

State of the Art in Understanding Social Contexts in EFL Education

Derly Yamile Delgadillo Mutis

Education Faculty

Bachelor's Degree in English as a Foreign Language

Santo Tomás University

Advisor

Manuel Ricardo Medina Téllez

Medellín

2021

Index

Acknowledgements	4
Abstract	5
Introduction	6
Design	8
Table 1.	9
Table 2.	15
Findings	16
Conclusions	24
Items	28
Item 1: Exploring Pre-Service EFL Teachers' Beliefs About Their Roles in an Elementary School Classroom in Regard to Pedagogical and Emotional Aspects of Students.	28
Item 2: More Than Half a Century Teaching EFL in Colombian secondary schools: Tracing Back Our Footprints to Understand the Present	38
Item 3: EFL in Public Schools in Mexico: Dancing Around the Ring?	49
Item 4: Unanswered Questions in Colombia's Foreign Language Education Policy	57
Item 5: Citizenship Education and the EFL Standards: A Critical Reflection	70
Item 6: Pre-Service English Teachers' Voices About the Teaching Practicum	82
Item 7: The Wisdom of Teachers' Personal Theories: Creative ELT Practices From Colombian Rural Schools.	98

Item 8: Beliefs of Chilean University English Teachers: Uncovering Their Role in the Teaching and Learning Process	107
Item 9: Chilean 12th graders' Attitudes towards English as a Foreign Language	119
Item 10: Review and Analysis of the Colombian Foreign Language Bilingualism Policies and Plans	126
Item 11: Elementary School Teachers in Neoliberal Times: The Silent Voices That Make Educational Policies Work	144
Item 12: Exploring Students' Perceptions About English Learning in a Public University	162
Item 13: Inquiring Pre-service Teachers' Narratives on Language Policy and Identity during their Practicum	181
Item 14: Enacting Agency and Valuing Rural Identity by Exploring Local Communities in the English Class	198
Item 15: The Crucial Role of Educational Stakeholders in the Appropriation of Foreign Language Education Policies: A Case Study	214
Item 16: Bridging the Gap Between Theory and Practice in a B.A. Program in EFL	221
Item 17: Inclusive Education and ELT Policies in Colombia: Views from Some PROFILE Journal Authors	230
Item 18: Learners' Perceptions and Undergraduate Foreign Language Courses at a Colombian Public University	241
Item 19: High School EFL Teachers' Identity and Their Emotions Towards Language Requirements	252
Item 20: Students' Beliefs About Their English Class: Exploring New Voices in a National Discussion	267
References	276

Acknowledgements

From the bottom of my heart, I would first like to thank God and Our Virgin Mary for the blessings that they pour out at every moment on me and my family; today especially for granting me the time, health, and understanding to be able to finish my degree work. I wish to show my love to my daughters and especially to my husband for always being by my side, encouraging me, and giving me his unconditional support to obtain this achievement. To my father, his wife, and my brothers for being aware of my process and giving me their moral support. Special regards to the teachers who were part of my training as a student and my colleagues at the University for their support. My deepest gratitude to my advisor Manuel Medina Téllez for encouraging me, and always being willing to share his time and knowledge to help me achieve this goal. To all, infinite thanks.

Abstract

The objective of this state of the art is to create a database that provides the LLEI students with a means to focus and carry out their research projects under the guidelines of the Subproject 3, based on already existing research in the field of understanding the role of the sociocultural context in education. This work was developed following the principles presented by Reardon (2006) in which the author proposes the most relevant aspects to consider in a literature review as a resource to understand an object of study. The first step of the procedure was to gather relevant sources guided by keywords to then examine the contents using a format, adapted from Reardon's proposal, to organize the main information of each item and the critical analysis done by the researcher, which enabled the identification of particular characteristics of the contexts studied to present the findings and conclusions.

At the end of the process, four main themes emerged as the result of the analysis of the plethora of the articles studied: discrepancies between educational policies and their implementation; lack of research in rural contexts; the need for training of language teachers, and the perceptions, beliefs, and attitudes of teachers and learners regarding their experiences in the process of teaching-learning a foreign language.

Keywords: social context, educational context, EFL, language policies, teacher training, rural education.

Introduction

This state of the art was carried out to collect and examine the most relevant research works in Latin America, but especially at the national level in urban and rural settings, related to teaching and learning contexts in EFL education, as a contribution to the field of study of the subproject 3 at Licenciatura en Lengua Extranjera Inglés (LLEI). The objective of this subproject is to analyze the socio-cultural factors of these educational environments, so that undergraduate students can more accurately face the challenges in their educational practices, and whose lived experiences and found phenomena contribute to the understanding of EFL to enrich the Macroproject 2 in the LLEI program.

This project arises as a need to create an updated database as a means of consultation for students who choose to describe a learning context as a degree option at LLEI, through which they can enrich their knowledge about this field of study and broaden their vision of what has or has not been investigated; key concepts, points of view, strengths, weaknesses, and ideas that have emerged over time, educational policies, contexts and their influence, participants' voices, culture, and other issues related to EFL contexts through various educational experiences.

Throughout the reading a large number of opinions, concerns, and questions arised which can be the starting point for new research projects on current and relevant topics related to EFL contexts and whose findings can contribute to the transcendence of education. This study also enables the identification of different research methods, instruments for data collection, and analysis methods implemented, which can serve as a guide for the design of a research project

according to the objectives set by the researcher. The review provides LLEI students with a broad, deep, and updated database, with research projects related to the description of social contexts in teaching and learning English as a foreign language.

In this work students who opt to develop their research project under the guidelines of Subproject 3 will find some rich resources to support and to guide their studies, taking into account the objectives and the research interests stated by the LLEI for the understanding of social contexts in EFL education. Therefore, the objective of this state of the art is to provide an account of some literature related to understanding teaching and learning contexts in EFL education, to guide, support, enrich and focus the object of study of undergraduate students working on Subproject 3. As a complement, this paper presents below the principles followed for the review of the literature.

Design

This study was carried out taking into account the guidelines presented by Reardon (2006) in chapter eight: **The literature review** of his book *Doing your Undergraduate Project*, which exposes the main objective of the literature review that is to clearly know and understand the subject of study to develop a well-founded project. The author considers this process as an enriching academic experience through which the researcher can become familiar with what already exists on a subject area, its main characteristics, and communicators also allowing the investigator to demonstrate the ability to find relevant and reliable information, argue and present it accurately, systematically and logically.

In agreement with Reardon (2006), in a review it is important to take into account different aspects such as bodies of evidence, themes, notable arguments, types of publication and languages in which they are published; identifying methodological gaps or events that have never been investigated can become the research topic. It is also important to bear in mind similar projects and people or organizations related to the field of study as part of the bibliography. These can serve as a guide to face situations that may arise, and even obtain from them advice on design, possible research topics, or location of documents with difficult accessibility. It can also be useful to improve the project discussing with peers related to the field, ideas about the research methods and the results obtained. What is more, the researcher can establish biographical information on the authors of the project and be prepared to challenge assumptions, regardless of their status, always having an attitude of constructive criticism.

To choose the literature to be reviewed, the researcher must recognize the specific information needed to perform the search in books, or journals and reports in databases that can be suggested by the tutor, through terms such as names of people, theories, phenomena, events, etc., which should be used in combination to search for information, since using them individually can lead to finding too general information.

The categories presented below are suggestions expressed by the author to consider when searching the literature, which contribute to guide the analysis and in turn allow the researcher to acquire new knowledge.

Table 1.

Suggested Categories of Analysis.

Research programs	The research mind	Significant events	Ways of Thinking	Other researchers
Themes	Arguments	Key concepts	Development	Organizations
Theses	Hypotheses	Key ideas	Places	Issues
Motives	Controversies	Opinions	Characteristics	Problems

According to the author, the literature review supports the research project, so the researcher gets to know the history of the study area to understand its structure, but also the current situation through which vocabulary, specific contexts, and events can be investigated avoiding those aspects with little relevance. In a literature review, it is also crucial to relate ideas

and practice, establish context, rationalize significance, gain new perspectives, and identify variables, key communicators, and theories. In addition, the identification of research methods and instruments within the review is essential, since it allows making evident their advantages and disadvantages, and also enables the researcher to know modifications, advice, or opinions on why using them or not. Gathering results from different research on the same topic can be useful to compare them with those obtained in the project carried out, since it provides important information and ideas, although they must be considered with caution. These findings will answer the most important questions to be asked of the literature: what has been done?, What were the hypotheses?, What were the research questions?, How was the work done ?, When was it done?, Who did it? , what were the findings? What were the conclusions?. The size of the literature review depends on the volume, the subject, and the nature of the project; however, many undergraduate projects could assign to the review between 20 and 30 % in their content.

It is important to take into account that the literature review is not an exhaustive, critical or selective annotated bibliography, since the latter simply contains information on a certain topic, but does not perform a critical analysis, which is fundamental in a review. It is not a list of unconnected, critical evaluations of individual documents in the subject area, since these are evaluated separately. It is not a combination, compilation, or list of extracts carefully selected from relevant documents, since they do not offer general coherence, and the items are not critically and analytically evaluated. The literature review neither is a selection of chosen quotations linked by some phrases of the researcher, nor a set of carefully arranged and categorized abstracts of relevant items, given that they may be written by people different from the authors, and as consequence, the original content may have been altered and inaccurate. In a

review, the researcher must build the project with his / her ideas supported by authors and the quotations used must be cited to avoid plagiarism. The researcher must read each item critically and objectively to verify its relevance and validity, identifying and organizing the ideas related to the study area that will be the basis of the project to be carried out. A good literature review should have coherence, continuity, clarity, and fluency.

The author highlights some key elements when doing a literature review, which are independent but must be interrelated. The first stage is the preparation: all the stages of the project must have it, but first the purpose of the study must be defined and therefore that of the literature review, on which it must be defined which topics it will cover, the structure, how to use the collected data and organize them as they are read by categories pre-established by the researcher, defining the form, content, and details of the notes. The second stage is to identify the relevant content that each document has to express in its own words. It is suggested to use a format that contains the full bibliographic citation for the item, ideas, and other selected content of the author, the researcher comments on aspects such as the reasons for selecting the item, opinion of the relevance and value of the document for research, reflections after the reading, and finally the location of the extracted document, to be able to locate it in case it is required again. The next stage is the structure; such content must be organized with vocabulary and terms typical of the study area to be understood. The subsequent stage is fluency, preserving the researcher's writing style, without combining it with that of the author of the item analyzed, since this mixture of styles or also poor notes can confuse the reader. It is crucial as an academic requirement that the researcher recognizes through citations, the ideas supported by content belonging to other authors. Finally, the status of the evaluation includes the inspection of what

was written in the review, integration, grammar, order to present ideas, style, vocabulary, structure, quality of writing, objectivity, clarity, relevance, and validity of ideas, recognition of the authors and clarity in the argumentation. All of them are requirements before submitting the final version (Reardon, 2006).

This state of the art analyzed 20 research projects related to sub-project 3: Understanding English teaching and learning contexts in EFL education, which were compiled from the three databases: How journal, publication led by the Colombian Association of Teachers of English (ASOCOPI acronym in Spanish), which publishes educational and research experiences related to the teaching of the English language (ELT) in fields such as English as a Second Language (ESL), English as a Foreign Language, (EFL), English as an Additional Language (EAL), and English as an International Language (EIL) (ASOCOPI, S.F.) ; The Colombian Applied Linguistics Journal (CALJ) is published by the Universidad Distrital Francisco José de Caldas, for professionals in education interested in research and teaching issues in the field of Applied Linguistics for the Teaching of English (Universidad Distrital Francisco José de Caldas , S.F.) ; and the UN journal portal where content published by the scientific-technical journals of the National University of Colombia can be found that accomplishes the editorial quality and content quality criteria established by the university and national and international guidelines (Universidad Nacional de Colombia [U.N.], S.F.), all of them, relevant and reliable sites.

The search for articles in these databases was guided by keywords related to the study context, such as those stated at the beginning of the study. The selection of these items was made taking into account 3 fundamental aspects in their respective summaries: 1. description of

teaching and learning contexts of English as a Foreign Language, 2. Research approach and 3. national contexts or with similar characteristics; After their identification, the title, abstract and URL of each item were periodically sent to the tutor who carried out an analysis of them, choosing the most pertinent to implement the literature review exercise.

The examination of each article was done through an article review registration form; each of which consists of the following information:

1. Item No. It refers to the consecutive number which is defined in alphabetical order according to the author's last name.

2. Location of Item (URL). The Uniform Resource Locator (URL) through which the complete document can be accessed on the internet is specified there.

3. Project title. The name of the research project to be analyzed is located in this space.

4. Full bibliographic citation (APA). It is included to facilitate the location of the research project, in the format of the American Psychological Association (APA), which includes author, publication date, work title, volume, number, pages, and Digital Object Identification (DOI), which is a web link that gives individuality to each scientific production (Romero, 2016)

5. Purpose of Reading the Item. It contains a justification of the relevance of the article for the subject studied.

6. Brief notes from the content of the item. This section presents a summary of the content of the project.

7. Main points gained from the item. This includes key points about the document, about educational policies, description of educational contexts, the influence of social context,

culture, opinion of the content, research method, instruments used, data collection and analysis methods; and the relevance of these as a means of consultation on the aforementioned topics.

8. Opinion of the content. It bears in mind the voices of the participants of the studied project and their contextual reality, the opinions of the author concerning the research method, instruments used, collection methods, data analysis, study results, conclusions, and other relevant aspects of the item reviewed.

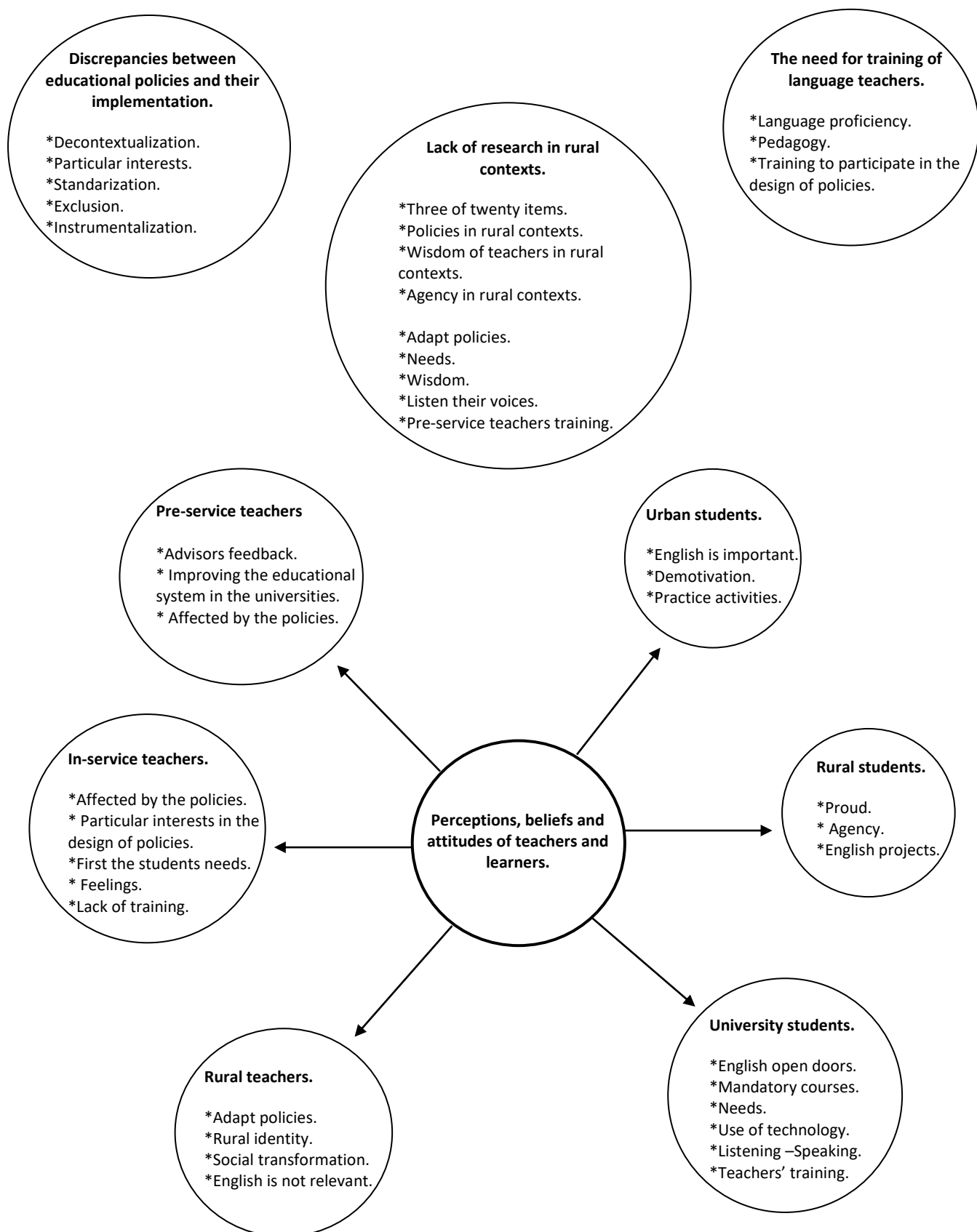
9. Contribution made to the investigation. It contains inputs from the author regarding implementations that may have been useful in the research project.

10. Thoughts triggered as a result of Reading the item. In this space, the author expresses his concerns, questions, and reflections that emerged after analyzing the content of the item, which may be useful for educational researchers to carry out new studies.

Table 2.*Article review registration form*

Item No.	
Location of item (url):	
Date reviewed:	
Item title:	
Full bibliographic citation (APA):	
Purpose of reading the item:	
Brief notes from content of the item:	
Main points gained from the item:	
Opinion of the content:	
Contribution made to the investigation:	
Thoughts triggered as a result of reading the item:	

Findings



The state of the art made a journey through different themes belonging to EFL teaching and learning contexts such as, students' attitudes, beliefs, agency and perceptions, pre-service teachers voices, teachers' identity and beliefs, educational policies, inclusive education, rural education, citizenship education, gaps in BA, and also neoliberalism in education, providing through its analysis a wide and varied database which can be addressed by the LLEI students who intend to implement their research project on the sub-project 3: Understanding English teaching and learning contexts in EFL education, whose most relevant themes after the analysis were:

- Discrepancies between educational policies and their implementation.
- Lack of research in rural contexts.
- The need for training of language teachers.
- The perceptions, beliefs and attitudes of teachers and learners regarding their experiences in the process of teaching-learning a foreign language.

The exploration of these topics will be developed in subsequent paragraphs.

The issue of educational plans and policies is a constant that is manifested directly or indirectly through the 20 items explored on EFL teaching and learning contexts in Colombia, Chile, and Mexico. Their decontextualization and design rigged to fit particular political and economic interests have hindered an effective and efficient development in the educational contexts, manifested in the historical records on education in Colombia. The instrumentalization, standardization of English Language Learning (ELLE) and English Language Teaching (ELT) as a tool in the economic context, supported by international models instead of creating the policies according to our reality, promote the exclusion of minority groups and national knowledge due

to the lack of professional development of teachers. The requirements of English should generate opportunities for development and internationalization, but they can also provide marginalization and lack of access. To illustrate, the educational policies designed in the different plans implemented in the country are not consistent with the reality of the educational contexts, the adoption of foreign standards, tests, and books designed for international contexts, students trained in the English language as workforce are some examples of these discrepancies. It is a contradiction that the educational plans require the development of certain language skills that are not taken into account in the applied exams (for instance speaking, listening, or writing) with which they measure educational quality, and whose results do not evidence real findings of the English language learning of students.

The studies indicate that the lack of continuity and consistency of the foreign language educational plans have caused the partial implementation of the policies in the country justifying financial disbursements in vacation courses, training for teachers, class material, brochures, booklets, consulting services, national and foreign texts, evaluations of teachers, pedagogical designs, hiring of native teachers, financial aid, virtual courses, diagnoses, technological tools, and kits among others, but these investments have not been able to guarantee the achievement of the goals proposed for EFL education.

Authorities of rural areas manifested the low impact of the English language plans in their communities since they do not have enough resources, support, and control from the government; the policies are created to enhance the competitiveness of the country in a globalized economy through the use of English, but they do not fit with the reality of the towns.

To add, the studies suggest they do not receive specific financial aid for teaching and learning English, and sometimes the money earmarked for education must be invested in other priority needs. A large part of these studies calls for teachers in training and in-service, educational researchers, parents, students, and other sectors of education to participate in the design of the educational policies for their voices to be heard since they are the ones who truly know the needs and interests of the schools' contexts.

The analysis of the different articles in the literature review exposes the lack of research on rural educational contexts by identifying a very small percentage of this type of investigation. The few items examined express the need to adapt or make the educational policies of foreign languages and curricular programs more flexible according to the needs of their contexts. Teachers ask to be heard through participation in the design of the educational policies and request greater freedom to implement programs. Through the analysis, it is highlighted how teachers take advantage of social problems to implement creative projects within English classes in search of solutions in the communities while promoting in students the agency, self-awareness, decision-making capacity, and the appreciation for their rural identity. This situation presented in rural areas makes it necessary to train the pre-service teachers to face the realities of these types of educational contexts through innovative methodologies and practices.

The prevailing need to train English teachers and pre-service teachers is repeatedly manifested through the different items. It can be interpreted that this lack of training in pedagogy and language proficiency directly affects the attitudes, beliefs, and perceptions of students, who express a lack of interest, motivation, and poor performance in the English classes. Although the different educational plans have implemented immersion programs, training, placement tests,

financial aid, and others, these have not had a general scope, obtaining only partial achievements. Due to these shortcomings, teachers state that they have little preparation and feel insecure in their teaching practices.

The examination carried out provides important insights into the perceptions, beliefs, and attitudes of pre-service teachers, teachers in service, and students. Their experiences enable us to understand how they face the challenges of education in the classrooms. The pre-service teachers express feeling comfortable in their practices thanks to the instruction received at the university. However, they consider the feedback from their tutors on their pedagogical practices important to improve their skills and methodologies. These exchanges of experiences at the university contribute to the construction of innovative methodologies that can replace obsolete practices and improve the educational system. They perceive the decontextualization of educational policies in the school contexts where they carry out their practices; they state, for instance, that the booklets provided by the MEN sometimes are not used since they are very advanced for students or is difficult to adapt its content to the heterogeneity of the students. They also express the limitations they have to design their classes or their materials since they must follow guidelines from the institution or their tutor, added to the insufficient time to develop their practices and sometimes the lack of resources in the schools.

The in-service teachers state that aspects like limited time, the high number of students per group, the heterogeneity of language skills, or the lack of adequate resources, are factors that have hindered an assertive learning and teaching process of the English language; they express that policies are designed to favor organizations with political and economic interests and this is

the reason for their decontextualization. However, teachers consider that it is more important to cover the students' needs than the government requirements, so they try to adapt the policies to the context. Teachers feel abused, undervalued and ignored, since they are considered technicians measured by reports instead of the teaching process, and their voices have not been heard. Regarding language proficiency, the lack of training despite stating that they did different things to improve their level of English while studying their degree, makes some of the teachers feel questioned about their knowledge affecting their professional identity. They also express concern about not having taken international exams due to the cost of these and for the same reason, not being able to strengthen the language in another country or a master's degree to improve their teaching practices. Teachers of elementary school for instance expressed the imperative need to be trained in the English language since they have to face the challenge of teaching English without having prior knowledge of the language

English language teachers of rural communities express that despite the rigid policies, and the lack of resources and training it is necessary to adapt pedagogies according to the students' needs and interest, but also to the characteristics and richness of the contexts, to take advantage of their realities, promoting on students pride in their rural identity and the agency to know and transform the communities through projects that attract their attention, since they do not consider important the English language in their roles.

Students belonging to urban schools recognize the importance of English as a means to obtain better jobs and to study, they consider that indiscipline within the classrooms affects the normal development of classes; the use of photocopies and repetitive activities with the same

methodologies provoke the lack of interest and motivation in the classes, so they suggest reducing theory and increasing practical activities such as games or internet activities and also promoting a good atmosphere within the classrooms to learn properly. At the same time, students from rural areas claim they feel proud of being farmers, of the food they get from the land, the beauty that surrounds them, the support they provide to their communities, and the learning they acquire through the projects carried out in their English classes.

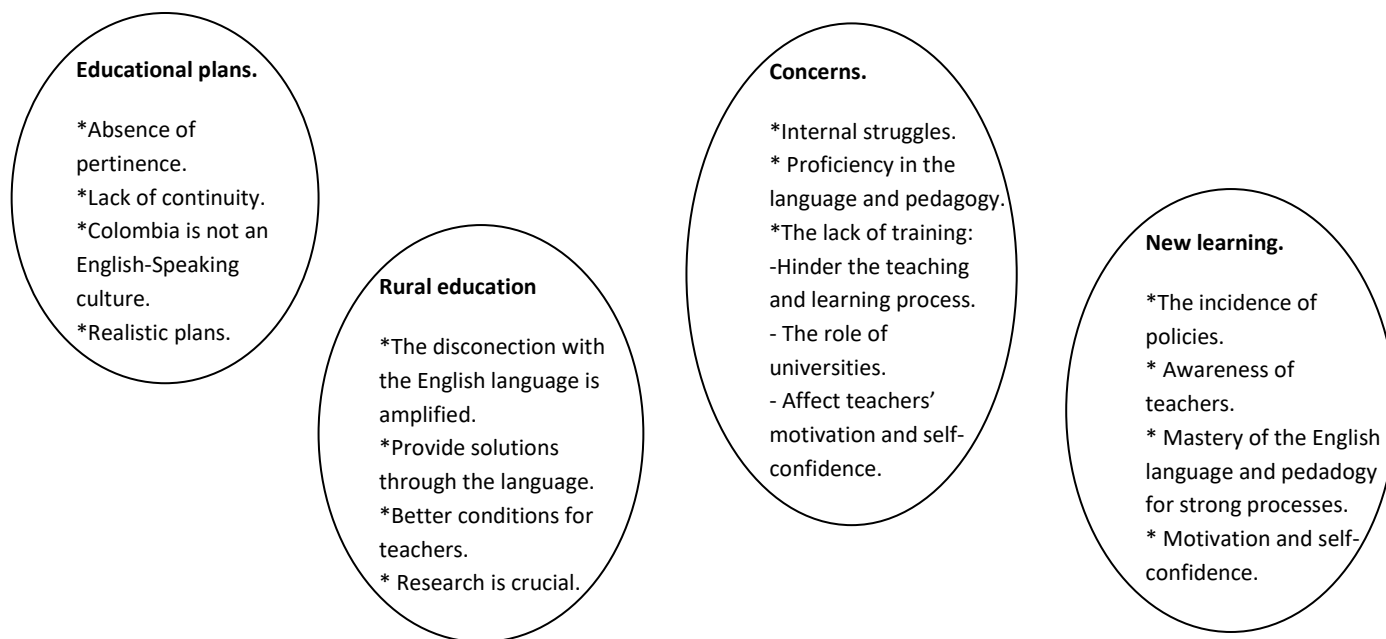
For some university students, learning the English language is important because it opens doors for a better future and they aspire to international scholarships, while the majority take the courses as a mandatory requirement to graduate but do not feel motivated since they do not provide credits for the career and are not focused on their interests about their study programs. They state that universities do not give enough importance to English courses. They also expose the need to be trained on standardized tests since it is a requirement in working or studying settings, the use of technological tools for improving listening and pronunciation skills, teachers' training in methodology that foster their motivation and communicative interaction, to consider the heterogeneity of the students to organize the courses.

Through the different items analyzed in this state of the art, it was possible to identify different research methods such as historical research, instrumental, narratives, non-experimental research, literature review, poststructuralist paradigm, exploratory case study, action research, documentary, cross-sectional and interpretive research, which offer important benefits to analyze the phenomenon under study according to its particular characteristics. The predominant research method through the different items was the descriptive case study, which I consider appropriate

to be used in the degree projects of LLEI students focused on subproject 3 since the descriptive approach allows explaining clearly and in-depth phenomena presented in real contexts, which fits adequately with the objective set out in the subproject. Among the different types of the case study (interpretative, descriptive, evaluative, ethnographic, historical, psychological, sociological, action research, educational, intrinsic, instrumental, collective) identified by authors like Yin, Merriam, Sturman, and Stake (Cohen, et al., 2017), the descriptive case study enables to describe the data of an event or experience of the real-life that influence the context and is based on a theory to support the report (Zainal, 2007).

On the other hand, taking into account the three types of case studies described by Merriat (1998), the best fitting approach to develop this design in order to fit the requirements and the objectives of the Subproject 3, while guaranteeing that the educational context will be appropriately represented and understood as a unit affected by sociocultural factors surrounding EFL is the Descriptive Case Study, as it provides a detailed report of the phenomenon while portraying basic components of education, where there has been little or no research about the topic, which calls for the design of innovative programs and practices.

Conclusions



According to the studies the repetitive decontextualization of the educational plans for foreign languages implemented in Colombia from 2004 to today has shown an absence of pertinence regarding the needs identified in real Colombian EFL contexts. Since these needs and realities have not been taken into account to design the policies, EFL has been permeated by national and foreign political and economic interests that have displaced real educational objectives. What is more, the studies indicate that the lack of continuity in the educational plans and the partial implementation of these have not made it possible to achieve the objectives proposed by the MEN, and the adoption of international standards designed for English-speaking educational contexts has not been able to fit the local needs, which is why education in Colombia, a country with no established English-speaking culture, has failed at promoting the

use of this language to impact the social and academic contexts, limiting its pertinence to the test-taking training classrooms. Thus, it is crucial to contribute with investigations focused on meaningful teaching and learning processes, consistent with the reality of the EFL social contexts in Colombia.

It is also necessary for educational researchers to develop projects in contexts of English as a foreign language in rural areas, since there is very little research that can be found on these educational environments, where the language disconnection is amplified, so that there are opportunities to provide solutions to the difficulties experienced in these communities, while at the same time contributing to better conditions for the performance of teachers in these educational contexts.

Even though the government justifies economic investment in education through the different programs, it can be interpreted that these have not managed to positively impact the proposed goals, due to different factors such as the lack of continuity of the educational plans that have caused the loss of the money contributed in the aforementioned plans, the partial implementation of the programs and therefore of the educational material, teacher training, and others that have jeopardized the possibility of having a general impact on the educational contexts of the country. The decontextualization has also caused losses in the investment of texts designed for English-speaking contexts and brochures which were not implemented or had no impact. These are some examples of why, despite having made investments, no results are evident. This paradox deserves to be deepened through research projects to identify if the allocation of economic resources in education is being invested in the aspects that are needed to

achieve educational goals, or if they are being used in aspects that do not affect them, to establish the true sectors to which these money should be directed to achieve true progress in the acquisition of a second language. Another challenge for educational researchers is to confirm that investing in education in our country is not an expense and that on the contrary, it contributes, among other things, to economic development, as has been demonstrated by other nations.

Teachers in training and teachers in service are in a continuous internal struggle between their beliefs, professional ethics, and the fulfillment of the requirements demanded by the MEN to make the processes work despite the difficulties they face in their classrooms. Teachers become unrecognized and unheard professionals affected by rigid educational policies and lack of training in the mastery of the language and pedagogy, which hinders the teaching and learning process, directly affecting students. It is education that must adapt to the needs of students and not students to educational plans and policies. For these reasons, it is imperative to train English teachers and assure that universities graduate the future English teachers with language proficiency and innovative pedagogical knowledge as an essential part of learning this language in Colombia, but at the same time to strengthen teachers' self-confidence, motivation, and identity. Nothing can be done with the proper infrastructure, educational and technological materials if teachers are not adequately trained to teach the Language. Through the narratives of the teachers in training, in-service, and students, it can be evidenced how educational policies affect them in one way or another. Whereby, it is crucial their participation in the design of such policies since they are direct actors and know the needs of their educational contexts.

Carrying out this state of the art allowed me to deepen my knowledge about the history of the education of English as a foreign language in Colombia and the incidence of political and economic interests in educational plans. Similarly, I was able to identify the reality of educational contexts and understand how students are directly affected by educational policies reflected in rigid curricula, lack of trained teachers, overcrowded classrooms, and so on, which hinder their learning process. Furthermore, with this work I learned from the educational practices of other teachers, especially how they overcome and take advantage of difficulties of their contexts to create knowledge. Also, I can now be aware of the need that the country has to demand and provide teachers in training and in service with the means to achieve mastery of the English language (C1) and pedagogy, in order to have strong teaching and learning processes that allow students to make use of this second language appropriately, and at the same time strengthen the motivation and self-confidence in teachers to transmit their knowledge correctly and implement innovative methods and activities that motivate their students.

Throughout the examination of the different projects, some relevant concepts came to light, and they are citizenship education, agency, and assessment of identity. The experience of these values through the class contents is essential, including in the EFL social contexts. In a society like ours, it is crucial to educate upright human beings, with values, aware of the importance of respect for oneself, for the other and the planet to live in harmony; human beings proud of their cultural identity, agents of change, concerned about the problems of their contexts with the ability to express themselves, make decisions, propose and execute actions in favor of their communities. In this way, educational environments will be contributing to the construction of a better society.

Items

Below are the 20 items that were chosen to make this state of the art. They are presented in alphabetical order, starting with the author's last name. This organization does not distinguish topics, contexts or methodologies used by the authors in their own research.

Item No.	1
Location of item (url):	https://www.howjournalcolombia.org/index.php/how/article/view/13
Date reviewed:	2021 – 1
Item title:	Exploring Pre-Service EFL Teachers' Beliefs About Their Roles in an Elementary School Classroom in Regard to Pedagogical and Emotional Aspects of Students.
Full bibliographic citation (APA):	
Aguirre Sánchez, I. (2014). Exploring Pre-Service EFL Teachers' Beliefs About Their Roles in an Elementary School Classroom in Regard to Pedagogical and Emotional Aspects of Students. <i>HOW Journal</i> , 21(1), 26-41. https://doi.org/10.19183/how.21.1.13	
Purpose of reading the item:	
Gather information on EFL teaching and learning contexts to carry out a critical analysis of its content and extract relevant information that serves as a starting point to guide LLEI students in the construction of significant theoretical knowledge to support the process of stating research projects focused on subproject 3.	
Brief notes from the content of the item:	

The objective of the study is to identify the beliefs of a group of pre-service English as foreign language teachers about the role they play in some general, pedagogical and emotional aspects of their students inside the classroom.

Research question: What are the beliefs of a group of pre-service teachers from a teacher training program in Bilingual Education regarding their role as teachers in some general pedagogic and emotional aspects of their primary school students inside the classroom?

Key-words: Beliefs, EFL teachers' reflections, pedagogical and emotional aspects, primary school students, role.

There are two important concepts related to teachers in this project: Role and Beliefs.

The role of teachers has evolved. According to Marquéz (2000) role of the teachers is to promote cognitive and personal development through critical and explicative activities, using information and technology guiding students to learn how to learn autonomously.

By Freire (1990) teachers' role is to promote students' critical thinking on their reality through "problem-solving".

Education addressing all human dimensions (all-round education) is another aspect for which Delors (1996) proposes four pillars:

- * Learning to know: To understand the world they live in and the pleasure of understanding, knowing, and discovering.

- * Learning to do: It refers to personal competence.

- * Learning to live together: Teach to understand human diversity.

- * Learning to be: a person, part of a family, citizen, and so forth.

In line with Angulo, González, Santamaría & Sarmiento (2007), the way teachers conduct their classes is a characteristic students keep on in their pedagogic practice. Teachers are seen as a model in personal and professional aspects and as a tutor about values and emotional support.

A teacher is autonomous to run the classes, but as Mora (1994) states this autonomy must be supported on previous training. Language management and methodological bases are crucial to guide their students. Similarly, Campo (2002) states autonomy improves teachers' independent thinking and problem-solving.

Ahmed (2009) expresses the teachers' role is to help students find her/his way to learn.

Motivation is one of the most crucial features of students that contribute to positive processes. (O'neil & Drillings, 1994 p. 3).

About this topic, we find different points of view. Biehler & Snowman (2003) for instance, consider motivation as all energies that cause behavior.

For Harmer (as cited in Wang, 2009) exist intrinsic and extrinsic motivation (inside and outside the classroom).

Davis (1993) agrees that teachers motivate their students to recognize their needs, making those active participants in learning and evaluating with them their motivation in the classes.

Martin (2009) considers motivation comes to the class if teachers are aware of students' needs, interests, and differences.

For the researcher, motivation is a decisive aspect among all strategies a teacher can implement in the classroom to promote interest, understanding, and performance in the class.

Teachers' beliefs have become a relevant topic in education research, but there is not a unified concept for the term "belief". For Cambridge Dictionary of American English (2003) It is a feeling of being

certain that something exists or is true. Pajares (1992) defines it as an individual judgment of the truth or falsity of a proposition. Nespor (as cited in Zheng 2009) states beliefs are created by earlier experiences, episodes, or from cultural sources of knowledge transmission.

Two research projects conducted by Peacock (2001) and Kagan (1992) express different points of view, while the first showed that students do not change their beliefs through the acquisition of new academic knowledge, the second one states that the recognition and direct work on their beliefs was the way to reinterpret or change them.

R. de Moreno (2002) and Castellanos (2013) agree that student-teachers beliefs are experiential knowledge but also acquired during their educational process including, states Díaz (2013) through actions and decisions at school.

For Alvarez (2009), Fishsl & Sagy (2005) beliefs are continuously influenced by people, learning, and teaching experiences. They can change along the process.

Ball (1990) suggests that teachers must analyze how different experiences influenced their beliefs avoiding repetition with their students and guide them towards new educative experiences.

In line with Brindley (1984) principles must be acquired and organized through experiences.

In summary, it is imperative to create an impact on student-teachers beliefs before designing a procedure for a new study.

The research project was implemented in the afternoon shift in a public primary school in Usaqué-Bogotá for 16 weeks. The students live close to the school and belong to low socio-economical strata.

The student-teachers were observed in their teaching practice as part of the Pedagogical practice IV subject. The objective was to identify their beliefs concerning pedagogical and emotional aspects of their students, and also documenting their reflections after classes.

The researcher used materials and a laptop to collect and analyze the classes observed, as well as receive students' log entries weekly through e-mail. Additionally, he was responsible for guiding the class and provides students' feedback after their teaching practice.

The research is based on a descriptive case study with a qualitative approach.

The participants of the study were six pre-service English as foreign language (EFL) teachers of the eighth semester of a private university, certified by the university language center at the B1 level. Their ages among 20 to 35, without previous teaching experience, and belonging to middle-low strata.

The instruments for data collection were:

- An observation scheme format in which the observer teacher (the researcher) picks up information related to pre-service teachers' behavior and interaction in class, but additionally providing them feedback.
- A teacher's log in which pre-service teachers write their reflections about their teaching practice but also their role as a teacher.

All dates, including two observations per participant and also eleven log entries, were classified and organized by computer to analyze patterns, comparing and contrasting those arising features giving them a name. Then, the researchers unified the data into a category that answers the research question. It was described, exemplified, and support with previous research and theory. This analysis was supported by the model proposed by Patton (1987) to organize, summarize, categorize, and identify and linkage of patterns.

The common feature to look after the students' well-being emerged from data analysis shaped the category "Take care of students' well-being through motivation and by identifying their academic needs". The pre-service teachers are emotional support for their students; It may be perceived in the classes and evidenced in the log entries and class observations. Angulo et. al. (2007) concluded all-around education had a positive influence on teachers' performance, highlighting between two categories their role as a tutor

providing emotional support, orientation, and values.

Some of the reflections emerged through the teaching practice and in agreement with authors as Díaz, 2013; Campo, 2002; Dörnyei, 2001, addressing the students' needs can influence a good behavior in class, fostering their autonomy, teachers' attitude can wake up the interest for the subject, expressing motivating words, voice handling and so forth.

During the development of the study, the participants made an emphasis on reflections like the incidence that the assignments of roles have in students' motivation and attitude, participation as a motivation factor, and also how methodological changes like songs or games with pedagogical purposes can improve the learning process.

The author concludes it is significant for English teachers to bear in mind how the students feel and how we make them feel in the classes. Sometimes academic needs are related to emotional ones.

The results of the study illustrate the influence of motivation and students' needs in the educative process.

At the same time, it is also remarkable the incidence of teachers' beliefs in their role, and also in the interaction with the students.

The responsibility of the teachers is not only to develop academic activities but also to analyze students' motivation, feelings, and emotions toward the class to plan and develop activities that contribute to a meaningful teaching and learning process.

Main points gained from the item:

Teachers' beliefs have become a relevant topic in educational research as a crucial part of the

teaching, and learning process. According to Schraw (cited by Braten, 2010), they can affect teachers' curricular and pedagogical decisions and also affect students' beliefs (peoples' knowledge about the knowledge)

The pedagogical practice in a primary school was a suitable context to identify student-teachers' beliefs.

According to this, the descriptive case study was appropriate to conduct the project in line with its objective. Similarly, the selection of two observations per participant and eleven log entries classify and organize them to analyze patterns to be compared, contrasted, and unified into a category, was the right way to conduct the study.

The primary purpose of **descriptive research** is to provide an accurate description or picture of the status or characteristics of a situation or phenomenon. The focus is (...) on describing the variables that exist in a given situation, and, sometimes on how to describe the relationship that exists among those variables(...). Researchers doing descriptive research commonly follow these three steps: (1) randomly select a sample from a defined population, (2) determine the sample characteristics, and (3) infer the characteristics of the population based on the sample.

Educators sometimes conduct descriptive research to learn about the attitudes, opinions, beliefs, behaviors, and demographics (e.g., age, gender, ethnicity, education) of people.(Johnson & Christensen, 2008, p.377)

The qualitative approach fit properly with the features of the project, characterized by non-numerical data collection the study is deeply developed without previous beliefs in natural contexts for a long period, using eight steps which order depends on the individual peculiarities of the project (select research topic,

determine research question, design the study, collect data, analyze data, generate findings, validate findings, write research report), the findings are supported in observations and usually reported as a narrative description (Johnson & Christensen, 2008).

Patton's model for analyzing data is coherent with the qualitative approach of this study. This method is specially designed for this type of research and the instruments used. It is also useful when the interest of the evaluation is to educate. (Dills & Romiszowski, 1997)

The participants of the study could observe through their practice that the pre-service teachers are emotional support for their students. They also stated that teachers' attitude and to know students' interests and needs can influence positively their behavior in class; for instance, activities as songs or games.

The author highlights on the study, the incidence of students' feelings, needs, motivation, and the teachers' challenge to attract their attention with innovative classroom activities. They also emphasize the strong incidence of teacher's beliefs in the educative process.

Opinion of the content:

Implementing the research in a real context with the direct opinion of the students-teachers allowed obtaining confident data to carry out the study. However, it would be interesting to extend the study to other different contexts, to identify different points of view. In my opinion, the homogeneity of the group would have limited the results. (Same university, semester, English level, age, socio-cultural strata).

The interest in student-teachers' beliefs is a remarkable starting point to identify the incidence that previous learning experiences and knowledge have on them, before initiate their professional practice.

The method, approach, instruments, and the method used for data analysis used in the inquiry had suitable characteristics to engage adequately with each other, in consonance with the characteristics of the study.

I differ with the statement “For the researcher, motivation is a decisive aspect among all strategies a teacher can implement in the classroom to promote interest, understanding, and performance in the class” expressed by the author. Motivation cannot be implemented by teachers because it is not a method, strategy, or activity. In agreement with Marisamy, Brindhamani, & Manichander (2015) A motive is an impulse that causes a person to act. Motivation is an internal process that makes a person move toward a goal. (...) Motivation can only be inferred by noting a person’s behavior.

Each person is motivated differently. Teachers implement strategies to stimulate students’ motivation, for inducing their motivation to learn.(Brophy, 2010)

I agree with Ball (1990) about the idea that future teachers must be helped to make their classes in a different way or better than they have experienced.

I coincide with the concept that beliefs can be created for personal experiences at school. In line with this idea, in this study, the researcher is at the same time the student-teachers tutor and he gave them feedback after the classes. Ball (1990) states teachers must avoid influence the students with their beliefs and guide them toward new educative experiences. However, the feedback provided by the tutor was based on their beliefs? Are they right or wrong?

The research revealed interesting findings based on pre-service teachers’ reflections. However, In my opinion, the information gathered in the observation scheme format could be biased since it was an analysis based on the tutor's opinion and beliefs, which is at the same time, was the researcher. In conclusion, the findings were partially based on the researcher's opinion.(Punch, 2009b)

Contribution made to the investigation:

It would have been very useful to specify in the research the frequency of pedagogical practice during the sixteen weeks to relate this with the amount of information collected, as well as to include theoretical support on which the researcher relied to decide the number of observations and log entries to study, as a guide for researchers that consult this project.

Patton's qualitative data analysis method is supported by his colleagues at the center of the study of evaluation at the University of California in Los Angeles. However, Patton and others (cited by Dills & Romiszowski, 1997) highlight that is crucial that qualitative evaluator has thorough training, discipline, and careful preparation. For this reason, In my opinion, it would have been significant to deepen the method process and also include in the project the particular characteristics of the evaluator as useful and necessary information for further researchers.

Implementing the research with heterogeneous characteristics of the participants and a large sample of them would have contributed to a larger range of findings.

To include observations and feedback different to the tutor- researcher avoiding biased conclusions.

Thoughts triggered as a result of reading the item:

Beliefs have become a relevant issue due to their impact on the educational process. In this regard, I consider it necessary to direct attention in this field towards the feedback process provided to pre-service teachers during their pedagogical practices to analyze whether they are carried out based on the beliefs of the tutors or supported on a theoretical basis.

Analyzing other studies related to teachers' beliefs could be interesting to identify those that affect the adequate development of the educational process, contributing to possible solutions.

Item No.	2
Location of item (url):	https://www.howjournalcolombia.org/index.php/how/article/view/348
Date reviewed:	2021-1
Item title:	More Than Half a Century Teaching EFL in Colombian secondary schools: Tracing Back Our Footprints to Understand the Present
Full bibliographic citation (APA):	
Bastidas, J. A. (2017). More Than Half a Century Teaching EFL in Colombian secondary schools: Tracing Back Our Footprints to Understand the Present. <i>HOW Journal</i> , 24(1), 10-26. https://doi.org/10.19183/how.24.1.348	
Purpose of reading the item:	
Gather information on EFL teaching and learning contexts to carry out a critical analysis of its content and extract relevant information that serves as a starting point to guide LLEI students in the construction of significant theoretical knowledge to support the process of stating research projects focused on subproject 3.	
Brief notes from the content of the item:	

The 50th ASOCOPI Conference, “Half a Century Making History in ELT: Tracing Back our Footsteps,” held in Medellín, Colombia, in October 2015, explores the history of teaching English in Colombia to understand the circumstances that surround

EFL contexts in our country.

There is little literature about the history of language teaching, Kelly (1969), Howatt (1984), Howatt and Widdowson (2004), and one Colombia book Gómez (1971) are the most prominent.

The purpose of this article is to share with the readers the results of a study entitled “The History of Teaching English in Colombian High Schools: 1962-1994.” The report is based on documentary analysis and on testimonies of key informants about such topics as teaching planning, objectives, syllabi, methods, and materials, and their impact on the history of teaching English as a foreign language. Conclusions will be drawn at the end of the article.

The project used a historical research study with a qualitative approach. The researchers applied an interview to some people with experience in EFL and a questionnaire to high school teachers.

Results and Discussion.

Teaching Planning analysis.

Teaching Planning. The MEN created the “Instituto Electrónico de Idiomas (IEI)” in 1.959 for planning the teaching of languages. It offered English courses and the design of teacher training courses. In 1962 was created the “Instituto Lingüístico Colombo Americano, ILCA” in agreement with UCLA in California, USA. It organized courses in Applied Linguistics for English teachers, intensive courses for teachers, and designed guides about a methodology for English classes in public and private high schools. The MEN also received support from the Colombo-American Center, the British Council, and the Fulbright Commission, in secondary schools and universities. The Colombian Association of Teachers of English

(ASOCOPI) also helped teachers with conferences, seminars, workshops, and the *How journal* to improve their labor. Some Bachelor Education programs founded in 1960 have provided foundations to the teachers.

In 1962 the MEN published the first program of “Spanish, Literature, English, and French”, in 1974 The program of “Spanish, Literature, and Languages”, in 1982 the “Program of English” was handed to the teachers in summer vacation courses. In 1988 was published the “Supplement to the Official Program of English”. All of them guided the English teachers to design their courses and also to train them, however, the two first programs did not cover all the components of a course. Moreover, most of them were created by national and international experts in the topic without the participation of teachers, as a consequence, they did not fit with the reality of the educational contexts, and the programs were not well received, and additionally, there is no evidence of improvement or congruence among the plans, on the contrary, the subsequent studies reduced the quality of those previously implemented.

The objectives of EFL teaching. Objectives are crucial in a teaching plan due to they state the achievements of the students at the end of a school year, unit, or lesson, and according to Mattos (1974) they establish the program, contents, materials, the design of tasks, procedures, methods, the assessment and testing of students’ academic achievement. They should be realistic and attainable, written clearly and precisely with some minimum level criteria for achievement. The four programs included general and specific objectives that allowed the teachers to know the learning outcomes of the students.

After analyzing the general and specific objectives in the programs established by MEN, it is deduced they are not consistent. The objectives of the 1962 and 1974 programs were not congruent and also there was confusion between specific objectives and the contents. The objectives of this first program were vague, imprecise, and ambiguous but they were achieved, on the contrary, the objectives of the second program were clear, precise, and measurable but too ambitious. The program of 1982 included achievement

indicators and the evident, accurate, and evaluable objectives designed were accomplished, but at the same time fixed the lack of coherence of those created in the 1962 and 1974 programs. The program of 1988 also includes achievement indicators and clear, precise, and measurable objectives, but they were too much at the end of high school.

There is no reference to the aims of the Colombian educational systems in the four programs implemented, it suggests they were no connection with the teaching of English objectives.

This lack of congruence of the objectives designed by the Men between 1962 and 1994 caused that many high school teachers did not achieve them in the official programs, except for the 1982 program, which was the most complete of all.

EFL Language Syllabi. Defined by Crombie, a syllabus is “a list or inventory of items or units with which learners are to be familiarized” (as cited in Bastidas, Alvarado, Ossa, Ruiz, & Vanegas, 1992, p. 11).

In the eighties and nineties, course planners started to design syllabi based on abilities, tasks, and contents (Krahnke, 1987). The language courses combined two or more syllabus based on one of them.

The program implemented by the MEN in 1962 applied a structural syllabus, in 1974 and 1982 it was structural and based on skills, and the execution in 1988 was structural and notional/functional, evidencing a continuous improvement in the planning of the syllabus. However, the inconsistencies between contents and objectives, and contents and methods impeded the effectiveness of the programs.

Evolution of Teaching Methods and Materials. A method is defined as procedures composed of activities supported in instructional materials used to achieve the objectives. “The importance in the method of teaching and learning is apparent, and there is no need for additional comments” (Mattos, 1974).

The debate that different authors have caused to differentiate the concepts of a method, approach,

and technique has caused confusion in TESOL, (Mackey, 1965) who has designed different English teaching methods based on European and North American contexts, and implemented them through books around the world.

The results of the analysis show that the MEN has promoted the implementation of different foreign methods in EFL secondary contexts, from the grammar-translation method (GTM) to the communicative approach (CA). From 1850 to 1950 textbooks were used mainly based on GTM and DM methods, around the world. (Gómez, 1971). In the '60s The text implemented in high schools by the MEN "*Let's Learn English*" was based on the DM method. In the '70s the MEN recommended methods like the natural method, the DM, the audio-visual method, the grammatical method, the ALM, the transformational method, among others, the textbooks implemented were based on the ALM method, and most testimonies given by university teachers who were high school teachers at that time manifested their unconformity with this decision. This situation gives rise to the creation of materials and workshops to develop the students' reading comprehension skills with the participation of the MEN, university teachers, ASOCOPI, and the British Council (Mendoza & Díaz, 1977). In addition, in 1982 the MEN through the IEI and the support of the British Council created a new program to develop high school students' comprehension of written texts, but without ignoring the other language skills. MEN (1982) manifested that the ALM method helps to accomplish the objectives of learning foreign languages, but these goals were too ambitious and could not be achieved.

The methodology of the 1980s was guided by a reading approach (RA), which was supported by the reading theories and strategies of that time (e.g., Grellet, 1981; Scott, 1982).

From 1984 to 1988 the IEI implemented each year a teacher training program from all of the Colombian regions put into practice the reading strategies and materials received and practiced in the

summer vacation courses (Gutierrez, 1985). Nonetheless, the beginning of the communicative approach (CA) in this decade had a great boom among the academic community, for which several publishers promoted their guide texts with a communicative approach to English as a second language. (ESL), causing its establishment in the '90s.

Among the textbooks suggested by the IEI in the 1988 program, it is worth highlighting some textbooks published by Colombian authors with a communicative approach to responding to the needs of Colombian students.

Although the methods promoted by the MEN show an advance, the implementation of these within the classrooms may not be as effective for the teaching and learning achievements. Some teachers of high schools and universities declare they did not use the national programs to create their institutional programs. Instead, those were designed based on international textbooks for ESL contexts and adapted for an EFL context, both with big differences (Bastidas, in press; Maple, 1987). They also affirm that high school teachers do not follow the methods suggested in the textbooks, and on the contrary, they adapted the books under GTM guidelines. In the same way, many teachers continued using outdated texts and methods, and additionally, the reality of high school classrooms in our country hindered the implementation of the DM and the CA (Bastidas, 1991; Oviedo, 1981; Strevens, 1977).

The author concluded this study allowed knowing the history of English as a foreign language between 1962 and 1994 as well as the main problems secondary schools have faced through this process in our country. Furthermore, according to the sources consulted and the testimonies of key authorities, the planning of teaching, the syllabi, the methods, and textbooks, show the evolution of EFL teaching in Colombia through the programs implemented by the MEN in 1962, 1974, 1982, and 1988.

The author suggested continuing this investigation from 1995 to the current days. He also added that

national and local official authorities of education, the high school teachers and students, the university researchers, the ASOCOPI Board of Directors, and the international institutions related to the English language must work as a unit, to avoid unnecessary efforts and money expenditures on partial solutions.

What is more, he stated that the problem of learning and teaching EFL in our high schools, cannot be solved through decisions focused on ideal language teaching planning, frequently based on imported international language frameworks, and on teacher training courses that emphasize language development and methodology improvement, and by the same token, can be affected the physical, cognitive, linguistic, and affective characteristics of the students. On the other hand, issues like class size, number of hours per week, lack of audiovisual aids, local and national socio-cultural and educational factors, and national and international socio-economic and political trends and mandates, cannot be ignored. (Bastidas, 1991; Oviedo, 1981; Stern, 1983; Strevens, 1977; among others).

The high schools in Colombia need a realistic, achievable, and flexible EFL proposal to improve the proficiency of the students.

Main points gained from the item:

Historical research fits with the objective set by the researcher since it presents holistic and theoretical conclusions supported by reliable evidence through the scrutiny and interpretation of different sources and the analysis of data of a historical event and its periods through the narrative. (Given, 2008a)

The stages to design historical research are identified through the project by the author (Given, 2008d) who describes these stages. First, the identification of the phenomenon and the reading of important literature referring to a particular period, person, phenomenon, or was related to the object of study. Second,

the development of hypotheses or research questions and the identification of the perspective to find the data collection and the interpretation of the results. Third, the collection and exploration of the data, which may be the step that takes the most time in the research process. Fourth, the evaluation of the real and reliable validation of the data and the analysis of evidence. And finally, the writing of the report that describes, based on evidence, the researcher's interpretations, which will support the conclusions.

The implementation of interviews and questionnaires support the data collected by the researcher “...Historical and narrative research is conducted primarily through interview and document analysis.” (Given, 2008b), besides, a questionnaire is an adequate instrument to research due to allowing the participants of the study express their opinions. (Cohen, et al., 2007), and guide the researcher to write his interpretations on the report.

The use of interviews as an instrument in this project allowed that participants expressed their experiences in their own words, providing information from their points of view, and also through these, the researcher can also obtain new information that was not considered. (Gratton & Jones, 2004)

This project is an important research resource for other investigators interested in the evolution of EFL education in Colombia, due to collect how the structure of the course programs, the objectives, the syllabi, the methods, and the instructional material were implemented in the teaching planning for 1962 to 1994.

Including in the narration the possible mistakes made in the implementation of the programs, allows a clearer vision to avoid wrong decisions in the design and implementation of new educational programs in the country.

Opinion of the content:

Reaffirming the facts of an event that happened through the voices of the people who experienced it, is an invaluable input for a research project, with a higher plus when they are events that occurred in the past, since reliable information is rescued from those directly involved in the event.

Opinions of the participants

“The methodology was rote and repetitive, with an audio lingual tendency, but it did not have a sense of conviction for the teacher, although it was comfortable. The textbooks were small books that included annotations...they weren't at all bad texts, however for the teacher it was very easy to skip through their pages. The exercises were easy for some students and impossible for others; they required nearly automatic production, they were more about memorizing. This was the method of learning at the time. What we tried to address was language production; but we weren't prepared for that yet.” (Miguel García, personal interview, August, 2011, translated by the author)

“In this way, the methodology of the 1980's was guided by a reading approach. Evidence of the courses and materials designed and implemented by the IEI is supported in one of our key testimonies as follows: We ourselves had a thermometer, which was the high number of teachers involved in our courses who shared with us their experiences of school throughout the country. When one had finished the course, they would tell us about the difficulties they faced, what they had accomplished, and what had been the most difficult areas for them. The instructional materials were made by us ourselves”. (Melida Blanco, personal interview, August, 2011, translated by the author)

“There were too many students; there was a period where classes were conducted with 50 students in 6th, 7th, and 8th grades. In an extremely overpopulated class, the teacher couldn't ensure a good standard of learning, above all without audio-visual equipment...still to this day there are many problems: the high

number of students has always been constant, there are a lack of teachers, and even more a lack of prepared teachers, not only in terms of language, but also in methodology”. (Euclides Valencia, personal interview, August, 2011, translated by the author)

The report was organized chronologically, including key points as the analysis of teaching planning, educational programs, objectives, syllabus, methods, and instructional materials.

The implementation of questionnaires and interviews in the study amplifies the researcher's vision on the subject as an input for his narration.

The researcher must carry out the translations into English with great accuracy as there may be a risk of distorting the information collected.”Researchers working outside their first language need to find ways to confirm that the accuracy and richness of the data are not lost in the process of interpretation and translation”. (O'Leary, 2017). Perhaps the contradictions presented in some statements regarding the programs, and the lack of clarity in the narration related to the objectives could have occurred due to a lack of precision when translating the texts from Spanish to English. EG.

“Finally, while the general and specific objectives of the 1962 and **1982 programs could be achieved**, those of **1974 were too ambitious** and those of 1988 were too many to be accomplished at the end of high school”. (This statement does not have theoretical support).

“This is indicated in the 1982 program: For a long time in Colombia it was thought that audio-lingual methods helped to fulfill the objectives of learning foreign languages, because they attempted to develop within the students all of the linguistic skills of a native speaker. **Unfortunately, the objectives were too ambitious for our context and therefore they were not achieved**”. (MEN, 1982, p. 3, translated by the author)

Contribution made to the investigation:

To add more theoretical support to some of the statements narrated throughout the document as a reliable guide for other researchers interested in the subject.

I consider it important to organize chronologically the information about objectives due to it is hard to read and comprehend the content.

Despite having implemented interviews and questionnaires to the participants, very little information was included in the research study.

It would have been a useful source for other researchers consulting this research project, to provide information on the design and implementation of the instruments in the study.

Thoughts triggered as a result of reading the item:

I agree with the author about the need to continue conducting research related to the history of English as a foreign language in Colombian classrooms, to analyze the different problems that have arisen over time, to provide possible solutions that contribute to the creation of successful educational programs in foreign languages, to avoid repeating the same mistakes made in past programs.

The study shows how over the years the same errors have been repeated, omitting teacher participation in the design of educational programs, implementing plans that are not designed according to the reality of school contexts, the incongruity between the plans which sometimes reducing the quality of those already implemented, errors in the design of the programs provoking unclear understanding in the implementation of these, the resistance of the teachers to apply them in the classrooms. The question for

education researchers is how to break this vicious cycle?

Following the author, all national and local educational authorities must include students, teachers, and researchers in the design of realistic proposals that achieve a positive impact in EFL contexts in the schools of our country.

Item No.	3
Location of item (url):	https://www.howjournalcolombia.org/index.php/how/article/view/297
Date reviewed:	2021-1
Item title:	EFL in Public Schools in Mexico: Dancing Around the Ring?
Full bibliographic citation (APA):	
Basurto Santos, N. M., & Gregory Weathers, J. R. (2016). EFL in Public Schools in Mexico: Dancing Around the Ring?. <i>HOW Journal</i> , 23(1), 68-84. https://doi.org/10.19183/how.23.1.297	
Purpose of reading the item:	
Gather information on EFL teaching and learning contexts to carry out a critical analysis of its content and extract relevant information that serves as a starting point to guide LLEI students in the construction of significant theoretical knowledge to support the process of stating research projects focused on subproject 3.	
Brief notes from content of the item:	

Before 1993 English as a Foreign Language (EFL) in Mexico evidenced problems that even have been an increase.

This study base on two papers carried out with more than ten years of difference with similarities in their approaches analyzed to identify the changes that occurred during this time.

The educative policies in Mexico changed from grammar and translation to Communicative Language Teaching (CLT). According to the results of a study, there were few changes in practice, preventing the achievement of the objectives planned (SEP,2006). This lack of improvement has occurred because of the teachers' perception of the achievement or not of the innovation. (Kelly; Markee as cited in Li, 1998). Otherwise, educative policies are not designed according to the reality of the context (Gonzalez, 2009). A study carried out in Colombia revealed aspects like the number of students per classroom, time aspects, human and material resources, physical conditions of schools' classrooms, the role of administrators, opportunities for professional development, meetings and curricular planning in the area, and the status of English in the institution, and methodology (Cárdenas Ramos & Hernández Gaviria, 2012).

Another study in Mexico revealed that 95.5% of the students belonging to public schools failed a linguistic competence test (Robles, Lima, Morales, 2004).

To provide EFL teachers with materials, resources, new versions of the curricula (Haque& Cray, 2007). Adequate professional training, resources, and policies are designed according to the context (Zappa-Hollman, 2007).

The main objective of these instrumental descriptive case studies was to develop through a qualitative approach a picture of the EFL teachers' experiences in public secondary school classrooms from their perspectives and the effect of their experiences on learning outcomes through personal contact.

The first study was developed in three schools during 2004 and 2005 in different contexts in a city

in southeastern Mexico but with the same organizational structure: two shifts (morning and afternoon), the same number of groups (18, three for each grade), and the more or less same number of students in each group, between 40 and 47. The teachers' ages range from 24 to 55, everyone female, all of them with a BA in EFL, two with a specialization in EFL, and within 3 and 30 years of experience. Two of them taught in both shifts, and the majority worked 40 hours per week.

One of the schools situated in a neighborhood with good standards of living, the students are from the middle class, but not all of them live in the zone and likely with previous EFL knowledge.

The other one is a secondary school with bigger classrooms and open spaces to play in. It locates in a neighborhood inhabited by low-middle-class to upper-middle-class families.

The third school belongs to a low-middle class, to poor people. The teaching/learning of EFL is necessary for many of the students who study and work at the same time.

The second study was carried out with teachers that work in the only secondary school in a town situated 40 minutes from the city. It has 500 hundred students in the morning shift, with 50 minutes of the English class 3 days a week. There were five groups with approximately 35 to 40 students in each of the three grades, and there is no much space in the classroom. There were five teachers. One of them taught in seven groups, the other, five, and the last three one group each one. They have only one Cd player and a projector to share among them. There is no teachers' classroom, and they do not have their classrooms either. In the study participated three teachers Agnes, Fernando, and Javier.

Agnes is 36 years old. She has a BA in Teaching English and a master in applied linguistics. Fourteen years of experience in kindergarten, secondary, and public and private universities. She has taught for two years in the school chose for the study and had seven groups with 280 students of first and third grade.

Fernando is 43 years old, a BA in teaching English, two years of experience, and one in the school studied. He had 210 students in five groups of the second level.

Javier is 32 years old. He has a bachelor's degree in civil engineering and another in foreign languages. He taught for one and a half years in the school and had 32 students in third grade.

Researchers used class observations (in the second study), interviews, and document analysis as instruments to collect data.

The researcher implemented a naturalistic observation approach used since there were no clearly identified categories and coding worked out in advance (Cohen, Manion,&Morrison,2013) to obtain a descriptive observation (Flick, 2014) of the physical, human, interactional, and program setting. The classroom observation sheet was adapted from the William and Mary classroom observation scales (VanTassel-Baskaetal, 2003) and research-based classroom strategies in Fox (2014).

In both studies, semi-structured interviews were used because they allowed participants to “discuss their interpretations of the world in which they live, and to express how they regard situations from their point of view” (Cohen et al., 2013, p. 409).

Therefore, as Brin kmanand Kvale (2009) affirm, an interview allows the researcher to obtain information that goes beyond what she/he is expecting to discover. Also, Cohen et al.(2013) mention that interviews identify a range of factors in human behavior such as emotions, interpersonal influences, unconscious needs, preferences, values, attitudes, and beliefs.

The interviews were in Spanish and initiated with open questions to know more about the topic of interest, recording, transcribed literally, and then translated to English.

The analysis of documents was an important resource to understand the history of the topic under study, and also to be compared with the other data analyzed.

The documents analyzed in the first study included: Secondary and preparatory EFL syllabi, EFL textbooks, World Wide Web pages: SEP, SEC (Secretaría de Educación y Cultura), CENEVAL (Centro Nacional de Evaluación para la Educación Superior), national and local newspapers, and EFL teachers' documents such as official timetables and students' attendance lists. The second study included an analysis of SEP documents covering syllabi, guides regarding the Consejo Técnico (Technical Council), school supervision, and teacher hiring and contracts; and the catalog of professional development. In addition, the second study included an analysis of the undergraduate program study plans for the three universities which the teachers attended.

The data analysis was developed manually. Each data coded individually and then compared and consolidates with other sets. The categories that emerged were evaluated based on literature.

Despite the difference of more than ten years between the studies, the researchers found a lot of similarities of the characteristics in the classes, checking students' list, writing contents, developing book activities, and check them without explanation most of the times, students were chosen at random to read their answers with no opportunity to put into practice their skills in the language.

The amount of time for the English class is another topic the teachers of both studies consider an obstacle to reaching the goals proposed, the class time is reduced with activities like the opening, checklist or homework, and so on so. The time is not enough to develop meaningful classes in which all the students have the opportunity to participate and practice.

Another hinder is that due to a large number of students in the classrooms is difficult for teachers to develop individual practice activities, reinforcement in students' weaknesses, games, etc.

The students' language skills are very heterogeneous; this particularity indicates that teaching should be according to the knowledge of each one, not the same for all students how it is.

The lack of resources like computers, tape recorders, CD players, or projectors among others, is other obstacle that teachers are exposed to develop their labor.

The researchers conclude that teachers need the required conditions and resources to carry out innovative classes that wake up students' motivation.

Educational entities of the government must identify the real educative contexts before implementing changes, that schools' authorities take part in executing policies to enhance the teaching and learning process.

Main points gained from the item:

The study base on an instrumental descriptive case study with a qualitative approach, which describes in detail the event without a hypothesis, judgments provides a basis to build theory for future comparison and a narrative report.(Corbett, et al., 2015)

As the researchers expressed, the semi-structured interview is a suitable instrument to identify different aspects of the participants.

The qualitative approach is a proper way that offers detailed information about the phenomena. The data collected is flexible during the process and also allows the explanation of situations. (Houser, 2020)

The educative policies in Mexico changed from grammar and translation to Communicative Language Teaching (CLT). While the first method bases the classes in the mother tongue with little use of the L2, long grammar explanations, reading of complex texts, exercises based on a translation to the mother tongue, and the pronunciation is not a priority. The CLT method is focused on all of the components of communicative competence (grammatical, discourse, functional, sociolinguistic, and strategic). The

language techniques include the functional use of the language and the organizational language forms, fluency is more important than accuracy reinforcing the use of the language in real contexts with the support of teachers' feedback, possibility to develop styles of learning and autonomous learning, teachers are facilitators and guides and students are the center of the teaching-learning process and active participants of cooperative and collaborative learning.(Brown, 2007)

The first study was developed in three different schools, each one with different socio-economical contexts; middle class, low-middle class to middle class, and low-middle class to poor, respectively. The second study includes a school in a town near the city.

The participants in the study coincide there is a contradiction between the educative policies and the reality they live in the classrooms. Aspects like limited time, the high number of students per group, the heterogeneity of language skills, or the lack of adequate resources are factors that have hindered an assertive learning and teaching process of the English language.

This study is a proper resource to identify the educative policies implemented in the past. The results obtained, and the evolution of education through time is useful to compare and evaluate the educative practice nowadays.

Opinion of the content:

In the study, gathering data directly from the teachers' voices was crucial to identify the reality they live in the classrooms and conclude that despite creating new policies, they are not implemented because of the characteristics of the educative and social contexts.

The qualitative approach allowed the researchers to describe accurately the data collected, to

transcribe the recorded interviews avoiding omitting, or misinterpreting the data gathered by the researchers. Similarly, the class observations permit researchers to study the processes of education in naturalistic settings; (2) provide more detailed and precise evidence than other data sources; and (3) stimulate change and verify that the change occurred. (Ornstein, 1995)

The different characteristics of the educative contexts chosen in the first study were an asset to amplify the reality of the country, obtaining more data to be analyzed. (Singh Maini, 2000) However, the second study only analyzed one context with different social characteristics to be compared adequately. In my opinion, this sample is not enough to represent the reality of education in the country.

It is comprehensive to deduce the little changes that occurred after the implementation of the CLT method.

The situations described by the teachers, participants of the study as the number of students per classroom, the insufficient class time, and also the few opportunities for professional development are some of the context obstacles that influenced the little changes that occurred after the implementation of the CLT method which is mainly based in communicative competences, and difficult to implement in a context like the one previously exposed.

Contribution made to the investigation:

To use statistical computation is more accurate than manual computation. (Ariola, 2006)

To include in the second study not only one sample, and also contexts with similar characteristics to the first one, would have strengthened the data for comparison.

Deeping on the analysis of the documents as syllabi, timetables, guides, etc. And also the programs of the universities where the teachers studied, to identify the weaknesses in the educative system.

Thoughts triggered as a result of reading the item:

It was shocking to know through this study that despite the different restructurings in the educative system, the reality at schools has been the same for more than ten years, and we, unfortunately, continue “Dancing around the ring”. These findings invite us to reflect on our performance as teachers and to be conscious that we are called to break this vicious circle.

The educative policies must base on the reality of our contexts; they must create to be a support and not an obstacle in the teaching and learning process.

Hard work for researchers is to find assertive changes in our educative contexts that allow transcendence according to the needs of our students and society. It is education that must adapt to the students and not the students to the educational policies.

Item No.	4
Location of item (url):	https://revistas.unal.edu.co/index.php/profile/article/view/51996
Date reviewed:	2021-1
Item title:	Unanswered Questions in Colombia's Foreign Language Education Policy
Full bibliographic citation (APA):	

Bonilla Carvajal, C. A., & Tejada-Sanchez, I. (2016). Unanswered Questions in Colombia's Foreign Language Education Policy. *Profile: Issues in Teachers' Professional Development*, 18(1), 185-201.

<https://doi.org/10.15446/profile.v18n1.51996>

Purpose of reading the item:

Gather information on EFL teaching and learning contexts to carry out a critical analysis of its content and extract relevant information that serves as a starting point to guide LLEI students in the construction of significant theoretical knowledge to support the process of stating research projects focused on subproject 3.

Brief notes from the content of the item:

Foreign language education in the country has promoted standardized measures, highlighting the English language as a global means of communication, while the governments of the day divert the objective of foreign language educational policies from educating critical and resourceful citizens who can contribute to society.

This project analyzes the educational policies implemented in Colombia from the 19th century to today, reflecting on the transition of the implemented policies and the adoption of English as a foreign language in Colombian education.

Background.

In 1928 the governments established the teaching of Spanish, Latin, Greek, French, English, and an indigenous language without any result; the Latin was suppressed definitively in 1970, and French was adopted for secondary schools in 10th and 11th grades, again without causing any impact; ten years later the

British Council stated that the MEN based their foreign language policies in political decisions more than educational reasons (British Council as cited in de Mejía, 2012b).

The political constitution reform of 1991, enabled the expansion of massive imports from Europe and the United States, triggered a need for improving the English level of students and especially of the teachers.

In 1991, the Colombian government reached an agreement with the United Kingdom, through the British Council called Colombian Framework for English (COFE), which proposed to increase the number of hours of English and the inclusion of an investigative component (Rubiano, Frodden, & Cardona, 2000). Then in 1994, the general education law (law 115 / 1994) promulgated the need for a conversation and reading component in a foreign language (Congreso de Colombia, 1994).

Ten years later the MEN, again with the assessment of the British Council launched the National Program of Bilingualism (NPB) 2004-2019 which attempt for 15 years to promote learning English in schools and universities and incorporate the European common Framework of Reference (CEFR). In 2013 some articles of the general education law were modified through the Ley de Bilinguismo, boosted the program, but by not having their standards it was replaced by the program Colombia Very Well! (CVW) 2015-2025, launched by President Juan Manuel Santos and the minister of education María Fernanda Campo with a budget of 1.3 billion Colombian pesos. The official document was entirely designed by a consulting agency (McKinsey & Co.) with some telephone interviews of a few chosen professors (as it is printed on the CVW document, p. 110), stated language learning as a response to the needs of the captains of industry to supply factories and businesses with a workforce in English (Reyes, 2015), and which surprisingly after five months was again substituted by a new program called Colombia Bilingüe (CB). 2014-2018. In this regard, different authors expressed the decontextualization to measure language

proficiency, the use of English language learning as a workforce for companies, the implementation of textbooks out of context to benefit foreign publishing houses, or the idealization of the English language.

About the British Council authors González (2007); Vélez-Rendón (2003) and Pennycook, (2013) opined that the objective of this institution was to spread the British culture through books, teaching training, evaluations, supported on British political and economic interests. The objective of the program is not to promote social and personal empowerment, but to emancipate students to provide the call centers franchises (Santos, 2014).

The NBP defended the English language as the only one capable of promoting success and economic empowerment. (Fandiño-Parra et al., 2012), and also stated that English communicative competence was the road to opportunities for citizens, social mobility, and people's development (Programa Nacional de Bilingüismo, n.d.). However, this plan has been one of the most criticized. From the official documentation, the NBP states that English communicative competence is the road to opportunities for citizens, social mobility, and people's development (Programa Nacional de Bilingüismo, n.d.), which allows us to deduce that for the MEN the English language was the only one capable of offering the empowerment of economic success (Fandiño-Parra et al., 2012), evidenced the economic interest of the government, also considering that bilingualism only corresponds to the English language (Bermúdez Jiménez & Fandiño Parra, 2012; de Mejía, 2011), ignoring the multilingual nature of the country. To add, the educative community or indigenous communities were not taking into account the design, planning, and implementation (Correa & Usma Wilches, 2013). The imposition of a bilingual program without taking into account the students' flaws in the Spanish language; the lack of clarity in the policies to achieve the objectives in the bilingualism program (Cárdenas, 2006); the different strata in the country (Valencia, 2006); the monolingual and monocultural context, the unrealistic goals and the envisaged an idyllic, nonexistent group of students

(Guerrero Nieto, 2008) influenced the ineffectiveness of the NBP, and how Minister María Fernanda Campo accepted it when she said that the failure of the program was due to a misdiagnosis of the real levels of performance in the country (Diario LR, 2014).

The low performance of English teachers provoked as a consequence the adoption of foreign standards; this adoption was chiefly driven by the need to respond to the changes associated with economic globalization (Peña Dix & de Mejía, 2012)

The CEFR was adopted because of the “soundness of its proposal, and applicability to the educative field” (Programa Nacional de Bilingüismo, n.d., para. 6, our translation), accepting an external authority (Usma Wilches, 2009), imposing a hegemonic discourse (Cárdenas, 2010), which decontextualization was criticized, demanding for standards based on the real context (Ayala Zárate y Álvarez, 2005), and in the same condition, the Basic Competency Standards (BCS) in Foreign Languages: English which tools are simply “a vehicle used to spread a hegemonic and ideological influence and to alienate teachers’ beliefs and practices within English language education” (Guerrero Nieto & Quintero Polo, 2009, p. 135). De Mejía (2011) forewarned that taking the European perspective without modification to the local setting may end up as a distortion of the intended aim.

CB continues with goals as opposed to human and social development. All people touched by foreign language teaching and learning called for humanistic and social empowerment with a different philosophy of action (Torres-Martinez, 2009). This plan was introduced in early 2015 with three lines of action: teacher education, use of materials, and pedagogical design.

Without any explanation, the CB only covers 36 cities, in which three hundred foreign native trainers would provide communication in English with experience in different disciplines with some teaching experience, but any knowledge neither in Spanish language nor language teaching and didactics. This plan

established one new national curriculum, but paradoxically with the use of materials of the CVW. Van Dijk (2010) stated that this model benefits the elites providing them a trained workforce.

English programs can be restructured in almost all, except for instructional materials, the CEFR, and the British Council. In addition, the plans continue to forget that bilingualism is much more than a linguistic code separate from the students' native language (L1) dimension, their multi-literacies, and intercultural awareness.

Discussion and Conclusions

In the conclusions, English is presented again as the only language able to open scientific and technological progress (Guerrero Nieto, 2008). A royal road to include the country in a global economy (García León & García León, 2012).

The adoption of the English language answer to a history of colonialism, economic and political interests, and the need for a trained workforce.

The restructuring of the next program must have clear the concept of bilingualism, taking into account bi- and multi-literacy as an educational mission, and as apriority reading and writing, promoting in the schools the development of BICS: Basic Interpersonal Communication Skills, and CALP: Cognitive Academic Language Proficiency (Cummins, 2008) to permeate their linguistic repertoire.

Governments can support the master of a language to make the students participants of the second language culture or to qualify them to serve foreign employers.

They must establish a bilingual or even a multilingual program guided by academics and researchers democratically chosen to propose suitable alternatives without the dominance of foreign domination, represented in books, tests, teaching training, etc (see Pennycook, 2013). to educate students as bilingual human beings and not cheap workforce; guaranteeing better quality of life, linguistic membership to as

many cultures and views of the world as possible.

CVW was designed by a foreign company of financial consulting without the participation of academics, researchers, or educators because of the need to supply the business process outsourcing sector (BPO), and to prepare graduate students to achieve academic mobility, internationally-competitive scientific production, or upgrade the ranking of universities.

The name of the National bilingualism plan has been changed by the National English plan (excluded L1), and there are no clear distinctions between the NBP, CVW, and CB either.

CB does not cover all the educative institutions causing unstable results, but also unbalance in the language education approaches. This plan considers that the quality and success in teaching is achieved with native or near-native teachers, and continues to measure teachers' proficiency with the CEFR, to upgrade English teachers' CEFR level one or two letters (i.e., A1 → A2), to include 1,400 foreign native speakers, as a complementary strategy to help students communicate effectively in the L2. In higher education, teachers must reach the B2 level for a promotion or incentives, English as a requirement in technical and professional university programs, and B2 level is requisite in English Bachelor programs. More worryingly, all Bachelor's programs in English will also need to have native English speakers, as well as provide their students with internships abroad. These requirements affect English Bachelor programs and the general evaluation system. The objective of this plan is to prepare a cheap workforce with English skills for the Business Process Outsourcing (BPO) and tourism sectors, instead of productive, entrepreneurial freethinkers. In Colombian initiatives for bilingualism, the linguistic product is intended as the investment-profit mindset. (language = product) (Fandiño-Parra, 2014; Torres-Martínez, 2009).

Aurelio Espinosa Pólit one of the experts in the life and work of Andrés Bello expressed that reducing the education of the young to the training of specialized technicians would be a suicidal objective

for any country (Espinosa Pólit, 1981).

Unanswered Questions

The authors of the Project stated the next questions aiming to be discussed by the government officials, schools, universities, technical institutions, teachers, professors, scholars, administrative staff, parents, and, importantly, bachelor undergraduate students.

1. Why does the government continue replicating previous flaws that have already received criticism thereby plainly ignoring the extensive body of literature that stands against those flaws?
2. Why was CB a clean slate after CVW was launched?
3. What is the notion of education that the government truly seeks, and especially of English teaching? Training for the minimum-wage workforce? English as a skill for technical literacy in an inner-circle-dominated world?

All curriculums must have an educational philosophy; however, it does not mean that they will benefit the users. In CB learning language is based on grammar memorization and metalinguistic knowledge; the plan does not include interdisciplinary approaches, for instance, Content and Language Integrated Learning (CLIL), an approach where students learn subjects through the second language. This mechanical level of the language automates people in a world where critical thinking is essential to survive.

4. Why has Colombia Bilingüe 2014-2018 (until the revision of this paper) decided to implement this policy in what they called “focus areas” and not the rest of the country as stated before? What will it happen to the rest of the country?

Maybe the goal would have been too ambitious to implement the policy in all country or to ensure a considerable percentage of significant outcomes (increased number of hours in English, incorporation of

technological support, enhanced levels of the language, covered training sessions, and immersions, observations by the MEN, etc.) over a selected population. Most cities, rural villages, and communities did not have any changes.

5. Why is an English-only policy tantamount to “bilingualism” for the government and why are PROFILE Vol. 18, No.1, January - June 2016. ISSN 1657-0790 (printed) 2256-5760 (online). Bogotá, Colombia. Pages 185-201 197 Unanswered Questions in Colombia’s Foreign Language Education Policy other types of bilingualism with other relevant or official languages such as Spanish-Mhuysqa, Spanish-Ticuna, or even multilingualism Spanish, English, Portuguese not part of the bilingual milieu?

6. Will the forthcoming curriculum consider bi and multi-literacy dimensions as part of bilingual students’ language development?

7. How does Colombia Bilingüe plan to articulate itself with current pre-service and in-service English teachers’ agenda for all levels, especially with Bachelor programs that others consider foreign languages in addition to English?

A key element of today’s education goals is to be leadership-oriented. To understand that it is not only about teaching and learning a new language. This means that students and teachers are enabled to make autonomous decisions, solve problems that affect their community, and put their strongest intuitions into practice to engender change for a better world, understanding our role in society and that of the others around us, as a contribution to reach our most important goals as a country: the eradication of poverty, the reduction of inequalities, and the termination of the war.

Main points gained from the item:

This item is useful as a mean of consultation due to presents a summary of all Colombian educational policies since 1826 with the implementation of different languages such as Spanish, Latin, Greek, French, and English in the classrooms; the constitutional reform of 1991 which strengthened imports and relations with the United Kingdom through the British Council, creating the Colombia framework for English (CFE). It also addresses the general education law, the Plan Nacional de bilingüismo 2004 – 2019 (PNB) in which the Common European Framework of Reference (CEFR) was introduced, the bilingualism law of 2013, the plan Colombia Very Well! 2015-2025 (CVW) which was designed by a financial consulting agency and lasted 5 months; and finally, the current plan Colombia Bilingüe 2014-2018 (CB) in which it was proposed to disseminate British culture through texts and different materials, promotes the workforce and has been implemented only in 36 cities of the country.

The study presents a critical description of the researchers about foreign language teaching policies in Colombia, and in the same way, it tries to answer the questions that emerged through the study in a critical way.

It was only after the Second World War that English became the most important foreign language in Colombia due to the economic expansion, social, political, and economic influence of the United States. A report by The British Council revealed that the implementation of English and French in the school curriculums was the result of political pressures rather than educational considerations. (Finardi, 2019) Actions as the adoption of the French language in 10th and 11th grades after the visit of the President of France, the expansion of imports from the USA and Europe promoted the improvement of the English language, the agreements with the United Kingdom through the British Council with the COFE program and NBP, the design of CVW by a foreign financial consulting agency fostering the workforce and adopting textbooks and materials of the major publishing houses, or British Cultural propaganda in teaching training,

and proficiency evaluations are some of the examples through which the researchers unveiled the strong influence of political and economic interests of foreign contexts in the design of the educative policies in the country.

The Project highlight that education in a foreign language is not only to learn grammar or vocabulary, or to develop its skills; the real goal is to develop these skills to be critical thinkers, aware of the context that surrounds us to contribute to its improvement.

Opinion of the content:

The study does not present an elaborate and detailed design, however, it is sustained in reliable data that enable the researchers to support their critical description of the facts dealt with in the investigative project. According to (Dörnyei, 2007i) a sophisticated research design or complex analytical technique can be a substitute for creative thinking that is grounded in reality.

Researchers mentioned that “in higher education teachers must reach B2 level for a promotion or incentives, and English as a requirement in technical and professional university programs, and also that students from Bachelor programs in education, major in English, will need to reach a B2+ for the program to receive official accreditation. More worryingly, all bachelor’ programs in English will also need to have native English speakers, as well as provide their students with internships abroad. CB’s aspirations affect the structure of undergraduate-level teacher training programs and the general evaluation system. My question is How these aspirations will affect the bachelor programs and the general evaluation system? In countries like Finland, the master’s degree has become the basic and compulsory requirement for a teacher to be able to teach in Finnish schools, including for pre-school education (BBC, 2018), and this country has the best

education in the world, why not then prepare our teachers for a better education? How to teach something that is not mastered? It is not about bringing 1,400 foreign native speakers to teach English in the schools, it is about training our teachers so that they are the ones who teach our students.

The researchers included some authors statements related to our indigenous languages “the indigenous communities were not taking into account for the design, planning, and implementation (Correa & Usma Wilches, 2013). “since it is deemed as the language of the new world, the sole language worth promoting and the one that opens scientific and technological progress with the exclusion of indigenous languages (Guerrero Nieto, 2008), “Bilingualism is thus presented as a rigid conceptualization fostered by myths (Guerrero Nieto, 2008), at the expense of the full recognition of all other indigenous languages and the multilingual nature of the country”, and others about the English language as second language in our country: “the misconception that English is the only language that might open the doorway to success and economic empowerment (Fandiño-Parra et al., 2012)”, “From the official documentation, the NBP states that English communicative competence is the road to opportunities for citizens, social mobility, and people’s development (Programa Nacional de Bilingüismo, n.d.). In sheer opposition, Valencia (2013) criticizes the willingness to introduce English as the foreign language of choice, as though it was a natural solution. To Colombia’s case meaning that people “often make linguistic choices that reinforce existing social, political, and economic inequalities; and, in doing so, they collude in their collective disempowerment and/or dispossession” (as cited in Samuelson & Freedman, 2010, p. 203).

In my opinion, it is not about forgetting our roots, our indigenous languages, or our culture by learning a foreign language. It is about taking advantage of it for our benefit, in a globalized world reality that we cannot change. It is important to recognize that the teaching-learning of English is more than a

linguistic code, but as a lingua franca it is a reality that opens doors on a professional and economic level in a country. We can develop a social sense, know the problems of our region, our culture through learning another language; It is not about separating the two languages to deify the foreign one and detract from ours, we can kill two birds with one stone through learning a new language.

Contribution made to the investigation:

Listening to the voices of some of the actors implicated to corroborate or debate the points of view expressed by the researchers in the project would have strengthened its content.

Thoughts triggered as a result of reading the item:

The challenge for teachers is to educate students in an integral way, critical human beings capable of debating and contributing to the progress of our society. End with the erroneous concept of considering them as simple receptors of knowledge but rather that they are the engine to develop as a human being to contribute to the solution of the problems that our country faces.

To continue listening to the voices of educational researchers in the insistence to include members of the educational community, for the design of educational policies according to the needs of our context, as a means to confront neoliberal policies and the intervention of foreign governments with interests own in the educational decisions of our country.

To develop agency in the students, the true goal is to be critical thinkers through this learning, aware of the context that surrounds us to contribute to its improvement; develop us as autonomous human beings and not as puppets of neoliberal policies to satisfy international markets through the different agreements

between governments. We cannot be trained in universities to be a product but as human beings trained to contribute to our society and not to supply international markets as cheap labor, but as an important and useful skill that contributes to professional success.

Expert educational researchers on the subject must begin to make their voices heard about studies that contribute to the implementation of the next educational plan from 2026, and advocate for the participation of the right people in the design of educational policies to avoid be permeated by political-economic interests and foreign interference.

Item No.	5
Location of item (url):	https://revistas.unal.edu.co/index.php/profile/article/view/55676
Date reviewed:	2021-1
Item title:	Citizenship Education and the EFL Standards: A Critical Reflection
Full bibliographic citation (APA):	
Calle Díaz, L. (2017). Citizenship Education and the EFL Standards: A Critical Reflection. <i>Profile: Issues in Teachers' Professional Development</i> , 19(1), 155-168. https://doi.org/10.15446/profile.v19n1.55676	
Purpose of reading the item:	
Gather information on EFL teaching and learning contexts to carry out a critical analysis of its content and extract relevant information that serves as a starting point to guide LLEI students in the construction of significant theoretical knowledge to support the process of stating research projects focused	

on subproject 3.

Brief notes from content of the item:

One of the benefits that connectivity has presented the 21st Century is to allow knowing the cultural diversity of the world and becoming aware of the importance of educating as "citizens of the world." (Evans, 2016), and this task corresponds to the teachers, who first have to prepare themselves as global citizens to be able to implement their knowledge in the classrooms; as a contribution, Unesco has published a guide on how to implement global citizenship education (GCE) in the classroom (UNESCO, 2015).

Although the government has tried to implement citizenship competencies standards in schools, English Language Teaching (ELT) and global citizenship education (CGE) seem to have no connection between them, although foreign language classrooms seem to be ideal for their implementation (Birch, 2009; Guilherme, 2002), and thus strengthen local identity, acceptance cultural diversity, participation in the world and contribution to peace.

The study presents an analysis of the relationship between EFL and GCE.

Literature Review

Notions of Citizenship.

The history of the citizens stretches from Athens and Sparta and Rome (Horrach, 2009; Preuss, 2003). Then, the French revolution and the civil mobilization of the middle class caused a change of what was considered a citizen along the French borders (Horrach, 2009).

A simple definition of citizenship or its synonymous nationality (Horrach, 2009; Kerber, 1997) in a dictionary can be "Someone who legally belongs to a particular country, and has rights and responsibilities

there, whether they are living there or not”. (Pearson, 2008, p. 305), however, in the post-modern world, it also implies legal, political, social, cultural, and identity-related dimensions. (Preuss, 2003).

Different views on citizenship can be found in Dagnino (2005); a population of a state, inhabitants, or bearers of rights, the right that people have to participate in public affairs, citizen involvement in decision-making, and also as producers or consumers in capitalist agendas; although the notion of citizenship is highly permeated by particular configurations of society, power, state, and history.

Nowadays, citizenship has become a prominent term at the international level in different fields; in education, schools are called to educate good critical citizens who can participate in democracy, in the construction of societies, with a sense of identity, capable of working with others and to make responsible decisions about themselves and the environment. (Delors, 1996; Kymlicka, 2001; unesco, 1990)

In line with the Universal Declaration of Human Rights Delors (1996) declares that the role of education is to build a more caring world through knowledge and respect of cultures and values of different civilizations.

Based on UNESCO and other objectives on the development of critical citizens, national policies tend to solve conflicts, recognize diversity and protect the environment, among others. Conversely, these policies are not enough to develop the skills and attitudes of citizens in schools or everyday life.

Global Citizenship Education

UNESCO highlights the importance of GCE, in which strengthening global citizenship is one of the three educational priorities and whose second objective is to empower learners to be creative and responsible citizens of the world. The CGE is a general term that is based on sustainable development, peace, values, civics, Human Rights, global education, intercultural awareness education, environmental education, education for social justice and equity among others. (Evans et al., 2009; Tawil, 2013). The main

objective of the GCE is to empower apprentices to assume active roles locally and globally to face and solve global challenges and to become proactive contributors to a more tolerant inclusive safe and sustainable world.

In 2015 UNESCO launched the Topics and Learning Objectives for Global Citizenship Education intending to explain the three main conceptual dimensions of the GCE.

1. Cognitive: To acquire knowledge, understanding, and critical thinking about global, regional, national, and local issues and the interconnectedness and interdependency of different countries and populations.

2. Socio-emotional: To have a sense of belonging to common humanity, sharing values and responsibilities, empathy, solidarity, and respect for differences and diversity.

3. Behavioral: To act effectively and responsibly at local, national, and global levels for a more peaceful and sustainable world. (p. 15)

This initiative has been welcomed by different countries and although UNESCO has provided ideas on how to implement and monitor them, the challenge is how to teach them and verify what is being internalized by students.

Citizenship Education in Colombia

Education in Colombia is divided into three levels; the basic primary that covers from transition to fifth grade, the basic secondary goes from sixth to ninth grade, and high school covers tenth and eleventh grade. Public education in Colombia is free and is usually accessed by lower-class students; the middle and upper-middle classes regularly attend private schools, some of which offer bilingual education. Colombia is evaluated through the *Saber* Test that is applied to grades 3rd, 5th, 7th, 9th, and 11th in mathematics, critical reading, social sciences and citizenship, science and English, and results are reported in two sub-sections:

citizenship competencies and quantitative reasoning (Icfes, 2015).

Colombia has been an example in the integration of Citizen Education in its curriculum, promoting the development of citizen knowledge, skills, and values in the country with the publication of the basic standards of citizen competencies (Men, 2004) and the creation of a chair for peace in Colombia. 2014 and its regulatory resolution in 2015.

The citizenship competencies standards aim to develop knowledge and cognitive, emotional, and communicative skills to participate democratically in society, pluralism of values, and construction of joint peace. (Men, 2004). It aims to develop skills, attitudes, actions, and reflections that strengthen peace and coexistence, promote participatory democracy, responsibility, social-cultural strengthening, and gender differences, among others. (Jaramillo, 2008)

This government initiative fosters a cross-curricular approach to the implementation and putting into practice citizenship standards and competencies in all subjects of the curriculum for all members of the educational community. Citizen competencies have been classified into three macro-groups: peace and living together; democratic participation and responsibility; and plurality, identity, and valuing of the differences; Each of these groups present a fundamental dimension for the exercise of citizenship and contributes to the promotion of respect and the defense of Human Rights present in our constitution (men, 2004, p. 12).

Similarly, the competencies have been classified into 5 types: knowledge, cognitive, emotional, communicative, and integrative. Accordingly, the government presents a list of standards ranging from first to eleventh grade in the Colombian educational system.

Due to the decentralization of education in Colombia, each school is autonomous to build its curriculum and implement the standards according to its context; some implement them as subjects called

citizenship or citizenship competencies which are included within the area of social sciences and others have been incorporated as a cross-curricular endeavor.

Conversely, The peace Chair created by law 1732 of 2014, was proposed as a separate subject and stipulates that schools should develop at least two of the following topics in this class: (a) justice and human rights; (b) sustainable use of natural resources; (c) protection of cultural and natural wealth of the nation; (d) peaceful resolution of conflict; (e) bullying prevention; (f) diversity and plurality; (g) participation in politics; (h) historical memory; (i) moral dilemmas; (j) social impact projects; (k) history of national and international peace agreements; (l) life projects and risk prevention, and its objectives included in the component of citizenship competences in *Saber* test starting in 2016.

To strengthen civic and citizenship education, Colombia has participated in different studies, one of which was carried out between 2008 and 2009 by the International Society for the Evaluation of Educational Achievements, who implemented the study “The International Civic and Citizenship Education Study” (iccs) among 38 countries of the world, through which they classify students in levels of one to three according to their performance in the civics and citizenship component in the test. Colombia ranked 29 among 38 countries, 35% raised to level 1 (students at this level are familiar with the democratic principles of equity, social cohesion, and freedom, and they relate those principles to everyday situations), 21% level - 1, and only 11% raise level three (students should be able to make connections between processes of political and social organization, and the legal and institutional mechanisms used to control them). The study concluded that Colombia still has a long way to go to achieve international standards in citizenship education.

Citizenship Education in English as a Foreign Language

As stated above, citizenship education must be included in all subjects of the curriculum but EFL is

the ideal context due to its cross-cultural nature, that according to Guilherme (2002) the interaction with oneself, with the other, and with the world must be constant from a critical point of view, encouraging students to be more participatory in democratic and political societies.

EFL should be integrated with the goals and objectives of the GCE and national citizenship standards to contribute to the education of active citizens of the world.

Analysis of the National Standards

Standards in foreign languages were established by the Ministry of Education in 2006 with the objective of “contributing to the education of citizens capable of communicating in English, with internationally comparable standards” (men, 2006). These standards were designed by a group of teachers from all over the country based on the Common European Framework of Reference (CEFR) for Primary, Secondary, and High School in five skills. Listening, reading, writing, monologues, and conversation. The goal was to take students from level A1 to level B1 through the entire educational process.

Although this document has received some criticism from the Colombian academic community (see Ayala & Álvarez, 2004; Barletta, 2009; de Mejía, 2011; Guerrero, 2010; Guerrero & Quintero, 2009; Sánchez & Obando, 2008; Vargas, Tejada, & Colmenares, 2008; among others), the objective of the author is to suggest, supported by some conclusions, the implementation of GCE in EFL classrooms.

For data analysis, the data-driven approach was used, employing three steps. First, reading carefully, extract and classify in a table the EFL standards in which the teaching of Citizenship Education could be included. Second, analyze and extract the national standards of citizenship competencies that could be associated with those previously classified. And third, the connections between the GCE dimensions and the EFL standards were sought.

The results of the analysis were divided into three sections.

General Findings.

-There is no clear evidence of the inclusion of global citizen development in EFL competencies and many of the critical and intercultural aspects of language learning are not considered in the standards.

-When standards do promote some traits of citizenship, they refer to some themes of the socio-emotional domain of learning (UNESCO, 2015).

-Very few themes from the cognitive domain and none from the behavioral were found. (This could be considered as a limitation of the Colombian standards, neglecting knowledge and action, which are vital for educating real active global citizens).

- The standards that promote citizenship development are those associated with sociolinguistic competence, and they reflect a superficial notion of global citizenship. The connection between the standard and the theme is shallow, and will not ensure the achievement of the learning objective related to the different levels of identity.

- Most traits of global citizenship development present in the Colombian EFL standards target the pre-primary and lower primary learning objectives (UNESCO, 2015) and primary citizenship standards for (early) primary grades (Colombian Citizenship Standards).

- Many of the global citizenship traits in the EFL standards are in the elementary and lower -primary learning objectives and the primary citizenship standards for the elementary grades.

-GCE-related standards for upper secondary levels are very basic in terms of global citizenship which can occur because the English level of students is not very high, Therefore, it is concluded that it is not likely that students will develop the GCE in-depth in their English classes.

An explicit connection is not observed between Colombian citizenship competencies and all areas of the curriculum.

The Role of Reading in the Colombian EFL Standards.

Through the analysis of the EFL standards, it is evident that reading is considered an enjoyment, an enriching habit, an important activity, or a means to acquire information on different disciplines. Despite this, there is no reference to reading as an opportunity to discover other worldviews, global problems, understanding complex conflicts, concepts of equality or discrimination among others.

Standards That Can Potentially Help Develop GCE

Although the standards do not specify the implementation of Citizen Education, teachers could develop Global Citizenship Education (GCE) in classrooms, covering content related to the environment, identity, social problems, interculturality, among others, that impact the lives of students to transform and improve their reality and that of the world.

Conclusions

Nowadays, education for world citizenship has gained great importance in educational contexts since it tries to educate people capable of interacting with global dynamics related to the environment, development and sustainable care, intercultural relations, identity, and the construction of peace among others. The analysis showed some lack of compatibility between citizenship skills and the objectives of English as a foreign language in the curriculum.

The analysis revealed three main findings.

1. GCE is not immersed in EFL where self-identity and acceptance of others are crucial.
2. The national Citizenship Competences Standards (CCS) proposed citizen education in lower-level skills in EFL.
3. The GCE can be developed through critical reading in the English courses.

- The basic standards of citizenship competencies are one of the main objectives of the educational system in Colombia, in contrast, these have not been visible within the curricula in schools; It is then necessary to re-evaluate for citizenship education to be established and truly implemented within the teaching and learning process.

- Implementing content and methodologies that take into account citizenship education in EFL contexts allows the GCE to be applied correctly in classrooms to be later replicated outside of schools.

- It is crucial to implement the GCE within the curricula in the Bachelor programs to educate the students-teachers, and in the same way the EFL teachers as global citizens; providing them with the tools so that they can transmit values and attitudes of citizenship in their classrooms.

- The power of the language can be taught in the English classes allowing reflecting students on how they use it, and the effect it cause on others, to establish positive social behaviors through it. In this way, they would be implementing the GCE into the classrooms.

- It is necessary to continue investigating how to implement GCE in classrooms and the impact that the implementation of citizenship skills has had in schools.

The integration of GCE and EFL can be seen in the English curriculum pilot plan implemented by the national government in 2016 in secondary schools, in which the most important principles are based on diversity, equity, and citizenship from which hopes to continue researching its impact on educational contexts.

Main points gained from the item:

-The data-driven approach is suitable for the objective of the researcher due to it allows the analysis

and interpretation of factual information and helps to predict the future by using past and current information. However, data modeling requires effort and time investment. There are different computer programs for implementing Data-Driven. This approach requires transparency, accountability, and morale. (Harappa Diaries, 2020)

- The study exposed the basic standards of citizen competencies (Men, 2004); its aims, approaches in line with our national constitution, cross-curricular implementation in educational contexts, weaknesses, and challenges. And The peace Chair created by law 1732 of 2014, its objectives and topics.

-The results of the study carried out by the International Society for the Evaluation of Educational Achievements, through which they classify students in levels of one to three according to their performance in the civics and citizenship component in the test. Only 11% raised to level 3 and Colombia ranked 29 among 38 countries.

- The study emphasized the impact of language in the construction of citizenship, to transform their realities and contribute to peace.

- The study divulged the shallow form of how the Citizens Competences Standards and GCE are included in schools' curriculums.

-The researcher showed the particular and suitable characteristics of EFL contexts for implementing Global Citizenship Education (GCE), suggesting the use of the reading skill in texts related to world news, to create awareness in students about world problems and the importance of inclusion, respect for others, and for the environment among others.

Opinion of the content:

The topic developed on education for citizenship in school environments in this project is essential for the construction of a fairer and equitable society. Despite this, it is worrying to learn through this study that education for citizenship is only briefly included within school curricula despite the standards of citizenship competencies established by the MEN.

The conclusions of the study reveal the imperative need to restructure the curricula in schools to include and experience citizenship education in a visible way, to achieve a positive impact on the social transformation that the country needs, highlighting how English classes are the ideal environment for implementing citizenship education. In the basic standards of citizenship competencies, it is clearly stated that citizenship training is of vital importance, taking into account the current circumstances of our country in search of alternatives to overcome difficulties in issues such as conflict resolution, social exclusion, citizen participation, corruption, building harmonious relationships among others (Ministerio de Educación Nacional [MINEDUCACION], 2004a)

Contribution made to the investigation:

Mentioning the data analysis method would have been an important learning contribution for other researchers consulting this project. It was carried out manually or through a computer program? If the software was used, briefly share the strengths and weaknesses found during its implementation.

Include in the report other more recent statistical studies on citizenship education to have a broader, more accurate, and updated vision of its evolution or involution in our society.

Thoughts triggered as a result of reading the item:

Citizen education is a crucial issue that must be taken into account by educational researchers with contributions that can promote the social transformation of the country. Being a good citizen is fundamental in the construction of society and it is in school where people can learn to be one. It is in the hands of the government with the participation of pre-service teachers, teachers, students, and parents to design and implement educational policies that impact education in the formation of global citizens through strategies such as those suggested by the author of this project to achieve changes at the local, national and international level as a contribution to a better world.

The study reveals that citizenship education is not specified in the standards of basic competencies, nor the school curricula; hence it is not being implemented in a meaningful way within the classroom. So how to educate our students as global citizens?

It is also necessary to investigate how to implement GCE within the curricula of Bachelor programs, so that pre-service teachers become aware of its incidence in the transformation of society, internalize and experience it within their practices with students.

Item No.	6
Location of item (url):	https://www.howjournalcolombia.org/index.php/how/article/view/420
Date reviewed:	2021-1
Item title:	Pre-Service English Teachers' Voices About the Teaching Practicum
Full bibliographic citation (APA):	
Castañeda-Trujillo, J. E., & Aguirre-Hernández, A. J. (2018). Pre-Service English Teachers' Voices About	

the Teaching Practicum. *HOW Journal*, 25(1), 156-173. <https://doi.org/10.19183/how.25.1.420>

Purpose of reading the item:

Gather information on EFL teaching and learning contexts to carry out a critical analysis of its content and extract relevant information that serves as a starting point to guide LLEI students in the construction of significant theoretical knowledge to support the process of stating research projects focused on subproject 3.

Brief notes from content of the item:

Pedagogical practice allows pre-service English language teachers to have direct contact with the world of teaching. During this experience, many students may feel motivated and committed to the profession (Fajardo & Miranda, 2015) or, on the contrary, it can become an unsatisfactory and overwhelming experience.

The study aims to show how the practice of pre-service teachers perceives their classrooms and to unveil how aware they are of the need for a change in language teaching processes.

Literature Review

Studies in Colombia

Some studies on the pedagogical practice of pre-service teachers have been carried out in the country.

Camacho et al. (2012) and Cote (2012) conclude at a technical level that pre-service teachers take decisions they consider appropriate in their practices. Macías and Sánchez (2015) explored the problems pre-service teachers live in and how they face them; and propose a partnership between schools and

universities to prepare them, and also to modify the curriculum, so they can know about school context in earlier stages of their major. (Castañeda-Peña, Rodríguez-Urbe, Salazar-Sierra, & Chala-Bejarano, 2016) focused their study on different aspects in the teaching practice on 184 students-teachers. They showed the pedagogical, social, and emotional relationship they have with their pedagogical advisors for whom there is no evidence of reflection; they were focused on the tasks entrusted by them and on the lesson planning. They recommended training for teachers' advisors to support the pre-service teachers in activities and methodologies.

Other research projects. Pre-service teachers' beliefs (I. Aguirre, 2014; Castellanos, 2013; Fajardo, 2013; Gutiérrez, 2015; Higueta & Díaz, 2015), perceptions about ideological influence (A. Cárdenas & Suárez, 2009; Viáfara, 2016), the development of their research skills (M. L. Cárdenas, Nieto, & Martin, 2005; Posada & Garzón, 2014), the improvement of linguistic or intercultural competencies (Castro & López, 2014; Fajardo & Miranda, 2015; Franco & Galvis, 2013; Ramos, 2013; Viáfara, 2008), their reflections on language teaching (Castillo & Díaz, 2012; Morales, 2016); also, some others propose changes for the curriculum for language teacher education programs in regard to the teaching practicum (J. Aguirre & Ramos, 2011; Bonilla, 2012; Bonilla & Méndez, 2008; Fandiño, 2013; Granados-Beltrán, 2016; Méndez & Bonilla, 2016; Samacá, 2012).

It is a need to continue researching in this field and to explore how pedagogical practices affect pre-service teachers' vision in teaching language learning.

The Teaching Practicum Within Teacher Education

Despite Freeman (2001), stated teacher education is “the sum of experiences and activities through which individuals learn to be language teachers” (p. 72), the lack of knowledge added to other factors such as the students limited time for their practices, can be identified within the educational system. According to

Bullough (1990) and Lucero (2016), teacher education is centered only on content, disciplinary, and socio-cultural knowledge; That means that the student-teachers continue to replicate this mass knowledge without any reflection on the educational context in which they perform (Martínez Boom, 2009). Different courses have been implemented in different educational programs trying to cover the social component, however, they are useful for any professional who wants to become a teacher, and not to create awareness in language students about the educational reality that they have to face in their careers. Fajardo and Miranda (2015) argue that teacher education programs need to build up strategies towards preparing pre-service teachers for professional development and growth.

Context, Participants, and Description of the Experience in Teaching Practicum.

The study implemented small-scale descriptive research with an interpretative approach, in a girls' state school in the south of Bogotá, with ten pre-service English language teachers in their first semester of the teaching practice (The Teaching practice is carrying out in 7th, 8th, and 9th semester). They practiced with two different grades from preschool to fifth grade, one day a week, for about one hour and a half. Two students have some experience teaching English and some of them in preschool.

The students took courses on methodology and didactics; however, they did not cover the contextualization, procedures applied, or knowledge of the students of the schools they have to practice. (Farrell, 2001; Kagan, 1992).

The researchers were their mentors; it allowed the interaction and the assignment of activities related to reflections of their experiences in the pedagogical practice. Each week there was a meeting with the students-teachers to analyze some aspects of their practice; then they wrote their reflections about class planning, students' attitudes regarding activities, their feelings at the end of the practice, and how the mentor could have helped in case of an issue with the class.

Results of the Pedagogical Experience: Listening to Pre-Service Teachers' Voices.

The data collected was analyzed from an interpretative approach (Berg & Lune, 2012), based on the principles of grounded theory, which, according to Richards (2003), “offers a means of developing an understanding of educational contexts” (p. 16), and the main principles of coding (Barbour, 2014) to establish common patterns of three main categories; (a) understanding their classroom, (b) learning from their mentor teacher, and (c) mastering the art of language teaching in general (Brinton & Holten as cited in Farrell, 2001).

Pre-Service English Language Teachers' Understanding of Their Classroom

It refers to the knowledge acquired from their experiences in the pedagogical practices, and the perceptions of the classroom. In this sense, researchers determined three main issues: awareness about pupils' individuality, social and human individuality, and the teacher as facilitator and model.

Most of the students-teachers feel confident to face the practice because of the instruction received at the university; they think about their classes, the role they play in the classroom, the ideal class they should have, and the impact they are causing not just in terms of language but the way they can change their pupils' lives. However, they coincide there is no time for reflections about classroom issues, their experiences, beliefs, fears, and so on. Such spaces are very relevant and the “core” reflection examines how core qualities such as empathy, compassion, flexibility, creativity, and sensitivity operate to assist teachers in making sense of how implicit personal theories play out in explicit practice (Korthagen & Vasalos, 2005). All of these reflections make themselves wonder if the knowledge and skills acquired were sufficient to deal with these. Woods and Kwo (as cited in Orland-Barack & Yinon, 2007), maintain that “the structure of the preparation program often provides little time for reflection and for engaging in reflective tasks” (p. 958).

One of the students declared that she goes beyond the classroom and reflects on her effort to

improve as a teacher and the achievements she can obtain. Likewise, another teacher Reflects on the lives of the students and how through practice she can change their reality. However, she does not have enough time to share their thoughts and experiences.

Lucero (2016) argues that the pedagogical practicum is an event that brings to life the feelings, beliefs, and background experiences of both mentor teachers and pre-service teachers about teaching a language and the fact of being a teacher.

Listening to the pre-services teachers' voices enables them to be aware of their process, and also improving their experiences with students, partners, and advisors.

Social and human individuality.

In a society people assume different roles to fulfill different tasks for this reason school success does not include only academics.

According to Patrick and Ryan (2005) family environment, pupils' context, and personal interest also influence social interaction at school.

One of the participants reflects on how to support their students to overcome their problems, another student-teacher expressed she listening to her students to be able to learn from them, and another highlights the relevance of a pupil's individuality.

Patrick and Ryan (2005) argued that "the way students perceive various aspects of the classroom social environment relates to their own beliefs, which are associated with the use of strategies that in turn influence the nature and extent of their engagement and achievement in academic tasks" (p. 283). Then, the role of the pre-service teachers as facilitators and models to help their pupils to transform their reality takes place (Patrick & Ryan, 2005).

To become a facilitator and model.

As Peters (2012) claims, “pre-service teachers need to develop the skills and attitudes that enable them to critically reflect on others’ and their practice” (p. 35).

One participant expressed her implementation of different teaching strategies because of the different learning styles of the students. Another student-teacher explained she also applies different strategies according to the students’ interests, and to improve their skills.

Pre-service teachers are aware of their role with their partners when sharing their teaching experiences.

Pre-Service English Language Teachers’ Learning From Their Mentor Teacher.

For pre-service teachers it is very important to talk to their advisor about different aspects related to their practicum, they need support to develop their skills, and it is mandatory. These two subcategories emerged from the data.

Appraising mentors’ guidance.

The study participants stated that they would like to have an advisor who fits the profile of the teacher they want to be. Sahan (2017) says that “the important role teachers have in educational systems requires mentor teachers to be equipped with certain knowledge and skills” (p. 217).

One student declared the improvement she has had with the support of her advisor; she also adds it is very important to learn from her example when she teaches and how she behaves with students.

Learning from other teachers’ experiences.

During the program students-teachers must attend lectures about different aspects like teachers’ experiences, research, challenges, and so on; and, this is a valuable resource due to they learn from their experiences. As Sahan (2017) stated, “instructors whose job is to train teachers in teacher training institutions should possess themselves the teaching skills they have to teach within the scope of the

pedagogical formation program” (p. 218)

Two students coincided they use the information gathered in these lectures in their plannings.

The advantage of learning from other experiences increases the student- teachers knowledge and empowers them to be listened to by partners and also by the advisors; contributing to the teaching and learning process.

Pre-service English Language Teachers’ Language Teaching

The pedagogical practice enables pre-service teachers to make sense of the way they are teaching, but also what they need to improve in their practices. In this regard, the analysis reveals two aspects; their vision of teaching and how teaching helps them to learn about pedagogical aspects.

Objectification and normalization of ELT through the reflection process.

In their teaching practices, student-teachers recognize there is a lack of immediate action when some event occurred in the classroom, struggling to solve problems; this is part of the objectification of language teaching (Reagan, 2004). They also see language teaching as a technical profession in which the tools and devices are already designed and what they have to do is only find the correct one and implement it without any analysis (Crandall, 2000; Kumaravadivelu, 2003). Additionally, they have the vision that language is a set of structures that must be carefully saved in our memories and connect the experience they have lived in their classes as students to the idea of what the classroom should be.

According to Magrini (2014), learning is not about transferring, retrieving, or applying knowledge; learning originally is to already know phenomena and to withdraw them to understand them. So, learning cannot happen easily in a normalized classroom, where every single student is seen as an empty vessel that has to be full of the teacher’s knowledge (Freire, 1996).

Teaching as an opportunity for learning.

The teaching practicum allows the student-teachers

Pedagogical practice allows student-teachers to be in a continuous self-evaluation of their practices to understand and solve the different situations presented in the classroom, recognizing that teaching is a social activity that has a direct impact on others. To be aware of the students' interests, needs, backgrounds, etc. These realities must affect directly the way pre-service teachers see education and foster changes in methodologies for teaching English, beyond those that focus only on grammar (Kumaravadivelu, 2003; Lucero, 2016).

Being aware of the importance of relating theory and practice, and how what happens in the classroom is essential to tracing the methodological tracks they will follow in future experiences (Lucero, 2016)

The study revealed that through the practice pre-service teachers have improved their English language skills, their methodologies, and also in a personal way.

Conclusions

Learning from their tutors and peers has allowed pre-service teachers to perceive their classrooms differently, improve their strategies and recognize the impact they have on the lives of their students.

Teachers in training request more space to reflect with their tutors about their pedagogical practices, their perceptions, their doubts, their problems in the classroom and others, and with their support to properly train as language teachers.

Pre-service teachers perceive language and teaching as a technical activity whose methodologies and strategies are already pre-established to transmitting rules and controlling learning, and they cannot be modified. (Kumaravadivelu, 2003; Reagan, 2004). Universities are in charge to modify the curriculums and allow the student-teachers to explore different views about what language teaching is, to propose and

construct new methodologies in which the voices of their students are included, ending up the traditional methods and obsolete practices.

Listening to pre-service teachers' voices is a crucial aspect to reform the curriculums in the Bachelor programs that provide mechanisms to improve the education system.

Main points gained from the item:

The characteristics of the context and objective of the study are adequate for implementing Descriptive-Interpretative Research which according to Henwood and Pigeon; Strauss and Corbin (cited by Miles & Gilbert, 2005) can include Grounded Theory which was implemented in this study. The goal of this type of research is to provide a summary of the everyday events; these and each word in the data must be closely monitored by the researchers, who analyze it thematically using "Free-form" methods, instead of complex methodological ones that require more details and exploration. (Schneider & Whitehead, 2014)

The use of an interpretative approach enabled the researchers a deep understanding of communication in a natural context. However, there may be a risk that the researcher does not fully be aware of the perspectives of the participants and reports their understandings. (Duck & McMahan, 2021)

To add, the researchers used as the only instrument the reflections of the pre-service teachers, which were analyzed from an interpretive approach. However, not all participants may offer reliable data due to frequently respond what they think the researcher wants to hear or what they think makes look good. (Duck & McMahan, 2021), and since no other instrument was implemented for contrasting the information obtained from the reflections, could have been omitted important information for the study or not be sufficient to obtain an accurate interpretation by the researcher as stated above.

Listening to the voices of the pre-service teachers in the inquiry allow knowing the struggles they have to face in their practicum, but also the educational shortcomings, the impact of pedagogical practices in education, and questions the educational policies of the country. As expressed by the researchers of this project, several authors expose the difficulties faced by teachers in training in EFL such as lack of resources, insufficient feedback from tutors, insufficient time for their practices, lack knowledge of their classrooms, difficulties faced by students, educational policies, among others, waiting to be heard.

Identifying the impact of the practicum in education. Providing suitable environments and conditions for teachers in training has a positive impact on educational contexts. Educational practices build the foundations with which they will be able to make decisions, strengthen their communication and linguistic skills, develop effective relationships with students, peers, and parents, participate in the creation of educational policies, create and maintain conducive environments in classrooms, promote the interest and motivation of students, recognize their differences, their particular needs, identify their strengths and weaknesses, implement methods and strategies according to the needs of their students, among many other things. (Cohen, et al., 2002)

Results From the Analysis of Pre-Service Teachers' Reflections.

Categories and sub-categories.

-Understanding of their classroom (awareness about the need for reflection time, social and human individuality, To become facilitator and model.)

-Learning from their mentor teacher. (Appraising mentors' guidance, learning from other teachers' experiences)

-Language teaching (Objectification and normalization of ELT through the reflection process, teaching as an opportunity for learning).

Opinion of the content:

The research method, approach, instrument implemented to gather the data and the analysis method adapt to the qualitative characteristics planned by the researchers to carry out the project. Although the instrument (reflection papers) was very useful to gather the data, from my standpoint, the strategy used to collect it was not suitable due to the students-teachers and the researcher met once a week to analyze different aspects of the practices and the students wrote their reflections in these meetings; during that period they may have forgotten relevant information.

The analysis of the data shows important categories and sub-categories with key points that can contribute to the achievement of a better environment for the practices of teachers in training. Despite this, the additional implementation of other instruments to obtain the more precise information and strengthen the results would have been very useful.

The experience some student-teachers had previously in other educative contexts was helpful to know different approaches related to their practices.

The number and particular characteristics of the students in training who participated in the study were sufficient to obtain wide and varied.

Students' opinions.Awareness about the need for reflection time.

“We shared what we have passed in our classrooms with the teacher and our partners, but one hour for all of us is not enough and we concentrated more on the lesson plan and the tasks we have to do in the school.”

Social and human individuality.

“Therefore, my first real experience as a teacher made me realize that being a teacher is educate good humans for this society...I understand that I have to be concerned and understand the problems that my students had at home and try to do their lives a little better during my class.”

“I learned that I have to take into account the context of the girls, how they learned, what they like, how they feel comfortable and the most important thing is to listen to my students.”

“Therefore, no child should be forced to learn since; each one is completely different and able to develop much learning.”

To become facilitator and model.

“I need to understand my students and analyze them. In some classes, I was forced to look for different strategies to teach, because I realized that everybody learns differently.”

“One positive aspect in my pedagogical practicum has been the interest of my students. They are very clever despite some of them are undisciplined. They can participate actively, so I try to create a good environment for them to explore their talents, some are good artist others are good doing activities in group.”

Appraising mentors' guidance.

“It's good to have a prepared teacher to help you, I think that it marks you, it puts a model of how to be a teacher, I always say that I can collect all those good things from my teachers to build me as one perfect teacher.”

“Thanks to the tips that teachers and my classmates gave me, I have improved in each class, also the conferences and the classes helped me to know about the preparation of an important class, the interest that as a teacher we should have when we are in front of many students. Also, how we can interact with them in each session and how we can prepare a good didactic class and the importance to have the lesson planned

and prepared for each session.”

Learning from other teachers’ experiences.

The workshop . . . teaches me that we as teachers have to be prepared for everything. We have to have passion and preparation because we cannot go to teach something that we do not know

The tips that a teacher gave us . . . were very useful and interesting to implement in my class. The warm-up activities make my students interested in the class and the new things that they are learning.

Objectification and normalization of ELT through the reflection process.

- She struggles to solve some problems.

“My experience also helps me to notice some mistakes that I usually made as: not having prepared funny and creative activities or strategies to control my class...also to scream and lost the control of myself and my students; which is depressing.”

-The way pre-service students assume the concepts.

“It was an incredible experience that prepares us for the real context and gives us strategies and tools to our future...but now, what kind of strategies I am going to use? I need to use a didactic to teach, like using some types of games and strategies to catch the attention of the girls.”

“I have to look for different methodologies to teach because when I used the same methodology I realized that the girls get bored, so I have to look for different activities.”

-The vision that language is a set of structures that must be carefully saved in our memories.

“In order to avoid the traditional method, where the main purpose is to write a lot and memorize many words, I try to reinforce students’ pronunciation and the construction of sentences.”

- The way they assume discipline as a mechanism that must be used to control students.

“The first three weeks were the most challenging for me, the girls got distracted easily so it was hard

to control them and make them do all the activities that I have prepared. “

“For the next semester, I need to be stronger with the girls because sometimes they don’t feel that I was their authority.”

“The first thing I realized was the groups’ lack of discipline but over the course of time they improved a lot, also because I was always a serious teacher without being aggressive...the thing I liked the most is that “my no complaining policy” worked because in the first two classes I missed about 20 minutes listening to senseless complaints.”

Teaching as an opportunity for learning.

“The teacher should know how to overcome these situations in the best way, which represents a challenge for every teacher, even for an un-experienced teacher. The work is not limited to teaching or transmitting theory, it is a task that requires more time and dedication than I thought...I learned that the work of a teacher goes beyond teaching purely theoretical knowledge. To be a teacher, for me, it’s to train a human being in all aspects.”

“For me as a teacher in training, the pedagogical knowledge is an articulate axis in which the teacher develops skills to interpret, understand and to know how to guide students.”

“My English improved a lot because I have to review and prepare my classes, and this forces me to be the best for the reason that I was a teacher.”

“I think that teaching English represents a double challenge for the teacher. Not only do you have to worry about everything that has to do with pedagogy but also with the use of the language, or rather, the proper use of the language.”

An unplanned objective of this project is to generate self-reflection for teachers who analyze it,

about our performance as teachers in educational contexts.

Contribution made to the investigation:

The implementation of other instruments like interviews, observations, recordings, or non-verbal behaviors (Duck & McMahan, 2021) would have been important to strengthen and contrast the data gathered, but also to obtain more consistent results, and avoiding possible biases in the data.

To include in the study pre-service teachers belonged to semesters two and three of the practice to keep track of the entire process, but also to collect their final reflections, learning, suggestions, and strengths and weaknesses they perceived through this experience.

To include a brief explanation of the method used in the study to analyze the data would have been useful information for other researchers consulting the project.

Instead of use reflection papers to be written once a week, researchers could have implemented an interval- diary entry to report their classroom experiences at the end of the class. A diary study reduces inaccuracies stemming from not remembering something correctly, since participants write recent rather than distant events. (Dörnyei, 2007b)

To include advisors' voices on how they perceive the pre-service teachers' pedagogical practices. Their opinions about the students' reflections, and the study findings.

Thoughts triggered as a result of reading the item:

The student-teachers expressed they doubt on their knowledge and abilities when they faced the realities of the classrooms because they were not prepared to deal with the context in their classes.

The study also concludes "...language and teaching are perceived by pre-service language teachers as instruments that have already been designed by someone else, and which they cannot modify or contest".

Then, How to stop these problems in Bachelor programs so that they do not continue to be replicated in educational contexts?

How these concepts acquired in the university affect the students and influence the teachers' performance?

The reasons previously stated show the need to reform the academic Bachelor programs, but also, it is necessary to continue listening to the pre-service teachers' voices as a crucial way for improving our educational system, since they will be the future teachers of our students. The suitable preparation of teaching students will be reflected in an adequate teaching-learning process in the country.

Item No.	7
Location of item (url):	https://revistas.unal.edu.co/index.php/profile/article/view/67142
Date reviewed:	2021-1
Item title:	The Wisdom of Teachers' Personal Theories: Creative ELT Practices From Colombian Rural Schools.
Full bibliographic citation (APA):	
Cruz Arcila, F. (2018). The Wisdom of Teachers' Personal Theories: Creative ELT Practices From Colombian Rural Schools. <i>Profile: Issues in Teachers' Professional Development</i> , 20(2), 65-78. https://doi.org/10.15446/profile.v20n2.67142	

Purpose of reading the item:

Gather information on EFL teaching and learning contexts to carry out a critical analysis of its content and extract relevant information that serves as a starting point to guide LLEI students in the construction of significant theoretical knowledge to support the process of stating research projects focused on subproject 3.

Brief notes from content of the item:

The study investigates how are applied the linguistic policies in rural areas immerse in different social problems. Authors like (e.g., Grupo Diálogo Rural Colombia, 2012; Martínez-Restrepo, Pertuz, & Ramírez, 2016; Pnud, 2011) agree that the Colombian rural sector has been neglected socioeconomically for many years, including the field of ELT in which rural teachers have to deal with the government policies. In addition, rural people are undervalued in society. (Cruz Arcila, 2017b); It can see in the few studies found in this field. Including also the policymakers, who have ignored their particular needs in those policies related to foreign languages, and which, however, are adapted with great effort and little resources by teachers in these rural areas. This reality allows highlighting in the study the contributions of Olsen (2016), who writes about the importance of putting into practice professional knowledge and self-theories that teachers develop through their educational experiences.

Traditional methods of teaching and learning the English language have not taken into account the problems, motivations, aspirations, and needs of the students. For this reason, it is necessary to implement other educational approaches that benefit their learning (Kumaravadivelu, 2003, 2006).

In this context, critical pedagogy assumes an important role given its focus on strengthening critical

reflection, problem-solving and individual agency (Freire, 2000; McLaren, 2013). It promotes socially relevant teaching of English, based on critical thinking in the economic and cultural field of our society.

Pennycook's (2001) for example, proposes critical applied linguistics practice related to socio-cultural and political issues like sexuality, race, politics, ideology, etc.

Kumaravadivelu (2003, 2012) suggests other alternatives to those already implemented, due to the diversity of socio-cultural contexts, educational needs, or teaching situations.

Kumaravadivelu (1994, 2003) argues, language teaching methods do not fit with the reality of the educative contexts. Instead of these, teachers should have the authority to act and innovate according to the needs around them.

The study goals are to identify how the ELT works in Colombia, the issues rural contexts have in the education field, and how to relate teaching practices and teachers' professional identities. The interest of this study is to raise teachers' voices since they are not heard in the ELT context.

The participants of the study were 10 teachers, each one with different profiles, belonged to seven different schools and municipalities of four regions of the country (Boyacá, Cundinamarca, Casanare, Nariño).

The instruments used to gather the data were teaching biographies based on teachers' professional backgrounds and how they came to work in rural schools; two semi-structured interviews; the first one focused on teachers' work histories, plans, feelings towards the profession, and their perceptions of their students and the community, and the second aim at further probing points teachers have made in interview 1, and also aspects drawn from field observations carried out during two-day visits to each school and at least three lessons per teacher, for a total of 32 field observations, although the study is mainly narrative.

Previous studies related to the teaching and learning of a foreign language in rural areas illustrate the

obstacles surrounding, and how they are faced in the educational context (Cruz Arcila, 2017a). This research project investigates 4 different settings and the effort made by English teachers to develop their labor with the limitations imposed by the educational policies of the country.

“...language is deeply implicated with culture and an important part of it” (Nieto, 2010, p. 146). Language is not simply a means to an end but an end or action in itself which contributes to constructing and interpreting social and cultural reality (Pennycook, 2010). Some participants of the study expressed the necessity to include students’ culture, for instance, religion in-class activities as a tool to engage them in the teaching and learning process.

García (2009) calls “translanguaging” a way people can integrate languages to express ideas. Another way to include students’ culture in the English classes is through the use of words belonging to their social context in the classroom. “Develop the weaker language in relationship with the one that is more dominant” (García & Wei, 2014, p. 64). The use of L1 is valid to explain clearly the goal of the activity proposed to avoid misunderstanding (García & Wei, 2014) or and reprocesses in the activities carried out.

The use of technology in the classroom is an interesting resource to support students’ learning due to the interest they generate in students. Multimodal literacy is an umbrella term to describe the process of “meaning-making that occurs through the reading, viewing, and understanding, responding to and producing and interacting with multimedia and digital texts” (Walsh, 2010, p. 213).

The lack of resources and other obstacles that teachers in rural areas have to deal with have also made it possible, to implement creatively their knowledge based on the standards of ELT, but also encourage mutual support among them based on their experience as teachers to achieve the goals planned.

The researchers conclude teachers are committed to putting their knowledge at the service and seek the means to solve the needs found in the schools dealing at the same time with educational policies

established by the government.

Teachers must be seen as professionals able to teach others and additionally able to construct useful tools to develop their labor (Bonilla Medina & Cruz - Arcila, 2013).

The study showed the importance to prepare teachers to face the realities of the educative contexts and not only to learn about language and methodologies.

Provide teachers professional development taking into account their teaching experience to improve it adding new knowledge that complements and develops their pedagogical skills to the maximum with innovative practices.

Main points gained from the item:

Taking into account the objective of identifying how the teaching of English works in rural contexts through the voices of teachers, the narrative approach fits appropriately with the context of the study, as expressed by Clandinin & Connelly (cited by Clandinin, 2016) “Narrative Inquiry is a way of understanding experience. It is a collaboration between researcher and participants, over time, in a place or series of places, and social interaction with milieus”.

The narrative is also an appropriate way to gather an important amount of data due to the information collected in each interview is different. “... no two interviews are alike and the uniqueness of narrative is manifested in extremely rich data...” (Lieblich, et al., 1998a)

Interviews highlight attitudes, encourage communication, identify group norms and processes, encourage open conversations, facilitate the expression of ideas and experiences, the participants reflect upon each other's ideas. The researcher can explore differences among participants, explore arguments,

factors that influence the interviewees, document how facts and stories operate in practice, analyze how particular forms of speech facilitate or inhibit peer communication, clarify or confuse the issue, (relevant to improving communication). (King & Horrocks, 2010)

The field observations implemented fit with the narrative approach of the study.”...observation can be used to gather data on nonverbal behavior can be conducted in the natural environment (...) and can easily be conducted over time.”(Bailey, 1994), but at the same time, allows the qualitative researcher to complement the information collected through the interviews implemented with the participants. (Kirk & Miller, 1986)

Two semi-structured interviews; the first one focused on teachers’ work histories, plans, feelings towards the profession and their perceptions of their students and the community, and the second aim at further probing points teachers have made in interview 1, and also aspects drawn from field observations carried out during two-day visits to each school and at least three lessons per teacher, for a total of 32 field observations, although the study is mainly narrative.

Including 10 participants in the study allowed the researchers to obtain a broader vision of the object of study. “The multiple case narratives combine directed benefits of generalizable, cross-sectional analysis and in-depth, process analysis. Thus, multiple case narratives have the potential to overcome the weakness of generalizing to population immanent to single and Collective case narratives. At the same time, the multiple case narrative provides a more in-depth analysis of the phenomena that is provided by conventional- questionnaire surveys and other quantitative research types” (Shkedi, 2005)

It s important to highlight that the research was developed with teachers belonged to 4 different settings, (Boyacá, Cundinamarca, Casanare, Nariño) and also with different profiles, belonged to seven different schools and municipalities. This characteristic in the project was very important due to take into

account variety in culture, habits, patterns, expectations for, and classifications of behaviors. These types of research settings help the researchers to understand the individuals' assumptions and beliefs, increasing the quality of the research. (Maruyama & Ryan, 2014)

Opinion of the content:

Although the narrative approach is very valuable in inquiry, the researcher of this kind of study must have some special characteristics to provide accuracy with the results. In its most prevalent forms, narrative research does not require replicability of results as a criterion for its evaluation. Thus readers need to rely more on the personal wisdom, skills, and integrity of the researcher... While traditional research methods provide researchers with systematical inferential processes usually based on statistics, narrative work requires self-awareness and self-discipline in the ongoing examinations of text against interpretation, and vice versa. (Lieblich, 1998b)

While observations are suitable in Narrative research to get data in real contexts, I consider the information gathered with this tool does not show 100% reliable results, since the observer can generate unusual behaviors within the observed context. Participant observation can require many days or months of intensive work because the researcher needs to become accepted as a natural part of the culture to assure that the observation is of the natural phenomenon (Davis et al., 2008). However, in my view, the number of field observations (32- three per teacher), was an important number that allowed unifying criteria, analyzed the consistency of the data collected, and co-relates them with the information obtained through the interviews to obtain accurate conclusions.

Implementing a second semi-structured interview was an important instrument that allowed

researchers to deep into the information previously gathered.

Valuable input from class observations and interviews in this study was to show how foreign language teaching works in rural schools and the reality teachers must face in these contexts.

The heterogeneity of the participants and different settings were an asset to obtain different approaches of how they carry out their labor but also helped to expand the information gathered.

Including culture in the English classes, was a valuable example to show how to implement activities focused on the interests and needs of the students.

Taking into account the opinions of teachers is a key point to be able to change the country's educational policies to improve them.

The observation of three classes per teacher was appropriated to gather more confident data.

Some participants of the study stated that including students' culture in the teaching and learning process is a strategy that brings them closer to learning the language. For instance, learning prayers and thanks to God are mores they live in their culture, activities they enjoy in class and at the same time help them to acquire new expressions and vocabulary in English.

A teacher stated there are certain vocabulary and expressions that students do not identify because they do not belong to their context and culture, for this reason, she tries to include their local words, the animals, nature, etc. as part of their culture, in the class activities.

One of the participants opined that translanguaging is an adequate option to catch students' attention and also applicable according to the characteristics of the context.

One of the teachers expressed that despite not having enough technological resources at school, the use of the cell phone has been a great tool to develop class activities related to vocabulary, pronunciation, listening, reading, and writing, but also to attract the attention and motivation of the students in the

classroom and reinforce values as mutual support and autonomy.

A teacher expressed he created a guidebook to cover this lack in the school.

Another participant of the study shared her experience, training her partners in the use of technological tools with their students' thanks to her 20 years as a teacher and also the knowledge acquired in this field.

Contribution made to the investigation:

Specify precisely what ELT policies have hindered the adequate development of education in rural contexts to identify their shortcomings and carry out a relevant restructuring in benefit of these educational contexts.

Supported in Cargan (2007) who states that the observation is a valuable complement from interviews and questionnaires whose answers sometimes do not agree with reality due to memory failures or to avoid telling embarrassing events. In my judgment, the field observation should have been carried out after the interviews as a complement to these, and not as a complement to interview 2. "...the findings are supported in observations and usually reported as a narrative description" (Johnson & Christensen, 2008).

The researcher expressed "This enabled me to add my impressions to the data gathered in interviews and teaching biographies, thus strengthening my understanding of the teachers' lived experiences". The findings presented here are the result of a process of thematic analysis (Riessman, 2008). In agreement with Punch (2009b) to add opinions of the researchers in a study could bias the data.

Adding information about the tool or method they used to validate the data gathered in the interviews and observations would be useful to guide future researchers. For instance, Ollerenshaw &

Reswell (cited by Creswell, 2007) suggest **Restorying** the data gathered, which means, reorganizing the stories in a framework to analyze their key elements (e.g., time, place, plot, and scene) to rewrite them within a chronological sequence.

Including a sample of the structure of the interviews and the observation format as a guide for other researchers.

Including an example of the structures used for the interviews and Observations would have been useful as a reference guide for other researchers.

Thoughts triggered as a result of reading the item:

It is crucial to develop this type of research that echoes the voices of teachers and encourages the government to create flexible educational policies, connected with the particular characteristics of the contexts of rural and urban areas, promoting teacher training to provide an education with quality.

The study states“...the voices of teachers, who up to now are hardly heard in the national ELT landscape.”The question is how to integrate teachers in the creation of educational policies in Colombia?

Listening to teachers’ and students’ voices “have to” be the input for the government to design flexible educational policies since they are the ones who live and know their needs.

“Constant dropping wears away a stone”

Item No.	8
Location of item (url):	https://revistas.unal.edu.co/index.php/profile/article/view/40171

Date reviewed:	2021-1
Item title:	Beliefs of Chilean University English Teachers: Uncovering Their Role in the Teaching and Learning Process.
Full bibliographic citation (APA):	
Díaz Larenas, C., Alarcón Hernández, P., Vásquez Neira, A., Pradel Suárez, B., & Ortiz Navarrete, M. (2013). Beliefs of Chilean University English Teachers: Uncovering Their Role in the Teaching and Learning Process. <i>Profile: Issues in Teachers' Professional Development</i>, 15(2), 85-97. Retrieved from https://revistas.unal.edu.co/index.php/profile/article/view/40171	
Purpose of reading the item:	
Gather information on EFL teaching and learning contexts to carry out a critical analysis of its content and extract relevant information that serves as a starting point to guide LLEI students in the construction of significant theoretical knowledge to support the process of stating research projects focused on subproject 3.	
Brief notes from content of the item:	
Authors like Borg (2003); Kalaja & Barcelos (2003); Pajares (1992); Woods (1996); Barcelos & Kalaja (2011) state that beliefs as the result of personal experiences, influence teachers performance (specifically in this case English teachers) in the teaching and learning process. For this reason, it is important to reflect on the positive or negative incidence of them in the pedagogical practice, (Freeman 2002) to strengthen the educative processes. (Stenberg 2011)	

Few studies have been developed in Chile about beliefs; on the contrary researchers of countries like Argentina, Colombia, Brazil, and Mexico have contributed valuable information about this topic.

Keywords: Learning, teachers' beliefs, the teaching of English, university level.

This is a non-experimental and transectional study based on an analytical and interpretive case study (Bisquerra, 2009)

The study was developed in two Chilean universities to investigate a non-probabilistic and intentional sample of 30 university English teachers as a foreign language, concerning their beliefs in their role regarding the teaching and learning process.

The research question was "What beliefs shape the cognitive dimension of a group of 30 university English teachers about their role in the teaching and learning process of English in higher education?"

The research used three instruments:

- * A semi-structured interview with verbal interaction to understand the teachers' linguistic and pedagogical beliefs about their role as teachers. The dimensions taken into account were: theoretical principles of teaching English, theoretical approaches of the teaching role and functions of teachers, the English teacher as a professional in education, the role of students, the different learning styles, the relationship between objectives, contents, methods, activities, context as well as teaching resources, materials, information and communication technologies (ICT), and assessment.

- * A self-reflection interview in which the teachers created a timeline choosing and explaining their most relevant teaching experiences.

- * For six months the teachers used an autobiographical diary to express their thoughts about their teaching practice.

All the instruments were collected and analyzed after submitted to ATLAS.ti to analyze the

information through the dialectics between text comprehension and interpretation of the different actors. The data was analyzed taking in count transcription, segmentation, codification, initial categorization, a systematic search of the different properties of the categories found, integration of categories, and finally the relationships between the categories to establish sub-categories.

These categories are:

1. Sources of beliefs about teaching English

The participants of the study stated their beliefs are the result of literature (36%) and work experience (29%), but mainly because of their professional development as English teachers (21%). Nevertheless, a few numbers of them considered undergraduate university studies as an influence in their beliefs (14%).

About these outcomes, the researchers considered it important to reinforce the reading of different educational literature resources to strengthen their performance for the benefit of the students.

2. Strengths of teachers

The teachers highlighted as main strengths for meaningful learning and the frequency of them in their teaching practice: language proficiency and personal features 22%, knowledge of contents, relationship with students, proficiency in ICT, and planning of classes 14% each one. Their beliefs regarding this category indicate that to succeed in the teaching practice, teachers need pedagogical, conceptual, procedural, and attitudinal knowledge.

3. Weaknesses of teachers

They also expressed their major weaknesses, the lack of systematicity in their work, impatience, and insecurity in some areas, among others. In the second place, the lack of rapport with students, poor expertise of ICT, deficient continuous professional development, poor time management, and lack of teamwork.

According to the analysis, the frequency of teachers' weaknesses corresponds to personal features 30%, relationship with students, use of ICT, teamwork, professional development, and time management 14% each. The results reflected that teachers' beliefs showed a relationship among them, about their similar socio-educational contexts and at the same time revealing their educational needs.

4. Personal features of good English teachers

They considered the main features of a good English teacher are the maintenance of a good relationship with students and also consider the different types of learning processes. On a second level, to feel confident about their language proficiency and personal features as a sense of humor, patience, and auto-motivation. And in the third place, the planning according to new methodologies and transmitting the foreign culture to the students.

The frequencies found in this category were: creates a good learning environment 34%, language proficiency and personal features 25% each one, planning of classes using different methodologies 11% and transmits the foreign culture 5%. Their beliefs reflect the way teachers develop their classes and also interesting teaching practices to develop communication.

5. The role of English teachers

In this category they had to choose one or more options of a list proposed by Brown Frazier (2001), coinciding in the concept teachers are a source of information and students are in charge of their language development with teachers guide if they need it. The second one was teachers as a facilitator of the learning process helping them to find their ways to communicate. In third place is, depending on the activity or the type of student, teachers' role change or intertwined. Some of the teachers interviewed opined they plan the lessons and students can participate creatively in the development of the class. At last, few of them regarded teachers control the class with a few opportunities to the students for their learning process.

These are the sub-categories and the frequency obtained for each one: Provider a teaching material and resources 33%, facilitator 26%, a combination of roles 19%, a person who plans and structure classes 15%, a person who controls, directs and monitors 7%. These results summarize the belief of promoting negotiation and communication; encourage the students' interaction and a variety of teacher roles according to the particular teaching and learning features.

6. Most frequent functions carried out by teachers

Lack of knowledge about different classroom strategies is the common opinion of the teachers interviewed, and for this reason, they do not use them clearly in their classes. Regarding classroom management, they state this situation is not a problem in their classrooms.

The frequency of the most recurrent functions carried out by teachers is positive feedback 28%, to monitor students' work 26%, to answer students' questions, and to show different activities 15% each one, to teach linguistic strategies 9% and class management 7%. The implementation of classroom management strategies according to the particularities of the context is crucial for a language teacher.

7. Learning strategies used in the English classes

The majority of the teachers regarded not to have a clear knowledge about learning strategies and for this reason; they do not apply them in their teaching practice. Nevertheless, a few of them expressed to implement learning strategies in their classes but also teach students how to apply those tools in their educative process.

The results obtained (No use of strategies 53%, use of certain strategies 27%, use of different strategies 29%) reflect teachers' beliefs about their weaknesses in the knowledge and implementation of learning strategies. Thus, is crucial they get professional training in this area.

8. Suggested changes for English teachers in Chile

The participants of the research named as necessary changes as self-development, teamwork, and greater autonomy. In the second place, to reduce the frequency of the classes and also the number of students per classroom, as well as, professional development in their schools.

The frequency of the suggested changes for English teachers in Chile is Aspects to do with attitudes 45%, methodological and administrative aspects 22% each one, undergraduate education 11% are the main teachers' beliefs related to this topic.

Concerning their professional development, they suggested in the first place reinforcing methods and strategies of teaching languages, ICT and learning styles, the possibility of reflection, and evaluation. In the second place, the improvement in language skills and classroom management. Regarding areas of interest, they mentioned neurosciences (in particular the brain activity related to behavior and learning).

In the same way the improvement of the English teachers' skills through internships.

The participants of the research considered it important to strengthen areas like update of academic aspects 57%, language proficiency, and classroom management 16% each one and teacher's areas of interest 11%.

In many cases, the educative institutions deduce the areas teachers need to improve, contrary to what they require.

9. Teachers assessment

They agree the best way for evaluating their performance is through direct observation in the classroom because it allows identifying directly different class experiences.

In the second place, after the observation, it is important to receive professional assessment in the weakest areas.

And, in third place, they consider it essential to involve not only English teachers but also other

educational statements in this process. (Coordinators, fellow teachers, etc.)

As a summary, the frequency of suggestions on teachers' assessment is 50% direct observation, 33% specialist observation, and 17% participation of all agents.

The conclusions found through this research show that teachers' beliefs are based on their educational experiences as well as previous knowledge learned.

Identifying the teachers' needs and interests enable the implementation of different strategies to improve the teaching practice that directly benefits students' learning.

The interview and the autobiographical diary were effective resources to collect clear information related to teachers' experiences.

Beliefs can be especially rooted but also they can be restructured when they are faced with real evidence.

Main points gained from the item:

Teachers' beliefs were a crucial topic that allowed identify indirectly through their voices, the strengths, weaknesses, interests, and needs of their reality in the teaching practice, with the purpose to find new ways enable to improve the educative process.

The context chosen to conduct the study reflected the characteristics related to the reality of general tertiary education. (Two Chilean universities with similar conditions, students with common social backgrounds, and teachers with similar socio-educational contexts.)

The number of participants (30 teachers) facilitated identifying and comparing in a wider way different points of view to carry out the study.

According to the objective and characteristics of the study, non-experimental research was an appropriate method to carry out.

A qualitative approach was suitable in this study facilitating the expression of feelings regarding their teaching practice. Non-experimental research is based on a single variable. This type of research could be quantitative or qualitative, in the last case; data is not analyzed through numerical or statistical techniques (Jhangiani & Chiang, 2014).

“Non-experimental research (...) is also used to examine, the knowledge, attitudes, beliefs, and behavior of people” (Cottrell et al., 2005, pág. 186)

Implementing three kinds of instruments allowed researchers to gather, analyze, and compare data more accurately. At the same time, the ATLAS.ti software was a technological resource to summarize dependably this information. It is a useful tool for researchers to analyze and coding data qualitatively. It system do automated searches, auto-coding, semantic operations to analyze large bodies of textual, graphical, audio, and video data and also examine open-ended questions of surveys (ATLAS.ti, n.d)

There are different types of non-experimental research; four of the most used are correlational research, causal-comparative research, evaluation research, and survey research. The latter, “involves the administration of a questionnaire to a sample or an entire population of people, to describe the attitudes, opinions, beliefs, values, behaviors or characteristics of the group studied” (Cottrell et al., 2005, pág. 187)

The categories obtained through the study triggered interesting subcategories reflecting the teachers' beliefs but also interests and needs crucial to improve their teaching practice. Teachers' voices about their beliefs' causes, strengths, weaknesses, personal features, role in the classrooms, methods, strategies, suggestions, and assessment to improve their educative labor are crucial to understanding the development of their teaching practice but also to find through new research new ways to optimize the teaching and

learning process.

Opinion of the content:

I agree with the authors about it is essential to investigate teachers' beliefs as a tool to highlight and share meaningful practices in the classroom but also to reflect, evaluate and improve those unsuccessful ones to optimize the teaching and learning process.

In my opinion, non-experimental research is an adequate type of research due to the objective of the study is to know the influence of beliefs in teachers' teaching style and their thinking processes.

The qualitative approach provides explicit, clear, and accurate information for the researchers.

I consider the number of participants was proper to gather enough information to carry out the research.

An oral interview could generate erroneous interpretations by the interviewer at the time of tabulating the information.

The researchers did not specify in the study if the line of time referred only to positive experiences or negative as well. To know this information is an asset to analyze to strengthen or implement in the classroom those that contribute to the educational practice and modify or avoid those that hinder the process.

The study did not indicate the procedure to develop the diary. Was it guided? What aspects took into consideration? Were the participants free to record their experiences?

It would have been interesting to know the socio-educational features of the context to understand and compare them with similar educational environments. (Cronquist et al., 2017)

I don't agree with the idea of reducing the number of class hours expressed by the participants of the

study in the parameter “suggested changes for teachers in Chile”. On the contrary, the universities should increase them after a deep educational reform that gives support to improve the professional performance of the teachers as they expressed. They also mentioned in first place changes in attitude such as self-development, teamwork, and greater autonomy, and in the second place, professional development provided by their schools. But I regard the second-mentioned, is more relevant than the first. If teachers receive continuous training in different areas, then they will get solid knowledge that gives them the self-confidence to change attitudes and beliefs that could interfere in their role as teachers.

It is not clear the results found about the strengths and weaknesses of the participants as contradict each other. For instance, The strengths reported “language proficiency...their ICT expertise and the expertise in the contents of the subject they teach”, but in the weaknesses “insecurity in some areas...poor expertise of ICT, deficient continuous professional development...”

These weaknesses of the teachers also evidence their needs. (Lack of systematicity, insecurity in some areas, poor expertise in ICT, deficient continuous professional development, etc).

Contribution made to the investigation:

One of the personal requirements of the participants of the study was to work as an English teacher for five years, but I consider it would have been interesting to inquire about the beliefs of newly graduated teachers without teaching experience to identify the influence or not of the teaching practice in their beliefs. If they are created because of personal experience, the influence of social beliefs, or shaping of the university policies or requirements of their practice.

These studies must describe the educational context, methods, instruments, and so on, used to carry

out their inquiry in contribution to guide further research.

The study was focused mainly on academic issues but, it would have been interesting to know their experiences about strategies to create a good class environment, empathy with the students, how to motivate the students for the English class, and aspects like that, as contribution with the teaching and learning process of other peers.

Thoughts triggered as a result of reading the item:

To analyze teachers' beliefs in Chile constituted a fundamental starting point to identify through the results of the study their professional development needs. Teachers' beliefs have been a topic of some relevance for researchers in Colombia. However, It is crucial to deepen on them, so the results can contribute with valuable information enable to identify teachers' weaknesses and possible suggestions that contribute to the improvement of the teaching and learning process in our country. Research to identify not only students' necessities but also teachers' interests and needs.

It is crucial to investigate how educative policies in Colombia support teachers' professional development, the results of these implementations in the educative context, and possible restructurings to benefit teachers' performance.

The research showed that 36% of the participants considered their beliefs were the result of literature. At this point, it is imperative to analyze the incidence of the universities on them. Through the study, they mentioned insecurity in some areas, lack of knowledge about different classroom strategies, necessary changes as self-development, teamwork and greater autonomy, professional development in their schools, to reinforce methods and strategies of teaching languages, ICT, and learning styles, the

improvement on language skills and classroom management, to strengthen areas like an update of academic aspects. What is the responsibility of the universities on the issues mentioned above? Are universities graduating poorly prepared students? Could teachers' weaknesses mentioned affect their self-confidence and motivation to teach?

The results of this study invite researchers to investigate new ways to support the continuous teachers' professional development in didactic, evaluation, language skills, and other issues that could increase their knowledge, self-confidence, and motivation according to their needs and interests because they mentioned, in many cases the educative institutions deduce the areas teachers' need to improve, contrary to they require.

Item No.	9
Location of item (url):	https://revistas.udistrital.edu.co/ojs/index.php/calj/article/view/3958
Date reviewed:	2021-1
Item title:	Chilean 12th graders' Attitudes towards English as a Foreign Language.
Full bibliographic citation (APA):	
Gómez Burgos, E., & Pérez Pérez, S. (2015). Chilean 12th graders' attitudes towards English as a foreign language. <i>Colombian Applied Linguistics Journal</i> , 17(2), 313–324. https://doi.org/10.14483/udistrital.jour.calj.2015.2.a10	
Purpose of reading the item:	

Gather information on EFL teaching and learning contexts to carry out a critical analysis of its content and extract relevant information that serves as a starting point to guide LLEI students in the construction of significant theoretical knowledge to support the process of stating research projects focused on subproject 3.

Brief notes from content of the item:

In 2012 the Chilean Ministry of Education showed that 18% of the students of 11th secondary education obtained level A2 certificate of proficiency in the English language. At the same time, in 2013 and According to the national and local results of English proficiency level in Chile, the international language teaching company abroad “Education First” situated this country in the lowest level of achievement in the use of English in 2013.

The Chilean national curriculum includes English as the compulsory foreign language to be taught at school from 5th grade (primary education) to 12th grade (secondary education) with an average of three hours per week.

The government of Chile has implemented different strategies to enhance the level of proficiency in the English language; the authors of the project also consider the attitudes of the students as one of the crucial factors to analyze in the process of learning a second language.

The main objective of the study was to identify students’ attitudes towards teachers’ methodology and language use in the English classroom, English as a subject at school, English as a global language, and learning EFL in Chile.

Keywords: attitudes, Chile, EFL, secondary learner, language learning

One of the key concepts in the subject is attitude. According to the authors of the project, although many authors define it as a “learned predisposition to respond in a consistently favorable or unfavorable manner concerning a given object” (Fishbein & Ajzen, 1975, p. 6), this is not the only well-founded definition. Other authors define it as a learned predisposition, interference, mental processes.

Attitudes observed through personal behavior have an imperative influence on language learning. In the foreign language context, a positive or negative attitude could be influential at the moment of learning a new language.

Chile is an EFL context. The first language of the students in this country is Spanish, and the National Curriculum includes the teaching of English at schools. The researchers of the project consider crucial the attitudes of the students towards English based on the considerations of the authors.

In the foreign language context, different cognitive, social, or affective factors can influence the process of learning a language, such as motivation, attitudes, aptitudes, intelligence, and age (Shams, 2008).

Starks and Paltridge (1996) stated that the process of learning a language is linked to the attitudes towards the target language; consequently, attitudes are essential for learners’ success or failure in the language. “Positive language attitudes let learners have a positive orientation towards learning English” (Karahana, 2007, p. 84).

In the last decade, researchers have shown more interest to study the attitude of university students in EFL contexts (Alkaff, 2013; Tahaine & Danna, 2013; Mansoor, Yossatorn, & Yossiri, 2012; Hussein, Demirok, & Uzunboylu, 2009), and also attitude of school students in EFL (Martínez, 2013; Zainol, Pour-Mohammadi, & Alzwari, 2012). The studies highlight the influence of the attitude in the process of learning a second language and how positive attitudes influence motivation on students and better learning of the L2 in EFL contexts.

The method used in this research to identify the attitudes of the students towards EFL was based on a descriptive case study applied in two different subsidized secondary schools in Puerto Montt, Chile for a year. The subjects of the study were 154 Spanish native students of 12th grade with a mean age of 17. (66 students belonging to the first school and 88 students of the second school).

The instrument applied was a questionnaire based on previous ones related to the object of the study and adapted to the Chilean context. Two experts in EFL and on research methods respectively validated the questionnaire. Seven students were chosen randomly from the target population participated in a pilot study to analyze the accuracy of the instrument. (They did not take part in the research) The items measured through a Cronbach's Alpha test had 0.76 of reliability.

The first part of the questionnaire included demographic information (age, sex, grade, and school), the second part contained the five domains of the questionnaire: Attitude towards language use in the English classroom (8 statements), Attitude towards methodologies of the teachers in the English classroom (7), Attitudes towards English as a subject at school (8), attitudes towards learning EFL in Chile (4 statements) and attitudes towards English as a language (5). Total: 32 closed statements (Agree – Disagree – Neutral). The research conducted during the first semester of 2013 and the results were analyzed in the first semester of 2014 through a quantitative methodology using percentages and their subsequent descriptive interpretation.

The research showed crucial results to understand the attitudes of the students in an EFL context and how to improve their learning in EFL contexts through new policies that propitiate in them positive attitudes to acquire a new language.

Main points gained from the item:

The social context in which the research was done (previously described) had the suitable characteristics to implement a case study. Yin (cited by Swanson & Holton III, 2005b) defines a case study as an empirical inquiry that investigates a contemporary phenomenon within a real-life context, especially when the boundaries between phenomenon and context are not evident.

Indeed, this research method stands out as a crucial method in contexts related to education (Mehta, 2018).

The instrument chosen to conduct the research (a questionnaire) allowed the subjects of the study to express their opinions to measure the results and not through the interpretation of the researchers.(Cohen, et al., 2007).

Among the different types of the case study (interpretative, descriptive, evaluative, ethnographic, historical, psychological, sociological, action research, educational, intrinsic, instrumental, collective) identified by authors like Yin, Merriam, Sturman, and Stake (Cohen, et al., 2017), the descriptive case study enables to describe the data of an event or experience of the real-life that influence the context and is based on a theory to support the report (Zainal, 2007).

Although the case study develops in general with a qualitative method, quantitative research is also adequate to measure the results of the research. “Regardless of whether one favors qualitative or quantitative research, there is a strong and essential common ground between the two” (Yin, 2003).

It was crucial to measure the reliability of the questionnaire through a test. In this case, the Cronbach’s Alpha test is a relevant coefficient of internal consistency to evaluate the instrument (Tavakol & Dennick, 2011).

Opinion of the content:

It is crucial to highlight the inquiry was based directly on students' opinions. They provided the inputs to focus on the description of the study. It was designed to listen to students' voices according to their social realities.

The study showed imperative findings useful for the specific context in which the research was done according to its particular characteristics, but it does not reflect the general reality in Chile.

Zainal (2007) states that "case studies are considered useful in research as they enable researchers to examine data at the micro-level", but at the same time it is a disadvantage because due to the small number of study subjects, the results cannot be standardized (Wiseman, 2015).

The instrument was applied in two similar contexts, so the results can not refer to the general reality of Chile. On the other hand, the questionnaire applied only to students of 12th grade limited the context much more when the Chilean curriculum includes the subject of English from 5th to 12th grade; more heterogeneous opinions also would have enriched the study.

The results of the study showed that students considered English as an important language in the world but it was not a priority for them to learn it at school. According to this, I consider that factors like context and also age could influence learners' perceptions about the acquisition of a second language.

A context in which students are always in contact with their native language hinders meaningful learning of a second language that teachers try to teach at schools because there are few opportunities to use it outside the classrooms.

Although interest, effort, or methods and techniques are crucial to learning a new language, the socio-cultural status can also influence the learning of a second language through interaction with people from other countries, contact with other cultures, or family support among others (González, 2015).

According to this, the low and middle socio-cultural class of the students' objects of the study could have influenced the results obtained in the project due to people of these contexts has few possibilities to get in contact with a second language and there are not strong policies that promote their interest and interaction. This lack of interest allows teenagers to consider other priorities and prefer to spend their free time with friends, at parties, watching TV, using social networks, the internet, and so on using their mother tongue.

Contribution made to the investigation:

Even though the questionnaire implemented was an important tool for the inquiry and it was applied in two different schools, this quantitative method could be mixed with qualitative data through a class' observation approach as a valuable instrument to detect directly the students' attitudes in their real context.

Qualitative methods can be strong in those areas where quantitative methods are weak and vice versa.

"The strengths of qualitative research with the strengths of quantitative research while compensating at the same time for the weaknesses of each method" (Punch, 2009a).

In my opinion, the research could have extended to different EFL contexts in Chile to get more general results that show the reality of the country contrasting the data through the implementation of a multiple case study.

Although the reliability of the questionnaire showed an acceptable consistency (0.76) it could have been restructured to obtain a higher score in Cronbach's Alpha test because the value is between a questionable and good consistency.

Thoughts triggered as a result of reading the item:

The governmental policies in EFL education occasionally have been an obstacle to implement educational programs and curriculums; these do not fit the diversity of contexts and their particular features. This situation has attracted the attention of different researchers who seek the optimal way to implement them or to demonstrate the reasons why they are not relevant to apply in certain educational contexts.

The results of the study showed the students' thoughts about English learning in Chile. According to them, the researchers' challenge is to inquire how to attract students' attention in EFL contexts and also how to overcome the obstacles of these particular contexts to achieve better proficiency results in English language learning.

Item No.	10
Location of item (url):	https://www.howjournalcolombia.org/index.php/how/article/view/343
Date reviewed:	2021-1
Item title:	Review and Analysis of the Colombian Foreign Language Bilingualism Policies and Plans.
Full bibliographic citation (APA):	
Gómez Sará, M. M. (2017). Review and Analysis of the Colombian Foreign Language Bilingualism Policies and Plans. <i>HOW Journal</i> , 24(1), 139-156. https://doi.org/10.19183/how.24.1.343	
Purpose of reading the item:	

Gather information on EFL teaching and learning contexts to carry out a critical analysis of its content and extract relevant information that serves as a starting point to guide LLEI students in the construction of significant theoretical knowledge to support the process of stating research projects focused on subproject 3.

Brief notes from content of the item:

The main objective of this study was to analyze the foreign language teaching and learning plans and policies created by the Colombian government between 2004 and 2016 and how they are applied in the educational contexts.

Between 1540 and 1810 Spanish was used to teach in schools and universities in El Nuevo Reino de Granada in Colombia, and Latin was the language taught. (Ahern, 1991)

Between 1811 and 1886 were created different language policies but many of them were not implemented, like the one created in 1826 to teach Spanish, Latin, Greek, English, French, and an Indigenous language. (Bonilla Carvajal & Tejada-Sánchez, 2016).

In 1820 Francisco de Paula Santander created a system of primary education in which were taught reading, writing, arithmetic, human rights, sciences, arts, religion, philosophy, and Latin language, but the teachers also used Latin to teach. In 1821 the government decided to teach the Spanish language in the schools but also it was used by teachers to teach. Many schools continued teaching Latin but also included Spanish. In this year the government encourages the teaching of other foreign languages and most schools implemented the teaching of English and French (Ahern 1991). In 1826 became mandatory to study these two languages to graduate from secondary school. (Gonzalez 2010). And between 1821 -1993 they were

taught in most schools, although between 1951 and 1993 the English language had more relevance as a consequence of the second world war (L. González, 2010). The strengthening of the United States economy after the war triggered commercial relationships with different countries in the world. (McKay, 2002).

Authors like Canagarajah (2007), McKay (2002), and Kirkpatrick (2007) agree the English language has become the lingua franca in the world.

In Colombia, the General Law of Education (law 115) decreed the teaching of a single foreign language, and most schools decided to teach English as a consequence of the global influence of this language. (L. González, 2010).

According to the Ministry of Education (MEN 2014 a), Colombia had no clear criteria, levels, or objectives before 2004 related to foreign languages plans and policies, and until 2005 terms as “low, medium, and high” or “basic, intermediate, and advance,” were not clearly understood. (MEN 2014 a p. 8).

From 2004 to 2016 four national bilingualism plans were initiated to regulate English Language Teaching. The new policy and plans have aimed to increase the competitiveness of Colombian citizens so that they can participate in international dynamics by speaking English (MEN, 2014b).

BILINGUALISM PLANS AND LAW 1651

National Plan of Bilingualism 2004-2019

Angarita Trujillo and Arias Castilla (2010) explain that due to the multiculturalism in Colombia the objective of the National Plan of Bilingualism (PNB) was to focus on the particular bilingualism needs of the different populations. Cárdenas and Miranda (2014) clarify 3 lines of action of the PNB:

1° The etno-education: Bilingual education (aboriginal language and Spanish) in indigenous communities.

2 ° Including flexible models of education to regulate the teaching of foreign languages.

3 ° Improving the communicative competence in public and private schools and universities.

The MEN (2006) stated the following objective: To form citizens able to communicate in English who can immerse the country in processes of universal communication, global economy, and cultural openness through internationally comparable standards. (p. 6)

According to the MEN (2009a, 2009b), the following three strategies were implemented to achieve this objective:

1°. Adoption of the Common European Framework of Reference (CEFR) as the national standard.

According to the Council of Europe (2014), the levels of language proficiency established in the CEFR are: A1 (breakthrough), A2 (way stage), B1 (threshold), B2 (vantage), C1 (proficiency), and C2 (mastery).

The MEN establish by 2019 that at the end of third-grade students should achieve A1 level, at the end of seventh-grade A2 level, at the end of eleventh-grade B1 level, and in the last semester from undergraduate English programs C1 level. However, this objective has been restructured in later plans due to the difficulty to be reached.

2°. Alignment of the national exams Saber 11 and Saber Pro 5 to the CEFR, which according to the MEN (2009a, 2009b) has been done since September 2007. But according to López, Roper Pacheco, and Peralta (2011) and López (2009) these exams only take into account, grammar, partial skills from the CEFR in reading, and the knowledge of words without the ability to use them in context; and omitting to listen, speaking, and writing.

3°. Increase of training opportunities (immersion programs, financial aids to study abroad, virtual courses, workshops, etc.)for the community and, especially, for English teachers from the public sector, due

to the low-level teachers showed in performance tests applied between 2005 and 2006 (MEN, 2009a, 2009b).

65% had A2 level and 33% B2 or above (MEN, 2014a, 2014b). However, A. González (2007) considers there was no reliability in these results since they were not systematically documented and presented, they only evaluated passive skills and grammar and the lack of expertise in the use of computers could also have affected the results.

Program for Strengthening the Development of Competencies in Foreign Languages 2010-2014

In 2010 was initiated this Program for Strengthening the Development of Competencies in Foreign Languages (PFDCLÉ), giving continuity to the PNB, added other strategies to strengthen the English instruction in Colombia. The PFDCLÉ aimed to improve communicative competencies in foreign languages, emphasizing English, to favor the insertion of Colombian human capital into the global knowledge economy and the international job market, MEN (2014a, 2014b) More than 9500 teachers participated in training and professional development, pedagogical aspects, follow-up and evaluation, and institutional strengthening, (MEN, 2014b) and also, language and methodology programs, cascade formation, and more immersions programs, but it was not applied on a large scale MEN (2014a).

In 2003 different educational materials were implemented in public schools. They were developed by Colombian specialists based on the needs of students from the public sector, and also to provide methodological guidelines for teachers. (Centro Virtual de Noticias de la Educación [CVNE], 2013b; MEN, 2012; Redacción vida de hoy / Educación, 2013).

the PFDCLÉ implemented three strategies for the follow-up and evaluation:

1°. Keeping up the voluntary test applied to teachers of public schools to establish their English level

and their methodologies.

2° To carry out a study to identify and characterize the population of English teachers from the official sector in the country. (CVNE, 2013a).

3°. Follow-up of the Saber exams to analyze the learning process of Colombian students.

In 2010 the 29% of teachers who took the voluntary test to establish their English level, reached the B2 level. In 2013 the 43% of teachers who took the voluntary test to establish their English level, reached the B2 level. According to these results the MEN (2014b), stated that training strengthened their English level. This training also motivated the teachers to know their English level; in 2008 the test was taken by 3.525 teachers, while in 2013 were 6.453. MEN (2014a)

The follow-up of the Saber 11th exam showed that until 2010 the 57% of students who belonged to public schools obtained –A level, score that corresponds to having no exposure to the language. Besides, only 31% obtained an A1 level, 6% an A2, 4% a B1, and 2% a B2 level or above.

The 17% of 11th graders who belonged to non-bilingual private institutions obtained b1 level, and they are part of the 24% in the country.

The 80% of 11th graders who belonged to bilingual private institutions obtained b1 level, and they are part of the 1% in the country.

In 2013 the follow-up showed that in 2013 there was a reduction of the 3% of students with –A level and 1% per year the improvement towards A1.

To improve, the education secretariats supported schools and universities to create or strengthen English programs according to the particular needs of the population, (MEN, 2014a, 2014b) and also, provided training, technical assistance and guaranteed the operation of those institutions (MEN, 2014a).

Law of Bilingualism (Law 1651 of July 12th, 2013)

In 2013 were added articles to the General Law of Education (Law 115 of 1994). The Law 1651 of 2013 gave more relevance to the teaching of English at all educational levels of public institutions taken also into account our indigenous languages.

The objective of “developing communicative skills to read, understand, write, listen, speak, and express correctly in a foreign language” (Congreso de la República de Colombia, 2013, p. 1) was added to the general objectives of the elementary, secondary and high school levels of education. And as a specific objective in elementary and secondary school was incorporated to “developing skills to converse, read and write in at least one foreign language” (Congreso de la República de Colombia, 2013, p. 1) to improve the students’ performance.

National Plan of English: Colombia Very Well! 2015-2025

The government decided to implement first in 9º, 10º, and 11º grades (and extend it gradually to lower levels) another English plan called Colombia Very Well! 2015-2025 as a consequence of the partial results obtained by the previous plans (PNB and the PFDCLE), continuing their previous strategies, adding others to improve the process. The main objective of this new plan is that students of 11th-grade reach level B1 by the year 2025 MEN (2014b), through the next six strategies:

- 1º. A system of incentives to continue with the diagnosis and training of English teachers.
- 2º. Implementing in public schools 3 hours of English classes in secondary school, and 1 ½ hour in elementary school.
- 3º. Provide technological tools and materials for promoting ELLE.
- 4º. Align the Saber exams of 5th and 9th grades to the CEFR to have a record of the process of students and institutions.
- 5º. To promote English Learning using mass media.

6°. Raise the English level of private schools by establishing minimum parameters and sharing experiences and materials.

The implementation of this plan was interrupted by the implementation of a new plan (Bonilla Carvajal & Tejada-Sánchez, 2016).

Bilingual Colombia 2014-2018

This plan restructured the National Plan of English: Colombia Very Well! 2015-2025 after five months of its implementation, to include the bilingualism conception omitted in the PNI which included only the English language. (Bonilla Carvajal & Tejada-Sánchez, 2016).

Portal Colombia Aprende (2016) states, the goal proposed by this new plan is to reach 35% of students of 11th grade in level B2 and 8% in level A1. through these strategies:

1°. To continue with the diagnosis and training of teachers (the goal is to diagnose all school teachers from the public sector before 2018)

2°. Teachers with A2 level or below should have improved 1 or 2 levels by the end of 2018.

3°. Only B2 teachers will be hired in the public schools.

4°. Native English Speakers will teach in the 9th, 10th, and 11th grades.

Also, to be accredited, undergraduate programs in English must ensure that some of their teachers are native speakers of English, their graduates achieve a B2+ level, and they provide opportunities to do internships abroad.

5°. To construct a flexible and adaptable curriculum that will guide the instruction of English in the schools of the country following a communicative approach.

6°. Provide pedagogical resources and technological kits.

Portal Colombia Aprende (2016) argues this plan was only implemented in 120 schools of 36 cities,

and the criteria to select the target schools are not clear as well as the reasons to launch the plan in such a sudden way (Bonilla Carvajal & Tejada-Sánchez, 2016).

Analysis of the Colombian Foreign Language Bilingualism Plans and Policy

The foreign language plans and policies implemented by the government have been harshly criticized from different aspects.

Lack of Continuity and Consistency. The four bilingual plans implemented in our country have not been executed efficiently due to their development have been disrupted by a new one, hindering the achievement of the objectives set by the MEN. To add, Bonilla Carvajal and Tejada-Sánchez (2016) state the designed plans have no coherence with Colombia's realities.

Employability Instead of Social Development. The National English plan raises the need to train high school and technical students at a B2 level of English so that they can perform in areas such as customer service of tourism, and also in business process outsourcing. This indicates that the objective of PNI was to seek cheap labor for large companies in Colombia and not the social development (form human beings able to transform the Colombian reality through the creation of industries and innovations, conducting research, strengthening the local economy, etc.) of the country. (Bonilla Carvajal & Tejada-Sánchez, 2016; Reyes, 2015).

According to the result in exams as Saber 11th and PISA, De Zubiría Samper (as cited in Bonilla Carvajal & Tejada-Sánchez, 2016), highlights that it is crucial students enhance their native language skills as a contribution to the development of the country instead of learning a foreign language.

The misconception of Bilingualism. In Colombia, the term bilingualism has been misrepresented by referring only to the English language and not to any other foreign language including native languages.

Vargas, Tejada, & Colmenares (2008) state that bilingualism is not only learning two different

languages, it also includes the interaction of the codes and their cultural and social components.

Different authors like Fandiño-Parra et al. (2012), M. Valencia (2013), Quintero Polo (2009), and de Mejía (2006) agree that English is not the only language through which the economy can be strengthened in our country.

Privileged Position of English. Professor de Mejía (2011) considers that some schools have opted to teach math and science using the English language, as a consequence of its influence in Colombia, alluding that the Spanish language is inappropriate to talk about scientific developments and abstract thinking. Other “bilingual schools” teach English but not Spanish, arguing that it can be learned at home or in other contexts, causing students rejection of their traditions and language. (Vargas et al., 2008)

Adoption of Foreign Models. The implementation of the CEFR, in line with A. González (2007), Usma (2009), and de Mejía (2011) is linked to a suitable methodology like the (*ICELT*) model of teaching, (A. González, 2007), which could create an obstacle to hiring local teachers. Another aspect to consider is the difference that Colombia and Europe have in terms of curriculum, technology, resources, and teachers’ qualifications, among others. (Ayala Zárate & Álvarez, 2005; M. L. Cárdenas, 2006; R. Cárdenas, 2001; Maturana Patarroyo, 2011; Miranda & Echeverry, 2010, 2011).

On the other hand, Sánchez and Obando (2008) express that teachers trained with the (*ICELT*) can also perform in contexts with characteristics like those of Colombia. They also add that the CEFR cannot be adopted and standardized in our country; conversely, it can be adapted regarding the local conditions.

Bilingualism Plans as a Lucrative Business. Even though the plans and policies are created to training all the students in the country, there are very few who can strengthen their knowledge in the English language, through courses in institutions or take international exams to obtain better job opportunities (Bonilla Carvajal & Tejada-Sánchez, 2016); and the most benefited in this process are the institutions that

offer these services.

Omission of Teachers' Voices. Regarding this topic, authors like (Bonilla Carvajal & Tejada-Sánchez, 2016; Correa & Usma, 2013), (Bonilla Carvajal & Tejada-Sánchez, 2016; Quintero Polo, 2009) declare respectively that teachers, professors, and educational researchers rarely participate in the creation of the educational plans and policies and additionally the government does not listen their contributions to improve the implemented plans; they make decisions focused on the political and economic aspect without taking into account the educational needs of the country.

The researcher concludes that different foreign Language plans and policies have been implemented in Colombia, focused on strengthening communication skills as a means to participate in international markets. However, diverse situations presented during these processes like, the lack of coherence among the plans and policies established, the omission of social development as the main objective, the misconception of what bilingualism is, the positioning of the English that overshadows other foreign and also native languages, the adoption of a foreign standard (CEFR) disregarding the needs of our educative contexts and the omission of the teachers' voices in the implementation of the educative plans and policies have been severely criticized for obstructing the achievement of the objectives planned.

If the objective points to the development of the country Zubiría Samper (as cited in Bonilla Carvajal & Tejada-Sánchez, 2016) opines, it should be taken into account not only the development of communication skills but also the strengthening of other skills and knowledge.

The researcher opines that if the English language is the relevant foreign language to reach the educational objectives planned in Colombia. It is crucial to listen to the teachers' voices in the construction of the plans and policies, but also is essential to train them adequately to raise the B1 level of students. Additionally, it is necessary to carry out more research to find new methods according to the particular

needs of our educative contexts.

Main points gained from the item:

The literature review made by the researchers of this project is a pertinent way that shows the chronological Colombian Foreign Language Bilingualism Policies and Plans between 2004 and 2016:

National Plan of Bilingualism (PNB) 2004-2019, Program for Strengthening the Development of Competencies in Foreign Languages (PFDCLE) 2010-2014, Law of Bilingualism (Law 1651 of July 12th, 2013), National Plan of English (PNI): Colombia Very Well! 2015-2025 and Bilingual Colombia 2014-2018, (Universidad de Antioquia [U de A], 2021) how they have been applied in the educational contexts and the achievements obtained.

According to Creswell (cited by Roberts & Hyatt, 2019), a literature review is a written summary of journals, articles, books, and other documents that describe the past and current state of information; organizes the literature into topics; and documents a need for a proposed study.

Through this approach, the researcher can acquire an understanding of the topic, develop a theoretical framework, identify concepts, provide historical background, uncover previous research, relate the topic to current and past events, identify theorists in the topic and link the researcher findings to support or contradict previous studies. (Roberts & Hyatt, 2019).

Opinion of the content:

This study presents a complete overview of the implementation of the EFL in our country since its inception, describing in chronological order the objectives, strategies implemented and weaknesses of all

plans carried out.

The author demonstrated a clear understanding of the parameters used in the literature review method.

The researchers relied on different authors to expose the main flaws identified in the plans analyzed. However, I consider it important to complement the authors' statements when they are not sufficiently supported. For instance: Professor de Mejía (2011) asserts that the prominent position given to English has provoked some Colombian private schools to decide to teach science and mathematics only in English, sending indirectly the message that Spanish is inappropriate to talk about scientific developments and abstract thinking. In my view, the idea that the Spanish Language is inappropriate to talk about scientific development and abstract thinking is a personal opinion of the author.

The analysis included key concepts that have influenced significantly the implementation of EFL in Colombia.

The conclusions are coherent and well supported on the content and the author showed the understanding of the main obstacles in the implementations of the EFL in Colombia, providing valuable suggestions through her opinions.

This is a valuable reference resource for other researchers since it allows a very complete view of the history of the implementation of English as a foreign language in the educational contexts in Colombia.

Contribution made to the investigation:

Even though the researcher was supported by an important number of authors, I consider it is important to use more than one author in case that the concepts do not present clear evidence to avoid

drawing conclusions based on a single thought.

I consider that the voices of the students should have been included in the analysis of this study as an important input for the creation of new educational plans since they are also directly affected or benefited by them.

Thoughts triggered as a result of reading the item:

Several doubts arise after the analysis of this project that I consider important to be taken into account by researchers in the educational field, to give answers that may contribute to the solution of the problem presented in the implementation of foreign languages educational plans and policies in our country.

The NPB was focus on communicative skills, however, the tests Saber 11 and Saber pro 5 only take into account, grammar, partial skills from the CEFR in reading, and the knowledge of words without the ability to use them in context; and omitting listening, speaking, and writing. (López, Ropero Pacheco, and Peralta, 2011) and (López, 2009). In my opinion, this plan did not design its objectives. **It intended to develop a specific skill but the tests evaluated others.**

This plan also proposed to achieve A1 level at the end of third grade, A2 level at the end of seventh grade, B1 level at the end of eleventh grade, and C1 in the last semester from undergraduate English programs, but this goal was restructured in later plans because it was no possible to reach them. However, I consider this goal is the most coherent of all presented by the different plans since the students would have enough time through the courses to reach the levels proposed. Additionally, this plan aimed to achieve a C1 level from undergraduate English programs, and this is one of the main needs our country must cover to have more qualified, self-confident, and motivated teachers to guide our students adequately. (an idea also

expressed in study 3 in this review).

The plans mention training opportunities for English teachers from the public sector, provide more training opportunities to primary and secondary school teachers from the public sector, educational materials developed based on the needs of students from the public sector, give more relevance to the teaching of English at all educational levels of public institutions, but these plans do not include the teachers of private institutions, which also need training opportunities to provide better education for their student. I consider they must be included in the government plans, not for free like in the public sector, but for instance with scholarships, tuition discounts, facilities for immersions programs, etc because, teachers of the private sector are also part of Colombia education and educate Colombian students, who in the future will also contribute to the development of the country. **Is this inclusive education?**

The MEN explained (2009b) the PNB was presented to 4300 English teachers in 2007 through workshops, and a booklet called *Basic Standards of Competences in Foreign Languages: English6* (MEN, 2006) was distributed in schools and universities across the country and also promoted the inclusion of information and communication technologies (ICTs) to enrich the English practices at all the levels of education. **But from my perspective, I don't find the point of investing in booklets or technology if the teachers are not well trained.**

Different educational materials were designed by Colombian specialists to approach the particular needs of Colombian students from the public sector. It is not my intention to undervalue the qualification of Colombian people but in my opinion, as it was exposed at the beginning of this item by Vargas, Tejada, & Colmenares (2008) bilingualism is not only learning two different languages, it also includes the interaction of the codes and their cultural and social components. **For this reason, I consider it is necessary to include Colombian but also foreign specialists in the design of educational resources, so they know**

how to implement their culture and social components in the contents.

To support schools and universities to create or strengthen English programs according to the particular needs of the population. (MEN, 2014a, 2014b). To construct a flexible and adaptable curriculum that will guide the instruction of English in the schools of the country following a communicative approach. (Bilingual Colombia 2014-2018).

The reality is that schools must be adapted to the syllabus and not the programs to the students' needs.

Between 2004 and 2016, four bilingualism plans have been launched; each one has overlapped the previous one. Although the objectives have become more realistic with each new plan. **Is the right expression more realistic or more mediocre?**

PLAN	GOALS
<u>PNB, 2004-2019</u>	At the end of third grade students should achieve A1 level. At the end of seventh grade A2 level. At the end of eleventh grade B1 level.(100% B1 level in 2019) English teachers in service reach level B2. In the last semester from undergraduate English programs B2+ C1 level. Students of other programs Level B2 (MINEDUCACION, 2004b)

PFDCLE, 2010-2014	That 40% of 11th grade students reach the B1 level in 2014. That 100% of English teachers in service reach level B2. That 80% of the Bachelor's degree students in English reach level B2. That 20% of students from careers other than Bachelor's degrees in languages reach level B2. That 40% of students from careers other than language degrees reach level B1. (MINEDUCACION, 2014a)
<u>PNI, 2015</u>	That 50% of 11th grade students reach the B1 level in 2025. That 85% of the Bachelor's degree students in English reach level C1 Students from careers other than Bachelor's degrees in languages reach level B2. 25% of private institutions improve the English level. (MINEDUCACION, 2014b)
<u>Colombia Bilingüe, 2014-2018</u>	That 8% of 11th grade students reach the B1 level in 2018

	That 35% of the students reach A2 level. Bachelor's degree students in English reach level B2 – C1 That 22% of English teachers in service reach level B2 in 2018. (MINEDUCACION, 2016)
As the author of the project states “each plan has overlapped the previous one”, they have not worked as a unit, there is no congruence among them, and the goals have not been fully achieved. How to stop this chain of mistakes? Finally, Fandiño-Parra et al. (2012), M. Valencia (2013), Quintero Polo (2009), and de Mejía (2006) claim that the national governments have conceived English as the only language that might enable economic empowerment and success, discarding other options and strategies. What options and strategies? Zubiría Samper (as cited in Bonilla Carvajal & Tejada-Sánchez, 2016) claims that if the goal is to pursue the development of the country, other areas of knowledge and skills should be emphasized rather than focusing on the development of communicative skills in English. What areas of knowledge and skills should be emphasized? These questions need to be validated through research to establish what is more appropriate to teach in Colombian schools while considering the multiculturalism and plurilingualism of the country. This study leads me to ask myself again the questions raised in item 3. In study 3 of this review teachers mentioned insecurity in some areas and the need to be training in different areas including in the improvement of language skills, and also arisen two questions related to this	

study: **Are the universities graduating poorly prepared students? Could teachers' weaknesses mentioned affect their self-confidence and motivation to teach?** In my opinion, the answer is in the next paragraphs.

Before thinking about improving the English level of school students, it is necessary to focus on strengthening the language skills of pre-service and in-service teachers so that they have sufficient skills to teach the expected B1 level to their school students. I agree with the authors of this project. I consider it is imperative in the first place to train the teachers in service and demand level C1 for them and also for Bachelor's degree students of English as a requirement for graduation. **How to reach this goal?** It is a challenge for researchers in the educational field.

According to the report of the Inter-American Dialogue Analysis Center of 2017, and published by Semana magazine, in Colombia, two main causes that impede meaningful results in learning English, are teachers' training and learning measurement of students and teachers. "There is no doubt that better-prepared teachers improve quality, said Celina Gismondi, Pearson's market director for Colombia, Central America, and the Caribbean. (SEMANA, 2017)

Item No.	11
Location of item (url):	https://revistas.unal.edu.co/index.php/profile/article/view/83052
Date reviewed:	2021-1

Item title:	Elementary School Teachers in Neoliberal Times: The Silent Voices That Make Educational Policies Work
Full bibliographic citation (APA):	
Guerrero-Nieto, C. H., & Quintero, A. (2021). Elementary School Teachers in Neoliberal Times: The Silent Voices That Make Educational Policies Work. <i>Profile: Issues in Teachers' Professional Development</i> , 23(1), 27-40. https://doi.org/10.15446/profile.v23n1.83052	
Purpose of reading the item:	
Gather information on EFL teaching and learning contexts to carry out a critical analysis of its content and extract relevant information that serves as a starting point to guide LLEI students in the construction of significant theoretical knowledge to support the process of stating research projects focused on subproject 3.	
Brief notes from content of the item:	
This study aims to show how teachers have to deal with educational policies created by the government, which are designed without taking into account the needs of school contexts, developed with the support of foreign experts who do not know our reality, instead of listening to the voices of teachers. In the words of Shohamy (2009) generally in most countries educative policies are created by policymakers and teachers simply implement them, and Colombia is not an exception; teachers must face decontextualized policies with unattainable and unrealistic goals. According to Apple (2002); Wink (2000) the government creates the policies but is not responsible for their achievement; this liability is transferred	

to teachers, but teachers try to adapt educational policies according to the needs of their students, but also to compensate for their lack of preparation in teaching English.

The study, on the contrary, allows us to conclude that teachers are not passive implementers of policies but that they take action according to their perspectives, being aware of the treatment they receive from the government.

In conclusion, this study aims to show that teachers should be seen as intellectuals and not as passive followers of government policies (Giroux, 1988); they play a very important role in the implementation of these policies by repairing the failures of the policymakers and technocrats (Shohamy, 2009). Their contributions are very important even if they are not institutionalized (Bourdieu, 1986; Foucault, 1972).

Background of the Study

This study was carried out taking into account the image that teachers have in the social context versus the experience of the project authors as educators. In one of the documents of the National Bilingualism Plan (NBP), teachers are seen in a very negative way; and in the same way through studies published in some media, which sometimes show them like teachers who do not take care of their students, lazy and poorly prepared, a perception that many of the Colombians also have, especially about the teachers who work in public schools.

The researchers of this project have had the opportunity to interact with a large number of teachers from all over the country, and due to the above concepts, they considered it important to collect their stories so that their voices were heard, especially the primary schools' teachers, who did not have any prior preparation to teach English, and also because they are the least listened to when designing educational policies; since the government always relies on experts like the British council, National agencies like the Fundación Empresarios por la Educación, which do not have anything to do with education but are

organizations whose main objective is to procure quality in the education system (as stated on their website), and also private university professors.

Méndez-Rivera et al. (2020) stated, only certain institutions can certify others, stimulating dependency and submission in which economic interest is the submission. In this context of colonialism, colonality, and neo-liberalism in Colombia, teachers especially elementary school teachers are rarely heard about the convenience or not of educational policies. Technocrats have the technical and theoretical knowledge, but they do not know the realities teachers must face, and the needs in terms of educational policies (Lizarralde, 2003) and (Restrepo-Méndez, 2019).

Theoretical Framework

Teachers Under Suspicion: Neoliberalism in Education

The state, through the government, organizes and controls the school system, establishes the rules of the curricular contents, and finances the resources for education; some cover the public and private system, and others only those funded by the state, while private schools have their own rules.

Colombia decided to adopt neoliberal principles in the late 1980s, and the state (Levidow, 2005).

Therefore, it seems that the state is more interested in serving the interests of the market rather than protecting its inhabitants by reducing funding for public schools and promoting the creation of private schools with different discourses.

Neoliberal reforms have weakened the educational system both in content and in the self-autonomy and job stability of public schools. These reforms make students see not as human beings but as products, to education not to educate human beings but to engage the demands of the market (Díaz - Borbón, 2009).

Neoliberal reforms promote the homogenization of education with the implementation of standardized tests, the promotion of English, or a national curriculum among others, thinking on

productivity and revenue (Bruno, 2007; Shohamy, 2009).

In the neoliberal models, teachers are not there to think but to do, and students are there not to learn but to acquire the necessary skills to perform in the labor market. Teachers are viewed as technicians who have to follow directions, obey distant authorities (Giroux, 1988). The government implements surveillance devices to prove the teachers are working (Escalante - Gonzalbo, 2019).

Teachers Between Dichotomies

Teachers should be included in the design of educational policies due to they know the realities of the schools, and also have the knowledge and expertise to achieve attainable goals. (Shohamy, 2009); but with these neoliberal models, teachers must cope with the mandates of the government or with their students and their needs.

Heterogeneity vs. Homogeneity

Education must be heterogeneous in terms of language, gender, race, teaching methods, class content, etc. But in reality, according to neoliberal models of competitiveness, everything points to homogeneity; The use of exams is a sample that in the end, people end up accepting demanding homogeneity, and teachers are left in the middle of this dichotomy (Shohamy, 2009)

The School as a Site for Reproduction vs. the School as a Site for Change

Different authors (Bourdieu & Passeron, 1970/1990; Freire, 1968/1996; Gramsci, 1995; McLaren, 2015) define the school as a place for reproducing the society where there is no critical thinking. A place where the students obey without queries. For others s (Fraser, 1997; Hogan, 1982; & Wong, 2002 as cited in Apple, 2003) the school is a place to enhance changes, where the school community is active, with a voice to express their thinking. As (Guerrero & Quintero, 2016) stated, teachers, are caught in between deciding whether to comply with government regulations and mandates or to serve students' needs.

Most teachers adapt the educational policies to the needs of their students, and these implementations must be known as invaluable contributions to society.

Method

The study was based on a poststructuralist paradigm to listen to the voices of teachers and confront them with those already established. This study is grounded in a large study conducted in Bogotá which listened to the voices of some elementary school teachers about the design and implementation of educational policies. This study contacted through social network strategy a group of teachers who belonged to public schools. They were women and men between twenty and fifty years old; they were organized in five focus groups, in five localities of Bogotá (characterized by little intervention by the moderator) each one, between eight to ten teachers. The objective was to collect teachers' opinions, ideas, and perspectives about the implementation of educational policies; researchers met with them over a year to gather data on audios and videos. Grounded theory was implemented to analyze data by finding emergent categories. The unit of analysis was chunks of data done manually using both open and axial coding, guided by the research question. They used peer triangulation (other researchers cross-examine the data and interpretations) and theory triangulation (the emergent categories are confronted with existing literature).

Findings and Discussion

The study found 3 categories based on the research question: "What do teachers' voices reveal about the implementation of educational policies?"

1. Teachers take action. This category revealed that for teachers is more important to cover the students' needs than the government requirements when implementing the policies. They carried out lots of actions out of the curriculum, without sharing them with anyone, to cover the shortcomings of the policymakers, and to fulfill the context needs. Talking to the teachers, the researchers inferred they do not

boast about their implementations due to consider them as part of their labor. A sub-category emerged from this category:

The Human Dimension of Teaching. Policy makers' decisions, as stated Shohamy (2009) are based on influenced by ideology, politics, economy, but "lack a sense of reality". They forget that the act of teaching-learning is an act of humanity or an act of love (Freire1992/2004). Teachers have clear the students are human beings with lives more than tests or grades, and their implementations in their classrooms are based on the human dimension in two ways:

- In the classroom. Teachers feel they can make their own decisions. For instance, if there are teachers better prepared in English, they switch groups, because they do not receive any training to teach English. They also learn from others, tips, strategies, including also pronunciation which concerns them a lot. Besides, they are supported on materials and activities adapted to the context, and students' needs and interests. However, it does not mean they do not feel concerned about their practices.

- Beyond the classroom.

Teachers also motivated by the human dimension have taken action out of the classrooms, support the students with class materials, in case of abuse or a similar situation they look for help or visit them at home, and they also use their free time for teaching music or chess for instance.

2. They have their perspectives about policies. From this category emerged the next sub-category:

Clashing Visions About the Purpose of Education. Teachers and policymakers do not coincide with the vision of education. For teachers is clear that educational policies are dictated by organizations that influence the government like the International Monetary Fund (IMF), the World Bank, or the Organization for Economic Co-operation and Development (OECD) (Nussbaum, 2011), this is the reason why our educative policies are out of context. The data allowed identifying two ideas about educational policies:

- Policies as a Chimera. Teachers think that educational policies are decontextualized and do not promote educational quality but rather seek to strengthen capitalism; so the promise of better education is just wishful thinking. For teachers the main objective is to help human beings; for capitalism, the most important thing is the financial and human resources; teachers report figures and fill formats (Han, 2017).

- Monetary Motivation. Policymakers prioritize the labor market, the requirements of the OECD, and the free trade agreement; therefore neoliberal policies reach educational contexts (Apple 2003; Ayala-Zárate & Álvarez, 2005). Changing the humanistic nature of education for the production of goods. Teachers claim the educational policies are approved depending on the cost-economical benefit.

Only 5% of grade retention is acceptable in our educative contexts, teachers consider this average is considered to save money and not for improving the quality of education. For the neoliberal system, the money destined for education is a waste and not an investment (Apple, 2003; Manzano & Salazar, 2009).

Teachers know that the policies are designed according to economic interests, promoting in schools the acceptance of rules without change the conditions (Bourdieu & Passeron, 1970/1990; Freire, 1968/1996; Gramsci, 1995; McLaren, 2015), schools are considered providers of the cheap workforce, an unprofitable sector where is necessary to reduce their budget and force them to survive. This, fortify the inequalities in the country (Colombia is the fourth most inequitable country in the world, according to the World Bank Group, 2016); and lack of resources will cause school dropouts.

3. They feel negatively treated by the national government.

Teachers expressed they feel ignored, harassed, abused, and attacked by the government and the policymakers. Teachers, according to Giroux (1988); Sayer (2012) are seen as technicians, undervalued, and ignore because they are not considered intellectuals but implementers. They know their voices have not listened and won't be listened to.

The qualification of teachers is measure through tons of reports but is not important to the teaching process. They have to invest a lot of time filling these formats instead of focus on their teaching.

Teachers are critical of the policies imposed by the government, and despite the pressure imposed by neoliberalism, they continue fighting against the system.

Conclusions.

The neoliberal models have taken root in our country excused in the internationalization of education, globalization, and standardization; turning education into a factory, students into market products, and teachers into employees (Giroux, 1988). It is necessary to recognize that teaching and learning are human activities that cannot be reduced to formats and statistics; that one of the objectives of education is to prepare students for work, but the educative policies in the race for pleasing the markets, cannot forget that they must also be educated to be good human beings. And despite the mistreatment of the state, teachers will continue defending their ideas and working for the benefit of their students.

Main points gained from the item:

The poststructuralist paradigm intends to justify and distance the existing communicative practices to distinguish through the intellect the underlying rules, norms, or power structures that remain hidden for the intentional understanding of agents. Deconstruction as a strategy is used to implode theories and discourses (Given, 2014)

Grounded theory is an influential method for analyzing qualitative data, which constructs a theory from the data analysis. Researchers view, review, compare, re-compare, and contrast data to form codes, concepts, categories, and sub-categories. It is a reliable method grounded in participants' voices,

experiences, and it also can cover new findings. Within the grounded theory, axial coding is the process of relating codes of data to each other, integrates categories and sub-categories, using deductive and inductive reasoning looking for relationship identification between open codes, seeks to identify central phenomena in one's data. The coding process is repeatedly checked deductively, and it has proved to be a trustworthy and credible tool for analysis (Allen, 2017)

Focus groups involve a group format where the interviewer records the answers of a small group. It is used for different purposes in many different fields. These groups range between 6 to 12 people; less than 6 could limit the potential of the "collective wisdom", and more than 12 limits the participation of all members. Heterogeneous groups can obtain varied and rich data but homogeneous work better. To gather a wide range of data is better to have a minimum of 4 or 5 focus groups in the research project (Dörnyei, 2007d). The objective of these groups was to gather teachers' opinions, ideas, and perspectives on one particular issue: the implementation of educational policies.

Implementing two forms of triangulation: peers' triangulation, in which other researchers cross-examine the data and researchers interpretations, and theory triangulation, in which researchers confronted the emergent categories with existing literature, enabled to analyze and review the data and findings twice to obtain more reliable results.

The study exposed how neoliberalism influences the design of educative policies to serve the interests of the market, and how the reforms have weakened our country's education system. For neoliberals, schools are factories, students are products, cheap workforce, and teachers are employees, technicians who obey and do not emit opinions. Neoliberalism intends to homogenizing education with the implementation of national curriculums, standardized tests, and so on, and also strengthen its ideals through discourses of internationalization of education and globalization. Their objective is to maximize the use of financial and

human resources while reducing policy implementation. The state decides about educational policies depending on cost-benefit. For this system, education is not an investment; it is a waste of money.

On the other hand, teachers must fight and adapt the policies according to the students' and contexts' needs. They also expressed to be ignored in the design of the policies, despite demonstrating through their practices and experiences into the classrooms to be qualified and for obvious reasons to be among others ones of the most indicated to participate in the design of the educative policies. They feel mistreated by the government and the policies, ignored, abused, attacked, and harass with hundreds of formats and statistics. For teachers, students are human beings, and they are in the first place, they are very engaged with their profession and responsibilities, but they feel trap between the requirements of the state and educating students to be good human beings. But regardless of the image, they have in society they continue working for their ideals.

Opinion of the content:

Despite the Poststructuralist paradigm have detractors for the reasons set out below, the project portrays the norms of power structures in the educational policies of our country, allowing the interpretation of the readers due to the neoliberalism is a reality in our society, including the school contexts.

Poststructuralist tradition has been criticized by different authors, for instance, Thompson (1993) stated that deconstruction might originate inconsistencies and metaphors, avoiding seeing the interests and power structures. Poulantzas (1978) claims Foucault (Poststructuralist thinker) overlooking the role of the modern state and its derivation out of capitalist modes of production; does not recognize the omnipresence and domination of the contemporary nation-state everywhere, and neglects the geopolitical dynamics and

their influence over discourse regimes in society, in addition to pointing out the skepticism of the ability of a collective voice, a unified movement. Poste (1984) critiques its tendency to privilege discursive effects over the individual agency. But spite these censures, poststructuralism continues opening up Pandora's box that might hold some salutary, if discomfiting, ideas about Western civilization (Prasad, 2015)

For poststructuralist researchers, there is no essence or set of common, predetermined qualities belonging to entities in the world (nonessentialism), and apply not only to the subject of the research but also to the researchers' interpretation of what the subject has to say, so they must be cautious making generalizations of their findings. The task of the writer is to present individual narratives, and the reader decides on the extent to which the findings apply to other individual cases (Given, 2008c)

The researchers took advantage of the benefits that technology offers us today, to use social networks as an efficient and effective instrument to invite teachers from different localities in Bogotá to be participants in the research project. The use of this tool can increase the productivity of researchers allowing them to collaborate with different people, giving them timely access to collect data in remote sites in an easy and fast way, it allows interdisciplinary collaboration, speed in the dissemination of ideas, direct and fast interaction between people and between the researcher and the literature (U.S. GOVERNMENT, 1990)

Listening to the teachers' voices through this project allowed them to express their points of view, feelings, experiences, contributions, and complaints. Spite this, in qualitative research, is the researcher who decides what framework to use to analyze data, what questions will be implemented, how will be edited data, and what segments will be published (Smith & Sparkes, 2016); that is because as it was mentioned before, the researcher must be cautious in making generalizations of their findings.

Teachers' opinions.

Teachers' Micro-Practices

“If you are a teacher, you always want to do more for your students and then, as much as possible, because if you see that something...is missing...fortunately in primary school we have that...like that advantage, that as we are almost all the time with the group, yes? So, uh...we can within closed doors, when one is in the classroom eh... do something that you see that the kids are needing and that...that arises from your experience, of observing, of what to do, right? that is happening naturally, that is the contribution that one can make”. (ac-n)3

The Human Dimension of Teaching.

“What does one do in the classroom: The children arrive, one greets them, one looks at them, one asks them if they had lunch, who brought them, who brings them, with whom they sleep, why they did not do the homework, why the mother and father are not living with them. One also helps them academically when they do not understand a task; after a weekend they come home without the homework, what happened? Why did he not make the homework? Nobody helped them at home so one takes him, separates him from the group and dedicates some time to the children that have problems”. (pn_Solecito)

Micro-Practices in the Classroom.

“I have always looked for her, to deal with English in my group, so I had to go to her classroom to teach her kids religion, physical education, ethics, drawing, whatever I had to do, and she would come to mine to teach English to them. At least, the children take away a little foundation, a base for their high school”. (an-p6)

“Then one makes moderate efforts, I say...the fact of being a teacher is definitely love, that is, I cannot say that I am a teacher by vocation, because it is not true, but I assume it with great responsibility, I cannot say what it was what I dreamed of...no, it was life circumstances that confronted me...but I think that when one assumes something, one has to assume it with full responsibility and then in those terms I

assume it, well, I said well, I will have to do something and more with young children, well, one says, let's use playful activities, let's use songs, let's use whatever tools we might know...but it is difficult". (ac-jo)

Micro-Practices Beyond the Classroom.

"There are no spaces, there are no times, but sometimes one has the will, for example I work here with a small group teaching them chess, here in this lounge I work a few days, I have a small group but I would love to have a large group". (pn-Biribis)

Policies as a Chimera.

"I would like to say something about the coverage policy, I think it is important to keep in mind that the established parameters are inadequate, they are not the most appropriate; 35 or 40 students per classroom; overcrowding; mega-schools; there is a great deal of investment in infrastructure but they have not invested in the quality of the education of the teachers; not of the students because after all, if one is well prepared, if one does research (not only doing things by trial and error) it can provide...provide a better quality education, that should be, among other policies, should be quality oriented, it should not be oriented towards how many children pass the school year, and what the dropout rates are, and how many are repeating the grade; so, not to focus on the numerical part, but more on the knowledge part. Right now, everything is numbers, how many passed the test, how many passed the icfes, how many children passed and how many failed. So that is failing the truth". (an-p4)

Monetary Motivation.

"Or we see in Decree 230...the background of everything is an economic background, why? because each child who repeats a year has an economic cost for the governments. The 230 was intended to cut expenses to the maximum; only 5% of children could repeat a year, uh...Article 9, I think is the one that talks about 5% repetition in the courses, so you can see clearly...that...money-saving process, what

economists call fiscal adjustment!. (jp–Misudo)

“If you see the need for Colombians to be taken into account, for the population to be taken into account— because that is what matters least to them, for them matters that a teacher has 45 students in a classroom; they don’t care if they are well prepared, or not; they care that there are 45 students per a teacher; that the teacher produces, yes? And it is advantageous in the economic aspect, but they do not care if the child can learn, or the child cannot learn. And we see that right here in Bogotá, the children who are studying in this area are different from those of xxx, they are different”. (an–Lucecita)

Teachers Feeling Mistreated by State Agencies.

“Many times, we feel attacked, that is the truth. Because they attack us; this is how we feel, they attack us, they practically attack us, because they subject us to doing things without our consent and without seeing what the characteristics of our children are; what our characteristics are, and what are the means we have to make those changes and those approaches that they bring. So really, the aggression is strong and we feel it that way, and many times you do not participate...that is why, or many times you do things wrong because you do not have a personal motivation to do it, because one realizes that one is not taken into account at all and neither are children”. (an–p2)

“All the voices were not heard, so, this policy is not accompanied by the voices of the teachers, so at one point they said that if we all participated, this would be it, but now, at the time of implementation, they have never come to ask “how is it going teachers?” They have never evaluated the impact of this policy in the schools. About the Decree 1290, they have never asked what has happened in the schools, is it working? Is it not working? and it turns out that now they call the headmasters and the coordinators and they are told we have to get our act together because a lot of children are going to fail”. (ac–aid)

“And then, the directors end up harassing the teachers, telling them “I need these formats, I need this

implemented, I need them to develop eighty thousand projects” and because all those policies respond more to a “boom,” completely like this. They absorb us and we end up saying: “Well, what am I going to do with all this?”, what we do then, is to try to comply. To comply, but processes are not really being executed; school administration only and exclusively care for the formats, we are required to fill in the formats, that is what they pay attention to, but not the real work we do with the kids; the most important, which is the child, is completely forgotten”. (ac-jo)

Contribution made to the investigation:

The researcher analyzed the data manually supported in grounded theory with open codes and axial coding which is faster and sufficient with the use of word processing or spreadsheet programs to enable rigorous analysis and verification of conclusions.

For big scale in qualitative studies, computer textual analysis software is useful for rapid manual coding. This technique apart of saving time has other advantages as systematic coding, selective retrieval of coded segments, verifying conclusions, working on larger data sets with multiple separate files, and also working in teams with multiple coders to allow intercoder reliability to be measured and monitored; some of these programs are NVivo, and Atlas.ti. One development free or low-cost Web-based services are Dedoose (Centers for Disease Control and Prevention [CDC], 2019).

The study exposed how the teachers cope and adjust the policies, how the neoliberal politics affect them, how they are mistreated by the state, or how the government ignores what happens with the students, but it would have been important to include teachers’ suggestions since they experience daily the difficulties that arise in schools and could have valuable inputs that can contribute to the solution of the problems of

education in Colombia.

Thoughts triggered as a result of reading the item:

This study exposes as others research projects, the imperative need to listen to the teachers' voices in the design of educative policies.

This project makes me wonder if the government finds out how the teaching-learning processes work if they are adequate or not; if children are happy and learn or not; whether teachers feel lucky in their profession or if they are qualified; if the methods and strategies are working or if those must be improved, among many other questions ... it is only a matter of filling out forms and statistics? Another challenge for educational researchers would be to analyze and evaluate the documents that teachers must present to their superiors, which, expressed by themselves, are too many, takes valuable time from their pedagogical practices, and keeps them continuously under pressure. Perhaps through these, the true interest of the state in the educational field can be revealed more clearly.

It is a pity to listen to how teachers of elementary schools stated that they are not trained to teach English, but they have to do it. So, how does the MEN intend, for instance, to achieve the goals proposed in foreign language policies, if the students have teachers who are not qualified to teach English?

If for the state education is an expense and not an investment, as this research shows, it is necessary to continue investigating to verify that education is not an exit without return but an investment that might enable our country to progress as in other countries, where education it has become the axis for its development. If we copy foreign models to implement them in our educational contexts as the ECFR, why not implementing those that have brought economic growth to other countries through education. As states

Van Den Berg (2012) large investments in education were one of the causes of the rapid rates of economic growth in east Asia. It proves that education accelerates economic growth by expanding human capital. He also claims that according to statistical evidence, there is a bi-directional relationship between education and economic growth: education causes growth to increase and the increased growth raises the demand for education.

Also as explained by the human capital theory of the Nobel prize of economic sciences 1992 Gary Becker and T.W. Schultz his professor who argued that education explains the growth (UTEG, 2020).

Finland transformed a mediocre and ineffective education system into a talent incubator that topped world rankings for student achievement and fueled the birth of a sophisticated and highly industrialized economy. They have the best educative system in the world, but they claim that high-quality public education is not the result of educational policies alone, but also of social policies; guarantee all children equal opportunities and conditions regardless of socioeconomic context, for free and quality learning for everyone from preschool to Ph.D. (food, doctor, dentist, instructional materials are free for them), special attention to children with disabilities, a model of equality and social justice gradually created by the Finns after the war: health, education, and housing for all. "Social inequality, child poverty, and the absence of basic services have a strong negative impact on the performance of a country's education system," stated Pasi Sahlberg, one of the creators of Finland's educational policy reforms in the 1990s, in the book "Finish Lessons".

Until the end of the 1960s, only 10% of Finns had completed secondary education, and only 7% of the population had higher education. But in the '70s the country established public education to develop the human capital, then, launched excellent training programs for teachers in the country's universities. He created remarkable working conditions and broad decision-making autonomy in schools, paying his teachers

reasonably well, but only the best and most prepared students can become teachers, the master's degree has become the basic and compulsory requirement for a teacher to be able to teach in Finnish schools, including for pre-school education. In the 90's they created two new paradigms with the participation of associations of teachers, politicians, parents, members of the academy, and different sectors of society (BBC, 2018).

Reading this article, I feel that we are still very far from reaching an equitable educational model that can benefit the students, the community and that also contributes to the economic development of the country. However, it is not impossible to start taking steps to achieve a restructuring in education, as other countries have done, which nowadays have strong educational systems that contribute significantly to the development of their countries. The questions for educative researchers are How to reach this goal? , and even more complicated, how to face neoliberal policies to implement educative changes?

Item No.	12
Location of item (url):	https://www.howjournalcolombia.org/index.php/how/article/view/385/459
Date reviewed:	2021-1
Item title:	Exploring Students' Perceptions About English Learning in a Public University
Full bibliographic citation (APA):	
Jiménez, P. K. (2018). Exploring Students' Perceptions About English Learning in a Public University. <i>HOW Journal</i> , 25(1), 69-91. https://doi.org/10.19183/how.25.1.385	
Purpose of reading the item:	

Gather information on EFL teaching and learning contexts to carry out a critical analysis of its content and extract relevant information that serves as a starting point to guide LLEI students in the construction of significant theoretical knowledge to support the process of stating research projects focused on subproject 3.

Brief notes from content of the item:

The study analyzes the worrying percentages of students who lose 70% and students who drop out 50% from the English program of the language institute at a university in Colombia, by exploring the students' strategies, strengths, weaknesses, learning styles, and degree of commitment, but also the reflection of students and teachers as builders of meaningful learning. The attitude of learners is essential for the transformation of education. (Jiménez, 2015)

The main objective of the study was to find out how undergraduate students could become more effective learners and how they could improve their performance. It also aims to achieve some changes through the critical reflection of teachers and students.

The research question of the study was: What do the perceptions of a group of English as foreign language (EFL) students at Instituto Internacional de Idiomas of Universidad Pedagógica y Tecnológica de Colombia (UPTC) reveal about their English learning process in terms of learning styles, study skills, motivation, and commitment?

Theoretical Considerations**Learning Styles.**

All people have different preferences and learning styles. Some learn through vision, their sense of

touch, or hearing. Others learn through music, numbers, drawings or associating objects and concepts, or working individually or in groups.

Other people prefer one of the language skills more than the others (reading, writing, speaking or listening) Brown (2002).

Although there are different definitions of Learning Styles, the most appropriated for this study is Brown's (2002) who conceives learning styles as patterns that provide direction for learning and teaching, since learning styles influence how students learn, how teachers teach, and how these two interact.

According to Brown (2002), there are three styles of learning defined by physical and sensory preferences which can be combined to learn; Auditory, visual and tactile, or Kinesthetic (using different parts of the body).

Motivation.

motivation is a type of internal drive that pushes someone to do things to achieve something (Harmer, 2007)

motivation is "the combination of learners' attitudes, desires, and willingness to expend effort to learn a second language (. . .) is generally considered to be one of the primary causes of success and failure in language learning" (Schmidt, 2002)

Brown, (2002) and Harmer (2007) coincide there are two types of motivation, defined as External and internal motivation, and extrinsic and intrinsic motivation respectively. Both agree the motivation comes from external factors and from inside.

Autonomy.

It implies taking control of learning or self-directing it and wanting to do it. It is key in the learning process.

Autonomy is the ability to take charge of one's learning, taking into account objectives, processes, and evaluation. (Holec, 1981).

For Little (1991) autonomy is “a capacity for objectivity, critical reflection, decision making, and independent action.

Therefore, it is necessary to be reflective about one's learning, take initiative to explore, find solutions, and evaluate results.

Study Skills.

Study skills are abilities, activities, techniques, and approaches applied to learning, to promote it effectively and autonomously, to achieve success and independence. Some researchers associate them with learning strategies. Griffiths (2013), defines learning strategies as “activities consciously chosen by learners to regulate their language learning” (p. 36).

Learning strategies have been classified as cognitive, metacognitive, and social-affective (O'Malley & Chamot, 1990) or cognitive, affective, socio-cultural-interactive, and the master category of “meta-strategies,” which includes but is not limited to metacognitive strategies (Oxford, 2011)

Other experts defined study skills as the effective use of specific learning methods. They include regular study, listening to lectures, taking notes, efficient written explanations, participation in lessons, doing homework, and preparation for exams (Crow & Crow, 1948; Dodge, 1994; Lewis & Doorlag, 1999; Smith, 2000; Thomas, 1993). As skills are not independent, these experts suggest using them together to achieve high-level success.

Study skills and learning strategies must always be planned to make learning more effective and meaningful.

Method.

The type of research was an exploratory and descriptive case study with a qualitative approach. It was focused on interpreting and understanding a problematic situation: the increase of students' dropout level and the poor academic performance in English.

The purpose of the project was to describe and analyze the participants' perceptions of their own English learning process and targeted at discovering everything related to the participants' study method and learning strategies.

Participants.

The study began with 11 men and 11 women, with ages from 17 to 28, belonging to different programs. The exam Saber Pro-Test was a requirement for their graduation. Only 10 women and 3 men kept on the project and finish the English course.

Procedures.

During the third week of the first month of the study, a questionnaire was implemented for the students.

The information provided in this instrument served as input to re-design the survey which was applied during the second month of the study and was focused on answering the response of the research project with more specific questions.

A third instrument used was the teacher's field diary, whose main events were coded and colored to be triangulated and categorized. Differences and similarities were analyzed in the information collected regarding learning styles, motivation, autonomy, study skills, and strategies of the students.

All the instruments were written in Spanish to avoid the loss of crucial information.

Data Analysis.

The information collected through the three instruments was analyzed from the Grounded Theory

method:

1°. Categorized the data according to the common and repetitive patterns found by using a code system and colors.

2°. To group, compare, and contrast data and assign names to the most important aspects related to the objectives of the study.

3°. The information was triangulated and after establishing concepts, some tentative categories emerged.

Every finding during the research process was considered provisional, later refined, and classified.

4°. After a more careful and deeper analysis, those initial categories were redefined and summarized to determine the findings and draw conclusions.

Findings.

The discoveries describe the participants' learning styles, motivation, commitment, and attitudes, the autonomy they accomplished, and the learning strategies used.

Learning Styles and Learning Strategies.

Through the survey and the questionnaire, the participants expressed their preferences and the way they learn better.

-6 visual students. They expressed they learn best through reading and writing, taking notes, watching movies and videos with subtitles, observing the notes on the board, and seeing class resources in their hands; they manifested having visual memory.

- 5 analytical students. These students stated that they learn better through Analysis, inference, comparison, reflection, and review of their notes. This ability allows them to be self-critical and aware of their weaknesses when talking about their lack of interest, commitment, and autonomy, which affects their

academic performance.

- **3 auditory students.** They report having good performance in the listening part of the class tests. They also claim to use this skill through audio material to strengthen their learning of English. They enjoy listening to songs and movies when class content is assessed. Their listening comprehension is outstanding.

This skill needs devotion and continuous work to obtain a good performance; however the students expressed dedicating little or no time to strengthen it, and for this reason, it becomes one of the most difficult skills to develop for them. 10 participants manifested to have problems with listening.

- **1 Impulsive student.** The study revealed that most participants were not impulsive learners. Concerning verbal skills, for example, most of them do not like to speak in English mentioning being afraid of making mistakes; so, teachers had to use Spanish for better communication in class.

Three participants used to combine styles.

These responses were corroborated with the teacher's field diary and some learning styles were verified through the performance in the exams taken in the course. These exams allowed relating the abilities of the students with their learning styles, evidence that many of the participants were visual, with good performance in the exercises with graphic vocabulary relation and drawing on the test. On the contrary, the most difficult skills were listening and grammar for many of them.

By relating the learning styles to the linguistic abilities of the participants, it can be said that the auditory style is related to the listening skill; visual style with reading comprehension; the analytical style with writing, grammar, and vocabulary; and impulsive style with the oral skill. According to this, the study showed these results.

Speaking skill. 12 of the participants said they had difficulty speaking English in class (they did not show impulsive style); however, they expressed being analytical by preferring to think carefully before

speaking.

Listening skill.

10 participants stated difficulties with this skill (They did not have auditory style), however, they were visual students.

Reading comprehension. 4 students declared to have problems in reading and understanding.

Grammar. 8 participants manifested issues when analyzing grammatical rules and scanning.

Vocabulary. 2 students presented problems to learn new terms and vocabulary. For most of them, it was a strength.

In conclusion, speaking, listening, and grammar were the skills they need to improve more. 1 student manifested problems with all English linguistic skills.

Few participants declared to combine visual, auditory, musical, and reflective styles at the same time.

Brown (2002) claimed the use of combined styles allows retaining data in a better way, due to the person use both sides of their brain hemispheres. People usually use one side of the brain more than the other that is because they have a dominant learning style. Each hemisphere has an especial ability and each one recognizes different processes. However, people should work on both sides and develop both hemispheres: “Left and right sides of the brain have to be worked together as members of a team to be able to stay balanced and learn best” (p. 15). This statement can be evidenced with the students who managed to complete the English course, and it can be concluded that the combination of learning styles and learning strategies are key to achieve the learning of a foreign language in a meaningful way.

Motivation.

Bearing in mind important concepts about motivation such as “having a real purpose or desire to

learn something” (Brown, 2002, p. 17) and also having “the internal drive that pushes someone to do things to achieve something” (Harmer, 2001, p. 51). In consonance with these concepts, nine of the thirteen participants (70%) expressed internal motivation to learn English as opportunities to grow professionally, travel abroad, learn new cultures, be able to read and understand articles, understand and talk to foreigners fluently, enjoy the music they liked more, to have access to international scholarships or agreements among universities. The other four students (30%) claimed they took the course as a requirement for graduation.

This evidenced that their motivation toward English was extrinsic. As stated by Brown (2002), these learners were pushed by something to learn it.

Some students expressed feeling unmotivated since the English course does not influence their grades, unlike other subjects with credits which need all the attention; other two because they do not have enough time for studying; two more due to English is difficult for them and they do not have time or devotion; some come to the university with a low performance from high school, and others do not agree with English as a Foreign Language (EFL) and would have preferred English for specific purposes (ESP) to learn topics and vocabulary related to their career.

In conclusion, many participants were mainly motivated externally because of the reasons expounded upon above. However, it is worth remembering that intrinsic is the most effective type of motivation while learning (Brown, 2002; Harmer, 2007) and this is what makes the difference when learning.

Commitment and Students’ Attitude throughout the Learning Process.

The data analysis indicated a lack of disposition, effort, and interest of some participants in the English course; attitudes like disregard, laziness, constant nonattendance, among others, were identified.

A few participants admitted that their interest in the English learning process had indeed decreased

over time, and some of them recognized their not having given English the necessary importance.

Despite most of the participants were aware that the students' attitudes incise in the learning process, little effort was evidenced, and 9 of 22 dropped out of the English course.

Learning Strategies

Strategies used during the learning process	Participants who used them of the 13
Develop workbook exercises	2
Search for extra information	2
Make glossaries	4
Review notes	4
Ask questions in classes	7
Interact in class	5
Go to personalized tutorials	0
Reinforce through extra exercises	1
Take notes	5

For successful English learning, learners should show more autonomy and interest.

Autonomy.

In the study, autonomy was taken as the ability to take charge of one's learning (Holec, 1981)

Students' recognized the importance of autonomy as something beneficial, not only for daily life but to improve their academic and professional performance. However, On a scale from 1.0 to 5.0, ten students

self-assessed their autonomy as 3.0 in their English learning process; two graded with 4.0; and 1 student with 2.0. These results showed that 93% of the students do not work with dedication and autonomy in English.

Out of a total of 6 hours a week, only one student dedicates one hour a day to study English.

Conclusions.

The study concludes that students' interest, self-motivation, and autonomy are crucial to learning a language successfully.

Taking into account that students are aware of the importance of the English language in the world, and the need to learn English to succeed; It is necessary to analyze the teaching-learning process to achieve the attitudes required in students and teachers.

Most of the students acknowledge their deficiencies in their study skills and methods, also admitting their lack of interest and commitment in the process. They accept that they do not give enough importance to English; there is absenteeism and they do not have time to study; which affects their motivation, interest, and commitment.

Teachers should agree with students on the areas they need to improve and also reinforce aspects such as autonomy motivation, also to strengthen the metacognitive skills and self-regulation processes to develop critical thinking processes, to improve their performance in their English learning process.

The results of the study showed that most students are visual and analytical, so the auditory and impulsive are the less used by them; it means it is necessary to develop listening and speaking.

Students who achieved good performance in the English course combine different learning strategies and learning styles taking advantage of their multiple intelligences.

With the combination of learning strategies, learning styles, metacognitive strategies such as

planning, monitoring, and evaluating, and also social-affective strategies, students may become more effective learners and achieve better outcomes in the process. Social-affective strategies like cooperation or asking for clarification (O'Malley & Chamot, 1990)

59% of students drop out of the English course due to different factors such as insecurity, inconstancy, or fear of making mistakes. These problems must be addressed with patience and support. There are also cases of students who have little aptitude for languages who have learning disabilities, so teachers must use methodological strategies that can cover all types of learners.

Main points gained from the item:

The context where the study was implemented and the objective planned by the investigators are suitable for implementing exploratory research.

“An Exploratory case study is appropriate when there is a need to develop more knowledge about a particular phenomenon to understand the current issues and recommend additional needed research”. Yin cited by (Lester, et al., 2014, pág. 79)

Grounded Theory is useful for studying and discovers regular, repeated patterns. It provides a method that promotes systematic detailed analysis of the data, allowing to become immersed in the data at a detail level. (Myers, 2009)

The questionnaire is a resource that enabled the researcher to obtain factual questions: demographic characteristics, behavioral questions: actions in the past or present, lifestyle, habits, and personal history, and attitudinal questions: attitudes, opinions, beliefs, interests, and values. (Dörnyei, 2007k)

The survey collects quantified data to describe or identify co-variation between variables that may point to casual relationships or predictive patterns of influence. (Sapsford, 2007). Although surveys belong to quantitative research, their use in qualitative research is validated by different authors.

Kaplan & Duchon (cited by Gable, 1994) states the use of multiple methods can strengthen the results through the cross-validation achieved when different kinds and sources of data converge and are found to be congruent.

Multiple methods research strategy is usually described as one of convergent methodology (“triangulation Webb et al, 1966), multimethod/multitrait.(...) qualitative and quantitative methods should be viewed as complements rather than as competitors. (Clark, et al. 2008)

The use of a questionnaire, a survey, and the teachers’ diary to be triangulated enabled to consolidate the results of the study. If something crucial was omitted in the questionnaire, a question was ambiguous or misunderstood the researcher can compensate for these weaknesses in the survey to obtain more accurate results. Traditional survey research usually serves as a methodology of verification rather than discovery. (Gable G. g., 1994)

To announce through the voices of university students the realities they must face in EFL courses (lack of learning strategies, development of learning styles, motivation, commitment, autonomy) and how the context (English course does not influence their grades, subjects with credits which need all the attention, insufficient time for studying, low performance from high school, English topics that differ to their interests and needs) influences in their performance.

Opinion of the content:

The inquiry also allowed the researchers to describe students' attitudes, perceptions, learning styles, learning strategies, linguistic skills, and also events that occurred during the study. The descriptive case study enables to describe the data of an event or experience of the real-life that influence the context and is based on a theory to support the report (Zainal, 2007).

To include the diary of the teacher allowed the researchers to gather information in natural contexts with little obtrusion narrated by the protagonists. It enables to capture the phenomenon evolution, background information, and also reduces inaccuracies from not remembering something correctly. (Dörnyei, 2007b)

Students' opinions.

analytical students.

"If I studied, I would achieve a better average"² (Student 15)

"I know I can improve". (Student 15)

"I don't feel satisfied with my accumulated average. I consider I can improve and learn". (Student 19)

"I'm not satisfied with my average since I know I can give more of me". (Student 16)

(Concerning the most effective study technique and learning strategies) "It really works taking all the necessary material to class and taking advantage of the class time at maximum" (Student 12).

In the survey seven participants selected this choice: "I never go to tutorials although I'm aware that they could be very useful."

In reference to other learning strategies to make learning more effective, the student stated, "I need to be more committed to study and devote the necessary time to this subject." (Student 19)

Auditory students.

“My strategy is listening to English songs”. (Student 18)

“Techniques such as listening to series in English without subtitles in YouTube have worked for me. Also, applications as Duolingo to reinforce my knowledge”. (Student 13)

“It works for me to watch movies and listen to songs in English, above all for the pronunciation”. (Student 9)

“My learning is truncated in speaking and in the listening part. The understanding of listening is too difficult for me”. (Student 4, Survey)

Motivation.

“Because English is the universal language and it almost mandatory to know it nowadays. Furthermore, it is very useful for me throughout my career and in the future for my professional life”. (Student 12)

“I’m taking English because it opens doors and guaranties a better future”. (Student 2)

“Well, my motivation is being able to see, read, and understand articles in English. To talk to foreigners and other people in English, listen to music and understand it, and above all, to achieve a good level of English to apply scholarships in another country”. (Student 11)

“Sincerely, it is because we have to take the levels for the graduation”. (Student 5)

“I am taking this course because it is mandatory”. (Student 9)

“People study English because it is mandatory or because they need it for ECAES, and not because they actually want to or like it. This is the reason why students do not take it with commitment and interest”. (Student 19)

“People only take it as something they have to fulfill as mandatory. Furthermore, it does not have any academic punishment”. (Student 15)

“The reason for my discouragement is that this subject does not have any credits and does not affect the average; for this reason, students are not interested in it, since there are subjects with more relevance that do have credits”. (Student 12)

“I get unmotivated because I cannot devote the time I wanted”. (Student 11)

“I get unmotivated because I simultaneously take other high difficult level subjects which don’t let me concentrate on this course”. (Student 17)

“It is discouraging that sometimes students do not give English the importance it deserves, ignoring benefits”. (Student 16)

“It is discouraging the low commitment students give the subject, since they do not take it seriously”. (Student 19)

(Preferences English for specific purposes (ESP) than EFL) “I got discouraged since English does not have to do with my program; for this, the interest is not suitable, it is the last subject one takes, the last choice”. (Student 6)

“Also, because English is very general and I would like to learn vocabulary related to my career”. (Student 17)

Commitment and Students’ Attitude throughout the Learning Process

“Others, on their part, did not show major commitment and simply read from a piece of paper, without taking into account the parameters for oral presentations such as organization: Introduction (development and closing), pronunciation, grammatical correctness, fluency, and creativity. Even they were written on the board. Student 5 was sincere and stated that he had not actually had time to prepare the presentation, since he had had to prepare a test for another major requirement subject...but the other students limited to improvise and do nothing”.(teacher’s diary)

“This semester my interest for English decreased, my current level is lower than in previous levels”.

(Student 12)

“My level is actually low; I have not given English enough interest”. (Student 15)

“Well, I have not given it all the importance it deserves; however, I have improved regarding the previous levels. The comprehension has been better and the learning too. The level has increased, not as well as I wanted because of the lack of devotion, but it has indeed improved so much”. (Student 4)

“At the beginning, I did not give it major importance because of the lack of time, but this semester my teacher has helped me to overcome many difficulties; for this reason, I have improved my skills in front the language”. (Student 18)

“If I had had more time, I would have been more dedicated and committed”. (Student 11)

I consider “Study Skill” is not the same as “Learning strategies”. Skill is “an ability” (Macmillan dictionary, s.f., definition; Merriam-Webster, s.f., definition 1a) and strategy is “a plan or method” (Macmillan dictionary, s.f., definition 1; Merriam-Webster, s.f., definition 2a). Abilities are not activities, techniques, or approaches. People need abilities to implement strategies. Skills are the product of information processing that combines input from the nervous system and the kinesthetic system. (Bekerian et al., 2012)

The author states “Study skills and learning strategies must always be planned to make learning more effective and meaningful”, for the same reasons exposed above study skills cannot be planned.

People study English because it is mandatory or because they need it for ECAES,³ and not because they want to or like it. This is the reason why students do not take it with commitment and interest. (Student 19) People only take it as something they have to fulfill as mandatory. Furthermore, it does not have any

academic punishment. (Student 15)

To design the questionnaire and the survey in Spanish avoid inexactitudes in the data collected.

Conversely, four participants (31%) stated having taken English just to fulfill the university graduation requirement. This evidenced that their motivation toward English was extrinsic. As stated by Brown (2002), these learners were pushed by something to learn it. I do not agree with this statement; From my perspective, these students took the English course “push by someone”, but without motivation, they participated unmotivated. Taking up the words of the quoted authors (Brown & Harmer), they did not have a real purpose, desire, or an internal drive to learn English. There is no external motivation. In agreement with Marisamy, Brindhamani, & Manichander (2015) A motive is an impulse that causes a person to act. Motivation is an internal process that makes a person move toward a goal. (...) Motivation can only be inferred by noting a person’s behavior. Each person is motivated differently. Teachers implement strategies to stimulate students’ motivation, for inducing their motivation to learn.(Brophy, 2010)

Contribution made to the investigation:

Integrating the sensory learning style exposed in the study, the cognitive learning styles and personality learning styles proposed by Reid (cited by Shafaei & Nejati, 2009) to have a broader view of learning Styles.

In the process explained by the researcher to perform the data analysis in the study, her great dedication and investment of time to be able to publicize the results obtained is evident. According to this, it would have been helpful to use reliable software as support to save time and mental exhaustion of the researcher. In agreement with Dörnyei, (2007f) Although the grounded theory is a method that provides in-

depth analysis of a phenomenon, this can be a demanding and intense task, which requires high analytical development and runs the risk of ending up analyzing something that is not theory or trivial things. These difficulties can be remedied with the use of computer programs that facilitate the analysis of grounded theories (...). The most mentioned are CAQDAS, NUD*IST, NVivo, The ethnograph, Atlas.ti, win MAX, MAX qda, Qualrus, QDA miner, and Hyper RESEARCH.

Thoughts triggered as a result of reading the item:

The results in the study are worrying since 59% of students drop out of the English course due to different factors analyzed through the study. According to this, I consider it is crucial to focus on this type of educational context through research that leads to solutions to the problems presented in the language institutes of the universities. How to promote the development of learning styles and strategies in students so that they can obtain a better performance in learning English? Delving into the causes of school dropout and propose solutions to it. How to modify the educational policies implemented in the contexts of English as a foreign language Universities for the benefit of students?

It is also worrying to observe through the analysis of the data that no student of the thirteen belonging to the course requests personalized tutorials, that only one of them performs extra activities to reinforce content, that only two use the guide book, two are interested in looking for extra information and only five of them take notes in class. The study did not include suggestions to solve these problems; therefore, I consider it important to delve into the proposals of the students and teachers to solve them. They are the most indicated to provide solutions since they are directly affected and those who experience these difficulties daily.

Item No.	13
Location of item (url):	https://www.howjournalcolombia.org/index.php/how/article/view/544
Date reviewed:	2021-1
Item title:	Inquiring Pre-service Teachers' Narratives on Language Policy and Identity during their Practicum
Full bibliographic citation (APA):	
Montoya-López, J. C., Mosquera-Andrade, A. V., & Peláez-Henao, O. A. (2020). Inquiring pre-service teachers' narratives on language policy and identity during their practicum. <i>HOW Journal</i> , 27(2), 51-72. https://doi.org/10.19183/how.27.2.544	
Purpose of reading the item:	
Gather information on EFL teaching and learning contexts to carry out a critical analysis of its content and extract relevant information that serves as a starting point to guide LLEI students in the construction of significant theoretical knowledge to support the process of stating research projects focused on subproject 3.	
Brief notes from the content of the item:	
Despite twenty years of reforms, the Organization for Economic Cooperation and Development (OECD) states the education in Colombia is under average.	

From 2004 with the bilingualism law until 2018 with the Colombia bilingual program, Colombia has implemented different reforms to strengthen EFL in the country, adopting the Common European Framework, Basic English Standards, Basic Learning Rights, modifications to the structure of the curriculum, audiovisual materials, the bilingualism law and the support of foreign teachers in schools.

The report: *Tras la Excelencia Docente* (In Pursuit of Teacher Excellence) issued by the *Compartir* foundation in 2014, exposes different difficulties experienced by teachers such as lack of preparation, working conditions, and the loss of prestige of the profession and highlights the need to overcome these obstacles to reach international standards.

The conclusions of this report promoted in the National Plan 2014- 2018: *Todos por un nuevo País*, the high-quality accreditation for education programs through the article 222 of Law 1753 of 2015, regulated by the decree 2450 of 2015. Resolution 18583 of 2017 includes the normalization of program names, strengthening classroom research, demanding higher language proficiency certifications, and allocating 2400 hours for the practicum experience. In 2018 the new government repealed article 22 but the reforms were already being implemented.

This study analyzes the pedagogical practice of 5 teachers in training and the result of their reflections among others on national and institutional policies, their position as policy actors, and how they are acquiring their identity as teachers.

According to authors as Durán, Lastra, & Morales, (2017); Pinzón & Guerrero, (2018); Correa & González, 2016; Miranda & Giraldo, (2019); Durán et al., (2017) the reality teachers have to face in schools is very different from that presented by national policies and the universities where they are trained. Aspects such as poverty, demotivation, lack of resources, overpopulation, among others, challenge but also discourages them.

Teachers educators as Suárez and Basto (2017); Durán et al., (2017); Morales, 2016; Pinzón & Guerrero, 2018; Quintero, (2016); Castañeda-Peña, Rodríguez-Uribe, Salazar-Sierra, and Chala-Bejarano (2016); Castellanos (2019), and Aguirre-Hernández (2018) have expressed their concerns in topics like teacher students' beliefs, training opportunities, pedagogical experiences within Colombian demands in English teaching, the role of the practicum advisor, and the need to listen to their voices in teaching programs reform.

About languages education reforms and national policies Granados-Beltrán (2018);

Abad and Pineda (2017); Granados-Beltrán (2018); Abad and Pineda (2017) agree in pre-service and service teachers train in research, to address topics such as language teaching, language classroom inquiry, education policies, to justify the governmental reform's emphasis on classroom research.

The omission of these authors on reflections about national and institutional language education policies and the construction of pre-service teacher identities as policy agents are also crucial.

The study used a critical-sociocultural approach to narrative inquiry, language policy, and teacher identity (Barkhuizen, Benson, & Chik, 2014; Kelchtermans, 2018; Lasky, 2005; Levinson, Sutton, & Winstead, 2009). This approach is adequate to interact between language policy and teacher identity (Lasky, 2005), and also to research on the suitability of teaching English within pre-service teachers' morals, beliefs, and values (Barkhuizen et al., 2014; Lasky, 2005).

Darvin & Norton, 2015; Peirce, (1995); Barkhuizen et al., (2014); Barkhuizen et al., (2014), and Alsup, 2018; Kelchtermans, (2018) express that the opinions of pre-service students regarding the conditions for teaching and their experiences in different contexts are essential to investigate the relevance of language education within their principles.

Ruohotie-Lyhty, (2018); Kelchtermans, (2018), and Gómez & Guerrero, (2018) states narratives

allow pre-service teachers to express their interests, significant moments in their professional life, and also contribute to understanding themselves. Through the reading of their narratives, it is possible to identify points of view related to participate in policymaking and how they interpret the policies at work to design the new ones, and also see their roles in the policy process, (Levinson et al., 2009). The way pre-service teachers implement the policies according to the characteristics of the educative contexts allows defining their identity (Canagarajah & De Costa, 2016; Canrinus, 2011; Kelchtermans, 2018). Knowing their beliefs and principles about the policies and plans, empower their ideals (Kelchtermans, 2018). However, their self-understanding vs. the environmental characteristic can interfere with their willingness to make policy and also their identity. (Ruohotie-Lyhty, 2018). For this reason, the pre-service teachers' reflections on policy and their pedagogical practice were analyzed.

This narrative inquiry aims to unveil the incorporation of policy agency; the willingness to make policy refers to policy agency (Levinson et al., 2009; Ricento, 2006) within the construction of teacher identity of pre-service teachers in their academic practicums.

The research project was implemented in a private Catholic university in Medellín – Colombia. The exercise consisted of making sense of concepts in Language Policy within the practicum experience of 5 teachers in training.

The practicum was divided into four-month semesters and 128-hour school interventions.

1st semester: Observation to understand school context.

2nd semester: Students plan, teach, and assess their classes.

3rd semester: Students connect practicum experiences to language teaching theory.

4th semester: Students propose a social project and explore other roles within education communities.

The practicum goal is to support pre-service teachers in becoming competent professionals, constructing their teacher identity, and bring social transformation to their communities of practice.

Research Method.

This research study resembles a narrative inquiry of the type of narrative interview (Barkhuizen et al., 2014). Drawing on narrative inquiry as a paradigm in education qualitative research in which data come from stories (Barkhuizen et al., 2014). The participants share their experiences on the management and elaboration of language policies.

Data Collection.

The data was collected through a narrative interview; this design was adopted to consider the oral recount of their life stories and access participants' perspectives (Barkhuizen et al., 2014). A semi-structured interview was implemented drew on questions focused as a guide on stories on language policies, but without limiting the freedom of the interviewees to tell the stories from their perspectives (Barkhuizen et al., 2014). Pre-service teachers' journals were also collected, written at the time of the practicum,

Participants.

Participants of the study had to be enrolled or having finished their practicum, also as a requirement to know the theory related to Language Policy. Two of them belonged to the student research group; one was in the last practicum and has already attended the language policy course; the other was having his first experience teaching and learning Language Policy in the research group. The other three participants were classmates of the research group members; one of them was in the last practicum, and the other two had finished their practicums, all three had attended the Language Policy course, and all of them have carried out classroom research and completed the research reports required for graduation.

Data Analysis.

Data analysis in Narrative is based on qualitative methods producing findings in categories, emerged by following grounded theory and content analysis. The interviews were recorded and transcribed to be coded through line-by-line coding, and the resulting codes were grouped, organized, and summarized. The journals and one set of lesson plans were read and compared to find intertextual connections with their narratives. Along with the coding and intertextual comparison, memos were written when patterns started to emerge in the analysis. Findings were organized in two categories depicting the appropriation process pre-service teachers took.

Although two teachers led the study, data analysis took place within a student research group which demands a pedagogical approach to research; The objective is to provide pre-service teachers with research training. The data analysis was very carefully revised as it was part of the research students' training.

The internal discussion shared during the data analysis, preliminary and final findings were presented at the regional research incubators encounter (RedCOLSI) in May 2019, ASOCOPI 54th National Congress, in October 2019, and II National Research Incubators Encounter at the Catholic University Luis Amigó in November 2019. Researchers took notes of the audience's comments before the writing of this report.

Findings.

Two findings emerged from pre-service teachers' reflections on language policy.

The first finding unveiled the facts motivating their reflections. The second finding showed the strong relationship between pre-service teachers' identities and the educative policy structures.

Pre-service Teachers' Reflections.

Pre-service reflections are focused on:

- Their feelings during their practicum. Feelings on the practicum challenges.

- Their students' and school characteristics. About the cognitive capacities and socioeconomic background of their students as well as the school context limiting their methodological choices.

- Their identity. The methodology they choose depends on the teacher they are or the teacher they want to be.

Pre-Service Teachers' Feeling about Their Practicum Experience.

Participants are disappointed with government English language policies, which are not designed following the realities of educational contexts and the cognitive and linguistic abilities of students.

In some cases, the booklets are never used, they do not fit with the syllabus or the objectives and contents are simply too advanced for students.

They also criticized the limitations they have to design plan classes or materials.

However, pre-service teachers also feel satisfaction when they notice progress in their students, or they use English words to express ideas, also when students or parents acknowledge their efforts.

Pre-Service Teachers' Reflections upon Schools and Students' Characteristics.

The socio-cultural contexts of the schools vary between strict and lax. In structured schools, pre-service teachers receive more support but also more pressure to comply, these schools implement the standards, standardized tests, and even approaches in vogue. They have a vision of language education, are more organized, and despite pre-service teachers do not have enough opportunities to propose, they offer them material and training. However, they do not agree with the school policies, but they have to do it to avoid admonitions.

In other schools, the pre-service teacher decides the class topic, and the freedom to decide one of the policy booklets, and the teacher or coordinator agrees with them.

The use of the booklet makes them think about how to adapt it to the heterogeneous characteristics of the students.

To face the socio-cultural realities of the students depends on the schools' structure, and the pre-service teachers reflect how to confront the language policies challenges.

Pre-Service Teachers' Understanding of Their Teacher Identities

The identity of pre-service teachers can be understood as acting to keep challenges under control.

Pre-service teachers consider that the challenges of the practicum are part of building their identities, and they self-understand themselves during this process and attempt to protect their identity avoiding adopting practices they criticize.

Not all conceptualize identity in their narratives. They can consider themselves behaviorist, content teachers, policy implementers without experience to be critical, outdated in terms of language policy, and tied to others' decisions.

Despite pre-service teachers consider the universities bring them relevant training, their identities do not depend on university lessons. The reality outside the classrooms is very different.

Pre-service Teachers' Teaching Practices.

For the teaching practices, the pre-service teachers must take into account two levels.

1°. The two national language policy booklets: Basic Learning Rights and Suggested English Language Curriculum Structure. They can select one of the booklets based on the needs of the students and their beliefs to carry out their practice, in schools that allow them to choose the curriculum.

2°. Their teaching practice draws on the institutional textbooks, suggested activities, practice tests, and class material.

Pre-service Teachers use the booklets as references for lesson planning or curriculum design. The

methodological proposal depends on their identity, and the teaching method is based on their views on language and language teaching, the students' needs (having fun learning, repetition, and reinforcement, interaction with technology, and having a feeling of progress constitute some of the needs they try to address), the resources of the context, and their joy and comfort. They state that is necessary to adapt the official policy booklet content for meaningful learning.

"Students' participation in class planning, development, and evaluation" appears as characteristics of Project-Based and Problem-Solving approaches proposed in the Suggested English Language Curriculum Structure, and pre-service teachers agree with this statement.

Despite most of the pre-service teachers must follow strictly the class routine planned, they try to find extra time to include new topics they consider relevant, although time is always not enough.

"The appropriation of the school language policy consists of squeezing topics in within the class time she has" expressed by (ST5).

This narrative fragment exemplifies the power that policy structures wield over pre-service teachers' pedagogical practices.

Conclusion and Discussion

The narratives of these pre-service teachers pose the need to include the pre-service teacher participation in policymaking. Agency constitutes a mediation means for teachers to navigate and negotiate social interactions within the microstructures in which they may influence policymaking (Buchanan & Olsen, 2018; Kelchtermans, 2018; Lasky, 2005). According to Buchanan & Olsen, (2018); Guerrero & Meadows, (2015); Guerrero & Meadows, (2015), and Ruohotie-Lyhty, 2018) their participation may most effectively transforming education through the teaching programs, positively impacting the community.

These narratives present pre-service teachers' struggles to get adequate learning environments, and

also, their frustration and disappointment since they cannot contribute their wisdom in policymaking. This situation evidences the need to bring them solid theoretical constructs into their identity to support their pedagogical practices, and also a more solid micro-political agency supported on education theory to bring transformation, spite the obstacles of policy structures. From a socio-cultural approach, teachers' practical wisdom constitutes a valued and moral way of constructing teachers' knowledge (Ricento, 2006).

Pre-service teachers reflect on more useful plans, but also curriculum design and development for social equity and critical awareness. Despite these reflections, they do not have the freedom to act. For this reason, a strong micro-political agency would allow them to negotiate.

To overvalue standard, theoretical, technical, and analytical knowledge to neglect pre-service teachers' intuition and feelings is a mistake (Kelchtermans, 2018; Lasky, 2005).

Ignoring teachers' emotions in current education reforms and contemporary education policies means neglecting the human and ethical component of teaching (Gómez & Guerrero, 2018; Kelchtermans, 2018; Lasky, 2005; Quintero & Guerrero, 2013; Usma, 2015).

The humanistic perspective of the Pre-service teachers is demonstrated in their emotions, dependence on feelings, and moral responsibility and it enables them to respond to the changes. However, to take risks and propose their terms, it is necessary to strengthen their identity through knowledge and micropolitics (Canrinus, 2011), to incorporate micro-political strategies that allow them to navigate new regulations.

It is crucial helping student-teachers to build their identities on solid theoretical constructs capable of nurturing micro-political agency.

The study did not include strategies for teaching programs to construct teachers' identity.

The authors consider this narrative is based on further research.

-Teaching programs would need to examine the teacher identity construction of their recently graduated alumni as they now enter to play new roles in the policy structure of schools.

-Similar studies should allocate more time and techniques for eliciting their experiences.

-Due to pre-service teachers increasing experience in practice, a longitudinal study on the development of their narratives, identity, and the agency could reveal the actual process future language teachers undergo in identity construction and micro-political agency development.

-Including the voices of language teacher educators. Their experience plays a key role in understanding the integration of student-teacher emotions and disciplinary knowledge and micro-political strategies.

Main points gained from the item:

The objective to analyze pre-service teachers' practice and the results of their reflection fit with the narrative inquiry as a proper research design to collect data through participants' stories. In this regard, Barkhuizen, Benzon & Chik (cited by Poedjiastutie, 2020) agree that narrative inquiry involves stories, describes the lives of individuals, the collection of the stories of their experiences, and their discussion. To add, Narrative inquiry serves as "an attempt to increase understanding of central issues...through the telling and retelling of participants' stories" (Poedjiastutie, 2020)

The use of a narrative interview and a semi-structured interview enables the researchers to get wide and relevant data.

In a semi-structure interview the researchers set the agenda in terms of the topic covered but the interviewees' responses determine the kinds of information produce about those topics, and the

relative importance of each of them (...). In a narrative interview the researchers' aims is to facilitate the interviewee in telling their story" (Green & Thorogood, 2004, p.80)

According to Goyder (cited by Stacks & Hocking, 1999) In-person interviews usually generate a good response rate (usually 80 percent or better), compared with mail or telephone interviews, which are usually around 60 percent or lower.

The qualitative approach allowed the researchers to describe accurately the data collected, to transcribe the recorded interviews avoiding omitting, or misinterpreting crucial data gathered by the researchers. In this regard, Charmaz (cited by Köpsel, 2017b) declares, Re-listening and transcribing the interview allows investigators to become more familiar with the content of the interview, allowing extracting only what is necessary for the investigation. Furthermore, in qualitative data, the identification of narratives is an interpretative process (Köpsel, 2017b), however, Bryman (cited by Köpsel, 2017a) Coding is a key process that breaks down the data into parts that are given names.

Even though software-assisted coding is not adequate to identify stories and narratives within the interview data (Köpsel, 2017a), the researchers added them to the project which made it possible to correct this software flaw.

Line-by-line coding is an approach recommended by grounded theorists and it consists of coding each line of the text while staying close to the data to reflect the experiences of the interviewee and not the investigator's motives. The advantages of this approach are that it forces attention to the responses of the interviewee to build codes that reflect her experiences, but also the reality of what is happening from an analytical and theoretical approach. (Gibbs, 2007)

Listening to the voices of the participants is crucial to collect reliable data. The goal of qualitative research is to ensure the results are based on the participants' views. For this reason, researchers "giving

voice” to them, and they are considered the center of the research to guarantee their perspectives are heard rather than the researchers’. (Given, 2016)

Opinion of the content:

The introduction, the theoretical framework, the methodology,(research method, data collection, participants, data analysis), findings (pre-service teacher reflections, feelings about their practicum, ‘Reflections upon Schools and Students’ Characteristics, Understanding of Their Teacher Identities, ‘Teaching Practices), Conclusion and Discussion, demonstrates the researchers of the project designed and executed the research in detail with accuracy, and responsibility.

The wide theoretical framework of this research has solid content, crucial to guide the study with accuracy. The conceptual framework is defined by Maxwell (cited by Ravitch & Riggan, 2012) as a system of concepts, assumptions, expectations, beliefs, and theories that support and inform your research. It is a key part of your research (...). He contends that one might even use terms like theoretical framework.

Implementing a narrative, semi-structured, in-person, and recorded interview contributed to gathering more reliable data from the interviewees, thanks to the benefits that these instruments offer, as previously was exposed by different authors.

The analysis and comparison carried out by the researchers to the line-by-line coding implemented, to the journals, and the set of lesson plans to find the intertextual connections with their narratives was crucial to obtain reliable data

Pre-service teachers’ opinions.

About Their Practicum Experience.

“I can’t keep up with the DBA [Basic Learning Rights], because for me the DBA is very advanced for the students I have, so I have undisciplined students. They lazy with English, so I must play to get them to like English”. (ST1)

“Because the objectives of the school are these, and I work here, and I need to respond to the objectives of the school, I also have to do it and get into the dynamics and techniques of the school”. (ST4)

“One as a teacher feels good because you feel that the work you are doing with them is really worth it. What I want with them is really being achieved. It is what we want. [interviewer: **is motivation being achieved?**]. Yes, and familiarization and contextualization are being achieved”. (ST5)

Regarding this statement “This pre-service teacher asserts that her school objectives regarding English instruction **aim indeed at motivating students to learn English...**” motivation cannot be implemented by teachers because it is not a method, strategy, or activity. In agreement with Marisamy, Brindhamani, & Manichander (2015) A motive is an impulse that causes a person to act. Motivation is an internal process that makes a person move toward a goal. (...) Motivation can only be inferred by noting a person’s behavior.

Each person is motivated differently. Teachers implement strategies to stimulate students’ motivation, for inducing their motivation to learn .(Brophy, 2010)

Reflections upon Schools and Students’ Characteristics.

“Well, they do take into account the guidelines of the Ministry of National Education, the DBA as each one from their strong area, and obviously the policies here of the school, which are still outside what the MEN requests but can change”. (ST4)

“What is clear is that language policies have tried to make teaching and learning English more fruitful”. (ST2)

“In reality, the materials, the coordinator gives us everything. She classifies and prints them. Well, thank God she does it!” (ST5).

“The activities are stated in the syllabus, but we cannot remove any of the parts. For example, the Daily Routine. Each of the things in the Daily Routine must be covered because, if I do not do one like it is [stated] on the list, she gets angry”. (ST5)

“What happens there is in that school, they do not have, so to speak, curricular guidelines. There they do not exist. [...] A teacher replaced another, but they never created a curricular structure that would serve another teacher, and will settle in the school, so at the moment there is no such thing”. (ST1)

“I analyze that many times the students’ problem is not the school environment nor the teacher, because one tries to help them, to tell them, to advise them. I feel that the problem comes from the family. They are loaded with their family problems. Some parents do not care about them”. (ST1)

Understanding of Their Teacher Identities

“Well, overall, more than a comment, it is a reflection process, because at this time I do believe that I am still in the process of [developing] my teaching identity”. (ST5)

“For example, there is something called the teacher identity crisis, which sometimes happens when the teacher creates certain material or proposes a certain activity, and then another person tells him that it must be changed”. (ST3)

“I try to teach not in the way they taught me but in the way I would like to be taught, so I try to apply as I would have liked to have been taught”. (ST3)

“Then I say: “Yes, that is very useful, but it is another thing during the practicum where you have to start formulating your own belief, which might align with one that, by chance with some philosophy some university professor discussed. Yes! But the teacher has to start creating his own belief or opinion to

establish or reaffirm his beliefs about his practice”. (ST4)

Pre-service Teachers’ Teaching Practices

“Then I took the DBA and the suggested curriculum and checked: “Children have to reach this goal, then according to this....” I took what I thought was the most important to them for their context. Trying to keep with what they might like. In that way, I planned the classes”. (ST5)

“Among what I did in the previous practicum was to take the suggested curriculum to have a plan where the children had greater participation; where the class was not based so much on translating texts, on filling, because the truth is that it seems super boring to me; because the children were not learning much for the most part because they copied everything. So, I tried to get them to build and play a more active role in the classroom”. (ST5)

“We already have some knowledge in the language; we know that this must be articulated; that each class must be connected with the other. So, it’s about getting the topics consistent with one another, so that students can see progress in the language”. (ST3)

“Let’s see. I always try to use games. The games are good for opening a class. Always a few games... eh “... how can I say this, so that it doesn’t sound weird? Some kind of games, but they have to do with an electronic device, right? They can either use a computer, cell phone, or any device, right? Because this school year is about giving much importance to innovation”. (ST4)

“In 45 minutes, we have to take half of the time or a little more for the Daily Routine, and the other class time for the activity as such. And if we have time, we do a little evaluation of the children”. (ST5)

Pre-service teachers’ journals were also collected, but written at the time of the practicum, not during the study. It allows obtaining accuracy in the data.

Choose participants with different characteristics enabled to extend the data from different points of

view.

Propose suggestions for future research provides important inputs for educational researchers to find solutions to the problems of education in Colombia.

Contribution made to the investigation:

To illustrate the software used to code the data as a contribution to recognizing the pros and cons to guide other researchers.

Thoughts triggered as a result of reading the item:

Different thoughts arise after the analysis of this research project that deserves the attention of educational researchers.

This study showed the wisdom and important contributions that teachers in training can bring to the educational process of the country. How do get their participation in the design of educational policies?

Perhaps, if the Language programs help strengthen the students' identity and also train them in micro-politics, they will have enough tools to be heard. Are universities training pre-service teachers in micro-politics?

It is shocking to know through the project that students express fear to remove or add something in the lesson plans or to express their points of view in case they went against the directions given, to avoid retaliation. So, I consider it crucial to listen to teachers who support teaching practices through the implementation of new research projects to identify their views on the rigidity of the educational programs. How to allow teachers in training greater freedom in their teaching practice so as not to limit their creativity and contribute to the formation of their teaching identity so that they can participate in the design of

educational policies.

Item No.	14
Location of item (url):	https://revistas.unal.edu.co/index.php/profile/article/view/85984
Date reviewed:	2021-1
Item title:	Enacting Agency and Valuing Rural Identity by Exploring Local Communities in the English Class
Full bibliographic citation (APA):	
Paredes-Mendez, L., Troncoso-Rodriguez, I. A., & Lastra-Ramirez, S. P. (2021). Enacting Agency and Valuing Rural Identity by Exploring Local Communities in the English Class. <i>Profile: Issues in Teachers' Professional Development</i> , 23(1), 125-142. https://doi.org/10.15446/profile.v23n1.85984	
Purpose of reading the item:	
Gather information on EFL teaching and learning contexts to carry out a critical analysis of its content and extract relevant information that serves as a starting point to guide LLEI students in the construction of significant theoretical knowledge to support the process of stating research projects focused on subproject 3.	
Brief notes from the content of the item:	
Foreign language policies and requirements are rigid and do not take into account the particular	

needs of educational contexts, whether urban or rural (Cruz-Arcila, 2017).

Language teachers implement pedagogies according to the characteristics and richness of their particular educational contexts (community-based pedagogies CBP) grounded in critical pedagogies, essential for teachers who want to promote changes in students and their communities (Hernández-Varona & Gutiérrez-Álvarez, 2020). Critical pedagogy reflects the knowledge, justice, and equity in the community (Wink, 2009). For this reason, Agency is crucial due to individuals can evaluate and take decisions to transform their identity. According to Duff (2012) states, agency refers to the capability to make decisions, self-regulate, and strive for a common goal leading to personal or social transformation.

The CBP was implemented in-class activities such as discussions and projects related to the community needs; promoting the students' agency on their concerns and social situation, and at the same time creating awareness of their rural identity.

Theoretical Framework

The Project is supported on critical pedagogy, CBP, and agency in schools; inviting teachers to enact the resources and rural identities for implementing new pedagogies and knowledge.

Critical Pedagogy

It reflects on learners' knowledge and actions on the realities of their cultural context.

In critical pedagogy schools, students learn critical thinking, but also how to change their communities (Mahmoudi et al., 2014)

For McLaren (1998) all the educational members must be aligned to reach the same goals, and, to achieve equity and justice in education.

Critical pedagogy, in line with McKernan (2013) promotes students to take action against oppressive forces due to their self-and social awareness, enabling teachers and students to enact agency through

investigation and understanding of their contexts.

Community-Based Pedagogies

CBP is grounded on critical pedagogy and the environmental space is fundamental for pedagogical decisions. Learners are aware of their realities to act critically.

According to Demarest (as cited in Clavijo-Olarte & RamírezGalindo, 2019) the curriculum must be designed supported by the resources of the students' contexts, taking advantage of them to build knowledge, and also to encourage learners to investigate about them and contribute with valuable ideas.

Agency

Is the way how people is compelled to, motivated to, allowed to, and coerced to, act" van Lier, 2010)

For Duff (2012) agency is "people's ability to make choices, take control, self-regulate, and thereby pursue their goals as individuals, leading potentially to personal or social transformation" (p. 417). similar meaning for Muramatsu (2013) who declares that "a sense of agency enables individuals to make choices about how they relate themselves with the social world, to take ownership in the pursuit of the enterprises in their lives, and to create opportunities for self-transformation" (p. 62).

Agency for Carson (2012) "may be understood as an individual (or collective) capacity for self-awareness and self-determination: decision-making, ability to enact or resist change, and take responsibility for actions" (p. 48).

CBP enables teachers and students to explore their communities and proposes concrete actions for their benefit.

For foreign language teachers, the challenge is to link language and culture. (Arcila, 2018)

Regarding this, Bonilla and Cruz-Arcila (2014) claim that rural students are more interested in farming than in learning a foreign language. For this reason, teachers need to know and take advantage of students'

realities, identities, and particular knowledge, to use them in their teaching practices.

Identity

The definition of identity for Burke and Stets (2009) is the particular characteristics that a person has inside a society, which make his/her different from the others. Characteristics as occupation, beliefs, and even their roles in society. (Lin, 2009).

Local identity is related to culture and customs in a community (Flórez-González, 2018). And, Local rural identity is also related to culture and customs, but in a rural community; the farmers, their jobs, beliefs, culture, etc.

How to connect rural identity with language teaching? Teachers are builders of identity (Cruz-Arcila 2014), and language contributes to constructing and interpreting social and cultural reality” (Pennycook, 2010 as cited in Cruz-Arcila, 2018, p. 70). These authors claim that teachers value and respect students’ local knowledge when they know their rural realities.

The Study

The researchers implemented an action research project; it explores the researcher's context by a self-reflective, critical, and systematic approach (Burns, 2010). This design is carried out by the practitioner, it is collaborative, and it is focused on change and improvement (McTaggart, 1988). The researcher (teacher) evaluates the process and results to produce changes (Smith et al., 2009)

Cano-Flores and García-López (2010) affirm that “action research is a form of knowledge construction conditioned by the necessary reflective exchange around theory and practice and by the continuous analysis of the educational reality” (p. 62).

Two action research cycles were developed during the study, each cycle including phases of exploring, identifying, planning, implementing, evaluating, and reflecting (Burns, 1999).

The study was carried out in a public rural school located an hour and a half from Ibagüé. The participants were 33 students who belonged to the ninth grade, involved in the planning, implementation, and evaluation of the project developed throughout the study.

Data Collection Process

The data were collected by the implementation of a needs analysis to identify students' preferences, concerns, and suggestions concerning their English class. Then, students and teachers chose the topics of interest. Subsequently, students made a photographic mapping of their communities, identifying possible issues to explore throughout the Project. The teachers planned the project connecting the information provided by the students and the syllabus of the school, and implemented it during the second and third periods of classes (approximately four months). The students were guided by the teachers to explore their communities and develop activities focused on their identity as farmers and their experiences in the context, which had continuous self-reflection guided by the teachers, and based on students' performance.

Students' reactions were collected through dialogues and interviews. The original plan was restructured because of the suggestion of the students. Data were collected using students' artifacts that reflected the products students achieved throughout the project and their initiatives to benefit their communities; a journal with reflections and insights; narratives in which students wrote about their lives, activities, and customs as farmers, as well as perspectives about their communities; focus group at the end of the process about the project, and a questionnaire through which the students expressed their opinions about the project and the classes. (Questions for these two last instruments were piloted with some students.)

Data Analysis

Data were analyzed and validated using triangulation and member checking. This last is a quality control process used to improve the accuracy of the data's credibility, and validity (as cited in Harper &

Cole, 2012).

The students were contacted via WhatsApp to present them with the findings and conclusions of the study; their reactions were very useful to measure the accuracy of the content.

Data were analyzed under the principles of grounded theory. As Charmaz (2006) states, “grounded theory provides guidelines on how to identify categories, how to make links between categories, and how to establish relationships between them” (p. 10)

Through the repetitive reading of the data, the researchers identify patterns and themes, and with these establish preliminary categories, to finally launch the final categories to integrate them into concepts to answer the research question.

Findings

Understanding Who They Are as Farmers and Acting Accordingly.

This analysis evidenced that the investigation students carried out enabled them to know their contexts in greater depth; they explored their identities as farmers expressing they feel blessed and proud of the food they grow, their lands, and their families. This awareness was their motivation to change, contribute and care for their lands.

Moving Forward to Environmental Care.

The students became aware of the environmental problems that affect them, and this attitude encouraged them to take part in the solution. About the content about global warming developed in the English class, students felt concerned because their crops are affected by this phenomenon; showing up their local rural identity. They identified causes, effects, solutions, and their contributions. They made posters inviting the community to take care of the river and pick up garbage; this act evidenced agency processes in the decisions they made. They also were aware of their responsibility. The students expressed that the

experience was “thrilling” because they were involved in the problem, and they took part in the solution.

They also helped a family affected by climate change; this activity enables them to reflect and act, but also to be connected with reality.

The teacher indicated the activity was meaningful for their students because it connected the students with their realities make them reflect and be active participants during the process. The families also were integrated into the activity, designing posters with awareness messages about environmental care; they expressed their concern about global warming and the damage it can cause in their lives but also contributed with some suggestions to protect the land.

Students perceived positive changes and awareness in their communities, avoiding practices against the environment inside their families. Likewise, the agency is evidenced when students declare they pick up the garbage, plant trees, or recycle.

Subcategory.

Helping Community Members

Class discussions about environmental problems in the world contributed to students' awareness of their impact on their regions. For example, how fires affected them. Through the artifacts implemented by the students, the recognition, love, and gratification of helping others when they need support became evident. Agency was enacted in one of the most significant students' activities through the solidarity and support they provided in a farm where the crops were burned.

The implementation of CBP in the English classes enables to enact students' agency through the connection between language and the exploration of their communities in the class activities, where the students are active members, acknowledge their context to contribute to its development.

Interpretation and discussion about the emerged subcategories in the study.

- Understanding Who They Are as Farmers and Acting Accordingly.

Through the exploration of their communities, the students realized the richness and possibilities of their regions, which allowed them to give another meaning to their identities. Additionally, they evidenced the problems presented, proposing and implementing solutions through which they made their voices heard and had the power to act, making public the agency.

Language is the medium through which culture is interpreted, mediated, and recorded. That is why the teaching and learning of language are crucial in the construction of culture, but also of cultural change (Kramsch, 1996).

- Moving Forward in Environmental Care and Helping Community Members.

The classroom is the place where students can explore their communities, understand themselves as individual and social beings; promoting agency through their propositions and actions as agents of change for the well-being of their communities. Agency in the classroom is the way students make decisions, support others and themselves, and become conscious of the responsibility for one another's actions. (Van Lier, 2010)

Three main findings of the project are the possibility to make choices about environmental issues affecting the community, promoting awareness in the community about their responsibility on the environmental problems to take actions, and the implementation of actions through the exploration of the regions promoted on the students, values as empathy, solidarity, and partnership.

Conclusions

The exploration of their communities allowed the students to identify different problems which created a self-awareness that promoted the planning and implementation of changes to solve them, clearly showing the agency in the actions of the students.

This study also displays how the teaching and learning of language can be enriched, and how the agency can result through the exploration of CBP, showing that students from rural areas can carry out actions based on the learning of other languages, of communicating ideas, do practices and solve problems with the use of English, which is used as a means of reading, understanding and reacting to their realities, integrating it into their lives and their contexts, giving greater meaning to language learning. The study also allowed students to recognize valuable resources, value the people, their region, and themselves as farmers, demonstrating commitment in their actions.

Main points gained from the item:

The implementation of action research to carry out this project was suitable according to the objectives planned, the characteristic of the context, and the participants. In this type of research the teachers take on the role of researchers studying their practices, implementing strategies to improve their students' learning and the quality of education; the questions emerge from events, problems, or needs, and findings are applied to their practice. (Efron & Ravid, 2020a)

The researchers used the students' artifacts, the teachers' journals, the students' narratives, a focus group and a questionnaire as instruments to gather data. In qualitative studies all types of documents can help the researcher to uncover meaning, develop understanding, and discover insight relevant to the research problem (Merriam & Tisdell, 2015)

Through focus groups, the researcher can comprehend the way participants experience the phenomenon and engage it with each other. According to Marshall & Rossman (2016), The aim is to carry out discussion to know different opinions and points of view through focused questions. The participants

can interact with each other allowing them to have a deeper understanding through their own experiences (Manfra, 2019)

Data were analyzed and validated using triangulation. As Thurdmond (cited by Bikner-Ashbahs, Knipping, & Presmeg, 2015) expresses, triangulation allows a clearer understanding of the phenomenon and raises the confidence level of the data. It is useful to demonstrate trustworthiness in the analysis of multiple means of data collection to explore a single phenomenon (Gratton, Jones, & Jones, Triangulation, 2014), and member checking; this strategy improves the validity, accuracy, and credibility of data in qualitative research. it can be done during analysis to confirm the validity of the findings (O'Sullivan, 2016)

Data were analyzed under the principles of grounded theory. It is one of the most influential paradigms in qualitative research today (...) the main strength is the detailed procedural guidelines for data analysis (...) particularly appropriate in generating theoretical knowledge in areas with little knowledge about a phenomenon. (Dörnyei, 2007e)

The participation of students and the inclusion of parents and neighbors in the project enabled the researcher to have a wide view of the exploration, and also to make aware and compromise them as part of the problem and the solution. Kurt Lewin, one of the founders of action research claimed that this type of inquiry should be conducted with the participation of the members of the social group who are part of the situation to be changed. (Efron & Ravid, 2020d)

Critical pedagogy, communities-based pedagogy, agency, and identity are crucial in the teaching and learning process to promote on students among others, critical thinking, self, and social awareness, leadership, construction of their identities, knowledge of their contexts.

This is an important study that manages to demonstrate how the social context of students can be integrated into English classes with the participation of families and communities, and how through

different activities agency can be promoted in students, through proposing and executing solutions to common problems, learning to value what surrounds them, to strengthen their identity, and to awaken their interest and motivation.

Opinion of the content:

For Nunan (cited by Dörnyei 2007a) action research is appropriate for the reasons stated in the previous item; spite this, there is a risk of obtaining inaccurate results due to the inexperience of the teachers who need a little background knowledge to carry out this type of research, if they do not have the necessary experience, they can rely on a trained supervisor or have access to clinical research to obtain reliable results. Bartels (cited by Dörnyei 2007a) also agreed with Nunan's statement, but additionally considers that the lack of time and incentives of the teacher-researcher could be a problematic issue in action research.

Throughout the project, it was possible to evidence a correct implementation of the six cyclical steps to be taken into account in action research; identification of the problem, collection of literature, study design, data collection, analysis and interpretation of data, writing, sharing, and implementation of findings (Efron & Ravid, 2020c)

Although the implementation of different methods can help the researcher to gather significant data; two main characteristics of qualitative data collection are the tendency to become increasingly long and its unfocused and heterogeneous nature, and therefore it tends to be bulky and messy (...) qualitative research can produce valuable results, spite this, a problem is that the data collected can be too much and the analysis of this sizeable and heterogeneous information can take a lot of time (Dörnyei, 2017h)

The researchers stated “Although three categories emerged from the analysis, for the purpose of this

article we will only focus on the second category”

The first category, Seeing themselves while seeing their communities and the sub-categories: (a) Eye opening to their surroundings (Appreciating the beauty of the land / Valuing the richness of my plantation and my community) – (b) Expressing feelings of happiness, worries, and hopes – (c) Valuing people, would have contributed with important data about students feelings and views towards their regions to carry out future research and also to apply the findings in the English class. What is more, the third category, Language as a mediator and its sub-categories: (a) Being aware of our own language learning improvement – (b) Making their town visible. These findings could be crucial for promoting Global Citizenship Education (GCE) into the classrooms as way to build values, social and emotional skills and attitudes among learners that can facilitate international cooperation and promote social transformation. The main objective of the GCE is to empower apprentices to assume active roles locally and globally to face and solve global challenges and to become pro-active contributors to a more tolerant inclusive safe and sustainable world. (UNESCO, 2014)

Despite using as instruments the students’ artifacts, the teachers’ journals, the students’ narratives, a focus group, and a questionnaire to gather data, In my view, the findings published to answer the research question were redundant.

Questions for the focus group and the questionnaire instruments were piloted with some students. The opportunity to be part of the design of the project makes them feel heard and valued.

To include students’ parents and community in the study, for expressing their feelings, points of view, suggestions, and actions through their voices and their artifacts made them feel an important part of the study, appreciated and heard; and for the researcher an optimum way to know their community, and to obtain concrete and accurate data from the main sources.

The above activities engage the students to participate actively, to reflect, to be heard, to be part of the solution, to know about the content because of their experiences in their communities, and also to learn a new language through them.

Students' opinions.

Understanding Who They Are as Farmers and Acting Accordingly.

"I feel happy being a farmer because it has a unique nature. We get up with love to live the day, and we can see our crops grow each day. I liked all the activities that we did with the teacher and we could get to know all the different parts of the village". (Student 12, Narrative 1)

"I feel very happy to live here because of my family, for the things we can learn from the countryside, and also for the great work that the farmers do to cultivate the land. Also, I feel very proud of the food we grow because we care about the environment and the people in the village help each other". (Student 7, Narrative 1)

"My life in the countryside is beautiful because I have all my family here, I can share things and spend time with them, and see them constantly. There are various crops including sugar, plantains, avocados, yucca, corn, coffee, etc". (Student 21, Narrative 1)

"After the activity I felt more proud of living in the countryside because I have the possibility to enjoy the tranquility of nature, to see beautiful landscapes, to live together with the environment and that my family is mostly farmers". (Student 19, Narrative 1)

"We could learn many things that I did not know before, for example global warming, and how we can help other people by planting trees. This experience was very thrilling because not only did we learn more about global warming, but also about the natural wealth of our village and its people". (Student 24,

Narrative 1).

(About a real experience in the context) “It impacted me because of the damage that fires can cause, and how these affected the mountains” (Student 3, Poster)

teacher’s narrative

“It was meaningful for them to see why it is necessary to take care of the environment as it was really shocking for them to see the burnt mountains, because they had expressed worry about the environment; but with this visit they really could see the damage humans can cause to the land, and to the mountains where they and their families live and use what they need for living”. (Teacher’s journal)

Members of the village

“Take care of our water resources by saying no to the mining industry and hydroelectric plants, less fumigations with glyphosate. More healthy lives”. (Message from Family 2, Student 23)

“Take care of the natural resources to avoid burning and deforestation”. (Message from Family 3, Student 27)

Inquiry

“I see in my village...I have seen improvements because they see that the teacher gave us some commands it’s due to maybe she sees something wrong...when I go there, I don’t see the same...they have done it and applied it”. (Student 2)

“In our village we felt proud, despite there were fires, after we did in the villages people stopped burning and started to recycle, there aren’t much trash in the roads”. (Student 5)

“After all, we do not help just one person, we also help to take care of others by helping the environment” (Student 3, Focus Group).

“We could grow trees, we shared food, we took care of the countryside, we recycled, we picked up

garbage there, and we brought it back to put it in the right place” (Student 6, Focus Group).

Helping Community Members.

“I learned it is very good to help people who need it, no matter where they come from or who they are” (Student 2, Poster)

“I learned I should help my community and the people around me” (Student 14, Poster).

“In my case I felt happy to help someone, I feel proud because we could help, I was able to do something by helping, I helped someone who needed it” (Student 5, Focus Group)

“That’s true...we helped someone and he was happy because if we wouldn’t have helped him, he would have to pay someone else, instead we helped him with love. . . We saw the farmer very happy...we motivated him”. (Student 2)

(Teacher’s journal) “One of the things that caught my attention was the love, thankfulness, and emotion students did the collage after the visit to the farmer . . . the visit to this farm helped learners to comprehend more deeply the importance of helping someone from the community . . . today we are helping the farmer and tomorrow it could be anyone of us, like today for you, tomorrow for me”.

Contribution made to the investigation:

Although the project was focused on promoting the agency and valuing rural identity through English classes; It would have been important to know more extensive information taking into account the number of instruments used, to encourage future research projects that can contribute to the creation of new educational policies and give light to teachers to carry out their work in these regions; since very little research has been done on education in rural contexts. For instance.

Release the opinions of the students regarding the questions posed in the Focus groups.

1. What did you learn throughout the project?

2. How did you feel during the development of the project?

To evaluate the effectiveness, convenience, scope, and achievements of the approach and methods implemented in the research project.

3. Do you feel that your level of English improved during the project? In what way?

To evaluate the impact of implementing these types of projects to improve English classes in rural contexts.

Action research is cyclical in line with Johnson, Mertler, Mills, Sagor & Williams (cited by Efron & Ravid, 2020b). It means the project starts with a research question that is unveiled through the process to apply the findings in the field studied from new questions that arise for new research. Into the classrooms always will be a question, problem or phenomenon to be solved. Inquire with students and community members about other problems or phenomena presented in their communities to take them into account to implement them in English classes or other research projects.

Thoughts triggered as a result of reading the item:

Even though different studies had shown the difficulties faced by English teachers in rural contexts, this article evidenced how despite the shortcomings, teachers took advantage of the resources around them for implementing CBP in their classrooms with meaningful results in the students and community, promoting the learning of English language. These outcomes deserve the attention of educational researchers to bear out the necessity of restructuring the educational policies according to the interests and

needs of the students and the particular characteristics of their contexts; policies grounded in critical pedagogies and CBP, to promote changes in the students and their communities.

Item No.	15
Location of item (url):	https://revistas.unal.edu.co/index.php/profile/article/view/57215
Date reviewed:	2021 – 1
Item title:	The Crucial Role of Educational Stakeholders in the Appropriation of Foreign Language Education Policies: A Case Study
Full bibliographic citation (APA):	
Peláez, O., & Usma, J. (2017). The Crucial Role of Educational Stakeholders in the Appropriation of Foreign Language Education Policies: A Case Study. <i>Profile: Issues in Teachers' Professional Development</i> , 19(2), 121-134. https://doi.org/10.15446/profile.v19n2.57215	
Purpose of reading the item:	
Gather information on EFL teaching and learning contexts to carry out a critical analysis of its content and extract relevant information that serves as a starting point to guide LLEI students in the construction of significant theoretical knowledge to support the process of stating research projects focused on subproject 3.	
Brief notes from the content of the item:	

Since 2004, the Colombian government has implemented different Foreign language education policies to educate good and competitive citizens who will be able to interact with the world through the use of a foreign language (Ministerio de educación Nacional, 2014). However, different authors like (Guerrero, 2008; Gonzalez, 2007; De Mejía, 2011) describe the limitation of these policies in our country, and even in rural areas (S.X. Bonilla & Cruz Arcila, 2014; Correa, Usma, & Montoya, 2014; Usma, 2015).

Studies carried out in different cities of our country conclude the lack of coherence among the Foreign Language policies, programs, and the reality of our educative contexts, caused by the appropriation (Levinson, 2004; Levinson, Sutton, & Winstead, 2009; Sutton & Levinson, 2001) and reconfiguration (Hart, 2002) of transnational policies agendas in our schools, limiting rational and critical approaches, minimizing the power of the different stakeholders in the recreation of policy discourses and texts. (Usma, 2015)

The goal of this study is to investigate how different education stakeholders in a rural region of Colombia perceive foreign language education policies, and how these perceptions shape the way they recreate these reforms at the ground level.

It is a qualitative case study carried out in a rural municipality in Antioquia. It has 48.600 inhabitants, 27 neighborhoods, and around 12.000 people living in 52 corregimientos and veredas. 90% of the population lives under low-income conditions, classified in the lowest socio-economic status according to the National System of Identification and Classification of Potential Beneficiaries of Social Programs (SISBEN).

The data collected included policy documents at the national and municipal levels.

Interviews were carried out in Spanish to participants, related to political, educational, and economic fields; the mayor of the municipality, the principal, the English teacher coordinator, and some students of

the main school and also a few managers of the local bank and financial cooperative. They were asked about recent education and language policies, how they adapted them according to their understanding, perceptions, and opinions about the reforms.

Their voices were recorded and transcribed. Pieces of the interviews translated by the authors.

Data collected were analyzed using NVivo 10, identifying general patterns obtaining categories and themes, the basis for findings and interpretations. Findings were grouped in administrative, school, and commercial stakeholders.

The administrative group was formed by the Mayor of the municipality, the general coordinator of SENA, and the principal of the main school. All of them know about the language reforms and the plans for implementing the English language in our educative system but they consider they do not have an impact in their communities and it is unlikely they can reach the national administration goals; otherwise they do not have enough resources, support, and control from the government. Allocate more incomes, a well-structured policy and a proper follow-up is a way to reach the objectives.

Then, it is necessary to include the educational actors in the policy-making process, since they argued they are not designed according to the reality of their educative contexts and they do not receive specific headings for teaching and learning English for this reason the resources are invested in other needs.

The school stakeholders were integrated by a teacher from a private institution and a student from a public school. They both know about the national reforms and consider teaching and learning the English language crucial to be competent and also as part of personal development. However, this process has not had good results or motivation in the students. Teachers do not have enough resources or training to cover the students' interests and needs. Simply, English is a mandatory subject in the educational system.

The commercial stakeholders are the executive manager of the municipal cooperative bank and the

regional branch manager of a national bank. They both agree as crucial foreign language education policies to face globalization in our country, however, the number of hours used for the English classes are not enough and the students do not have the opportunity for practicing outside the school.

In summary, all the participants agree that policies are unrealistic because they are not designed according to the particularities of the context, the municipality does not have resources to invest in teaching and learning the English language and only a few families can acquire an extracurricular English program.

This study provides findings of the role played by the rural actors in the appropriation of the foreign language policies in Colombia and the importance of policy appropriation in research. It also corroborates how despite the international standards and reforms of language education policies, these are not perceived or carried out by the educational actors in the same way inside municipalities and schools.

To add, there is a general pattern that shows that the national policies and programs do not reflect the needs, lacks, and priorities of the rural municipality. Realities like the distance from the metropolitan area, the lack of health centers, violence due to a complex socio-economic reality, or the abandonment of small farmers by the central government, are not taken into account to design the policies.

The authors state the people know the importance to learn the English language in their lives but not how to apply it on their farms.

The context of a city and a rural place is very different to learn English and more when standards, methodologies, texts, exams, and others, are imported and homogeneous.

Main points gained from the item:

A case study is an approach that allows studying a phenomenon in-depth, and even more, if it is

focused on a qualitative analysis which is characterized by a “thick description” and “process tracing” and not only by variables presented in a quantitative case. (Given, 2008e)

The tool used to analyze the data, (NVivo 10) is a reliable software used to organize and analyze unstructured information, organizing, sharing, and reporting the material, with advantages as ensuring researchers do not miss anything in their data, spend more time on analysis and discovery, interrogate the information and uncover subtle connections in ways that are not possible manually, rigorously justify the researchers' findings with evidence, manage all the material in one project file, easily work with material in different languages. (QSR international, 2013)

The mayor argued it is hard to achieve the central government goals related to language policies and programs due to the municipality does not have enough economic resources or qualified teachers. The national policies are well planned but they were not designed to be implemented in rural contexts. In the same way, the administrators of the town cannot take decisions or manage the resources according to their reality because they have to follow the instructions of the national government. Nonetheless, he also expressed the community has more important problems and priorities than the teaching and learning of English. He also expressed that the policies are created to enhance the competitiveness of our country in a globalized economy through bilingualism, but they do not fit with the reality of our towns.

The coordinator of the SENA stated the policies must be implemented as a unit for all members of the educational system.

The principal of the school said the policies established for the years 2006-2019 allowed developing a general level of communicative competence and added they do not have enough support from the government.

The teacher of the private school opined that the English language is a tool to be competitive in a

globalized economy but also is basic for communication in society. The students of the city perceive positively the learning of the English language, but the opposite occurs with rural students because they do not consider it important in their roles, so they take the subject because is mandatory in their curriculum. He added, the English teachers also must change their methods if they do not contribute to learning English.

The manager of the cooperative bank said that is important to learn a second language to enhance commercial ties with other countries.

The branch manager of a national bank considers that shortly will be crucial to speak English for The free Trade Agreement, but in the town is not a need because the language is not required in our context and some people prefer to send their sons to Medellín since they think English will be a need in their lives.

The student of the public school expressed English is crucial to get job opportunities and also important for communication with foreigners.

Opinion of the content:

The method used to collect data (a case study with a qualitative approach) was pertinent due to the need to analyze the voices of the participants, and also for this reason the tool used was proper to organize and analyze the data; NVivo 10 allowed the researches to obtain accurate results.

The sample of the study was too short; one student of the public school is not enough to know students' opinions, one teacher, and one student.

To record the interviews was a crucial strategy to avoid biased information in the transcription of the data collected.

In my opinion, the commercial stakeholders' perspective was not relevant for the study, because

they are not immersing in the educational field; researchers could implement more interviews with other students, teachers, or members of the educative community.

I highlight the next opinion as an important point of view "...the adoption of international standards and reforms models in the country does not necessarily imply uniformity inside municipalities and schools."

I agree teachers should participate in the creation of government policies, so they know how education works in these kinds of contexts. "In this sense, not only education and language policymaking become dynamic processes and social practices, but, more importantly, teachers and educational actors are conceived as policymakers" (Brown, 2010; Menken & García, 2010)

Contribution made to the investigation:

To extend the study to some corregimientos and veredas would be an asset to listen to the voices of some teachers and students concerning the appropriation of the foreign language education policies in these secluded areas.

It would have been interesting to deep in the opinion of the students who belonged to SENA on the importance of the English language in their futures jobs.

To enlarge the participants of the school in the study and also include other schools of the town with different characteristics to compare their voices.

The government must make more flexible policies to allow the implementation according to the specific characteristics of the schools. According to this, delve into how the policies of foreign languages are being implemented in the schools of the town to understand the needs of these rural contexts.

Thoughts triggered as a result of reading the item:

As Levinson and Sutton (2001) emphasize, the concept of appropriation “highlights other moments of the policy process, when the formulated charter, temporarily reified as text, is circulated across the various institutional contexts, where it may be applied, interpreted, and/or contested by a multiplicity of local actors” (p. 2). In this way, it is crucial to investigate how these policies are interpreted and applied in rural contexts, how the foreign language education policies are appropriated by private and public institutions.

The policies neither fit the needs, lacks, and priorities of the schools. Policies should be adapted to the particularities of each school and not schools adapt to general policies. How to achieve this goal?

Some reflections emerge as input for future studies:

What realities of rural places must be considered to create foreign language education policies and suggestions to overcome the obstacles?

How to adapt the government policies to the particular needs in small communities?

Item No.	16
Location of item (url):	https://www.howjournalcolombia.org/index.php/how/article/view/19
Date reviewed:	2021-1
Item title:	Bridging the Gap Between Theory and Practice in a B.A. Program in EFL.
Full bibliographic citation (APA):	

Posada Ortiz, J. Z., & Garzón Duarte, E. (2014). Bridging the Gap Between Theory and Practice in a B.A. Program in EFL. *HOW Journal*, 21(1), 122-137. <https://doi.org/10.19183/how.21.1.19>

Purpose of reading the item:

Gather information on EFL teaching and learning contexts to carry out a critical analysis of its content and extract relevant information that serves as a starting point to guide LLEI students in the construction of significant theoretical knowledge to support the process of stating research projects focused on subproject 3.

Brief notes from the content of the item:

The objective of this article was to revise the research component in the syllabus at the Bachelor program of Basic Education with an Emphasis in English (LEBEI- Spanish acronym) at Francisco José de Caldas University, highlighting investigation as a bridge between theory and practice.

The process of revising and modifying the gaps in the program was in charge of teachers belonging to it, who also articulated it with the curriculum using the research component as a tool to connect class theory with the school practice and to reinforce their critical and research skills through class projects.

As a result, they incorporated products and activities for each research seminar, and at the same time connecting the subjects of the syllabus among them. Through the process, they realized by Nunan (1988) that objectives and contents must base on the needs of students, cross-curricular issues, and the needs of the context.

Keywords: Critical pedagogy, Reflective Teaching, Teacher Research, the research component, and Case Study.

Critical pedagogy: For McLaren (as cited in Wink, 2000) is the analysis and transformation of the relationship among teaching, learning, school, and society. This way of seeing the educational context allowing being more conscious and critical about it works and how it should be.

A class observation could be a resource through which teacher-students can have a critical view to link their knowledge with the practice.

Reflective Teaching: According to Richards and Lockhart (1995) this approach is based on the information collected about teaching beliefs, attitudes, practice, and so forth as input to reflect about teaching.

For teachers, it is a meaningful strategy to observe, reflect, and decide about the teaching and learning process.

Wallace (1991) defines three stages of this approach:

- a. Pre-training: Behaviors that student-teachers have in their pedagogical practice learned by the professional, personal, social, or cultural knowledge acquired.
- b. Professional education/development: In this stage, two elements are present in the teaching practice: Received knowledge refers to the implementation of education received in the syllabus, and the second element Experiential knowledge: alludes to behavior based on feelings or intentions in a specific moment in the class. And the study group concludes a way to connect these two elements is through discussions into the pedagogical component but also into the research seminars.
- c. Professional competence: In agreement with Wallace (1991) It is crucial to be in continuous training to increase the proficiency level. The program reforms offer the students the opportunity to strengthen their reflective skills and continuous learning through discussions about their teaching practicum.

Teacher Research: Defined by Bailey (2001) as “Research conducted by teachers” is a significant

concept for the LEBEI program since it intends to promote the students' research skills.

Teachers have empowered as researchers with relevant results carried out in their studies, challenging the curriculum and pedagogy imposed. Besides, they can research in the educative context they perform.

Case Study: Johnson and Christensen (2004) argue that is a qualitative research of one or more cases (person, group, or organization) according to Merriat (1998) it could delimit in time, number hypothesis, and else. Similarly, it is particularistic (a particular situation), descriptive, and heuristic (brings new understandings, extends experiences, or confirms what is known). The author also describes three types of case studies:

a. Descriptive: It provides a detailed report of the phenomenon of basic information about the components of education, there is little research about the topic and also report innovative programs and practices.

b. Interpretative: It is useful when the intention is to establish conceptual categories, support, or challenge already established hypotheses.

c. Evaluative: Used to give account related to the development of a particular program.

A case study is the most used method in the LEBEI program. The students start the practicum in the sixth semester with experiences in primary and secondary levels, putting in practice the knowledge acquired and their abilities as researchers.

The LEBEI program has the certification of quality emitted by the National Accreditation Council (CAN), which has a strong research component. The program is composed of three cross-curricular cycles:

a. Theoretical foundations (1st to 4th semester): Subjects related to teaching and learning.

b. In-depth (5th to 7th semester): Theory and practice. Practice in primary school (6th and 7th

semester), practice in secondary school (8th semester).

c. Innovation and creation (8th to 10th semester): Improve the competence in English and finish the research project. The program also has five components: Disciplinary, Communicative and Esthetic, Ethics and Politics, Pedagogical and Research; the last one is based on three pillars: Reflective Teaching (allow through observation and evaluation, improving the teaching and learning process in the context). Critical Pedagogy and Teacher Research through which is strengthened the reflective teaching with the implementation of peer observation, self-reports, and journals. The research process begins in the first semester, as the program considers that more than training, the student-teachers must face the reality of the educational contexts.

The LEBEI program aims to educate teachers capable of innovating in their classrooms leaving the established molds.

The students of the program have in their curriculum ten research seminars:

Seminar I: The students write a reflection about their experience as language learning.

Seminar II: Reflection on learning in different contexts.

Seminar III: How to make observations and report them. (They can observe classes in public institutions).

Seminar IV:

A case study with their classmates' beliefs about learning a foreign language.

Seminar V: The students begin their inquiry and learn how to make an annotated bibliography through the observation method.

Seminar VI: They establish the problem statement, research question, objectives, and literature review of their research project and also explore the different approaches and research methods.

Seminar VII: They learn how to make a preliminary data analysis. Seminar.

VIII: Pedagogical practice in secondary school and conduct a preliminary data analysis. Seminar.

IX: The students analyze the data and build up the categories. A panel discussion about their research experience.

In the last semester, they finish the project.

The teachers of the different seminars have the responsibility to guide and support students in their teaching practicum and instructional design (supervisors), advise the seminars (counselors), in the panel, there is a group of three teachers to support the students' projects(project advisors), a teacher to support the student(s) with the degree project during the year(monograph director) and two teachers in charge to evaluate the final project (juror).

To improve the articulation between the Research component and the Curriculum at LEBEI, after analyzing every subject of the program, teachers of each one of them merged theory and practice in the syllabus, integrating teachers of other components. The joint work among the different components allowed fill the gaps between theory and practice, learning from each other, contributed to perceive overlapping contents among subjects but also the seminar of each semester enable the interaction and connection among them and the development of skills like inquiry, observation, reflection, and writing. The implementation of class projects in each subject is a way to critical thinking and action promoting the creation of new knowledge and proposals.

The researchers conclude that is crucial to evaluate constantly the academic processes to avoid gaps and overlapping contents.

This research project allowed identifying the transcendence of the research component linking theory and practice.

The introduction of problematic questions in each subject encourages research to make class decisions but also incorporating them into the student-teachers professional life.

It is necessary to check the students' and research seminar teachers' points of view concerning the LEBEI program changes, as well as a state of the art of research carried out and the most recent tendencies.

Main points gained from the item:

The continuous evaluation of the academic program enables the identification of shortcomings and the implementation of new strategies to promote continuous improvement for the benefit of the students.

The LEBEI program is strategically organized to reach the objective of the program “To educate teachers capable of innovating in their classrooms leaving the establish molds”.

The implementation of Research seminars into the LEBEI program is an interesting tool to promote investigative competence (learning of research methods, instruments, and so forth), purposeful students with critical thinking and abilities to analyze, reflect and propose new alternatives to empower the educative context.

Opinion of the content:

The LEBEI program highlights the research component to encourage innovative classes and propose new educative alternatives. I agree with the importance of improving the educational contexts for better education. In my opinion, it is equally important to reflect on teachers' needs and implement strategies in the academic program to optimize teachers' performance not only in research or pedagogic fields but also in the high competence in the use of the English Language. This complement will allow the teachers to feel

self-confident and motivated in their classrooms.

I coincide with the idea that research is a crucial reflexive process that strengthens in humans the ability to analyze, understand, think, decide and create, but consider, students-teachers must not be measured only with a research project as a requirement to reach the degree, it is also crucial to evaluate strictly (C1) the proficiency level in the English language. I regard one of the causes of the failure in The National Plan of Bilingualism (NPB) goals, is the lack of competence of English teachers.(EL TIEMPO, 2017)

The educative project of the LEBEI program states what and how our students learn and what and how we teach at the same time, the project expresses teacher education should go beyond training since teaching is considered a profession that is more concerned about reality in the educational context. According to these statements, I estimate it is pivotal to find a balance among human, pedagogic, and academic English teachers' performance. A balance between what and how. Gunarto Pujihartono, (2015) states that a good English teacher must be patient, humorous, creative, encouraging, challenging, fair, but also master the relevant academic knowledge thoroughly, to understand the curriculum, to design and run properly the classes, to provide clear information to the students, to take over the class materials and so forth.

The research seminars are suitable strategies to learn about the research process and reinforce skills like inquiry, observation, reflection, and writing.

The findings of the Project could contrast with LEBEI students-teachers opinions about their interests and needs or skills they want to reinforce. From my perspective, student-teachers should have the possibility to choose their graduation project topic according to their needs, for instance, research or mastery of English language skills.

The article does not specify previous research related to students-teachers or context needs to decide to redirect the LEBEI program towards an investigative approach when the researchers expressed in agreement with Nunan (1988) that objectives and contents must base on the needs of the students, cross-curricular issues, and needs of the context.

The case study is a resource used by the students in the research component of the academic program. From my perspective, this article is not useful as a resource for other researchers, since it does not explain the method, instruments, or procedure used to develop the project.

Contribution made to the investigation:

To gather data of the students-teachers voices in the reorganization of the LEBEI program. It would have been a significant reference to decide how to conduct the study.

To include as a resource for other researchers, details about the method, instruments, and procedure used to gather, measure, and implement the program changes.

Thoughts triggered as a result of reading the item:

As a result of this inquiry, I consider it is crucial to research how to balance the research field and mastering the English language in the syllabus in universities with English as a foreign language degree.

It is also relevant to delve into the interests and needs of students-teachers of English as a foreign language, as a foundation to pose in consonance to them, necessary changes in university programs.

Similarly, it is essential to identify the current social requirements of the English language, to implement necessary changes in the university syllabus and curriculums to prepare the students for the

social challenges.

One of the factors that have hindered the PNB goals in Colombia is the low level of English teachers in the mastery of the language. For this reason, it is crucial to investigate how to overcome this barrier allowing the adequate preparation of the students to reach better results in the government plan.

Item No.	17
Location of item (url):	https://revistas.unal.edu.co/index.php/profile/article/view/61075
Date reviewed:	2021-1
Item title:	Inclusive Education and ELT Policies in Colombia: Views from Some PROFILE Journal Authors.
Full bibliographic citation (APA):	
Robayo Acuña, L. M., & Cárdenas, M. L. (2017). Inclusive Education and ELT Policies in Colombia: Views From Some PROFILE Journal Authors. <i>Profile: Issues in Teachers' Professional Development</i> , 19(1), 121-136. https://doi.org/10.15446/profile.v19n1.61075	
Purpose of reading the item:	
Gather information on EFL teaching and learning contexts to carry out a critical analysis of its content and extract relevant information that serves as a starting point to guide LLEI students in the construction of significant theoretical knowledge to support the process of stating research projects focused on subproject 3.	

Brief notes from the content of the item:

Inclusive Education (IE) has been a relevant topic since 1994.

Ainscow & Miles (2009); Ainscow (2003); Parra Dusan (2011) argued that policies are responsible for obtaining a more inclusive education, but also, the schools' low resources and social ideologies hinder the development of this type of education in Colombia.

Concerning foreign languages and inclusive education in Colombia, De Mejía, 2006; Medina Salazar and Huerta Sánchez, 2008; Rondón Cárdenas, 2012 express the necessity to implement policies that support the inclusion of the different cultures and languages of our country in the National Plan of Bilingualism, to including blind people and promoting an adequate environment for LGBT students.

Three important concepts guide this study; inclusion, inclusive Education, and Inclusive Education in Colombia.

In the project, inclusion is defined by Ainscow (2003) and Echeita Sarrionianda & Ainscow (2011) as a process to learn to live with differences, eliminate social barriers, and school curriculums focus on educative process support of the students. However, in some countries, Inclusive Education is interpreted as a way to integrate children into general education, but for others, the educative contexts must adapt their curriculums to the students' particular necessities.

For Parra Dusan (2011), inclusion is related to human rights; therefore, diversity must include in educative policies. Arnaiz Sánchez (2012) highlights that one of the rights of citizens is the equality of opportunities and participation in our society. He also argues that education needs a deep restructuring from every point of view concerning IE.

Valcarcel Fernández (2011) states students will be able to develop their identities and reflect them

into their social contexts if the education system faces diversity through inclusive schools with flexible, informal, horizontal, participative, and competent education.

According to the General Law of Education (MEN, 1994), education and equality are rights for all citizens in Colombia, and the government has to protect them against any discriminatory act. However, the Ministry of Education (MEN, n.d.) states it is necessary to create new strategies for inclusion and teaching practices because even though the policies that support students with disabilities and exceptional aptitudes or talents based on the next principles: participation, diversity, interculturality, equity, quality and appropriateness, the National Department of Statistics (Departamento Administrativo de Estadísticas DANE, 2010) states 43.2% of a total of 146.247 people to 5 to 20 years of age with disabilities did not study at any educational level and its projection is discouraging.

The researchers implemented the documentary research method and critical discourse analysis. This method is supported in written documents; in this case, articles related to IE and published in the PROFILE journal. Said by the authors of these articles, the documentary research method is used when the intention of the study is not to react or make suggestions on the research.

Regarding critical discourse analysis, critical refers to the meticulous analysis of the language (in this case discourse) to identify possible subliminal content.

According to the authors, Discourse is any human expression related to culture, ideology, and historical identity.

About Analysis, the researchers supported the study in Fairclough's (2003) levels of text analysis: internal and external relation of texts; the first, analyze the relationship between the elements of clauses and meaning (semantic relations), between the lexical elements of the texts and its syntactic disposition (paratactic or hypotactic grammatical relations) and between items of vocabulary, words or expressions, that

is, collocation patterns (vocabulary relations) and phonological relations (not present in this study).

The second level studies the “relation of texts to other elements of social events, social practices and social structures” (Fairclough, 2003, p 36)

The instruments used for the study were published articles from 2000 to 2015, related to inclusion and written by teachers of English as a foreign language (282 articles by 445 worldwide authors).

After a conscious revision, they selected six Colombian articles written from 2008 to 2011 as units of analysis.

The first two projects were reported in progress and final investigations, the following two, degree projects and, the last two reflections on bilingual contexts and educative and linguistic policies.

The research process was a meta-Analysis defined as “...the analysis of other analysis. It involves aggregating and combining the results of comparable studies into coherent accounts to discover main effects” (Cohen et al., 2011, p.336). It had four stages: 1. Exploration of data (Skimming, scanning, reading, keywords, filtering the data by coding, evaluating, and gathering of the studies). 2. Analysis of the content: Phase 1: Intertextual analysis (The context model analysis, The structural analysis, The communication content analysis, and Establishing categories and concepts) Phase 2: Intra-textual Analysis (Contrasting the voices of the unit of analysis with other units and recognizing repetition of patterns to challenge or compliment assumptions). 3. The building of interpretations (Making sense of the meaning of the data gathered) 4. Reporting the findings (Building our interpretations to give light on the objective of this study). After that, researchers defined the main category through a comparison called Challenging the “Molds” in ELT. A mold is a container that can adopt different shapes, but each one is different from the others, and liquids have the quality to adapt to the shape of the mold. For this study, the linguistic policies in Colombia are the mold but the government, through the MEN and local educational authorities are who decide the

shape of the mold. The authors consider this mold is convenient for some parties (The British council, Instituto Colombiano para el Fomento de la Educación Superior, and English Language Institutes). But at the same time, inconvenient for others (students with different social realities, their parents, teachers) who do not adopt the mold.

The main category mentioned above is integrated by two categories, subcategories, and their properties, in this way:

First category: The mold: Linguistic Policies.

Sub-category: The brand of the mold: Advertising Bilingualism. (It was the name given in the study to the NPB and Standards mold).

Properties:

a. The instrumentalization of English language learning (This property explains that for English Language Learning (ELLE) and English Language Teaching (ELT), the main objective for learning a foreign language is to use this ability as a tool in the economic context, to be part of globalization. It seems like an integrated education but not as an inclusive education in which they regard aspects such as culture or cognitive development motivations thoughts also expressed by authors like Usma Wilches, 2009, p.133; Guerrero, 2008, p.32)

b. The standardization of English language learning and bilingualism (ELT and ELLE are based on standardized rules. Wilches (2009) expresses this standardization is supported by international models that prove to an international community the ability and capabilities in the language. It controls and shapes the molds in ELT and educative policies. He also states, supported by Escobar Alméciga & Gómez Lobatón (2010), the nonconformity with the implementation of external linguistic policies in our context to evaluate ELT and ELLE instead of the creation of creating ours according to our reality.

Standardization is optimum for tests, certifications, and instrumental approach of ELT.)

c. Exclusion of national knowledge, expertise, and minority groups. The instrumental view of language learning has allowed the implementation of foreign models giving up national knowledge, expertise, and minority groups. Opinion backed up by Alméciga & Gómez Lobatón (2010) and Usma Wilches (2009).

There is a conception that foreign teachers are better than local ones; this mistrust places the national teachers outside of the ELT mold of MPB and standards, and the situation is similar to the lack of interaction between students-parents and parents-school in reference with collaborative work to improve students' performance. In the same way minority groups (indigenous, deaf people, and others) are also outside the mold because they do not have the same opportunities for learning a foreign language, because of their particularities.

For MEN is not a “second language”, the right concept is a “Foreign language”; This last statement means a “language of another country”, that is to say, local languages not included in the mold of the MPB and standards.)

Second category: Reshaping the Mold: Coping With Teaching Realities. With this category, the authors propose guiding principles to reach an inclusive and diverse education.

Sub-categories:

1. Empowering students to overcome the barriers. (Attainable empowerment through collaboration and creation of the classroom as a “ meeting place”)

Properties:

a. Collaboration. (It refers to collaborative work among parents, students, and school, even interaction through the internet to promote an inclusive society. Individual tutorials to promoting the

confidence of students and better performance).

b. The classroom as a “meeting place” (environments characterized by respecting differences, collaboratively work, friendship and other values; contrary to the conception of preparing people for globalization.) “The familiarity and casual atmosphere fostered in the participation of the students, making them feel included, valued and respected” (Avila Caica, 2011, p.144)

2. Acting based on guiding principles. (Guiding principles allow students to overcome their barriers.)

a. Elimination of barriers. (The instrumental and standardization view of language learning or social barriers are some of them.) Authors like Guerrero, 2008; Ayala & Álvares, 2005; Vélez Rendón, 2003; Guerrero, 2009, agree that a lot of students in Colombia do not have the same educative opportunities among others, to their economical and geographical location. These kinds of barriers inserted by the policies and social conditions are the challenge to reshape the mold (inclusion brand) for successful performances.

b. Creating the inclusion brand. Escobar Alméciga & Gómez Lobatón, 2010; Guerrero, 2008; Usma Wilches, 2009 coincide that it is crucial to reshaping the ELT mold guiding on principles and teachers participation. A new approach based on local necessities, expertise, and knowledge, according to the differences allowing learn from each other.

The researchers conclude after analyzing the PROFILE Journal that the NPB and standards have to hinder inclusive practices in consideration of contexts and necessities, needs and desires of students, local expertise and knowledge, equal opportunities no matter the differences learning each other.

Policies enable us to overcome barriers through collaborative work, individual guidance, blended learning, multiculturalism, and diversity for meaningful learning.

Main points gained from the item:

A PROFILE journal was a trustworthy resource to conduct the study since this belongs to one of the most important universities in Colombia (National University of Colombia). "...The journal includes articles written by English language teachers from different levels and contexts, teacher-researchers, and teacher educators. Its main concern is to disseminate research findings, innovations, and reflections."

(Universidad Nacional de Colombia , 2019)

At the same time, the documentary research was an adequate method due to the characteristics of the articles; genuine and of unquestionable origin, credibility, honest, accurate, reliable information, and clear and comprehensible evidence. (Kridel, 2019)

As was mentioned in the research, its main goal was not to react to the articles chosen for the study or redirect them. Documentary researchers require skill to locate and interpret the documents to uncover the meaning of the content. (Briggs, et al., 2012). For this study, they supported the Critical Discourse Analysis with a meta-analysis process to interpret the data. Even though the articles addressed different topics related to inclusion, Rosental & Di Matteo (cited by Swanson & Holton, 2005a) argue that the Meta-Analysis approach can synthesize this type of data and also examining the interaction and combination of individual predictor variables. Other advantages of Meta-Analysis is the capacity to examine wider complex analyses difficult for other techniques, offering guidelines for future research, continuous refinement, and development of the existing theory, among others.

In CDA the level of text analysis is a crucial tool for integrating social and linguistic analyses. (Young & Harrison, 2004)

The authors coincide that linguistic policies in Colombia through the MEN have been instrumentalized on international standards, useful for globalization as well as standardized with external

policies to evaluate employing tests, and certifications ELT- ELLE, benefiting institutions like BC, ICFES, and English Language Institutes, but not created according to the reality of Colombian context affecting students, parents, and teachers.

They consider it necessary to implement linguistic policies that lead to an inclusive and diverse education according to the national needs to benefit the educative community.

Opinion of the content:

The articles selected to carry out the goal of the researchers came from a reliable source (PROFILE Journal National University of Colombia)

The research method Critical Discourse Analysis (CDA) used to examine the data was suitable according to the characteristics of the data gathered.

After analyzing the data, it was interesting how researchers unify it on the main category comparing the current linguistic policies with the proposals of the authors to promote inclusive education. I agree with them, about some educative policies that hinder the right development of the educative process. However, contrary to what was reported in the study, and related to evaluating English language learning, with internal standards, I consider ELLE must be measured with common standards since people aside from acquiring intellectual and cultural development, can similarly demonstrate their abilities in the foreign language to performance in national companies but also in other countries worldwide. The question is how to demonstrate competence in the foreign language outdoors if people are only prepared for national requirements?

I consider ELT and ELLE are integrative but also inclusive. It had been interesting to know through

the Research Project, the theoretical foundation that supports the statement about exclusion in language learning due to race, religion, sexual orientation, and others.

The authors state two questions around tests, examinations in the service of standardization, and the instrumental view of ELT and policies: 1. Do they contribute to the intellectual, cultural, or language development of their clients? Or do they only amplify the notion of competitiveness, human capital, or knowledge economy? Regarding, I consider, people have to acquire knowledge in the foreign language to reach the scores they need in a test or examination, but at the same time, this new knowledge intrinsically includes learning of other cultures, thus, increase the intellectual, cultural, and language development, allowing them to be more competitive as well, getting inside to knowledge economy what contributes with human capital.

The authors complain about hiring foreign teachers in our country due to the unemployment we have. But the reality is that most Colombian English teachers have a low level in the language to teach adequately. In my opinion, this is one of the reasons why our country has unsatisfactory performance in the use of a foreign language. According to the EF EPI Education first report, the average English language proficiency in Latin America is Low, and Colombia is in the last place. The low level of the English teachers hinders the improvement of bilingualism levels. (El Tiempo, 2017)

They also express that globalization has caused a breakup in the interaction inside families but in my opinion, this interaction is in the families' hands. It is the responsibility of parents to share quality family time, for instance, eating together, watching a movie, talking about some topic, promoting and value Colombian culture, their products, and so on.

Even though the meta-analysis approach is a useful tool to examine written documents more deeply, Rosental & Di Matteo (cited by Swanson & Holton, 2005a) express there is a possibility to choose articles

based on personal preferences or to make a mistake about the quality of them.

Contribution made to the investigation:

The research project could implement another instrument to be analyzed, like a survey or interview to people with the specific characteristics named in the article, to collect crucial data related with their point of view about the subject matter, supporting the examination of the inquiry. "...documentary research may be complemented with interviews, to be compared with the documentary evidence". (Coe, et al., 2012)

Add theoretical support that explains precisely how minority groups, for instance, deaf people or the LGTBI community do not have a suitable environment for ELLE or how private education has more privileges than public education; crucial information for further research about inclusive education.

Thoughts triggered as a result of reading the item:

This Project exposes the narrow circumstances of governmental policies related to NPB for the IE, and how these directly affect the educative community. It evidences the need to investigate the reasons for prioritizing the hiring of foreign English teachers' to nationals, how to face this situation, and possible solutions to improve national English teachers competence.

It is also crucial the search for inclusion alternatives to deaf people to ELLE.

How to achieve challenges expressed by the authors as collaborative work, individual guidance, blended learning, multiculturalism, and diversity in NPB is another challenge for researchers.

The research indicates according to DANE (2010) that 43.2% of 146.247 people to 5 to 20 years of age with disabilities did not study at any educational level, and its projection is discouraging. But, what is

the responsibility of NPB in these results?

Item No.	18
Location of item (url):	https://www.howjournalcolombia.org/index.php/how/article/view/310
Date reviewed:	2021-1
Item title:	Learners' Perceptions and Undergraduate Foreign Language Courses at a Colombian Public University.
Full bibliographic citation (APA):	
Sánchez Solarte, A. C., Obando Guerrero, G. V., & Ibarra Santacruz, D. (2017). Learners' Perceptions and Undergraduate Foreign Language Courses at a Colombian Public University. <i>HOW Journal</i> , 24(1), 63-82. https://doi.org/10.19183/how.24.1.310	
Purpose of reading the item:	
Gather information on EFL teaching and learning contexts to carry out a critical analysis of its content and extract relevant information that serves as a starting point to guide LLEI students in the construction of significant theoretical knowledge to support the process of stating research projects focused on subproject 3.	
Brief notes from the content of the item:	
Learning English as a second language has become relevant in Colombia according to the Ministerio	

de Educación Nacional (MEN) Law 115 (1994), the Curricular guidelines for English Teaching (1996), National Plan of Bilingualism (2004), and The Basic Competences Standard for English (MEN 2006) a crucial part in the development of professional life.

This project highlight some relevant concepts for the study:

Foreign Language Instruction: It has evolved through the story. Richards & Rodgers, 2001; Celce-Murcia, 2001; Richards, 2008 states in the 16th-century people learn other languages to communicate with other people, in the '90s the goal was to improve memory and cognitive skills through reading. In the second half of the 20th century Communicative Language Teaching (CLT) and interaction, meaningful content and the needs of learners, principles based on content-based instructions, task-based language teaching, and cooperative-Language learning. In the later part of this century, L2 courses focused on reading comprehension.

Post method: In the 21st-century teachers, from Brown's (2002) perspective, must diagnose students' needs, analyze the educational context, implementing pedagogical principles using suitable learning techniques but also monitor students' performance to implement pedagogical changes if necessary, to reach the goals proposed. These fits with the post method pedagogy which according to Kumaravadivelu (2006) is characterized by three parameters:

1. Particularity: It refers to the need to identify the single characteristics of people, contexts, goals, and socio-cultural influence in the teaching-learning process, intending to decide what is attainable or not in teachers' practice.
2. Practicality: this concept is related to the way classes are conducting implementing theory (established theories and personal and useful theories created through teaching experience) and practice.
3. Possibility: this parameter regards crucial to include personal experiences that may contribute to a

meaningful teaching and learning process.

L2 instruction at Tertiary Levels: Although education must center on students in Colombia, the particular characteristics of its curriculum have been an obstacle to reach this goal. However, the need to enhance communicative competence makes it necessary to turn the view towards learner-centered teaching. As Nunan (1999) states teach a language for communicative purposes imply to include in the teaching process, personal experiences, and sources according to students' interests.

Concerning L2 adults teaching, different researchers have been interested in topics like fails in communicative language teaching, design of centered students lessons with limited resources, challenges and mixed abilities levels with large groups, to include culture in L2 learning, enhance the proficiency of students with low performance, students' vs. teachers' perspectives concerning to L2, as well as in Colombia, studies related with methodology, bilingualism, curricular innovation, materials, technology, teaching practice and assessment.

Yu-Ying, (2019) study reported students' opinions regarding English as a Medium of Instruction (EMI) courses. From their perspective, the course makes it possible to enhance their proficiency in the language. Despite their basic levels of lecture understanding, they expressed to have a positive attitude thanks to teachers' support, improving especially their English listening skills. The study suggested implementing at least one foreign language course in the undergraduate curriculum.

Another study in China (Guo& Li, 2004) exposed changes related to teaching context, technology, tools, equipment, learning strategies, students, and school needs, to improve English proficiency, due to the necessity to interact with other countries.

The researchers chose by random 130 participants, students of different careers (civil engineering, psychology, biology, system engineering, sociology, law, the BA program in teaching natural sciences,

physics, zootechnics, and social sciences) at Universidad de Nariño, and also enrolled in L2 courses, which has in average 25 students of different majors, developed during two semesters, six hours per week. Its main objective is to reach a B2 level encouraging listening, speaking, writing, and reading skills, as well as vocabulary, grammar, and pronunciation, to deal with the current requirements of the society.

A transversal and descriptive research implemented in the study with a quantitative and qualitative approach. 32 close-ended Likert-type questions written in Spanish to avoid misconceptions, with a reliability level of 0.92 was the instrument used to gather data, answers designed regarding the level of agreement and each one valued with a number (5= agree, 4= agree, 3= neither agree-nor disagree, 2= disagree, 1= disagree), and then re-coded in satisfaction levels (1= unsatisfied, 2= moderately satisfied, 3= very satisfied). The questions included six dimensions (the course, student performance, teacher-student interaction, assessment practices, facilities and resources, methodology, and one open-ended question about course suggestions) The items were designed by three foreign language teachers and a psychologist. The data analyzed through the SPSS19 statistic program revealing descriptive information to be compared with a bibliography related to L2 teaching.

The results of the close-ended questions of the survey revealed the next results:

Satisfaction with the implemented methodology. Very satisfied 73.84% (the value in the graphic of the project has a mistake), moderately satisfied 24.62%, unsatisfied 1.54.

Satisfaction with the teachers: Very satisfied 97.69%, moderately satisfied 0.77%, unsatisfied 1.54%

Satisfaction and performance: Very satisfied 90.77%, moderately satisfied 7.69%, unsatisfied 1.54%

Satisfaction with assessment practice. Very satisfied 93.85%, moderately satisfied 4.62%, unsatisfied 1.54%

Satisfaction with facilities and resources. Very satisfied 44.62%, moderately satisfied 47.69%,

unsatisfied 7,69%

General satisfaction – General scale. Very satisfied 87,69%, moderately satisfied 10,77%,
unsatisfied 1,54%

The open-ended question Could you provide three suggestions to make foreign language courses more effective? from which obtained 258 suggestions, analyzed, and group in the next categories

1. Assessment.

Some participants expressed the need to be trained on a standardized test; it is generally a requirement in different working or studying settings. In the same way, carrying out placement tests to reinforce their skills will help them to access higher courses.

2. Facilities.

Students indicated the need to increase the use of information and communication technologies in the class, as tools to improve their listening and pronunciation skills in L2, and also as proper resources according to the abilities they have in this area.

3. Methodology.

This category illustrated how students regard their teachers as the center of the class and on which they expressed 83 suggestions.

4. Lesson planning.

The students suggested dynamic classes where they can interact with each other, promoting speaking and listening activities, more than lessons based on grammar, vocabulary, or writing.

5. Teaching aids.

To avoid monotony, students recommended using class resources as audios, videos, CDs, DVDs, readings as well as internet activities, blogs, or online courses to support learning.

6. Lesson development.

Respect to this item, some of the students regarded it relevant to focus the courses on speaking and writing skills, while others considered it significant to develop specific skills concerning their major. One option to embrace both approaches could be the implementation of content-based instruction (CBI); it offers the possibility to develop academic skills but also incorporate specific content. CBI can also implement Tasks-Based Language Teaching (TBLT) connected to real life, needs, and tasks. It includes Mock exams, presentations about their programs, promotes interaction, responsibility, motivation, and challenging, involving communicative language. (Van den Branden, 2012).

7. Classroom management.

To procure discipline and attendance, the students suggested penalizing the students who do not follow class rules, allocate more homework and challenging tasks, besides use of L2 all the class.

8. Interaction and tasks.

Some of the students indicated the importance of conducting all the classes in English, while others consider the right way is to translate everything into Spanish.

Students suggested oral presentations and games and also a coffee break to practice English. These suggestions reinforce the idea that teachers must innovate in their classes.

9. Attitudes of the Students.

The students suggested increasing the amount of L2 classes to reach communicative competence that allows them to interact with native speakers of other languages.

10. Schedules and time for the courses.

From their perspective, students indicated the importance of organizing the schedules of L2 courses in a way they do not coincide with their classes. Some of them suggest demanded classes, while others think

shorter sessions contribute to better performance and more time to develop tasks related to their major as well. Another proposal is the implementation of vacation courses.

11. Other curricular aspects.

Regarding previous knowledge at schools, some students estimate to begin the L2 courses at an advanced level. On the contrary, others display the need to start with basic concepts due to the heterogeneity of knowledge and the teachers' support to overcome this lack.

The researchers conclude interesting findings help to improve teaching practices.

The results of the study revealed a general sense of satisfaction regarding L2 courses. The highest degree of students' satisfaction with L2 courses was the item related to teachers, followed by an assessment, students' satisfaction with their performance, and methodology. The lowest degree of satisfaction was related to facilities and teaching resources.

The L2 courses must include in their syllabus language development and specific content as main objectives, assessment tasks included four skills development as well as the preparation for standardized tests.

To fund initiatives towards the organization, mechanisms, and L2 students' results, as well as learning processes and conditions research to enhance the courses.

It is a need to implement placement tests as a guide to conduct the classes concerning students' differences. Similarly, research will contribute to identifying the needs of students to implement crucial changes that strengthen L2 courses.

The participants of the study displayed the need to learn to communicate in other languages as a contribution to achieving their goals.

It is pivotal teachers innovate their classes promoting autonomous and cooperative learning,

interactive strategies linked to communicative principles, encouraging their students to be the center of the educative process.

Main points gained from the item:

About this study, it is necessary to highlight how the current socio-economic context in Latin America, including Colombia, has been influencing the educational objectives, especially in the learning and mastery of English in schools and universities, as a crucial ability for economic success and it has become a requirement in a large number of companies, according to different studies.(Cronquist et al., 2017)

Under the objective of the project to identify learners' perceptions concerning L2 courses and the features of the context, the descriptive research was a suitable method due to it is useful in an educational setting; its purpose is to describe but also validate the hypothesis or objectives of a large group of people.

The survey is the principal method of descriptive research, and although it is characterized for implementing qualitative data, the quantitative method is also used in these studies. (GutCheck, 2018)

The participants of the study were 130 students of civil engineering, psychology, biology, system engineering, sociology, laws, the BA program in teaching natural sciences, physics, zootechnics, and social sciences. The diversity of the sample(maximum variation)is implementing to document unique or diverse variations that have emerged in adapting to a different condition and to identify common patterns that cut across variations (Palinkas, et al., 2015)

The cross-sectional study (transversal design) also complemented the study, contributing for a frame time to the analysis of a sample with similar variables except for the one that is under study, which remains constant through this study. (Question Pro, 2019)

The implementation of mixed methods supplies numerical data provided by quantitative research but also narrative data obtained from the qualitative method allowing more accurate and confident findings. (Williams, 2007). Closed-ended questions and one open-ended question in the project had suitable properties to be analyzed through this method.

The scale used to analyze the closed-ended questions is reliable and appropriate. “A Likert-scale(...) is a psychometric measure frequently used in questionnaires and is the most commonly used scale in survey research” (Remenyi, 2013, p. 114).

In the same way, the SPSS19 statistic program is an IBM system useful to analyze data from almost any type of file. It generates tabulated reports, charts, and plots of distributions and trends, descriptive statistics, and complex statistical analyses. (IBM, 1989-2010)

The open-ended question was a meaningful resource through which students could express their suggestions to improve their L2 classes.

Opinion of the content:

From my point of view, the research project was strategically organized to reach the objective raised. The transversal and descriptive design allowed explaining clearly, but at the same time analyzing the variables of the study. The dimensions of the instrument covered crucial aspects of the research and additionally were measured the consistency of the questions. The open-ended question enabled the students to express their points of view. Researchers also used a statistic program to get descriptive information, and the implementation of mixed methods facilitated gathering relevant and accurate data.

The large sample studied enhances the researchers to gather extensive and varied data relevant to

achieve the objective of the Project.

I strongly agree with Kumaravadivelu's (2006) parameters of Post method pedagogy; In my opinion, this is an important clue to have successful results in the educative process.

Although is easier implementing only one method to measure data, the researchers of this Project designed an instrument suitable to use mixed methods, obtained deeper and more reliable results.

I would say having been in the university environment, that it is necessary to drive the courses at beginners' levels.

I disagree with the regardless of the English courses. In my opinion, they could be developed by universities according to career needs and not only focused on the four skills.

I agree it is helpful to describe a problem, collecting a large number of responses in a rapid, effective, efficient, and confident way, although questionnaires do not have direct communication between the researcher and the participants, and also needs a large amount of time to be prepared.(Sajjad Kabir, 2016)

According to the survey descriptive analysis by the SPSS 19 program, in the category "Satisfaction with the methodology implemented" the result was 73.84% very satisfied, but in contrast, even so, in the open-ended question, the category "methodology" was a sensitive area with 83 suggestions. These results revealed a controversy.

I coincide with the students' suggestions about the implementation of oral presentation, games, coffee breaks in English, classes based not only on grammar, vocabulary, and writing but also on speaking and listening activities.

It is crucial to prepare the student for taking standardized tests for nowadays social requirements.

Contribution made to the investigation:

To explain the boundaries of a transversal and descriptive design for further researchers.

To implement the study with students of different universities to identify diverse points of view according to their methodologies and particular characteristics of the courses. This information would have been useful to compare, learn, and possibly apply successful experiences of the different educational contexts.

It would have been an enrichment to know the students' opinions to their teachers in the category of methodology in the open question.

To establish the percentage of students who expressed themselves in each suggestion to identify the most relevant ones.

Thoughts triggered as a result of reading the item:

To investigate possible approaches that can be implemented in the English courses at the universities as a meaningful academic resource for students.

It is necessary to research how convenient have been the English courses taken at universities in students' labor environments, to identify shortcomings to implement changes that benefit students.

The open-ended question displayed that teachers' methodology was a sensitive area, with 83 suggestions. According to this result, it is essential to train teachers for student-centered lessons.

What is more, due to nowadays, the students are digital native-borns, and they call for a wide spray use of information and communication technologies; teachers also need to be continuously trained in ICTs.

Item No.	19
Location of item (url):	https://revistas.unal.edu.co/index.php/profile/article/view/60220
Date reviewed:	2021-1
Item title:	High School EFL Teachers' Identity and Their Emotions Towards Language Requirements
Full bibliographic citation (APA):	
Torres-Rocha, J. C. (2017). High School EFL Teachers' Identity and Their Emotions Towards Language Requirements. <i>Profile: Issues in Teachers' Professional Development</i> , 19(2), 41-55. https://doi.org/10.15446/profile.v19n2.60220	
Purpose of reading the item:	
Gather information on EFL teaching and learning contexts to carry out a critical analysis of its content and extract relevant information that serves as a starting point to guide LLEI students in the construction of significant theoretical knowledge to support the process of stating research projects focused on subproject 3.	
Brief notes from the content of the item:	
This study focuses on how teachers must face imposed changes, language requirements, and language policies, and how it is affected their identity as teachers in aspects like intercultural competence (Duff & Uchida, 1997), their language learning experiences, their beliefs or conceptions, and practices	

(Borg, 2006) their status as non-native English speaker teachers (nnest), who “can be good role models for English language learners but that they might lack knowledge about the target language and cultural norms” (Menard-Warwick, 2008, p. 617), imagined futures, and even their emotions, perceptions, and trajectories.

Colombian EFL Context.

The Colombian educational system is divided into two sectors where 10% are private schools and 90% are Public schools. Education in Colombia is established in three levels: the basic primary that goes from first to fifth grades, the basic secondary that goes from sixth to ninth grades, and the secondary that includes grades tenth and eleventh, and is focused on the area of humanities science and vocational technique.

This study is focused on public sector teachers belonging to grades 6 to 11 with students between 11 and 16 years old.

Problematic Situation.

Educational policies generally take into account the knowledge that teachers have on the subject but not their experience and their socio-cultural and socio-political knowledge of the context. This was the case of the National Bilingualism Plan (NBP) in Colombia in 2016, in which they decreed two programs "Bogotá bilingual" and "Colombia bilingual" which promoted proficiency in American and/or British English; According to (González, 2007; de Mejía, 2006) which was rejected in schools due to its linguistic complexity and the limitation of notions of bilingualism (English and Spanish.) The authors also mention the inadequate professional development models established by the NPB, the need to reconstruct the ELT based on neoliberal discourses to be reconstructed with local discourses, and mechanisms of dialogue between policymakers, teachers, educators, and researchers.

The policies established in the (NBP) have not been successful due, according to the author, to

different factors such as an approach to language policies without taking into account the teachers' points of view, the implications in terms of policy vision, the lack of professional development of teachers and also the omission of the country's indigenous languages, denying our multilingual nature. (de Mejía, 2006).

The requirements in the English language have generated different conflicts for teachers and students due to the neoliberal policies of recent governments, the promotion only of the English language as a purpose of globalization and internationalization, and the imposition of standardized language skills for teachers and students belonged to schools and universities.

The requirements of English should generate opportunities for development and internationalization, but they can also provide marginalization, lack of access, and confusion on the part of teachers and students.

Theoretical Framework and Literature Review

Community of Practice (CoP)

Identities are formed within communities of practice. EFL is a community of practice that has emerging structures, complex relationships, dynamic benefits, ongoing negotiations, identification, and cultural significance. In this structure, learning Defines Who we are, identity and communities of practice are interdependent, and identity reflects a complex relationship between the social and the personal, where learning becomes social. (Wenger, 2010, p. 183).

Competencies and experiences lead to peripheral learning and partial participation; the tension between these, transform knowledge to avoid uncritical reproduction; that is where the sense of identity is built. However, the limits of the community of practice can have positive and negative effects on community members. In ELT, the shared practice creates identity limits. The imposed requirements of language policies can create limitations or lack of access, as well as tests or language requirements, which could be misinterpreted or blindly interpreted marginalizing students and teachers.

Identity as Language Learner and as Professional Language Teacher.

In the last twenty years, different researchers have been concerned with Investigating the identity of learners and teachers.

Varghese et al. summarized the most important issues in identity research as the following: First, “identity is multiple, shifting, and in conflict; second, identity is crucially related to social, cultural, and political context; and third, identity is being constructed, maintained, and negotiated primarily through discourse” (p. 35).

In social psychology, identity entails having a personal and social identity (Liebkind, 2010).

The personal identity of teachers is based on their biography, interests, likes/ dislikes, and knowledge, including beliefs, personal theories, and personal practical knowledge. In contrast, their social identity is defined through a member of a collectivity of teachers, with certain restricted access to power, a certain income group, and educational level; and their membership in a cultural or national entity (Norton, 1997).

Three main themes have been discussed on teachers’ identity in research: “the relationship between teachers’ linguistic positions and professional identity” (Liu & Xu, 2011, p. 590). Researchers express those non-native teachers feel professionally inferior compared to their native peers (Jenkins, 2005; Park, 2012; Pavlenko, 2003). The second theme explores conflicts between social and professional identities (Varghese et al., 2005) where the socio-cultural contexts shape teachers’ professional identity. The third theme explores how teacher identity is mediated in educational reforms (Liu & Xu, 2011; Tsui, 2007) “the need for teachers to reconstruct their identity to cope with new challenges” (Liu & Xu, 2011, p. 590).

Language Policy

According to Valencia (2013), Colombia has implemented policies through which it has

monopolized the training of English teachers and consulting services with multinationals such as the British council. These policies that seek that Colombian citizens participate in globalization through the use of the English language, has become a policy of exclusion and stratification through the standardization and marketing of English, directly affecting the identity constructions of teachers and students, by setting “asymmetrical power relationships and uneven conditions in English language education” (Escobar, 2013, p. 45).

This has also imposed identity shaping discourses. Escobar (2013).

Sharkey (2009) declared “learning and teaching are always affected by institutional contexts and their policies, ranging from the classroom policies that teachers establish or enact tacitly or explicitly, to the larger rings of policy set by schools, organizations, districts, states, and/or country” (p. 48).

In sum, is relevant to highlight Identity as a process of identification with CoP, the identity of ELT members is multiple, shifting, and conflicting, and the construction or reconstruction of EFL professional identities, which are shaped by economic, cultural, and political factors, especially language policies.

Method and Data Analysis.

The study was implemented to answer the following questions.

In what way do HS EFL teachers feel that the language requirements associated with the national bilingual policy affect their identity as language learners and as professional language teachers?

What other aspects do EFL teachers feel have influenced the development of their identities?

The study used was an interpretative research approach. It started with 20 experienced HS EFL teachers who were in their second year at a university in Bogotá and ended with 3 of them. Three instruments were applied, and the data collected were analyzed in a way that the findings obtained in one stage informed the next to present the “subject reality” (Pavlenko, 2007, p. 166).

- A survey with open and close questions with the objective to explore HS EFL teachers' perceptions of language requirements associated with the NPB, their perception of their English level, and other aspects of their professional identity. The researcher was supported by *Survey Monkey* to design, administer, and get the results of the survey. The analysis was based on descriptive statistics that display the percentages and frequencies through graphs. (14 participants)

- A narrative or biographical accounts of their language learning process. The analysis was made based on a pre-determined narrative structure to determine participants' trajectories as language learners and teachers in the last eight/nine years of the implementation of the NPB. It was implemented using partially the phases of thematic analysis suggested by Braun and Clarke (2006) and Saldaña (2013). First, initial codes were generated across the entire data by using color coding and side comments. Next, all data was coded to find patterns or themes, and the use of analytic memos to start refining the codes and the themes Saldaña's (2013). Then, the reviewing codes that might become prevalent themes in each stage of the study. After that, similar themes and selected relevant extracts were named to produce a report at the end. Final themes, filtered by the researcher's view and interpretations and related to the main aims of this study which is framed in the theory of cop and how shared beliefs reflect the kinship and boundaries of a group. The attention was focused on emerged trends or significant insights that could provide evidence of feelings, perceptions, and views of the influence of language policy on teacher identity. (4 participants)

- And a semi-structured interview to go deep into their perception of the language requirement and how this language policy influenced their identities as learners and as professional language teachers in the past, at present, and in the future, following the same procedure as with the autobiographies. Significant insights gained in the data collection process were merged at the convenience of the researcher in the findings and presented them in a sequential and meaningful order to re-present, reconstruct, and express

informants' reported experiences, as Andrews et al. (2013) suggest presenting narratives, which go from experience-centered to socio-cultural oriented approaches. (3 participants).

Findings

Survey.

The participants were all experienced HS teachers who had been teaching English from 9 (nine teachers) to 15 (five teachers) years. Nine female teachers and five male teachers participated in the survey. Out of the 14 teachers, 13 worked at public schools and once worked at a private institution.

Eight participants said that they were familiar with the NBP language and the levels of proficiency, whereas five were not familiar with it; however, all of them had the competence levels of English established in the policy and therefore in the NBP. (one is in B1 level, eleven in B2, and two in C1 English level according to the Common European Framework of Reference).

12 participants felt they were legitimate users of English based on a screening process they had to go through to become English teachers, their achievements on the International English Language Testing System (IELTS), their knowledge of pedagogy, and the use of a standard variety of English. Conversely, two teachers expressed their feelings of exclusion, maybe by the question about their knowledge in the English language to fulfill the requirements of the policy. This made them feel questioned about their knowledge, and their promotion and status being affected. This questioning and their promotion and status being affected make teachers felt confused about their professional identity and the development of their careers since the implementation of the NBP, and 10 years later they feel that they do not belong to a community of practice nor were they recognized.

About their perception of the language requirement: five teachers said that the requirements do not respond to the context and reality of Colombian society. Another five teachers said that if the government

wanted them not only to achieve the required level of English but also to improve their methodology, the MEN should make sure that all teachers get the proper training. The last four teachers expressed their unfamiliarity with the policy and its requirements.

Concerning participants' self-image as language learners and as professionals, eleven teachers prioritize language proficiency as learners, whereas intercultural competence was preponderant in their identity as professionals, even though they regarded language proficiency as an important aspect of their identity. It is interesting how being a non-native speaker was ranked in the lowest position, showing that this condition might not have impacted their identities as language users as much as the other two aspects: language proficiency and intercultural competence.

Other aspects of their identities they considered important as learners and as professionals. They highlighted the following four aspects: professional ethics, personal experiences, previous knowledge, and reflective teaching practice.

Reported Trajectories

Four teachers were chosen by the researcher taking into account they all were HS teachers, they had more than ten years experience, they answered all the survey questions and they were familiar with the NBP, to write a language autobiography focused on three pre-categories:

- Trajectory as a language learner. Language requirements could have affected their learning because all of the four teachers made different things to improve their level of English while their studied the degree. Although they did not mention having taken international exams, perhaps due to the high costs of these. They said they wanted to improve their level of English to work in another country, do a master's degree, or improve their teaching practice. These responses indicated that teachers are more concerned with their qualification and the improvement of their students rather than international standards, globalization, or

internationalization, and teachers perceived the language requirement established by the external authorities as alien elements that did not determine their belonging to the EFL CoP, which implies that language policies have not had enough introjection by the community. However, in the first stage, the role of language proficiency was seen as highly determining in their identity.

- Trajectory as a language teacher.

Participants are aware of their responsibility as teachers of English and have been critical of educational policies, but they are willing to reach the objectives or policies established by the different programs and the MEN, despite the harsh teaching conditions, the lives of students in their communities and limitations from the context, working to have a higher educational status and studying to obtain their graduation and provide students with better educational quality. These aspects defined their professional identity more than language proficiency.

- Future trajectory or imagined future within a new language policy in Colombia.

The participants stated that they wanted to finish their degree to become better practitioners since they are aware of their social responsibility and it is a personal goal. One of them wants to become a university professor and knows that this requires a lot of investment and effort to achieve it. Another teacher wants to continue his professional development by improving his methodologies and level of English and the other teacher wants to continue contributing to foreign language policies to the best of his abilities.

The study showed that professional identity has evolved through their trajectories, but unconsciously they have been affected by language policies in the last 10 years of their implementation, and the theme of reaching a high level of performance is continued their narratives.

Interview.

Three of the initial participants agreed to conduct the interview, which was focused on language

requirements associated with the NBP and positive and negative teachers' feelings about its impact.

Challenge, achievement, hope, and expectancy are some of the positive feelings teachers had about the NBP and its requirement for teachers.

However, they also held negative feelings such as limitations, frustrations, skepticism, and disappointment towards the foreign language policy defined by the MEN and its pertinence.

These opinions reflect the identity of the teachers and show the conflict they have since they feel satisfied when they meet the language requirements, but they are also aware of the difficult circumstances that they and their students must face to reach those standards.

One of the participants seemed to have internalized the mainstream discourses and made them part of his identity, Whereas, the others were very critical of the language requirements and the pertinence of the foreign language policy.

Reflection and Conclusions.

A critical perspective of a language policy from three teachers who participated in the whole study; a perspective that also contributes with the understanding of the construction of teacher identity in a particular socio-economic context in five ways.

1. Identity is dynamic. Varghese et al.'s (2005). Participants worked in other professions before teaching.
2. Power relations shape identity Liu and Xu (2011) The participating teachers expressed not having development opportunities within the language requirements in the NBP.
3. Identity is multifaceted. Norton and Early (2011) and Glass (2012). Teachers have internal and external factors that influence the construction and reconstruction of their identities.
4. External circulating discourses percolate local identities. Valencia (2013). Language policies

influence the change in teachers' identities.

5. Foreign language policy in Colombia is criticized by local ELT experts but spites this, it also contributes positively to the teachers' development and achievement changing or reconstructing their identity to become better language learners as well as professional language teachers.

Main points gained from the item:

The descriptive method is appropriate to be implemented in behavioral sciences that occur naturally in a field such as a classroom, an office, a company, etc, where human behavior can be systematically examined and analyzed. This type of descriptive study is characterized by disciplined research that requires objectivity experience and careful execution. (Singh, 2007)

Narratives are suitable In the study due to they can be coded, compiled, and even quantified to illustrate both the range of variation and cultural themes and patterns across individuals in a setting (Lapan, et al., 2012)

The implementation of a survey was an appropriate instrument for identifying suitable participants for the study. "Purposive sampling(...) include an initial questionnaire in the study whose role is to help to select the participants for the subsequent qualitative phase systematically (...) highlights individuals with certain traits" (Dörnyei, 2007g, p. 172).

The project included quantitative (survey) and qualitative methods (narrative and interview) to gather data. The use of mixed methods within a project can broaden the vision to contribute to the conclusions of the problem studied; but they can also generate discrepancies, paradoxes, or contradictions that can be useful to rephrase the questions or obtain new perspectives (Dörnyei, 2007j)

It is a pertinent study for those who inquire about aspects that influence the identity of high school English teachers, their trajectories as students and teachers, the effects and their perceptions that language requirements have on them.

The study stated the influence of the context on personal and professional teachers' identity. The incidence of the NPB language policies and language requirements in the construction of ELT HS teachers, who feel excluded, but also encouraged to improve their performance.

Learning and teaching are always affected by the institutional contexts and their policies.

The imposed requirements of language policies make teachers feel concerned about their professional identity.

Although teachers consider important language proficiency, they want to improve their English level for their qualification and to provide their students better education quality, rather than to get international standards, globalization, or internationalization. It indicates the NBP has not had enough internalization by teachers who have positive feelings like a challenge, achievement, hope, and expectancy, but also a limitation, frustration, skepticism, and disappointment about this plan.

Opinion of the content:

The project was well structured, analyzed in-depth, the appropriate analysis method, the instruments were well implemented and the data analysis very complete supported by different authors. The data collected was thoroughly analyzed, the use of three instruments in the project allowed the researcher to obtain more precise information, despite having completed the study with 3 participants out of 20 initials. The results obtained were very transcendental.

The constructivist tradition for data collection, data analysis, and data interpretation was organized, supported by different authors, developed with accuracy, and easy to understand for those who consult the project.

Semi-structure interview (“I merged the significant insights gained in the data collection process at my convenience in the findings”). The use of an interpretative approach enabled the researchers a deep understanding of communication in a natural context. However, there may be a risk that the researcher does not fully be aware of the perspectives of the participants and reports their understandings. (Duck & McMahan, 2021)

The development function listed by Greene, Caracelly, and Graham (cited by Dörnyei 2007c) explained that mixed methods are used sequentially, and the results of the first method bring information to design the second one.

Students’ opinions.

“the government says that Colombian teachers are not well prepared in English” (Survey)

“I also teach in primary school and I do not have the opportunity to practice my English and as a consequence few people know I am an English teacher”.

Participants’ imagined future.

“Changing paradigms in English language teaching and using new methodologies to bring better opportunities to learners” (Gloria, Autobiography)

Feelings the teachers had about the impact of the language requirements of the NBP.

“I think it [the c1 in the IELTS] is the confirmation that I know and that gives me kind of security of what I am doing in the classroom, and actually my students feel secure with me in the classroom.”

“Students do not have food to prepare their breakfast, lunch, or dinner. They do not have money to

buy a notebook or a pencil, and they suffer family violence, among others. And I as a teacher should face those situations, trying to engage students in the class, telling [them] they have to know that English is important for them”. (Linda, Autobiography)

“I know c1 is kind of difficult to find in public schools in English teachers, the problem is that when we learned, . . . English, we wanted to travel, we wanted to go out, we wanted to do so many things instead of ending up in a public (state) institution . . . So many good teachers, in terms of English level proficiency, travel or work in different private institutions that are demanding good teachers and the payment is much better, so public institutions lack of good teaching because of that reason”. (Mike, Interview)

“They [policies] should have affected in my life, in my teaching practice because I follow them, I’ve read some of them, I’m not a really good reader unfortunately, and sometimes I avoid getting into politics and things, I feel that it is a kind of a pressure, . . . their policies, and I read what they want us to do and they want the students to achieve, and I think that they are good...everything that the government does is supposed to be good for people, and this is not an exception. This is supposed to be good”. (Mike, Interview)

“Bilingualism programs presented by the government with any name or in period of time, are so far from the realities that exist in our schools and aim to eventually submit annual statistics which in my opinion are far from the education of our learners”. (Gloria, Autobiography)

“Up today, sixth, seventh, and eighth graders have three hour of class per week, and ninth to eleventh graders have four. The policies and governmental projects look for bilingualism process in Colombia by 2025; nevertheless, I do not see how it can be a reality with such a reduced exposure to the foreign language”. (Stella, Autobiography)

Contribution made to the investigation:

The initial participants of the study were 20 teachers of which 14 answered the survey; It is not clear whether of the 14 participants only four of them agreed to continue in the second phase (biographical account) or this number was chosen by the researcher. And for the third phase, (interview) only three of the teachers participated. Dropout or wave no response (the participant do not provide complete answers or did not keep an appointment) or attrition or panel mortality (the participant leaves the project after it has started) can take place from three sources that can be limited by some suggestions.

- Failure to locate the research unit. It is crucial to get up-to-date personal information (name, phone, address, some additional contacts, etc) for avoiding lost contact with the participant.

- Failure to contact the response unit. Researchers must use phone calls, messages, leave messages with additional contacts, and so on; for this reason, is important to gather enough data from the beginning. The researcher must give the participants some contacts (phone number or email) in case they cannot meet with the researcher.

- Failure to obtain cooperation from the response unit. Interviewers must be kept motivated and feel valued and committed. Personalizing and adapting the wording of the questions has a positive effect on cooperation. Making the experience as nice as possible, and provide positive feedback at each contact. To keep them motivated and with good relationships; the researcher can send for instance birthday cards. Intrinsic and explicit incentives also work well in retaining cooperation. In case the participants need to invest some money, the researchers must reimburse it. (de Leeuw, 2005)

The researcher used thematic analysis for analyzing the data; which is faster and sufficient with the use of word processing or spreadsheet programs to enable rigorous analysis and verification of conclusions.

For big scale in qualitative studies, computer textual analysis software is useful for rapid manual

coding. This technique apart of saving time has other advantages as systematic coding, selective retrieval of coded segments, verifying conclusions, working on larger data sets with multiple separate files, and also working in teams with multiple coders to allow intercoder reliability to be measured and monitored; some of these programs are NVivo, and Atlas.ti. One development free or low-cost Web-based services are Dedoose (CDC, 2019).

Thoughts triggered as a result of reading the item:

It is a need to re-evaluate educational policies that according to the study marginalize and generate uncertainty and affect the identity of teachers. This finding is an invitation to investigate how educational policies should be restructured to strengthen the identities of teachers as learners and as professionals which would be reflected in a positive way in the educational contexts.

Teachers claim the policies established by the NBP are decontextualized. Then, they must participate and their voices must be listened to in policymaking due to they know the characteristics and needs of the educational contexts and they as teachers must face.

Item No.	20
Location of item (url):	https://revistas.unal.edu.co/index.php/profile/article/view/53388
Date reviewed:	2021-1
Item title:	Students' Beliefs About Their English Class: Exploring New Voices in a National Discussion.

Full bibliographic citation (APA):

Villarreal Suarez, J., Muñoz Taborda, J. V., & Perdomo Santacruz, J. M. (2016). Students' Beliefs About Their English Class: Exploring New Voices in a National Discussion. *Profile: Issues in Teachers' Professional Development*, 18(2), 139-150. <https://doi.org/10.15446/profile.v18n2.53388>

Purpose of reading the item:

Gather information on EFL teaching and learning contexts to carry out a critical analysis of its content and extract relevant information that serves as a starting point to guide LLEI students in the construction of significant theoretical knowledge to support the process of stating research projects focused on subproject 3.

Brief notes from the content of the item:

The main objective of the study was to identify 6th to 11th grade students' beliefs about their English class in a public institution in Armenia, Colombia.

Keywords: Beliefs, classroom environment, English language learners, qualitative research.

Ministerio de Educación Nacional (2014) conclude that only 1% of high school students have achieved the proposed goal of competence in the English Language, due to aspects such as the dismissal of Colombia's actual linguistic reality in favor of a foreign language (Galindo & Moreno, 2008); lack of contextualization goals within regions and lack of articulation of all parties involved in the process (Correa, Usma, & Montoya, 2014); inadequate use of budget and human resources to guarantee a real impact of a bilingual policy (Cárdenas & Miranda, 2014); a gap between goals and the reality of schools concerning

curriculum, methodologies, and the linguistic competence of teachers (Bermúdez & Fandiño Parra, 2012); the expansion of English at the expense of bilingual competence in Spanish and English besides other types of local bilingualism (de Mejía, 2011).

According to authors such as Ajzen,(1991), (2005); Brown and Harris (2012); Pajares (1992); Barcelos, (2003); Yero, (2002), a belief is related to an individual opinion based on experiences lived or conceptions adopted in context and hard to be changed by other ideas. Also, Students' beliefs are crucial inputs to know their points of view and also what happens in EFL schools as a guide that contributes to implementing successful curricular programs.

Students' beliefs have been a topic understudied, although nowadays researchers like Barcelos (2003); Struyven, Dochy, & Janssens, (2005); Brown & Hirschfeld, (2007),(2008); Kalaja, Barcelos, Aro, and Ruohotie-Lyhty (2015) have focused their inquiries on this area.

On the other hand, there is not much research related to students' beliefs about the English classes, but through them, researchers such as Yu(2013) and Settar (2012) got important findings in Asia like the translation method or memorization of vocabulary as effective ways to learn languages.

In Brazil some studies emphasize the role played by beliefs in the acquisition of a second language, and about them (Barcelos 2003) conclude that it is not important to describe the beliefs as a predictor of future behaviors; the main objective is to analyze how they influence the students' learning.

A study carried out in Colombia, (Avella & Camargo, 2010) concluded that particular circumstances in the class can affect students' motivation and performance. At the same time, they are conscious of the importance to learn English for their future.

Diverse studies show that Colombia has not had a good performance in the implementation of EFL at schools and according to different researchers, Galindo & Moreno (2008); Correa, Usma, & Montoya

(2014); Cárdenas & Miranda (2014); Bermúdez & Fandiño Parra (2012) aspects like decontextualized policies and goals, inappropriate methodologies, a poor teachers' competence among others, have been obstacles to reach meaningful goals in the process of second language acquisition.

The study was developed in a public school in Armenia - Quindio, with 15 students of sixth grade and 15 students of 11th grade chosen at random, with ages between 11 to 13 and 16 to 18 years old respectively. This selection contrast the answers of two different generations. All of them live near the school and the majority of them have studied for at least four years in the school. Only one of the students has extracurricular English classes.

The research was developed through an exploratory case study with a qualitative approach and three instruments to collect the data (draws, focus groups, and interviews). The students drew their English class describing it, through a short sentence. After that, in focus groups, they share their works and talked about their agreements and disagreements related to the English class. The last step was an individual interview to collect particular facts about their drawings; these were a crucial tool to get valuable information about the students' opinions. The three instruments were triangulated to get consistent results.

Drawings and sentences were classified according to the similarities of pictures and words in four groups called: First, The Dark Side: It was characterized by a group of students who perturb the normal development of the class with acts of indiscipline; attitude caused in many cases by a high number of students in the classroom, interfering with the classmates' process of learning. Second, Always the Same: it refers to the monotony in the class with the same activities; the same physical spaces without students' interaction make the class boring affecting students' performance. Third, Changes: It was related to students' suggestions about teachers' methodologies and activities they would like to do in the English classes. And last, The English Door: In this group, students expressed the importance of learning English as

a tool to succeed in their future.

The researchers conclude that it is crucial to listen to students' voices as input to build successful policies that allow improving the teaching and learning process in EFL contexts. On the other hand, It is also crucial to include in these contexts of studies, the teachers' voices as an important contribution to enrich the inquiries.

Main points gained from the item:

The exploratory case study was an adequate resource to achieve the research objective, in concordance with the particular characteristics to develop the project and the context immersed in it. "An Exploratory case study is appropriate when there is a need to develop more knowledge about a particular phenomenon to understand the current issues and recommend additional needed research". Yin cited by (Lester, et al.,, pág.79)

Besides, the qualitative approach in this exploratory case study allowed the researchers to collect, organize, and properly analyze the data. They could understand in a deeper way the instruments examined, getting concrete ideas, identifying different points of view, and classify them to obtain a suitable and general opinion about the English class. Houser (2015) Indicates that one of the qualitative research advantages is that the researcher can understand with more detail the phenomena than with quantitative research.

The three instruments selected and the methods used to unify the information of each one were appropriate to collect the needed information to carry out the research. Additionally, triangulation was a method that allowed the researchers to obtain more consistency and reliability for the results of the study. As Thurdmond (cited by Bikner-Ashbahs, Knipping, & Presmeg, 2015) expresses, triangulation allows a

clearer understanding of the phenomenon and raises the confidence level of the data.

One of the characteristics of an exploratory case study is to recommend additional needed research. The conclusions, limitations, and recommendations in the study provided important information as input to carry out further research.

After analyzing the frequency of the data, the students agreed that some of the classmates disturb the normal development of the class with jokes, talking in Spanish, making noises; all these attitudes affect the concentration of the other students and the normal development of the class.

They also consider as a boring routine the use of photocopies for the class, always the same environment and activities in the classroom, the same teaching methodology. As consequence, they demonstrate a lack of interest and motivation for the class.

Students suggested reducing theory and increase practical activities, to learn other languages and also learn new things; not always the same, to use games, online activities and promote an adequate atmosphere within the classroom.

They recognized the importance of learning the English language to get a better job, to travel and work abroad, and also to study.

Opinion of the content:

The research implemented an adequate case study, instruments, methods, and approaches to develop the inquiry, according to the objective proposed.

It was crucial to listen to the students' voices who are directly implicated in the educative process and the main objective in education. Their opinions are valuable inputs that contribute to finding new

methods and strategies to promote improvement in EFL educational contexts.

To highlight, the students had the opportunity to manifest the unconformities related to their English class, but at the same time express suggestions to improve it.

According to the ages and interests of the students, draws were a good instrument to express their beliefs concerning the English class. In the same way, the groups' activity to socialize their ideas and the individual interview allowed them to gather, unify, classify, contrast, and compare relevant information to get reliable results.

Identifying the frequency of pictures and words was a meaningful practice to recognize the four basic categories to conclude the study.

Although the researchers used three different instruments and methods to get data, all of them were developed based on a single topic. It permitted cross-checking and avoided possible contradictory findings in case each instrument had been conducted about independent themes.

To film the students' answers and interactions was an interesting strategy as evidence and a resource to review the data and keep a backup.

Even though some authors as Fielding and Fielding & Silverman (cited by Scott & Morrison, 2006) consider the triangulation is a method enable to cover the inaccuracies of the data among the instruments or that it is necessary to invest a lot of time to plan and organize it and at the same time could trigger different points of view among researchers (Babione, 2015), I agree with Thurdmond (cited by Bikner-Ashbahr et al. 2015) that triangulation in research contributes to a clearer understanding and more confidence of the data and knowledge of the problem.

The conclusions, limitations, and recommendations in this study show clear and coherent ideas, based on the research findings which in addition provide important information to conduct future related

investigations.

Contribution made to the investigation:

To implement the study in only one context and with a small group for the study (10 students chosen at random among 30) is a risk to get subjective data. I regard it could have developed including two or three more educational contexts with different social characteristics and with a similar number of sample groups, to contrast the data and identify similarities or differences of the students' voices under their social circumstances, teachers' methodologies, class activities, school setting and so on.

Taking into account the city where the study was carried out is a place recognized by the Ministry of Education for the implementation of projects and resources to improve the English language learning, the research could have included the students' opinions regarding the positive aspects they stand out about this program as a pattern to be implemented in other regions.

According to the research suggestions, it is important to include the teachers' points of view as a necessary input to contribute to a better understanding of the situations presented within the school context and also to get simultaneous feedback to strengthen the teaching and learning process.

One of the advantages of the case study is the flexibility to make changes during the investigation process (Kumar, 2008). For this reason, it would have been interesting to know the students' suggestions about how to avoid the "Dark side" inside the classroom, how to improve this situation, how to attract the attention of these students.

Thoughts triggered as a result of reading the item:

The conclusions obtained in this research evidence that despite the students consider learning English is a crucial fact in their lives, they expressed de-motivation through their answers regarding the class setting, teaching methods, strategies, and techniques used in the English class. These voices are the input to find through research new findings that promote the creation of novel educative policies according to nowadays students' interests and needs.

It will be a waste of time to implement new educational policies if teachers continue implementing the traditional methods inside the classrooms. For this reason, it is also crucial to investigate new ways to optimize English teachers' performance with the aim of captivating students' attention, increasing their motivation to achieve truly meaningful learning.

References

- Allen, M. (2017) *The SAGE Encyclopedia of Communication Research Methods* (pp. 80-81). In M. Allen (Auto-edition). SAGE
- Ariola, M.M. (2006). Computer assisted research. In M. M. Ariola, *Principles and Methods of Research' 2006* (p.179). Rex boos Store.
- ASOCOPI. (S.F.). *howjournalcolombia.org/*.
<https://www.howjournalcolombia.org/index.php/how>
- ATLAS.ti (n.d.) *Qualitative data analysis*. ATLAS.ti. <https://atlasti.com/product/what-is-atlas-ti/>
- Babione, C. A. (2015). Practitioner Teacher Inquiry and Research. In C. A. Babione, *Practitioner Teacher Inquiry and Research* (p. 147). Jossey-Bass.
- Bailey, K.D.(1994). Discussed observational methods. In K. D. Bailey, *Methods of Social Research* (p. 273). The Free Press.
- BBC (2018, September 21). *bbc.com*. <https://www.bbc.com/mundo/noticias-internacional-45582530>
- Bekerian, D. (2012). Skill acquisition. In D. Bekerian, & A. Levey, *Applied Psychology: Putting Theory Into Practice* (p. 207). Oxford.

- Bikner, A.(2015). Approaches to Qualitative Research in Mathematics Education. In A. Bikner-Ashbahs, C. Knipping, & N. Presmeg, *Approaches to Qualitative Research in Mathematics Education* (p. 408). Springer.
- Braten, I. (2010). Personal Epistemology in Education: Concepts, Issues, and Implications. In *International Encyclopedia of Education (Third Edition)* (pp. 211-217). Elsevier Ltd.
- Briggs, A. R. (2012). What is documentary research? In A. R. Briggs, M. Coleman, & M. Morrison, *Educational Leadership & Management* (p. 297). SAGE.
- Brown, H. D.(2007). Methods of Language Teaching. In H. D. Brown, *Teaching by principles* (pp. 18-47). Pearson.
- Cargan, L.(2007). Advantages and disadvantages of scientific observation. In L. Cargan, *Doing Social Research* (p. 142). Rowman & Littlefield Publishers, INC.
- CDC (2019). Coding and Analyzing Requirements. In C. F. CDC, *The CDC Field Epidemiology Manual* (págs. 225-226). OXFORD.
- Clandinin, D. J. (2016). A Definition of Narrative Inquiry. In D. J. Clandinin, *Engaging in Narrative Inquiry* (p. Introduction). Routledge.
- Clark, P. (2008). Mixing Qualitative and Quantitative Methods. In P. Clark, & J. W. Creswell, *The Mixed Methods Reader* (p. 107). SAGE.
- Coe, R. (2012). Documentary Methods. In R. Coe, M. Waring, L. V. Hedges, & J. Arthur, *Research Methods & Methodologies in Education* (p. 219). SAGE.

- Cohen, L. (2002). The Significance of Competence-Driven Courses and Assessment. In L. Cohen, L. Manion, & K. Morrison, *A Guide to Teaching Practice* (pp. 20 -25). Routledge.
- Cohen, L. (2017). Research Methods in Education. In L. Cohen, L. Manion, & K. Morrison, *Research Methods in Education*. (p. 291). Routledge.
- Cohen, L. (2007). Research Methods in Education. Sixth Edition. In L. Cohen, L. Manion, & K. Morrison, *Research Methods in Education. Sixth Edition*. (p. 254). Routledge.
- Corbett, B. (2015). Characteristics of a case study. In B. Corbett, A. Edwards, & J. Skinner, *Research Methods for Sport Management* (p. 118). Routledge.
- Cottrell, R. R.(2005). Health Promotion and Education Research Methods. In R. R. Cottrell, & J. F. McKenzie, *Health Promotion and Education Research Methods* (pp. 186-187). Jones and Bartlett Publishers.
- Creswell, J. W. (2007). Procedures for Conducting Narrative Research. In J. W. Creswell, *Qualitative Inquiry and Research Design: Choosing Among Five Approaches* (p. 56). SAGE Publications.
- Cronquist, K. (2017). *El aprendizaje del inglés*. El Diálogo.
- Cronquist, K. (2017, September). *www.thedialogue.org*. <https://www.thedialogue.org/wp-content/uploads/2017/09/El-aprendizaje-del-ingl%C3%A9s-en-Am%C3%A9rica-Latina-1.pdf>

- Davis, S. F. (2008). Participant observation studies. In S. F. Davis, & W. Buskist, *21st Century Psychology: A Reference Handbook* (p. 98). SAGE publications.
- De Leeuw, E. D. (2005). Dropout in longitudinal studies: Strategies to limit the problem. *Encyclopedia of Statistics in Behavioral* , (pp. 515-518) Wiley.
- Dills, C. R. (1997). Constructivist-Hermeneutic-Interppretivist Qualitative paradigm. In C. R. Dills, & A. J. Romiszowski, *Instructional Development Paradigms* (p. 169). Educational Technology publications.
- Dörnyei, Z. (2007a). Action Research problematic issues. In Z. Dörnyei, *Research Methods in Applied Linguistics* (p. 192). OXFORD.
- Dörnyei, Z. (2007b). Diary studies. In Z. Dörnyei, *Research Methods in Applied Linguistics* (p. 156-158). OXFORD.
- Dörnyei, Z. (2007c). Expanding the understanding of a complex issue. In Z. Dörnyei, *Research Methods in Applied Linguistics* (p. 165). OXFORD.
- Dörnyei, Z. (2007d). Focus groups interviews. In Z. Dörnyei, *Research Methods in Applied Linguistics* (pp. 144-145). OXFORD.
- Dörnyei, Z. (2007e). Grounded Theory. In Z. Dörnyei, *Research Methods in Applied Linguistics* (pp. 257-262). OXFORD.
- Dörnyei, Z. (2007f). Grounded theory. In Z. Dörnyei, *Research Methods in Applied Linguistics* (pp. 259-264). OXFORD.

- Dörnyei, Z. (2007g). Interview study facilitated by preceding questionnaire survey. In Z. Dörnyei, *Research Methods in Applied Linguistics* (p. 172). OXFORD.
- Dörnyei, Z. (2017h). Qualitative data collection. In Z. Dörnyei, *Research methods in Applied Linguistics* (p. 125). OXFORD.
- Dörnyei, Z. (2007i). The good Researcher. In Z. Dörnyei, *Research Method in Applied Linguistics* (p. 17). OXFORD.
- Dörnyei, Z. (2007j). The purpose of mixed methods research. In Z. Dörnyei, *Research Methods in Applied Linguistics* (pp. 164-165). OXFORD.
- Dörnyei, Z. (2007k). What are questionnaires and what do they measure? In Z. Dörnyei, *Research Methods in Applied Linguistics* (p. 102-103). OXFORD.
- Duck, S. (2021). Interpretative Approach. In S. Duck, & D. T. McMahan, *Communication in Everyday Life*. SAGE.
- Efron, S. E. (2020a). Action Research in Education. In S. E. Efron, & R. Ravid, *Action Research in Education* (pp. 2-14). The Guilford Press.
- Efron, S. E. (2020b). Characteristics of action research. In S. E. Efron, & R. Ravid, *Action Research in Education* (p. 7). Guilford Publications.
- Efron, S. E. (2020c). Cyclical steps in action research. In S. E. Efron, & R. Ravid, *Action Research in Education* (pp. 7-8). Guilford Press.
- Efron, S. E. (2020d). Historical perspectives of action research. In S. E. Efron, & R. Ravid, *Action Research in Education* (p. 6). Guilford Publications.

- El TIEMPO (2017, October 3). *Colombia, rezagada en Inglés por falta de profesores capacitados*. El tiempo. <https://www.eltiempo.com/vida/educacion/nivel-de-conocimiento-de-ingles-en-colombia-y-america-latina-137536>
- Finardi, K. R. (2019). The introduction of English in primary education. In K. R. Finardi, *English in the South*. Londrina. Eduel.
- Gable, G. G. (1994). Integrating case studies and survey methods. *QUTe Prints* , (pp.112-126). <https://eprints.qut.edu.au/5853/>
- Gibbs, G. R. (2007). Line-by-line coding. In G. R. Gibbs, *Analysing Qualitative Data* (p. 52).SAGE.
- Given, L. M. (2008a). Historical Research Definition of Terms. In L. M. Given, *The Sage Encyclopedia of Qualitative Research Methods* (p. 396). SAGE.
- Given, L. M. (2008b). History and Narrative. In L. M. Given, *The Sage Encyclopedia of Qualitative Research Methods* (p. 402). SAGE.
- Given, L. M. (2008c). Poststructuralim and deconstruction. In L. M. Given, *The SAGE Encyclopedia of Qualitative Research Methods* (p. 559). SAGE.
- Given, L. M. (2008d). Stages in Historical Research Design. In L. M. Given, *The Sage Encyclopedia of Qualitative Research Methods* (p. 396). SAGE.
- Given, L. M. (2008e). In L. M. Given, *The Sage Encyclopedia of Qualitative Research Methods*. Volume 2 (p. 68). SAGE.

- Given, L. M. (2014). Postructuralist paradigm. In L. M. Given, *The SAGE Encyclopedia of Qualitative Research Methods* (pp. 152-171). SAGE.
- Given, L. M. (2016). Writing Qualitative Research. In L. M. Given, *100 Questions (and Answers) About Qualitative Research* (p. 168). SAGE.
- González, A. S. (2015). The Influence of Cultural Contexts in Learners' Attributions for Success and Failure in Foreign Language Learning. In A. S. González, *The Influence of Cultural Contexts in Learners' Attributions for Success and Failure in Foreign Language Learning*. (pp. 145-170). Lady Stephenson Library.
- Gratton, C. (2004). Advantages of the Interview Method. In C. Gratton, & I. Jones, *Research Methods for Sport Studies* (p. 142). Routledge.
- Gratton, C. (2014). Triangulation. In C. Gratton, I. Jones, & D. I. Jones, *Research Methods for Sports Studies: Third Edition*. ROUTLEDGE.
- Green, J. (2004). Terminology. In J. Green, & N. Thorogood, *Qualitative Methods for Health Research* (p. 80). SAGE.
- Gunarto Pujihartono, L. (2015). The Characteristics of a good English Teacher. (pp.69-80). *Dialektika*.
- GutCheck (2020, January 29). What is descriptive research?
<https://www.gutcheckit.com/blog/what-is-descriptiveresearch/#:~:text=Descriptive%20research%20is%20a%20methodology,or%20behavior%20of%20an%20audience.>

Harappa Diaries (2020). The importance of a Data- Driven Approach. *Harappa* .

Houser, R. A. (2015). Counseling and Educational Research: Evaluation and Application. En R. A. Houser, *Counseling and Educational Research: Evaluation and Application* (p. 78). SAGE publications.

Houser, R. A. (2020). Advantages and disadvantages of Cualitative Research. In R. A. Houser, *Counseling and Educational Research: Evaluation and Application* (p. 64). SAGE.

IBM. (2010). *IBM SPSS Statistics 19 Brief Guide*. Copyright SPSS Inc.

<https://www.ibm.com/products/spss-statistics>

Jhangiani, R. S. (2014). Research Methods in Psicology. En R. S. Jhangiani, & I.-C. A. Chiang, *Research Methods in Psicology*. Saylor Fundation.

Johnson, B. (2008). In B. Johnson, & L. Christensen, *Educational Research: Quantitative, Qualitative, and Mixed Approaches* (p. 377). SAGE.

King, N.(2010). Main advantages to be gained from interaction between participants. In N. King, & C. Horrocks, *Interviews in Qualitative Research* (p. 70). SAGE.

Kirk, J. (1986). Field Research as a Validity Check. In J. Kirk, & M. L. Miller, *Reliability and Validity in Qualitative Research* (p. 30). SAGE publications.

Köpsel, V. (2017a). Research, Design, and Methods. In V. Köpsel, *New Spaces for Climate Change* (p. 86). Springer.

Köpsel, V. (2017b). Transcription of the Interview Recordings. En V. Köpsel, *New Spaces for Climate Change* (p. 85). Springer.

- Kridel, C. (2019). *An introduction to documentary research*. SAGE
- Kumar, R. (2008). Case Study. In R. Kumar, *Research Methodology* (p. 50). APH Publishing Co.
- Lapan, S. D. (2012). Individual-level network data. In S. D. Lapan, M. T. Quartaroli, & F. J. Riemer, *Qualitative Research*. Jossey-Bass.
- Lester, P. (2014). Handbook of Tests and Measurement in Education and the Social Sciences. In P. Lester, D. Inman, & L. Bishop, *Handbook of Tests and Measurement in Education and the Social Sciences*. (p.79). Rowman & littlefield.
- Lieblich, A. (1998a). Narrative Research. In A. Lieblich, R. Tuval-Mashiach, & T. Zilber, *Narrative Research: Reading, Analysis, and Interpretation* (p. 10). SAGE publications.
- Lieblich, A. (1998b). Some Basic Features of Conducting Narrative Studies. In A. Lieblich, R. Tuval-Mashiach, & T. Zilber, *Narrative Research: Reading, Analysis, and Interpretation* (p. 9). SAGE publications.
- Macmillan. (n.d.). Strategy. In *macmillan dictionary*. Retrieved April 1, 2021, from <https://www.macmillandictionary.com/us/dictionary/american/strategy>
- Manfra, M. (2019). Focus groups interviews. In M. Manfra, *Action Research for Classrooms, Schools, and Communities*. SAGE Publications.
- Maruyama, G. (2014). Conducting Research in community Setings. In G. Maruyama, & C. S. Ryan, *Research Methods in Social Relations* (p. 156). Wiley Blackwell.

- Mehta, N. (2018). Rural Transformation in the Post Liberation Period in Gujarat: Economic and Social Consequences. In N. Mehta, *Rural Transformation in the Post Liberation Period in Gujarat: Economic and Social Consequences*. (p. 131). Palgrave Macmillan.
- Merriam, S. B. (2015). Artifacts in Qualitative Studies. In S. B. Merriam, & E. J. Tisdell, *Qualitative Research* (p. 189). Jossey Bass.
- Merriam-Webster (n.d.). skill. In Merriam-Webster dictionary. Retrieved April 1, 2021, from <https://www.merriam-webster.com/dictionary/skill>
- Miles, J. (2005). Descriptive and Interpretative Approaches to Qualitative Research. In J. Miles, & P. Gilbert, *A Handbook of Research Methods for Clinical and Health Psychology* (p. 147). OXFORD.
- MINEDUCACION. (2004a). mineducacion.gov.co.
https://www.mineducacion.gov.co/1621/articles-116042_archivo_pdf4.pdf
- MINEDUCACION. (2004b). Ministerio de Educación Nacional.
https://www.mineducacion.gov.co/1621/articles-132560_recurso_pdf_programa_nacional_bilinguismo.pdf
- MINEDUCACION. (2014a). mineducacion.gov.co.
https://www.mineducacion.gov.co/1621/articles-340184_archivo_pdf_terminos_convocatoria.pdf
- MINEDUCACION. (2014b). mineducacion.gov.co.
https://www.mineducacion.gov.co/1759/articles-343837_Programa_Nacional_Ingles.pdf

MINEDUCACION. (2016, October). [mineducacion.gov.co](https://www.mineducacion.gov.co).

https://www.mineducacion.gov.co/1759/articles-357562_recurso_3.pdf

Myers, M. D. (2009). Critique of Grounded Theory. En M. D. Myers, *Qualitative Research in Business & Management* (pp. 111- 113.).SAGE.

O'Leary, Z. (2017). Disregard for the Power of Language. En Z. O'Leary, *The Essential Guide to Doing Your Research Project* (p. 59). SAGE.

Ornstein, A. C. (1995). Qualitative approach. In A. C. Ornstein, *Teaching theory into practice*. (p. 78). Allin and Bacon.

O'Sullivan, E. (2016). Member Checking En E. O'Sullivan, *Practical Research Methods for Nonprofit and Public Administrators* (p. 170). ROUTLEDGE.

Palinkas, L. A. (2015, September). *Purposeful sampling for qualitative data collection and analysis in mixed method implementation research* . Author Manuscript.

Poedjiastutie, D. (2020). Definition of Narrative Inquiry. In D. Poedjiastutie, *a Closer Look of Qualitative Research* (p. 41). UMM PRESS.

Prasad, P. (2015). Reactions to Poststructuralism Tradition. In P. Prasad, *Crafting Qualitative Research* (pp. 257-259). Routledge.

Punch, K. (2009a). Introduction to Research Methods in Education. In K. Punch, *Introduction to Research Methods in Education*. (p. 290). SAGE.

Punch, K. (2009b). Researching your own classroom, school or college. In K. Punch, *Introduction to Research Methods in Education* (pp. 44-45). SAGE.

QSR international (2013, July 10). www.qsrinternational.com.

<http://download.qsrinternational.com/Resource/NVivo10/nvivo10-overview.pdf>

Question Pro (2019). Cross-sectional Study-definition with examples.

<https://www.questionpro.com/blog/cross-sectional-study/>

Ravitch, S. M. (2012). Introduction. In S. M. Ravitch, & M. Riggan, *Reason & Rigor: How Conceptual Frameworks Guide Research* (p. 8). SAGE.

Reardon, D. (2006) The Literature Review. In Reardon, D. *Doing Your Undergraduate Project* (pp. 149-178). SAGE.

Remenyi, (2013). A Likert-scale. In D. Remenyi, *Field Methods for Academic Research - 3rd Edition* (p. 114). Ridgeway Press.

Roberts, C. (2019). Reviewing the Literature. In C. Roberts, & L. Hyatt, *The Dissertation Journey*. CORWIN.

Romero, L. M. (2016, April 6). revistacomunicar.com.

<https://www.revistacomunicar.com/wp/escuela-de-autores/las-normas-apa-y-el-sistema-de-citas-con-doi/>

Sajjad Kabir, S. M. (2016). En S. M. Sajjad Kabir, *Methods of Data Collection* (pp. 210-211). Book Zone.

Sapsford, R. (2007). What is a survey? In R. Sapsford, *Survey Research* (p. 3). SAGE.

Schneider, Z. (2014). An Emergent Trend in Qualitative Research. In Z. Schneider, & D. Whitehead, *Nursing and Midwifery Research* (p. 95). ELSEVIER.

- Scott, D. (2006). Key ideas in Educational Research. In D. Scott, & M. Morrison. *Key ideas in Educational Research*. (p. 252). Continuum.
- SEMANA (2017). Colombia y su preocupante nivel de inglés. *Revista Semana*.
<https://www.semana.com/educacion/articulo/bilinguismo-nivel-de-ingles-en-colombia/542736/>
- Shafaei, A. (2009). Integrating Styles. In A. Shafaei, & M. Nejati, *Annals of Language and Learning* (p. 50). Universal-Publishers.
- Shkedi, A. (2005). Multiple Case Narrative. In A. Shkedi, *Multiple Case Narrative: A Qualitative Approach to Studying Multiple Populations* (p. 24). John Benjamins Publishing Company.
- Singh Maini, D. (2000). Problems of interdisciplinary research. In D. Singh Maini, *Encyclopedia of Anthropology, Volume 7* (p. 177). Mittal publications.
- Singh, Y. K. (2007). Descriptive Method. In Y. K. Singh, *Research Methodology* (pp. 229-231). APH Publishing Corporation.
- Smith, B. (2016). In B. Smith, & A. C. Sparkes, *Routledge Handbook of Qualitative Research in Sport and Exercise* (p. 81). Routledge.
- Stacks, D. W. (1999). In-person interviews In D. W. Stacks, & . E. Hocking, *Communication Research* (p. 243). Longman.

- Swanson, R. A. (2005a). Advantages and Disadvantages on Meta-Analysis. In R. A. Swanson, & E. F. Holton III, *Research in organizations: Foundations and Methods in Inquiry* (p. 205). BK.
- Swanson, R. A. (2005b). Research in Organizations Foundations and methods of inquiry. In R. A. Swanson, & E. F. Holton III, *Research in Organizations Foundations and methods of inquiry*. (p. 328). Berret Koehler publishers, Inc.
- Tavakol, M. (2011). Making sense of Cronbach's alpha. *International Journal of Medical Education*. , 54.
- UNESCO (2014, May 16). [www.unesco.org: https://en.unesco.org/news/global-citizenship-education-preparing-learners-challenges-twenty-first-century-0](https://en.unesco.org/news/global-citizenship-education-preparing-learners-challenges-twenty-first-century-0)
- Universidad de Antioquia. (2021). Universidad de Antioquia.
http://www.udea.edu.co/wps/portal/udea/web/inicio/investigacion/grupos-investigacion/ciencias-sociales/giae/normas-reformas/contenido/asmenulateral/politicas-bilinguismo-colombia/!ut/p/z1/1ZRNk5owGMe_ih48MnkgBPHIKrquAmJxq1x2AgRMBxIW0Gn76Ru3nZ3R7q7dGS_NJW
- Universidad Distrital Francisco José de Caldas . (S.F.) Colombian Applied Linguistics Journal.
<https://revistas.udistrital.edu.co/index.php/calj/about>
- Universidad Nacional de Colombia. (S.F.). bibliotecas.unal.edu.co.
<https://bibliotecas.unal.edu.co/formacion-y-asistencia/preguntas-frecuentes/portal-de>

revistas#:~:text=El%20Portal%20de%20Revistas%20es,con%20los%20criterios%20de%20calidad

Universidad Nacional de Colombia, (2019, July). *Profile: Issues in Teachers' Professional Development*. PROFILE Journal. <http://unal.academia.edu/PROFILEJournal>

U.S. GOVERNMENT.(1990). In *H.R. 3131, the National High-Performance Computing Technology Act* (p. 78). Washington: U.S. Government Printing Office.

UTEG (2020, June 29). uteg.edu.ec: <https://www.uteg.edu.ec/educacion-y-desarrollo-economico/>

Van Den Berg, H. (2012). Human Capital. In H. Van Den Berg, *Economic Growth And Development* (p. 451). World Scientific.

Williams, C. (2007). Research Methods. *Journal of Business & Economic Research* , (p.70). <https://clutejournals.com/index.php/JBER/issue/view/270>

Wiseman, M. S. (2015). A Guide to Conducting Research: A Student Handbook. In M. S. Wiseman, *A Guide to Conducting Research: A Student Handbook*. (pp. 54, 55). Strategic Book Publishing and Rights Co.

Yin, R. K. (2003). Case Study Research: Design and Methods. In R. K. Yin, *Case Study Research: Design and Methods.Third Edition*. (p. 15). SAGE Publications.

Young, L. (2004). Critical Discourse Analysis (CDA) in Research on New Capitalism. In L. Young, & C. Harrison, *Systemic Functional Linguistics and Critical Discourse Analysis* (p. 112). Continuum.

Zainal, Z. (2007). Case Study as a Research Method. (p. 3) *Journal Kemanusiaan*.