leadership that can help him/her be a better person and it has self-reflection activities with respect to these attributes. This can help teachers recognize their strengths and weaknesses as a whole *person* and leadership ideas help in being more open-minded.

Communication

Both teachers and leaders depend highly on their communicative skills. The interactions between leaders and followers and of teachers and students are affected by the way they communicate verbally and non-verbally. Teachers must be highly aware of their words, discourse structures, vocabulary and so on orally and in writing. Leaders need more oral expressive skills.

Influence

The classroom is a context in which social interaction occurs within an assigned power status by the teachers over their students who, in reality, are hierarchically dependent on them mostly because of the degree of knowledge of one over the other. Students are placed by imposed designation except in those organizations where students have freedom to choose their teachers. This relationship is, therefore affected by the type of classroom management exercised by teachers. Are they facilitators or are they inhibitors? Are they collaborators or are they imposers? Do they work as team members or as self-centered individuals? All these forms are ways to influence students.

As team members, the social interactions between leaders and followers who might be assigned or unbounded are freer; however, followers mostly need to be captivated in order to reach their goals. Leaders will probably move more openly, and as leaders of a group, they are sociable, empathic, cordial and manage constructive relationships, though with clear, strict and demanding performance on which they build trust. Aren't these the same as what teachers do?

What then could leadership offer to teachers with respect to the concept of influence? The basic answer could be first in terms of team work, developing and communicating trust. Leaders know how to work with the perspectives of followers and then turn them in their favor. They have a long-term vision but with short time productivity in mind and with a clear dominion of the context in which they move.

Academic/Cognitive Skills

Thinking skills are probably one of the most valuable skills in today's world. Teachers not only should develop their own abilities but help students develop theirs. This is not unusual. It is their duty. But what about leaders? How do they think? One of the possible concepts that is worth looking at is looking at the big picture. Leaders have a vision of where they want to go and what they want to achieve. They are flexible according to their purposes, strategic in their plans and they are very good at finding solutions to problems. It is common for them to be looking at causes and consequences before reaching conclusions.

Generativity

Martha Stone Whiske (1998) in *What is Teaching for Understanding* explains when a topic is generative:

the topic is likely to be generative when it is central to the domain or discipline, is accessible and interesting to students, excites the teacher's intellectual passions, and is easily connected to other topics both within and outside the particular domain (p. 64).

This concept can be applicable to the actions of teachers or leaders. It means being passionate about the discipline in such a way that it makes them active in applying their discipline with initiative and finding connections between what they do and with other disciplines. What is then the difference between leaders and teachers? Though teachers are probably the most generative professionals, for they have to be generating ideas and actions day-in and day-out, they can learn from leaders to be flexible and integrate context in such a way that fits their purpose.

Using Information

Information is the building block of knowledge. It has to be accessed, categorized and processed. I use the term information as all the data coming from books, teachers, videos, and research, that students have to process that come from the different disciplines. The term knowledge is used as the product or by-product of understanding flexibly when data is

processed for different purposes, and as the ability to make multiple logical connections. Leaders have the ability to use, transfer information, make decision founded on data purposefully leaving aside what is not essential and focusing on what is necessary for a specific objective while teachers focus the information more in what concerns the purpose of the task based on academic rigor. This concerns looking at the big picture -leaders- while teachers focus on the specific teaching point and on being rigorous.

Leader-Teachers

What is the role of a leader? What is the role of a teacher? What is the role of a leader-teacher? The chapter that deals with this topic is basically centered on the many things they both share. While teachers' role is to help students give the best of themselves, leaders' role is mostly to achieve goals and objectives. The first deals with the whole person, and the second focuses on the accomplishments, two concepts that can go hand in hand.

The purpose of this section is to integrate the two concepts by focusing on the term F.A.C.K.T. as a tool to find an identity of teachers and leaders but reflecting about what makes them different and hopefully outlining ideas for how teachers can make use of leadership without losing their uniqueness, for example, how leaders and teachers feel hoping that the reader engages in reflecting about how the concepts enrich the role of teachers.

The section also emphasizes the different types of relationships teachers have with themselves and with others, be it self-centered, outward and/or reciprocally centered relationships.

Meeting the Challenges

Two concepts mark this section of the work: the concept of Work as Inquiry and the Idea-Action Gap. Considering that in this project one needs to integrate the role of teachers and that of leaders, the challenge is for teachers to not only apply the ideas but also to develop research of their own work so as to narrow down the Idea-Action Gap.

Conclusions

My dream is to imagine teachers in the University making use of this working paper and to inspire them to develop innovative ideas in their fields of interest. I am sure this paper reflects the objective of the University which is to “train students to be leaders that can teach, to guide and inspire”. I might not be training students directly but I hope they teach something to my colleagues and inspire them to expand their interests.

I feel the concept of leader-teachers is powerful and can encourage teachers to think out of the box in such a way that they will consider the importance of speaking up to society with more strength and arguments.

In very broad terms the Being of Leader-Teachers can be outlined is something similar to the following:

FEELINGS – Self-esteem, worldviews, fulfillment empathy

ACTIONS: Protagonist, Agency, change, goals, negotiation

COMMUNICATION: Listening, and speaking skills, coherence, cohesion, body language

KNOWLEDGE: informed disciplinary knowledge, research, experience

THINKING: broad-minded, adventurous, flexible but rigorous

Table 2. Relationship between culture makers and the ‘being’ of leader-teachers

CATEGORIES	F.A.C.K.T
Personal (Personal Awareness)	Feelings– (Intrapersonal and emotional Intelligence)
Cognition (Academic Skills)	Thinking - Knowing (Multiple Intelligences, Thinking and Learning)
Communication (Making thinking visible)	Conversing, Interaction (Verbal, interpersonal exchange, transmission of knowledge and ideas and making emotional intelligence visible)
Generativity (Empowerment)	Acting- producing, creating (Multiple intelligences and creativity)
Influence (Affect)	Acting (Power/authority- ascendancy)
Managing Information (Data)	Knowing - (Knowledge and information)

Action Plan

The Next Steps are having the script ready for publication and expectations of developing workshops around the ideas of the book.

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“I CANNOT HEAR BUT YOU DO NOT LISTEN!” UNVEILING THE PERSPECTIVES OF HARD OF HEARING STUDENTS’ TOWARD EFL

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Introduction

Throughout history, humans with special conditions have made important contributions to a great variety of fields of knowledge. One of these remarkable contributors was with no doubt the genius Ludwig van Beethoven, whose outstanding works in music displayed a high level of complexity and geniality. Despite his hearing difficulties, Beethoven succeeded in labor considered non-suitable for a person with a hearing loss and left an indelible trace. Similarly, the learning of foreign languages is still perceived as an impossibility for Deaf or hard of hearing individuals. However, many of them are bilinguals and multilingual.

This study came up from a social problem that seems unnoticed; the lack of understanding of the Hard of the hearing condition in regular English classrooms. Hearing loss is an invisible condition that is not easy to perceive because it is sensorial. Many HH individuals face alone the implications with a high level of difficulty and without the support or awareness of the communities.

Real inclusive dynamics involve recognizing this condition not only from a medical perspective but also from a cultural one, informed from the hard of hearings (Hereafter HHs) voices through their experiences and perspectives. Their narratives are layers of comprehension that may contribute to improving the accessibility of the HHs that often cope with the repercussions of the little knowledge that others have about. Although there is a good body of literature on pedagogy on teaching strategies, few

works gather the student's viewpoint in the national context. As a hard-of-hearing person, researcher and English teacher, I consider it is fundamental to raise the voice to make visible this community putting forth the thesis that the disability is not in the individual but a society incapable of adjusting to differences.

Presentation

Education policy in Colombia state that English is “essential” for any society interested in being part of global academic, cultural and economic dynamics (MEN, 2006). However, priority should be given to mitigate the segregation of minorities. MEN (2004) regulates the second language requirement for students with hearing loss mentioning that

If possible, they should master spoken and written English or be exempted from this requirement (...). However, if a reference to documents in another language is necessary for the development of a subject, the deaf student, like any other, should look for strategies to access information (MEN, 2004, p.12)

Unveiling HH student's perspectives toward English language learning is necessary due to the need of providing the same opportunities to students that are misplaced and segregated of language classrooms because of the misperception of hearing loss. Listen to the voices of students facing this condition is mandatory because nobody but them can narrate their experiences, perspectives, difficulties, motivations toward English language learning. Hearing loss needs to be defined and informed by Deaf and HH individuals instead of hearing people.

This work expected to answer this research question: *How do three hard-of-hearing students make sense of English language learning?* through examining a group of HH student's perspectives and retrospectives from the hypothesis of that understanding hearing loss in this specific context may contribute to reducing the segregation and the gap between regular and HHs students. Listening to them may increase the reflection on their rights and in resisting the prejudices.

Description of the context

The study took place at a private medical center specialized in hearing solutions at Bogota city. The sample of the population corresponds to a group of three hard of hearing participants with profound hearing loss whose ages are about 18 to 25 years old at; one participant is a hearing aid user, and the others have a cochlear implant. They learned English in integrated schools and regular institutions.

Methodology

Data collection instruments

The first step to developing authentic inclusive dynamics is through the recognition of the implications that go beyond the medical perspective but involves social, affective, communicative, cultural issues informed from the voices of individuals facing it through experiences and perspectives that they have. In this sense, the narratives constitute a significant resource for this mean. Guerrero (2011) states that “narrative is a system of understanding that we use to construct and express meaning in our daily lives” (p.89). The construction of meaning with the narratives allows recognizing reality through the informed experiences of the subjects. Regarding the educational contexts, the author also states that “the study of students’ narrative may open new paths for better understanding how the context created by institutional discourses shape the kinds of interactions that occur in the school” (p.98).

From this conception, narratives constitute an accurate technique to explore the meaning that the individuals give to their experiences learning an L2. Considering this, the data collection with narratives, the instruments were Interviews and Autobiographical writings to be consistent with the research purpose, compiling experiences that were socially situated knowledge constructions that involved meanings and values (Polkinghorne, 1995).

Table 1. Instruments

Technique	Instruments	Purpose	Application
Written interview	<ul style="list-style-type: none"> • Structured Interview 	To explore the participant's experiences learning English.	Session 2 Session 3
Non-directed group interview	<ul style="list-style-type: none"> • Recordings audio and video 	To explore the participant's experiences and perspectives.	All sessions
Autobiographical writing	<ul style="list-style-type: none"> • Narratives 	To know about the participant background.	Session 1

Research design and method

This investigation is based on the subjectivity of the individuals implying an exploration of their views from the personal dimension of experience and meaning construction. It is consistent with the qualitative paradigm taking into account that Rebojli (2013) explains that “qualitative research is characterized by an interpretative paradigm which emphasizes subjective experiences and the meanings they have for an individual” (p.30). Similarly, Rebojli (2013) also states that

a case study is a comprehensive description of an individual case and its analysis; the characterization of the case and the events, as well as a description of the discovery process of these features that is the process of research itself (p.31).

In this sense, this investigation constitutes a narrative case study because of the attempt to explore the perspectives and retrospectives of the participants on L2 learning events. Additionally this research approach is exploratory considering that this problem has not been studied deeply, and there are no studies in the Colombian context related to this issue.

Theoretical framework

Defining hearing loss: Medical and socio-cultural perspective of Hearing

loss

Within the hearing loss spectrum, there are different types of conditions such as deafness described as a “hearing impairment so severe (greater than 90 decibels) that the student is unable to process linguistic information through the ear, with or without amplification, which may adversely affect their academic performance” (MEN, nd, p.6) and, hard of hearing condition as “Impairment in the hearing, which may adversely affect the student’s educational performance, but which is not included under the definition of deafness” (MEN, Nd, p.6). These definitions imply that the main difference between these two concepts is a matter of decibels. For instance, the definitions of MEN are based on the medical perspective of hearing loss in which the condition is seen as an illness.

On the contrary, the sociocultural perspective of deafness is based on the idea that the deaf population is a linguistic minority. In this sense Jambor & Elliott (2005) claim that:

Those deaf people who identify with the Deaf community, being deaf is not seen as a deficiency; rather, it is a part of their total identity. For those who adhere to a medical/pathological view and do not recognize the cultural or linguistic aspects of their deafness, being deaf is a disability and disorder (p.67)

In the case of HH individuals, they are in the middle of two worlds, they do not have enough hearing loss to be deaf or enough hearing capacity to be “hearing”. It implies that the HH population experience more difficulties to locate in society and understand the identity. Despite the belief of that profound deafness may affect in a greater extend the life of the individuals in comparison with those with residual hearing, Jambor & Elliott(2005) claim that:

Those with a profound hearing loss are often forced to come to guest on terms with their deafness and to arrange their lives according to this condition. On the other hand, those with some residual hearing are often caught in the middle since they may do not define themselves as deaf, yet they cannot fully function as hearing in a world that relies on hearing and speech. This may lead to frustrating experiences and a diminished self-regard (p.66-67)

In this sense, the HH population finds more challenging the integration in a community that understands them. Their attempt to fit the hearing world brings frustration when they cannot fully communicate or receive support for improving comprehension. Contrarily, the Deaf community finds shelter in their Deaf culture as “This community is partly a response to the frustrating everyday experiences of deaf people in a predominantly hearing society” (Jambor & Elliott, 2005)

These deaf individuals are likely to accept their deafness as a condition that they have to live with. They often seek out the company of similar others and learn the different strategies that can help them live a full life regardless of their deafness. On the other hand, those who have lesser hearing loss often try to conceal their deafness. They have some residual hearing that enables them to hear some of the sounds and voices around them. Nevertheless, their hearing loss is often severe enough to hinder them from smoothly conducting a conversation in spoken English where hearing and speaking are the required communication channels. (p.66)

Unfortunately, most definitions and conceptions come from external “audist” resources that do not reflect the feeling of identity of the population that faces the condition. Definitions should no longer turn around the perception of the “hearings” but on the people that live and experience this reality.

Review of Literature

Local Contributions

Colombian policies state that English is “essential” for any society interested in being part of global academic, cultural and economic dynamics (MEN, 2006). However, the priorities should be oriented to eliminate the segregation of minorities before promoting a language status. L2 learning represents one of the most complex contexts for HHs due to the great effort to access the information and knowledge while dealing with the lack of support and misinformation. Regarding the L2, MEN & INSOR (2004) explain that:

The foreign language requirement depends on the conditions of the students, if possible, that they master the language at the oral and/or written level or that must be exempted from this requirement. This depends largely on the agreements established between the student and the educational institution. However, if the reference of documents in a foreign language is necessary for the development of a subject, the deaf student, like any other student, should look for strategies to access information (p.12).

Ramirez, Tapasco & Zuluaga (2009) manifest the increase in the enrolment of deaf students in higher education, including scenarios in which the FL is a requirement. Similarly, Cardona & Pereira (2011) express that as part of the National Bilingual Program, all the professionals need to achieve the minimum proficiency level of B2 in English, according to the Common European Framework of Reference for Languages, including the D/HH population.

However, the ICFES (2017) express that “persons who, due to a proven diagnosis, present limitations that make it difficult for them to learn foreign languages will be excluded from presenting the English module. This includes, but is not limited to, persons with any condition of cognitive, auditory or visual impairment, regardless of whether or not they require interpreter” (ICFES 2017, Article 10). In this sense, the exemption from English requirement in some scenarios demonstrates a low expectation from the institutions toward the capabilities of the population in special condition, and the obstacles they face for becoming professional. In this aspect the attitude plays an important role in inclusion and the proper attitude is reflected in high expectations and support.

About this, Diaz & Cubillos (2014) identified four main discourses toward teaching English to students with hearing impairment. Discourses of approbation, uncertainty, skepticism, and constructive criticism were gathered. Nevertheless, the study concluded that the main question regarding teaching English to a group of Colombian deaf students is: ‘difficulty or possibility?’ The power of attitude for assuming this challenge. Perceiving English teaching to the special population is central to develop real inclusive dynamics.

Regarding inclusive education, Ochoa, Angulo & Aparicio (2017) analyzed the current policies on the DHH population and concluded the need for an inclusive educational model that responds to labor needs and the growth of their participation in the society.

Issues on teaching an L2 to HH students

Szymanski, Lutz, Shahan, & Gala (2013) summarize the perspectives of educators, parents, and professionals about experiences with children who communicate through sign or speaking. They report a lack of understanding or ignorance about DHH people being this lack of knowledge about the main obstacle in teaching that derives in low expectations, inadequate understanding of educators perceiving hearing loss as an excuse.

Similarly, Domagala (2013) presents the experiences of teachers dedicated to teaching EFL to D/HH in Europe encompassing the knowledge exchange of educators from different contexts and countries. From this interchange emerged that despite problems derived from lip-reading difficulties D/HHs showed the capacity to produce texts in a different level of complexity. About the teacher's role, the authors claim that being an English teacher or pedagogue for the Deaf is not enough. Also knowledge of the specificity of the psychological and social functioning of D/HH is necessary.

In other work, Domagala (2016) collects strategies that can be implemented when teaching to D/HHs highlighting that "When teachers or researchers of D and H/H learners come together, one of the issues often discussed involves their feelings of isolation and the need to come together more frequently to share ideas and experiences" (p.1). Indeed, the feeling of isolation not only comes from the special needs that D/HH people have but their background, history, and education in terms of special linguistic, cultural and social issues.

These aspects are fundamental for identifying the difference between D/HH on account of hearing loss types are variable and H/H perspectives go beyond the decibels, being the identity an unavoidable aspect. This inquiry contributed to the enrichment of the strategies that can be

implemented in classrooms with the D and H/H population and exposing the influence of affective and social-cultural aspects.

The author also explains that the use of hearing aids and the cochlear implant has limitations; one of these is the sound amplification. Domagala et al (2016) explain that “Since the microphones in hearing aids and cochlear implants pick up and amplify all sounds and not just the speaker’s voice, day to day management of the listening environment is of primary importance”. (p.183). This limitation in the technology of hearing aids represents an obstacle for utterances reception as the noise of the environment makes it difficult the comprehension.

Guiberson (2014) compared D/HH bilingual skills with monolingual D/HH children, describing the L2 level achieved and the parent’s rating of children L2 progress. The author concluded that “D/HH children can acquire an L2 and that is not at the expense of the child’s L1 development. L1 was stronger in the bilingual children than the monolingual children who participated in this study”. (p.91). This study reported through the comparison between students with hearing loss that bilinguals HHs had a higher level in their L1 than the monolinguals. In the results obtained it is stated that existing prejudices that discourage families to educate their children as bilinguals. The inquiry exposes insights into bilingual education concerning L1 skills. Contemplating this, bilingual education in D and HH persons may improve the in the mother tongue.

Kemmerly (2014) presents an inquiry that consisted of a gap in research about HH’s perception of identity, and how both caregivers and parents perceive the identity regarding their hearing status. Regarding this, the author explains that “(...) the students’ perceptions of identity, findings indicate that the identity the participants selected at the time of the present study may differ from the identity they would choose at another point in time due to identity not being static and constantly evolving” (p.175). Furthermore, the researcher presents the differences in terms of the identity of hearing loss but also the meaning of these identities, its congruent characteristics concluding that the definition depends on the individual and must be respected.

Another crucial aspect of this investigation is that the participant’s

education took place in regular classrooms, English is their mother tongue, and only one of them knows to sign. In the findings it is expressed that “(...) the individuals defined the hearing identity type as the strived for or sought-after identity type”. (Kemmerly, 2015, p.183)). This investigation is crucial for the understanding of HH identities, this aspect is complex as they do not fit the deaf or hearing world but, in the middle, so then, the concept of identity is constantly evolving and depends on a great extent on how the individuals see themselves.

Muñoz (2015) mentions the integration obstacles of people with hearing loss in the educative system. This demand for integration has increased the advancement in research based on inclusion. This study was based on the description of the English teaching of D/HHs in regular institutions. The author began from the hypothesis that D/HH learners are capable to achieve a proper level of English competence in regular education.

The author claims that “this hypothesis becomes stronger when analyzing learners in English productions. The teacher involvement, the strategies and conceptions of English teaching, the support, can make the difference in the optimization of student’s performance in writing” (Muñoz, 2015, p. 20) As a result, the author demonstrates that both deaf and HH people in regular schools are capable of achieving a high level of performance in writing depending on student’s strategies and teacher roles. This study is significant and contributes to the recognition of HH skills and potential in regular classrooms and highlights the significance of teacher role for success.

Discussion

In the literature reviewed it was possible to explore the perception of teachers (Dogmala, 2013; Dogmala et al, 2016; Szymanski, C. et al, 2013; Diaz & Cubillos, 2014), and the perceptions of parents (Guiberson, 2014; Szymanski, C. et al, 2013) about hard of hearing people perception of identity (Kemery, 2015). However, there is a gap in studies that present the perspectives and voices of hard of hearing students about English language learning.

In this sense, it is important to develop studies focused on HH student's perceptions, feelings, concerns, beliefs, to explore how they conceive English language learning in an attempt for understanding the condition in the context of English regular classrooms. Through the review of the literature and the educational policies related to including HH individuals in English classrooms, it is clear that the misconceptions toward hearing loss have a great impact on the non-proper design of policies and in the misperception of HHs capabilities. The belief that inclusive practices rely on exempting is an underestimation of the HH's abilities.

To understand student needs it is necessary to gain knowledge about their individualities and styles. Attending to their concerns is crucial for facilitating the English acquisition; inclusion involves interest, high expectation, support, and respect of their identity. Finally, I make a call to the institutions, policymakers, teachers and all the society to recognize that the exemption is exclusion. The processes and policies must no longer turn around this. Listening goes beyond perceiving sounds but it is a real disposition to attend what others say, if we see it in this way, we can accept that all of us need to listen more.

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MINDFULNESS-BASED PEDAGOGICAL INTERVENTIONS FOR PRESCHOOLERS' RECOGNITION AND MODIFICATION OF AGGRESSIVE BEHAVIORS

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Introduction

Recent interest in Eastern philosophies around the world has brought to the table the validity of different views about human feelings, emotions and consciousness and the way humans relate to one another and the world. The main concern in Eastern philosophies is human suffering and frustration and how they can be changed through the practice of ancient techniques (Engler, 1996). Contemplative practices are precisely the core of Eastern ancient techniques and help individuals to transform their mental and physical states. In countries such as China, India or Thailand, contemplative practices are a common part of people's daily life. In Western countries they are being adopted and used in some contexts.

Education is one of the contexts in which there has been an evident effort to include contemplation practices as part of education programs, extra-curricular classes and even curriculums. Some research, mainly in the United States and Spain, has shown that the incorporation of meditation and mindfulness practices in everyday life has a great impact on students' control of stress and concentration (Martinez, 2014). Additionally, mindfulness practices help people to enhance self-regulation and peaceful conflict resolution (Johannes, 2012). Therefore, these practices deserve to be researched in depth since they have demonstrated they could be effective tools that contribute to students' control of emotions and also their academic performance. This research aims at identifying the impact mindfulness might have in the expression of aggressive behaviors in

children from a Colombian kindergarten.

Diagnostic

In Colombia, The Colombian Family Welfare Institute (Known in Spanish as ICBF) created in 1987 manages public kindergartens. It is the primary institution in charge of childhood care. Its programs provide protection and guidance to children. The biggest program in the ICBF institute is the Community Homes (In Spanish, Hogares Comunitarios de Bienestar, HCB). These places are kindergartens that serve children between 18 months and 5 years old. Women called Community Mothers have the kindergartens in their houses and serve 13 to 15 children. Semillas de Luz Foundation is a group home (a group home is the association of 5 community homes) that makes part of ICBF.

Every day they assist 70 children between 18 months and 6 years old. In Semillas de Luz, just like in other kindergartens, behavioral problems are present regularly. Teachers have identified that aggression is the most common problem. In an interview to one of the teachers, she stated that “every year the number of children who present aggressive behaviors increases. In each course there are 3 to 4 kids that are extremely aggressive” Teachers assert that children from different ages exhibit this behavior as a reaction to their classmates’s attacking them most of the time. In the logbook is recorded how children usually attack their peers because they want a toy or as a retaliation to an attack. Additionally, when children were asked about their reaction when another kid takes their toys, they said their solution was to hit the kid who took the toy. One of the children said, “I hit my partner in the head” another said “I pinch my partner’s arm”. In general children are used to solving their problems by attacking their peers.

Community Mothers work every day in activities to support peaceful conflict resolution. There is a particular anecdote told by the teacher in the interview in which she explained how after one kid bite another she asked the aggressor to apologize but the kid refused. What the teacher did next was to have the children hear his partner heart beats to make the aggressor notice that the beats were faster than usual. Then the teacher

told the kid: “you see, your partner is hurt, I want you to apologize and give you partner a sincere hug” The teacher expected children to recognize that aggression is not appropriate; however, aggressive behaviors did not disappear. If teachers do not take immediate action, aggressive conducts will be adopted by the children as normal behaviors in their lives, which consequently could affect children’s way of getting involved in society. Torres (2009) argues that “aggressive behaviors in children are perceived as a risk factor that needs to be tackled in order to prevent aggressive and violent manifestations in the future” (p.39).

As children spend 8 hours a day in the kindergarten and community mothers have great influence on their educational process, it is important to prioritize the time devoted to handle aggressive situations when they happen. According to Robert and Peck (2009) contemplative education is a combination of pedagogical practices that aim to the personal growth and social transformation through the fostering of human consciousness in an ethical context (as cited in Martínez, 2014, p. 12). Aiming at helping children, this research will explore how the use of mindfulness practices influences children’s recognition and modification of aggressive behaviors in the kindergarten Semillas de Luz.

Theoretical Framework

Mindfulness

The word mindfulness is derived from Pali; an Indian language mostly used in the earliest Buddhist literature. It comes from the word *sati* that means awareness, attention and remembering (Siegel, Germer y Olendzki, 2009). Mindfulness is related to the understanding of the mind, our emotions, ideas and how we manage them. Mindfulness can be defined as our ability to be conscious of our thoughts in every situation.

Kabat (2011) states mindfulness is “paying attention in a particular way, on purpose, in the present moment, and nonjudgmentally” (as cited in Chiesa & Malinowski, p. 406). This definition involves a total recognition of one’s perceptions and emotions without making any judgments about

them. Additionally, Kabat does not believe that mindfulness is a state that you achieve but instead it is a way of being, it is a process of growing personal awareness.

Kabat and Davidson have developed some works that show how mindfulness allows individuals to realize what is happening moment by moment allowing them to consciously control their emotions. They have developed several significant recommendations that will help individuals to practice mindfulness. The following chart shows some of them.

Not being judgmental	The practitioner is an observer of his experiences, he contemplates what is going on in the moment without making any judgment or opinion.
Beginner's mind	The practitioner puts aside any previous knowledge in order to be open to the world, perceiving it as if it were something new.
Patience	The practitioner recognizes that each experience occurs in a particular moment, therefore, there is no need to accelerate his process.
Acceptance	The practitioner is receptive and open to his thoughts without imposing any judgment to the new experiences.

The components of the chart are taken from Sánchez & Castro (2016)

Kabat's work promoted the introduction of the term mindfulness in Western countries. Later on, more operational definitions of the term emerged, defining mindfulness as a

process of regulating attention in order to bring a quality of non-elaborative awareness to current experience and a quality of relating to one's experience within an orientation of curiosity, experiential openness, and acceptance (Bishop et al, 2004, p. 234).

This definition is the result of a two - component model. The first component is about the self- regulation of attention that involves the recognition of immediate experiences. The second refers to adopting a posture towards the experiences the person is dealing with in the moment, a posture that indicates curiosity, openness, and acceptance. In summary, their definition focused on how through the control of attention humans could be conscious of their own experiences as long as they maintain curious and open to what they are experiencing.

Nowadays, more research has been done in regards to mindfulness interventions not only in the medical context but in business, sports, scientific and educational contexts in which mindfulness is a way of promoting healthier environments that help people to have more positive responses to daily life problems.

Aggression

Human aggression is any behavior directed toward another individual that is carried out with the immediate intent to cause harm. In addition, the perpetrator must believe that the behavior will harm the target, and that the target is motivated to avoid the behavior (Bushman & Anderson 2001, et al).

It is important to highlight that not all the aggressive behaviors are violent as Bushman & Anderson (2001) explain.

Violence is aggression that has extreme harm as its goal. All violence is aggression, but many instances of aggression are not violent. For example, one child pushing another off a tricycle is an act of aggression but is not an act of violence (p.29).

The social learning theory proposed by Bandura explains the acquisitions of aggressive behaviors by observation processes that are influenced by the context in which the individual is. "People acquire aggressive responses the same way they acquire other complex form of social behavior, either by experience or by observing others" (Bushman & Anderson 2001, p. 31).

Literature Review

Mindfulness

In a research article called *Alterations in Brain and Immune Function Produced by Mindfulness Meditation* by Davidson (2003), two specific questions were addressed: first, the influence of mindfulness meditation on brain modifications; second, the changes in the immune function produced by mindfulness meditation. The focus of the investigation was on

emotion-related brain activity and its changes caused by meditation. This focus was chosen based on the premise that meditation reduces anxiety and increases positive emotions. Davidson and his co-workers established that the left-sided region of the brain displays activation with some forms of positive emotions. Therefore, as meditation decreases anxiety and increases positive emotions, they hypothesized that individuals who practice meditation will exhibit more left-sided brain activation in comparison to the ones who did not practice it.

The sample consisted of 48 employees that were randomly assigned to each of the two groups; control group and meditation group. The measures of brain electrical activity were made to both groups before and after the training period. The training consisted of a 3-hour class per week and a 7-hour retreat. Additionally, participants were asked to practice meditation one hour at home every day. The findings of this study suggested that participants with the meditation training, increased left-sided brain activation and reduced anxiety and negative affect. Davidson (2003) had indicated that “left-sided activation is associated with more adaptive responding to negative and/or stressful events. Specifically, individuals with greater left-sided activation have been found to show faster recovery after a negative provocation” (p. 569).

A similar study developed by Lazar and a group of psychiatrists in Massachusetts hospital (as cited in Martinez, 2014) demonstrated physical changes in brain structure when practicing meditation. Lazar and her workgroup took magnetic resonance images to 16 volunteers two weeks after and two weeks before the implementation of a mindfulness program. This was a two-month program with 27 minutes of meditation per day. They found that the amygdala, the region of the brain in charge of decision-making and emotional reactions is likely to swell with mindfulness practice. This swelling makes the connection between the amygdala and the frontal lobe stronger what consequently helps individuals to substitute primitive responses (chiefly lead by the amygdala) to more reflexive responses (lead by the frontal lobe). The results of both studies confirm that contemplative practices have great impact on brain regions activation and brain physical changes. This evidence makes the understanding of Eastern practices easier and gives credibility to the results; however, for an

educational context it becomes necessary to bring up studies in which the sample and the environment can be associated with education.

The following research made by Mackler, Aguilar and Camacho (2008) is an attempt to introduce contemplative practices in the classroom. The study was guided by the idea of the possible impact of contemplative practices in assisting students' affective domain. It was carried out with five different groups of students. Before the training process, students had to answer a questionnaire about their common behaviors. Then, they were taught different contemplative practices such as visualization, relaxation exercises, mindful stretching exercises, and relaxing music in the classroom. After the teachers' interventions, students answered the same questionnaire. Through the use of those questionnaires, researchers compared the differences in students' perceptions about their performance after and before the learning of contemplative techniques.

The outcomes of the research project indicate three positive results of contemplative techniques in the classroom; first, students were less anxious during class time. Second, most of the areas included in the questionnaire (increased energy level, reduced muscle tension, less performance anxiety, increased self-confidence, stress reduction, improved concentration and attentiveness) shown positive changes. Third, students indicated that they not only were engaged in the project but they also enjoyed it. Taken together, the results indicate that contemplative practices had a positive impact on participants. But information about the effect of contemplative practices on aggressive behaviors is still missing.

Pedagogical Intervention

As the aim of the project was to identify the impact mindfulness might have in the expression of aggressive behavior in children in everyday situations, a mindfulness intervention was carried out taking into consideration that some research has demonstrated the effectiveness of mindfulness practices when assisting students and teachers in managing difficult emotions, improving self-regulation, social competences and relationships with others (Flook et al., 2010; Maloney. E, et al., 2016). Furthermore, the practices of mindfulness are expected to reduce the

levels of emotional reactivity and increase the levels of calmness.

According to Bishop (2004), mindfulness has been described as embodying different qualities such as patience, trust, nonreactivity, wisdom and compassion. These qualities can help the practitioner to adopt a stance of acceptance toward painful or unpleasant thoughts and feelings. Bearing this in mind, we expected that those aggressive behaviors in children caused by emotional reactivity and anxiety could be reduced with mindfulness practices. In addition, the curriculum chosen includes mindfulness exercises that are bound to different guiding themes such as emotions management, self-control and problem solving. In regards to the time devoted to the interventions, it was decided to expend 14 weeks since it was necessary to have enough time to first, establish a routine with the children and second, to teach them the variety of mindfulness strategies. Besides, Davidson claims, “mindfulness practices require consistent repetition and use in daily experiences to become a part of how we interact in our classrooms and world” (2017, p. 8).

As mentioned above, the study lasted 14 weeks, in which 28 50-minute lessons were delivered in two sessions per week. The lessons were planned taking as a reference the Kindness curriculum developed by Richard Davidson (2017) in which there are 8 units with 3 lessons each. Taking into account the population of the research project, the materials proposed in the kindness curriculum were adapted to Spanish speakers and 4 new lessons were included in the units 3, 4 and 6.

The sessions were developed sequentially so that each activity was related to the ones that came before and after. Unit 1, Mindful Bodies, was about introducing students the term mindfulness and its components such as; attention and breathing. Unit 2, Emotions on the Inside, focused on noticing sensations, reflecting about feelings in the body and recognizing that both the feelings that we like as well as the ones we don't like are helpful. Unit 3, Emotions on the Outside, dealt with the change of emotions and how feelings can be reflected in our faces and bodies. Unit 4, Strong Emotions on the Inside and Outside, exposed various ways to manage difficult feelings. Unit 5, Calm and Problem Solving, emphasized on how calm could be achieved through body movements and how problems are better solved when forgiving others and ourselves. Unit 6, Gratitude,

was about recognizing our differences and the things children were grateful for. Unit 7, Gratitude for People, encompassed the connections with people to show how society is interconnected and everyone depends on someone else including nature. Unit 8, Gratitude for the World, involved a summary of all the topics seen and a reinforcement of the strategies to manage strong emotions.

The lessons were divided in three parts; the first one is the “connection” in which the objective was to build rapport with students and let them know the topic of the class. Then, there was the explanatory stage in which through visual representations students were explained the topic in depth. The third stage was the practical part that invited students to apply what they learnt. Within the sessions students were encouraged to describe their experiences, sensations, thoughts and emotions, therefore, the discussions and the asking and answering questions strategies were at the core of the class.

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BUILDING CITIZENSHIP COMPETENCIES WITH MOTHERS AND CHILDREN FROM A LOCAL COMMUNITY IN BOGOTÁ

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Context

This research project is carried out at the Benjamin Herrera Community (BHC) located in the locality Barrios Unidos in Bogota in the northwest of the city. This is a commercial area characterized by the large number of mechanic workshops. This district is mostly inhabited by middle class residents but most of the population is made up of people who commute every day from other parts of the city. They are workers at the local auto parts and motorbike shops and workshops.

I first came into contact with this community through a series of workshops the Junta de Accion Comunal (JAC) set up for the people who live in that neighborhood and the surrounding area. The researcher participated in two workshops. The first one helped people reuse car tires. The second and most relevant to this investigation is a women's knitting group where a good number of mothers, and some leaders from the JAC, including the teacher of an after-school program for children in the neighborhood, got together every Wednesday afternoon to knit and talk about life issues that might affect them. These meetings that took place at the same time an after-school program took place, and it was noticeable that the teacher was concerned with discipline. She would speak in a loud voice to the students, ask students to remain seated and silent for long periods of time without speaking to anyone or sending someone who misbehaved to one of the corners of the room to stand there for a long time facing the wall. Later, she started to have the kids in her program do a short oral presentation on values (i.e. honesty, responsibility, respect, etc.) to the group of mothers. These presentations were done every Wednesday

by one of her students. The student would stand in front of everybody and start reciting what a given value was and the importance of it, the mothers appreciated the fact that the kids were being taught values and celebrated each child's effort to present. This was the springboard for the mothers and the teacher to expand on the topic and discuss their beliefs about values.

This scenario was the starting point of this research as it enabled the researcher to connect with the interest of mothers and the teacher regarding teaching values, also known as citizenship competencies, and it made her think of a positive approach to discipline that could benefit the community.

The Junta de Accion Communal (JAC) at the Benjamin Herrera community has provided the support and authorization for the development of this research study through its Comité de Bienestar. To illustrate, the JAC is an official, social and nonprofit organization with its own financial capital that is established by people in a certain area or territory. The JAC is managed by people from a neighborhood or territory that organize themselves to solve problems that concern the community. The BHC is particularly concerned about the academic performance of children attending the different public and private schools in the area. To this end, they have created an after-school program that provides academic support to students who are not doing well at school. A teacher, who is also de coordinator of the Comité de Bienestar, assists children in the development of their homework assignments in different content areas (i.e., math, sciences, English). This same program has created a vacation program to continue strengthening these children's academic and social skills. The researcher in this study was in charge of developing content for this course and teaching it to the children in this community.

Research Questions

General Question

How to develop basic citizenship competencies in children from 6 to 11 years of age in the Benjamin Herrera Community in Bogota?

Specific Questions

- What are some mothers' beliefs and self-reported practices in teaching citizenship competencies to their children attending a vacation program at the BHC?
- What are an after-school program teacher's beliefs and practices in teaching citizenship competencies to her students in the BHC?
- How are some mothers' beliefs and experiences towards the teaching of basic citizenship competencies transformed through positive discipline tools?
- How do parents make use of positive discipline tools impact children's development of citizenship competencies?

Hypothesis

The development of citizenship competencies in 6 to 11-year-old children in the BHC is possible through the use of positive discipline tools and with parents-teacher collaboration.

Often students' misbehavior is said to be one of the hardest things to control in a classroom, especially in a setting where a single teacher is in charge of a large number of students and has to devote most of the time to controlling them. This situation does not only cause teacher burnout and discouragement but greatly impacts students' learning. This is similar in an informal setting like the after-school program at the Benjamin Herrera community where teaching citizenship competencies seems to be capital to build a positive atmosphere that allows children to learn, enjoy learning and taking part. However, building social skills such as empathy, managing anger, listening actively is an extremely difficult task for the teacher who is usually busy trying to assist every single student in the development of their homework assignments. In this context, teacher-parent collaboration appears to be a tool to foster citizenship competencies both at home and in the after-school program.

Objectives

General Objective

Contribute to the development of basic citizenship competencies of children from 6 to 11 years of age in the Benjamin Herrera Community in Bogota.

Specific Objectives

- Systematize the implementation of a program to develop basic citizenship skills in 6 to 11-year-old children at the Benjamin Herrera Community in Bogota.
- Identify the beliefs and practices of some mothers and a teacher in an after-school program regarding their beliefs and practices teaching citizenship competencies.
- Transform the beliefs and experiences of 3 mothers and 1 teacher towards the teaching of basic citizenship competencies in a vacation program at the Benjamin Herrera Community.
- Design a pedagogical tool that contributes to the teaching of basic citizenship competencies for mothers at the BHC.

Theoretical Framework

Some of the theoretical concepts that will serve as the foundation of this research study are the Morning Meeting as used by the Responsive Classroom Approach, Citizenship Competencies, Social Emotional Learning and Positive Discipline. These are key concepts that will be elaborated on during the research process.

The Responsive Classroom Approach

The Responsive Classroom approach and one of its main components, the Morning Meeting provided the ground to design this pedagogical

intervention.

Sattler (2006) defines the Responsive Classroom as an “instructional approach to teaching that integrates the teaching of academic skills and the teaching of social skills as part of everyday school life” (p. 5). The Responsive classroom approach was founded under seven core principles:

“(a) an equal emphasis on the social and academic curricula; (b) a focus on how children learn as much as what they learn; (c) the view that social interaction facilitates cognitive growth; (d) an emphasis on cooperation, assertion, responsibility, empathy, and self-control as critical social skills for children to learn; (e) a focus on knowing children individually, culturally, and developmentally; (f) an emphasis on knowing the families of children; and (g) the view that the working relationships among adults at the schools are critically important” (Northeast Foundation for Children, 1997, 2007, as cited in McTigue & Rimm-Kaufman, 2010, p. 7).

The Morning Meeting

As a component of the responsive classroom approach, provides the learners with a morning routine that helps build a sense of community while setting positive expectations and a supportive atmosphere for the day (Haurch, Chen and Wagner, 2006). The morning meeting is developed in four stages- greeting, sharing, learning and news for the day. During the greeting stage students greet each other by name and practice the social norms of respectful greetings. The sharing time contributes to the development of empathy and open and allows students to practice speaking to the group in a low-stress setting. The group activity may be a short game or song that helps the class build a sense of class identity and encourages active participation. It can also be an opportunity for revising academic content or learning something new. McTigue and Rimm-Kaufman (2010). Finally, the Morning Message, written by the teacher, is read together and provides a transition to the academic day by reinforcing past lessons and arousing interest for upcoming lessons (Kriete, 2002).

Citizenship Competencies

The Colombian Ministry of Education (2006) defines citizenship skills as the knowledge and cognitive, emotional, and communicative abilities that

are necessary for an individual to be able to act constructively in a democratic society. These abilities help the children relate to each other respectfully and enable them to solve everyday conflict. The standards of citizenship skills establish what students should know and know how to do according to their developmental level so that they practice such abilities at home, at school and in other contexts.

The program emphasizes four types of competencies: emotional, cognitive, communicative and integrative. The emotional competency refers to the ability to respond constructively to our own emotions (e.g. managing anger not to harm others and others' emotions (e.g. empathy). The cognitive competencies are the mental processes that facilitate interactions in society (e.g. the ability to place ourselves mentally in somebody's position.) The communicative competencies relate to the ability to establish constructive communication with other individuals (assertiveness). Lastly, the integrative competencies assemble the emotional, cognitive and communicative competencies.

Social Emotional Learning

Dusenbury and Weissberg (2017) define Social Emotional Learning (SEL) as

“the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions” (p. 2).

Positive Discipline

Traditionally common disciplinary approaches have been based on rewards and punishment to control students' behavior. However, research has demonstrated that “unless children are taught social and emotional skills, they have a tough time learning, and discipline problems increase” (Nelsen, Lott, and Glenn, 2013, p. 1).

These scholars refer to Positive Discipline as a method that involves students in focusing on solutions instead of being the recipients of

punishments and rewards. Positive Discipline also teaches adults to employ kindness and firmness at the same time and is neither punitive nor permissive. The tools and concepts of Positive Discipline include:

- Mutual respect. Adults model firmness by respecting themselves and the needs of the situation, and kindness by respecting the needs of the child.
- Identifying the belief behind the behavior. Effective discipline recognizes the reasons kids do what they do and works to change those beliefs, rather than merely attempting to change behavior.
- Effective communication and problem-solving skills.
- Discipline that teaches (and is neither permissive nor punitive).
- Focusing on solutions instead of punishment.
- Encouragement (instead of praise). Encouragement notices effort and improvement, not just success, and builds long-term self-esteem and empowerment.

Literature Review

The following is a preliminary review of literature that sheds light on the benefits of the Responsive Classroom approach and the Morning Meeting to building a positive classroom. It also provides a partial overview of the work done in regard to the development of citizenship competencies in the country. This review will be complemented during the research process.

Academic Achievement

The Responsive Classroom Approach (RC) focuses on the strong relationship between academic success and social emotional learning. Regarding academic achievement, Rimm-Kaufman, S., Fan, X., Chiu, Y., and You, W. (2006) studied the contributions of RC approach to the Math and reading performance of second, third and fourth graders in six elementary schools over a time of 1, 2, 3-year periods. Rimm-Kaufman et al. found that the RC approach did contribute to learning gains in reading and also

contributed greatly to Math learning. It was also found that the contribution of RC was greater over a three-year period than over a one and two years period.

Student-teacher relationship

Baroody, Rimm-Kaufman, Larsen, Curby, (2014) analyzed the quality of the student-teacher relationship in a fifth-grade classroom with a teacher who had been trained on the RC approach. The findings showed that training in the RC approach increased teachers' use of RC practices, which in turn related to increased closeness to students. The results also suggest that, with sufficient dosage and adherence, RC practices are one way of promoting close student-teacher relationships.

Learning/classroom environment

As one of the main components of the Responsive Classroom Approach, the Morning Meeting helps to build and maintain a positive learning environment (Sittler, 2006). This study was carried out with fifth graders in an academically heterogeneous classroom with students ranging in age from 10-11 years. Several conclusions were drawn from the study: numerous outside environmental factors or stressors can influence student behaviors in the classroom; there were a significant number of student behaviors and actions that negatively affected the development of a positive learning environment. Additionally, the implementation of or lack of consistent routines, expectations, and consequences and rewards can influence student behaviors; also, students are reflective learners when they are provided with the opportunity to reflect on their own learning experiences and behaviors. Lastly, the morning meeting increased self-regulated and self-monitored student behavior which contributed to a positive learning environment.

Although the Responsive Classroom Approach has not been adapted in any Colombian school, efforts to foster social emotional learning through the teaching and learning of citizenship competencies are evident in recent years. On the one hand, Diazgranados, Noonan, Brion-Meisels, Saldarriaga,

Daza, Chávez, and Antonellis (2014), implemented a transformative peace education program with teachers from rural Colombia. The first phase of the program focused on helping students develop the skills, attitudes, and relationships they need to become peacemakers by means of a curriculum that included cooperative games, reflection, and children's literature. The second part of the program was devoted to student-driven community service learning projects that consisted of identifying a problem in the community, making decisions together to solve it, implementing a plan of action and sharing the results with the whole community.

Some of the main findings demonstrated that a transformative change requires a holistic approach: going beyond curriculum with a focus on the interrelationships within and among teachers and learners. Furthermore, a holistic approach to content requires a democratic and experiential pedagogy, just as prominent scholars had proposed decades ago. More than teaching about democracy, it is necessary to live it with our students and colleagues (Dewey, 1916). Democratic education (Freire, 2010) requires us to be in reciprocal relationship with our students: all teachers and all learners. With a passive learning experience of citizenship, it is not possible to conceive future active citizens (Cox, Jaramillo and Reimers, 2005). Lastly, transformation is not possible when trust is absent from teacher-student relationships because transformation is rooted in and sustained through relationships (Willie, 2000 as cited in Diazgranados, 2014).

On the other hand, Ramos, Nieto, and Chaux, (2007), reported on the results of a study developed with 40 second graders in a public school in Bogota which included not only the students but also their families. This program called Classrooms in Peace aimed at the development of citizenship competencies (i.e. cognitive, emotional and communicative abilities) that provide individuals with the knowledge and capacity to act constructively in society. The implementation took place not only within the classroom but also with the parents whose children demonstrated the most aggressive behaviors. The intervention yielded important results in terms of the transformation of the students and parents, as well as the transformation of the classroom environment. As aggressive behaviors decreased, especially physical aggression, friendly and caring behaviors

increased. The typical chaotic environment of the beginning of the year transformed into an environment where students followed instructions, worked effectively and supported each other. The work done with the families through workshops, visits and calls was key to the program success as home became an opportunity for parents and students to put into practice the competencies this program wanted to develop.

Methodology

This study follows an action research design. Sagor (2005) defines action research as the investigation conducted by the “person or the people empowered to take action concerning their own actions, for the purpose of improving their future actions” (p. 4). Sagor also expands on this definition by including 3 questions: Is the study focused on your professional action? Are you empowered to adjust future action based on the results? Is improvement possible? According to Sagor, if the answer to all three questions is “yes”, then the study fits the action research approach which is the case of the present research project.

In addition, this is a qualitative research project that uses a case study approach. Yin (2003) defines case study as the conduction of an “empirical investigation of a contemporary phenomenon within its natural context using multiple sources of evidence.” (as cited in Hancock & Algozine, 2006, p. 15). This study uses a case approach that seeks to understand a particular phenomenon: identifying beliefs and experiences on the teaching of citizenship competencies from the perspective of a small sample of the population, specifically mothers from the BHC and how these beliefs are transformed after a pedagogical intervention. Thus, making inferences and generalizations to a broader population is not possible due to the very specific characteristics of the population under investigation. On that account, this study follows a purposeful sampling technique that is widely used in qualitative research for the identification and selection of individuals or groups of individuals that are especially knowledgeable about or experienced with a phenomenon of interest and who can provide detailed and useful information about it (Creswell, 2012). To this end, some mothers that can help the researcher understand the

beliefs and experiences behind their citizenship competencies teaching practices will be selected.

This case study involves collecting and analyzing varied sources of information, such as observations, interviews, and a focus group.

As explained in the context, observations of the after-school program sessions occurred prior to the intervention and during the knitting group meetings. Such observations helped the researcher evidence specific traits (e.g. punishments, teacher body language, recitation of information) demonstrated by the teacher when dealing with discipline. Additionally, observations will also take place during the first phase of the pedagogical intervention to account for student-student and teacher-student interactions and learner's behaviors.

In depth interviews will be carried out with the after-school program teacher and five mothers whose children attended the vacation program to explore and analyze their beliefs and teaching practices of citizenship competencies.

Self-reflections will be collected from five mothers and the program coordinator to analyze their experience teaching citizenship competencies to children using some positive discipline strategies.

A focus group will be done with the mothers and the after-school program teacher to explore their experience using positive discipline tools to teach citizenship competencies to their children at home.

A short interview will be done with the children whose mothers participated in the study in order to explore their experience with positive discipline tools and citizenship competencies.

The project is also a systematization of the experience lived with the participants (mothers, a teacher, children) at the community Benjamin Herrera in the development of basic citizenship competencies. It looks at those participants' beliefs and experiences and seeks to advance their understanding and teaching of citizenship competencies through the use of positive discipline tools.

Participants

15 students whose age range is 6 to 11 years old who attended a vacation program in the neighborhood Benjamin Herrera (Localidad Barrios Unidos) in Bogota. Most of the students live around the area and a few of them commute daily from far away neighborhoods as their parents are workers at the local mechanic workshops. Half of the population studies in public schools and the other half in private schools.

Five mothers from the knitting group will be selected through a purposeful sampling technique. These will be mothers whose children will attend the vacation program at the BHC. All of them are housewives from a middle socio-economic background who have completed high school, live in the area and spent a good amount of time at home with their children.

The coordinator of the vacation program and teacher of the after-school program at the Benjamin Herrera Community.

The pedagogical Intervention

This intervention will be divided into 2 complementary phases in which some tools will be used to explore participants' beliefs and experiences on teaching citizenship competencies. Other tools will also be applied to analyze any changes in participants' beliefs after the intervention.

Phase I

It consisted of a program to teach some basic English topics but whose main focus was the development of citizenship competencies in 6 to 11-year-old kids at the BHC. The target citizenship competencies were empathy, assertiveness and anger management. The program was delivered in 8 sessions, 3 hours each. The program was delivered using the Morning Meeting approach, and included readings, games, and hands on activities.

Following each session, the researcher recorded all the relevant events that occurred in class keeping in mind some variables such as type and number of interruptions, type of conflicts arising among students and samples of offensive language used by students. In class and out of class

observations were recorded during the 8-day intervention to analyze student-student interactions and teacher-student interaction during class and recess time. These observations took place at the Salon Comunal of the BHC.

Phase II

This stage will focus on the work with the mothers and the after-school program teacher. First, they will be interviewed to explore and analyze their beliefs and teaching practices of citizenship competencies. Next, the participants will be invited to take part of a workshop aiming at introducing some elements of Positive Discipline (Affective questions, statements, anger management techniques). The workshops will be held once or twice depending on their time and availability. The workshops will contain a theoretical background but, most importantly, they will include hands-on and reflection practices.

After the implementation of the workshops, the researcher will reflect on the main events and will write down details and will analyze such episodes on her journal. The researcher will focus on the mothers' reactions towards the material and activities, the questions they ask and their opinion of the Positive Discipline resources they learned about.

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ONLINE AUTHENTIC MATERIALS TO PROMOTE ORAL PRODUCTION IN FALSE BEGINNER LEARNERS

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Introduction

In our practicum, we noticed that listening and speaking received little attention. Activities failed to provide learners with genuine language for they used simple structures and words, clear pronunciation, and slow speed. When students encountered daily spoken English, they did not have many chances to understand. To remedy the above situation, we proposed the use of online authentic materials as podcasts, YouTubers' videos and movie trailers, to promote students' comprehension for them to listen more and to focus on content indeed (Renandya, 2011).

We conducted the research in two schools in Bogotá, with a tenth and an eighth grade, aimed at promoting their participation and interest in conversations and speech with topics they selected. When internet was not available, students worked with the same material at home, pupils looked for the established material and they could reproduce it the time they wanted with English subtitles and in class we worked with their opinions, doubts, and creations in a printable way. For example, it was a first problem- solution we faced.

The results of the study suggest that implementing online authentic materials facilitated the relevance of topics. Students' needs and interests were met and prompted oral responses. Using podcasts, YouTuber videos and movie trailers helped language development and brought learners closer to the target language.

Our interest was to find criteria for selecting tasks and topics that learners would be comfortable and confident to talk about. The proposal

arose from the experience working with tenth grade students whose English class has as a general objective the development communicative skills. However, current practices did not promote a close contact with the English language. We worked with thirty basic level English language students, twenty girls and ten boys, whose ages ranged from 14 to 17 years old.

Literature Review

We considered a report by Hernandez-Ocampo and Vargas (2013). Majors in modern languages constantly complained about the difficulty they had in comprehending other than American English. These results were based on the information collected through a survey that assessed the project as a whole and the findings were divided into four categories: performance, critical thinking, playing the teacher's role and assessment.

Henríquez, Von, Peña, and Llanquileo, (2017) centered on the low level of listening comprehension that some students showed that when communicating with native speakers the problem increased. The results of the implementation of films, news and cartoons showed that they extend their understanding of the spoken language, and that attitudes towards learning become positive.

Morales and Beltran, (2006); Vaca and Gómez-Rodríguez, (2017) focused on oral production. One is a quasi-experimental research aimed to improve learners' oral production achievements through a direct instruction period (DIP) of memory and social learning strategies, and the other examined how a group of ninth graders enhanced their speaking skill in an EFL classroom through project-based learning.

Castillo, Insuasty and Jaime, (2017) took into account that authentic materials What proved to be more appropriate for this research team was to explore this issue to assure the use of communicative English lessons at a Colombian foreign language school. Its main objective was to analyze the extent to which the use of authentic materials and tasks contributed to the enhancement of the communicative competence on an A2 level English course. The findings showed that the use of authentic materials and tasks,

within the framework of a pedagogical project had an impact on students' communicative competence progress.

On the other hand, we also considered two international types of research, done by Metinee Thanajaro, (2000), and Masoud Khalili Sabet and Hamed Mahsefat, (2012). The first project presented EFL undergraduates who study English in their home countries where English is not the dominant native language. It was done with all the international students attending the High Intermediate Academic Listening and Vocabulary Development class at a language training center, they were chosen according to three aspects: geographically, linguistically and academically, and the results showed that this material helped student's comfort, level, and self-confidence to listen to the target language, their listening comprehension improved after having exposure to aural authentic materials. The last research was inspired by the lack of adequate exposure to listening and dearth of attention to the ground for authentic listening materials to fill the listening gaps in the Iranian context. This study intends to investigate the impact of authentic materials on elementary students at the university level. The results were that students who were exposed to authentic listening materials performed better than those students who introduced to simplified listening materials. It makes students more proficient in listening comprehension.

Theoretical Framework

As determined by a current state of knowledge in this part we summarize and explain the constructs: online authentic materials, and oral production.

Online Authentic Materials

It is useful to take into account many aspects which are related to this kind of materials, we as teachers, are not developing our student's skills with normal daily life tasks that allow them to have a real contact with the language. If so, students could use the language in situations outside the classroom environment only because they feel closer in the way the English class materials are presented to them. When we talk about online

authentic materials, we make reference in all this kind of material that we can find on the internet.

From this point of view, we could realize how the awareness about the problem of using English as a target language inside a context that imitates its learning as we learned our mother tongue, was taken into account, but people, have not implemented it at all, in the sense that, maybe, curriculums try to work some of those listening tests but with wrong questionnaires that make artificial the learning process. When we talk about artificial learning, we want to say that we as teachers have to work harder to find material in order to develop the oral production first, but why? According to Buck, (2001) According to Buck (2001, illustrated by Morales & Beltran, 2006, p.102.) “Listening is a form of comprehension where the listener is trying to get some meaning from the language”. This statement really made teachers wonder about the procedures they were carrying out in the English language classroom and the real purpose the development of this skill had for learners. (Morales & Beltran, 2006). So, it is critical to change a little bit the order from traditional listening material and give students that authenticity which makes them feel the English language through a real context in which they take part as participants, where they can develop those “possible tasks” found previously in the chart with the ideas of Peachey (2004).

Without any doubt, this material helps students to develop communicative skills, but the exclusive use of this kind of text causes them to get used to listening to clear language without allowing for misunderstanding. This type of traditional material creates big problems when learners have to face communicative situations with native speakers because learners are not used to facing this sort of speech. The decodification process will take more time or, in some cases, they will not be able to decode at all. Underwood, (1990) considers that “any text is ‘authentic’ if it was produced in response to real-life communicative needs rather than as an imitation of real life communicative needs. The term can be applied to any sort of text, written or spoken, and in relation to any kind of situation of language use”.

Oral production

According to Guerrero, (2004), when foreign language learners try to speak, the accuracy of their speech, the variety and precision of their words and the complexity of their utterances are highly influenced by some specific factors such as the anxiety that learners feel as they speak, the degree of cognitive complexity of the task that they are trying to perform, and their proficiency level. Another research project about oral interaction developed by Hall & Verplaetse, (2000), language classrooms can be seen as sociolinguistic environments and discourse communities in which interaction is believed to contribute to learners' language development. In oral production, people learn the foreign language grammar structure and connect its structures with oral ability, pronunciation and sound patterns, which is the propose we can achieve through online authentic materials that learners feel motivated and being encouraged to negotiate meaning orally through communicative language regardless their proficiency level (Niño, 2010).

Methodology

A 2017 diagnostic survey indicated that participants had difficulties expressing themselves. Class materials and tasks were not appealing; learners disliked pronunciation drills or textbooks' audios. After the analysis of the responses, we introduced authentic materials related to the learners' interests. They wrote scripts and made videos, which evidenced their progress throughout the study.

The present research is a qualitative study designed to reveal a target audience's attitudes and perceptions about class topics. The audience of a tenth and an eighth grade worked with online authentic materials. The results of qualitative research are descriptive rather than predictive, so using pedagogical observation and intervention in the classroom we noticed the way in which students felt with this issue, and also how could the teacher implement new strategies and tools to get students closed to spoken English.

This study converges on action research due to it involves frequent

participation in a change a situation; it makes action and research outcomes at the same time. This process began with teachers identifying a specific problem students have, in our personal experience it was to identify that they did not feel suitable enough to express their opinions, also the chances to practice speaking were reduced because of the number of students in the classroom. Then, in order to solve this issue, we did an intervention that implies a researchable question, data gathering and data analysis.

The method that we considered more suitable to our purpose was the Eclectic Method. As stated by Kumar, (2013) in his article The Eclectic Method- Theory and Its Application to the Learning of English, “The eclectic theory of language was advocated during the year 1990’s and because important for the educational theory of language learning. It is popular because it has the impact of good results without much pressure on the learner. The advantage of this theory is learners have a clear vision of what they are learning. Multiple tasks, high interaction, lively learning, objective correlative, and fast results are the salient features of this method.” According to the same author, this method is difficult to define, but it is not a scientific drill method and it is neither a teaching tool for the teacher nor a learning method for the learners. What this method is really meant to do, is teach the language as a whole. It is a complete way of doing things such as listening or coordinated speaking with subsidiary elements like pronunciation and form of the language.

We chose this approach because what we wanted was to implement different aspects of the language to promote oral production, contextualizing and getting students closer to the English language. Watching videos, news, listening to storybooks and other exercises we were able to recreate a similar environment or setting where the groups could have a conversation and face possible real spoken situations. However, in our case we reduced these materials into three categories: YouTube videos, podcasts and movie trailers. This method allowed learners’ skills development and reinforced previous knowledge.

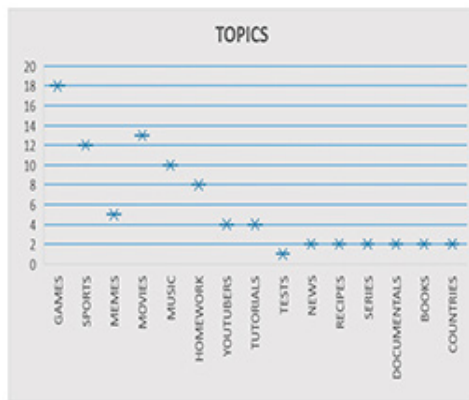
Another important aspect of this method is that it focused on oral skills, “The spoken language allows one to locate the appropriate way to get a particular objective. The importance of introducing cultural product is as

crucial to such learning of the language as capturing and enhancing knowledge or expressing one’s feelings.” (Kumar, 2013) (p.3).

Data Analysis

We collected, analyzed and categorized data according to the patterns found in the *semi-structured interviews*. These dealt with the sites learners used to visit or the topics they looked up online. All participants preferred multimodal resources to books. In addition, all of them claimed to be motivated to listen to authentic sources. Interviews also gathered their perceptions about ways of interacting with the English language in and outside the classroom. Interviews combined a certain degree of control with a certain amount of freedom.

The figures below illustrate the topics learners look up; these include games, movies, sports, and music at the top of the list. As for the modality, by far social media appeared first. On the other hand, learners felt comfortable and willing to speak when they found exciting topics and familiar websites.



Students made *videos and audios* before and after working with online authentic materials. Then, they did a scaffolding process after watching and listening to movie trailers, youtubers’ videos and podcasts according to their preferences and comparing their oral production and progress.

Before: (audio students 5 and 8):

Student 5: *-Hello*

Student 8: *-Hello my friends*

Student 5: *-How are you?*

Student 8: *-Very good and you?*

Student 5: *-Good! Thanks – Where are you from?*

Student 8: *-I'm from Texas*

Student 5: *- Oh cool. I'm from New York.*

Student 8: *- Hey! We're now for you. Speak for Facebook*

Student 5: *-Oh yes, is that cool*

Student 8: *-Or call me for Facebook*

Student 5: *-Okay, bye thanks*

Student 8: *-See you later*

Student 5: *-Yes, good bye*

After: (video students 5 and 8):

Student 5: Good morning today we're in the library (.) Luis Angel Arango↑ in a special interview: a saga Hush Hush (.) today I accompany to write Becca↑ Fitzpatrick (arrived/ a writer) Juliana Niño a fan Paula Garcia and bit less but not less important (Pat and Nora)

SEP Student 8: hello Becca (.)

Student 5: hello Juliana (.)

Student 8: *what↑ do you inspired the movie to write the saga Hush Hush↓

Student 5: (0.2) my inspiration (was/ is that) the experience by catch (.) people: (.)

read my book and >too create< the (.) perfect boy for many girls

Student 8: (0.2) (as you mention it's the perfect boy) ↓ *what do you inspired↓

Student 5: how: e: () is the real heavy question e: because I don't eh: (0.2) think (.

that Patch will be a fallen angel (.) (In a begin) I thought in a bad boy (.)

so he did not want a boy (.) <who had been bad all his life> (0.3) really (Hush hush had) created e: the perfect boy a:nd in general its essence (.) that fall in love (.) to: >many girls<

We assessed the quality of the artifacts systematically as they did their drafts for the final presentation, giving feedback and comments. In that way, we could identify the progress and difficulties they had.

Additionally, our teacher *journals* supported the evidence found in student's final portfolios. With qualitative and quantitative information, we could prove that when we worked with online authentic materials we noticed the reduction of negative emotions. Participants were able to express their opinions when presenting.

Similarly, the sources used, like websites and YouTube modelled the language and the discussions. Some participants imitated the conversations there contained and used vocabulary in context.

The first audio showed us how false beginners five and eight followed the structures of dialogues found in some textbooks instead of they are talking about a social network they like. On the other hand, in the video, they were referring to a book they like but imitating the way in which a YouTuber made a real interview to the writer of that book, they looked more comfortable and they know how to express their opinions with a high increase of vocabulary and intervention.

One of the findings indicated that when learners understood the material and became interested in a topic, their oral proficiency increased. Another finding indicated that the use of authentic materials had a positive impact on the participants' language development. A third finding suggest that negotiating topics and tasks with course participants engaged them in understanding and in producing visual and printed texts that expressed their voices and displayed their knowledge. We realized that participants became willing to talk without fear of making mistakes.

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DISRUPTIONS AND CONVERGENCES IN THE PRACTICUM: A PERSPECTIVE FROM A STUDENT TEACHERS' COMMUNITY OF LEARNING

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Introduction

Student teaching, considered in UNICA as a guided learning experience, intends to give student teachers the chance to apply the skills and knowledge they have developed during their undergraduate studies. It means that student teachers are to combine theory with practical work experience by teaching and participating in a school community.

Devos (2010) states that the main purpose for the practicum year is to help student-teachers build a professional identity and professional practices that are appropriate for educational settings and become part of their conceptions about good teaching. In that sense the support they receive during this time is critical not only on the procedural aspects developing their practicum, but also on the building of their confidence as teachers. It is necessary to establish a multi-way exchange of listening and arguing about the reasons why certain actions or processes are preferred during teaching and for learning purposes.

As quoted by Jokinen, H., Heikkinen, H & Morberg (2012), “further induction should be a stage in a continuum of teacher development in which content knowledge and pedagogical skills move in tandem through teaching, observation, dialogue and reflection. At the same time, induction should support entry into a learning community. Induction should introduce novices to learning communities in which teachers take collective responsibility for the growth and learning of all students and all teachers within a school” (Fulton et al. 2005 as cited in Jokinen et. al.,

2012, p. 173).

Within this framework student teachers were sent to do their practicum at EFL schools in Bogota where they played a very active role as the school and the University agreed on having them go gradually through a process of mentoring and co teaching, so in the last phase they were considered to take full charge of classes: plan and deliver lessons by themselves. It means that cooperating teachers at the school were expected to involve student teachers into the classroom routines and instruction from the very first week of class.

This study intends to elucidate how student-teachers development of pedagogical knowledge can be stimulated through their participation in a community of learning, during sessions at university, in which their philosophies about teaching might be consolidated.

Area of Focus Statement

Within our general view of reflective practices, we intend to carry out a study to articulate previous ideas derived from a research study on how student teachers develop their pedagogical knowledge. According to Parra (2012) Student teachers need some training and guidance if we want them to reach deeper levels of reflection. With that purpose in mind we have decided to build together a community of learning where student-teachers can make their teaching philosophies explicit and by asking questions; discussing different aspects of teaching since they might get deeper understanding of their actions as novice teachers. Create a community of learning among student teachers and analyze the dynamics of its making and functioning so it may become a way to make student teachers meetings more systematic and meaningful and promote the development of their reflective skills.

Research Question

How does the creation of a community of thinking among student-teachers impact growth in their pedagogical Knowledge?

Theoretical Framework

The principles that ground this study are framed within what results of integrating constructivists and sociocultural learning theories specifically those ideas on situated cognition. We have learned from constructivists theories that students actively build knowledge based on the relationship of previous knowledge and ongoing experience. And “to promote knowledge construction about learning, instructors need to (a) engage students in meaningful work, (b) surface student’s existing knowledge and beliefs, (c) engage students in interactive discussions about learning processes, and (d) ask students to articulate revised and /or emerging understandings based on new experiences” (Butler, 2002, p. 84).

Bearing the ideas above in mind one instructional approach has derived situated cognition, which highlights the importance of experiences and context for learning processes where learning and doing are indivisible actions. Lave Learning experiences must be authentic and interaction among participants looks for negotiation of meaning. Within the Situated cognition perspective learning is understood as the significant changes in the ways of understanding and participation of subjects in a common activity. It must be interpreted as a multidimensional process which entails certain experiences that involve thoughts, feelings and actions (Baquero, 2002).

As it was mentioned above, this study kept on exploring the ways how student- teachers develop their pedagogical knowledge as stated by Ball (2009) it is the knowledge about the ‘how’ of teaching resulting from course instruction and experience. This concept combined with insights about content by Shulman (1987) has been called Pedagogical Content Knowledge which is a type of practical knowledge developed by teachers to guide their instructional actions. It implies knowing certain strategies for, besides managing the classroom, being able to identify problems and propose instructional solutions accordingly.

Following David Perkins’ ideas, we understand that knowledge implies “application, challenge, extrapolation, analysis, revision, testing, and synthesis” (2011, p. Xiii) that have to become evident in actions so in that sense learning is learning to do in expansive ways.

Besides bearing in mind the above concepts, we based the implementation on what has been stated by Kohn (1996) as the procedure to encourage student-teacher's participation in the construction of a community of learning. To develop a community of learning we have to consider three very important factors, time to develop such a community; a certain number of students and an engaged teacher, who due to the role he plays in this study will be called the university mentor. It is very important to use time effectively and propose topics, so students feel engaged during the process. For the purpose of this study we decided on a type community of learning referred to the classroom which is one of the four types of Learning communities identified by Coll et al. (2008) and that implies an alternative vision of teaching and learning.

Following the same thread of ideas Harpaz in his book called Teaching and Learning in a Community of Thinking, claims that "the unit of knowledge in a community of learners must lead the students to serious inquiry that will bring them from preliminary, naïve theories to the foundations of the discipline according to the students' level of development" (2014, p. 14)

We have guided our interventions by the kind of thinking they wish to contribute to the group discussions: "P (problem), MT (my theory), INTU (I need to understand), NI (new information), C (comment), and WHWL (what have we learned?)." Each idea of INTU can lead to a following discussion that can raise another topic of interest and so on (Harpaz, 2014).

To guide students in the process the mentor teacher proposed different activities with the purpose of helping student teachers question their assumptions and making some connections between theories and practice more evident. After having reviewed core concepts studied during their previous pedagogy classes, student teachers were suggested to read topics related to them.

Students were also asked to write or narrate their thoughts related to the topic discussed and then share their insights with their peers during following sessions, they reached their common conclusions also based on what their experiences at the school have been like and some of them even wanted to propose their "personal theories".

Following Brown and Campione (1994) in a community of Learning, teachers foster students' academic development such as asking questions, showing evidences or producing supporting ideas as well as cooperating in a group and being able to learn with others and from others: encourage students to think in depth about complex issues and take advantage of the chances they have to reflect and share insights.

Reflection

We understand the concept of reflection based on the notion proposed by John Dewey (1993) in which self-appraisal is always involved and draws on theory and concepts to make decisions about future actions:

“(...) emancipates us from merely impulsive and merely routine activity (...) enables us to direct our activities with foresight and to plan according to ends-in-view, or purposes of which we are aware ... to act in deliberate and intentional fashion (...) to know what we are about when we act. It converts action that is merely appetitive, blind, and impulsive into intelligent action” (1933, p.17).

Donald Schön (1987) introduces two types of reflection. First reflection on action- which refers to retrospective thinking assuming that a teaching I event is always related to former experience and to what has happened; that is to say, decisions teachers make in the present are connected to previous and ongoing experiences, and secondly reflection in action – thinking on your actions while teaching; it means teachers have developed the skill to analyze a teaching event a make decisions on the spot.

We have decided to draw on the ideas of Gay and Kirkland (2003) when they state that inner reflective dialogues should be “accompanied by similar dialogues with others” We should provide student-teachers with opportunities to have conversations with each other to construct common statements to dilemmas.

Although these authors refer to the topic of inter cultural issues exclusively, we think these ideas are suitable for any case in which we want student-teachers to build common knowledge. They justify this technique proposing that we should engage in the process of transforming knowledge

form one way to another and then sharing it with others and receiving feedback gives us “critical consciousness” as well as providing intellectual clarification as well as support and confidence.

Literature review

Looking for possibilities to engage students in activities that lead to long lasting learning, researchers have explored the creation of communities of learning as one valuable possibility that may enable student-teachers get involved in deep reflective processes during their practicum period.

In a case study Sinclair (2009) used what she called “provocative pedagogy” by means of what student-teachers had to confront their beliefs and assumptions about teaching and learning, student teachers went through a process of reporting their experiences of learning about reflection in an on line environment; the results of this study showed that specific pedagogies and being part of a community of learning may have been significant in the acknowledgement of themselves as reflective practitioners.

A research study called Dialogical habitus engagement: The twists and turns of teachers’ pedagogical learning within a professional learning community by Aslam, F and Feldman J. (2016) reports on a research based on the participation of five teachers in a professional learning community (PCL) intended to foster pedagogical knowledge among teachers being the researchers part of the community playing the role of facilitators. The discussion section of this research focuses on the difficulties teachers presented when facing such pedagogical change.

Another research study, conducted in Australia by Kevin Watson and Fran Steele from the School of Education College of Arts Education and Social Sciences University of Western Sydney Australia, called Building a teacher education community. The conclusions of this study help us understand that a learning community can operate as an ecosystem where change might be slow and that we must guide the implementation of strategies so that they promote real cooperation and interactions with other teaching levels. For example, they proposed “debriefing” which allowed pre-service

teachers to lead the discussion, and could act as “catalysts for change”, allowing participants to share common pedagogical language.

Methodology

Data Collection

Considering the dynamics that encompass this research project the selection of the study guidelines depicted in critical action research methodology resulted very handy. Action research implies having a reflective view to a problematic situation, propose and implement a series of actions to address that issue.

Cohen and Manion (in Rodriguez 2007) highlight that “action research takes into account situational, collaborative, participatory, and self-evaluative aspects” (p. 236), so it gives validity to the all the stages of the project; during the pedagogical intervention section we intended to constantly observe students behaviors and attitudes in order to make decisions on the class activities and teaching practices to ensure the students take active participation and get the most out of it. This view is also shared by Bell (in Rodriguez 2007) when she states that action research becomes “attractive to educators” due to its practicality in this regard (p. 237).

Data was gathered through students’ exchange of ideas during meetings, written responses on their reflective journals, their perceptions of the effectiveness of the activities as well as reports and post observation conferences on their performance during their practicum experience.

Participants

Our research project involved working with nine student -teachers who were in the last year of their undergraduate studies. According to university norms, they must spend twenty hours during the week at the school setting and come to university once a week to take classes. This research took place during the two-hour sessions they have to take with

their university mentor who, as stated by Rachamim & Orland-Barak (2016) citing Wang and Odell (2002) , functions in three roles. The first is to provide some emotional support to help students cope with the transition from being a student into becoming a teacher: the second one “is connecting between practical knowledge, knowledge about the social culture of the school, and teaching experiences” (p. 476) and the third one is to encourage student teachers to critically examine the school system.

Data Sources

The main source of data was the recorded notes during fourteen weekly two-hour meetings. Student teachers authentic and spontaneous answers on the spot questions and responses to peers’ concerns, readings and teacher’s ideas. Student teacher’s points of view related to common predicaments and situations they have faced at their practicum setting.

We also took into consideration reflections on the main principles that guide their practicum, their explicit concerns and insights related to the experience as well as University mentor and cooperating teachers’ perceptions on student-teachers’ performances.

Data Analysis and Interpretation

The main topic that was evident was classroom management, this focus is not surprising. According to research and literature classroom management is one of the main concerns of novice teachers, and there were concerns about factors that might influence students’ behavior during English classes. We paid close attention to the terminology used by student-teachers and the reported ideas that somehow showed some conceptual transformations.

Classroom management and associated factors

It is one of the most critical aspects that student teachers considered through the whole practicum period. Their concerns around this topic constantly changed and evolved. They started from basic aspects such as

how to present rules and consequences to children and establishing habits and routines to aspects related to concerns on how children perceived and identified them as figures of authority and how to reach common agreements.

During class/ group discussions we expected to find some understanding on how to make rules meaningful to children so they could help them develop their autonomy and decision-making skills. Student teachers wished children would behave consistently not just because they could identify the consequences of breaking the rules, but because they could start making conscious moral decisions.

They mentioned that there are some fundamental aspects they have to bear in mind to “establish a climate of cooperation and respect”; and mention some strategies that are being used for example, one of them mentions the strategy “helping hands”: Children are assigned some roles and responsibilities they have to perform during a week period.

Furthermore, on their written reflections some student-teachers made their approaches to classroom management explicit. For example, one of them claimed: “How we teach rules and manage our class influences a lot on students’ performance and how we may develop and carry out our subjects before, during, and after the day sessions in the classroom On the first hand, Robert J. Mackenzie (2010) stated in *Setting Limits in the Classroom* that the Democratic Approach was appropriated to be used if we really wanted to have harmony in our classroom.”

They agreed that there are other factors that affect classroom atmosphere and pointed out that having well- planned lesson, engaging topics and mixing theory and practice can be an effective way to prevent some discipline problems. This idea is like the one presented by Lebor, M (2016) in his research study about what do managers say about classroom management.

Findings

Student –teachers also came up with concerns related to the role of the Mother tongue in the learning of a foreign Language which appears to be

one of their main associated factors that might influence students' motivation, engagement and behavior in classes.

Perceptions of mentor teacher and cooperating teachers state that most of them are aware of the students that need more help and struggle in the classroom and work hard to help them reach the goal set. They have the same standards for all students and know that different children need different approaches and strategies to learning and can justify their decisions going beyond "common sense" so it means student teachers show some evidence of reflecting in action which accounts for the development of their pedagogical knowledge.

Student-teachers identified some benefits to being part of a community of thinking, namely they show they have developed their understanding of topics as they claim that they have realized that, even though some aspects make more sense to them, they are aware of the complexity of teaching, "everything is connected to everything in the sense that personality, skills, competences, motivation, love of what we do is connected to what and how we teach, behave, think, and solve problems in a classroom and in our society" (VR. Reflective Journal entry).

They also pointed out that being part of our community of learning provided them with opportunities for engagement and additional support in looking for answers that will meet their individual learning needs as novice teachers and, at the same time, more adaptable to change and looking for potential learning opportunities. They claimed that discussions have helped them answer some questions regarding the needs their students have and what these required from them as teachers.

"We have to be sure and confident about who we are and what we are going to do at a school." (Ti. Group Interview)

We should highlight that creating a community of learning is a promising practice in raising student teachers' awareness on the complexity of teaching in a supportive way. It facilitates the endeavor of making connections between theory and practice through reflection and discussion in which student teachers may transform some concepts that eventually will help develop their understanding of their profession, contributing in that way to the consolidation and building of their

pedagogical knowledge.

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